

# WILLAMETTE ALUMNUS

SPRING, 1966



SPRING COMES TO OUR CAMPUS. WILLAMETTE'S GREATEST GROWING SEASON WILL EXTEND OVER A PERIOD OF YEARS. THIS ADDITION TO DONEY HALL IS ONE OF THE FIRST THREE CONSTRUCTION PROJECTS NOW UNDER WAY.

# FROM THE TOWER

## The Bearcat's year

Premier miler Dyrol Burleson ushered the Spring sport season in swiftly at Willamette, as the former Olympic ace shattered the Willamette Relays' Statesman Mile record with a 3:57.5 clocking, the lowest time in the U.S. this year.

Some 13 records were lowered in the huge track meet April 2, as first year coach Chuck Bowles received his "baptism" to the WU coaching staff by directing the successful meet which attracted 1,713 high school and college performers.

Since then, his spikers have run up two dual meet wins against Northwest Conference opponents to highlight the Spring efforts for the Bearcats.

Baseball coach John Lewis had no sooner put the finishing touches on a 14-12 basketball season when his baseballers answered the call to action. Through 17 games, the diamondmen have a creditable 11-6 record.

Les Sparks started his 40th year at the tennis helm, and while he claims he doesn't have a strong team this year, the Bearcat netmen were 5-1 in early matches. Math professor Steve Prothero took over the golf reins after Norm

Chapman departed, and his crew promptly won the Statesman-Journal Tournament's college division trophy. Since then, the divotmen have dropped two non-conference matches, but are 1-0 in NWC matches.

In the classroom, the Willamette athletes have maintained their "championship" form. For the eighth time in four and one-half years, the Bearcat athletes have topped the all-men's grade point average, 2.668 to 2.564. Some 125 athletes on the 11 teams figured in the averaging. The tennis squad had the highest team average with a 3.0, while football tackle and political science senior scholar John Travis was the individual leader with a 4.0.

Coach Ogdahl's footballers closed out one of their more successful seasons with a 6-1-1 conference record. The loss of the final game to Linfield sent that team into the NAIA playoffs, from which it emerged as the number two team nationally.

Scholastically, the football squad placed 15 men in the 3-point or above classification, including 12 in the starting offensive and defensive line-ups.

## Dr. Monk honored in South America

Dr. Cecil Monk, professor of biology, was the special guest of Central University in Caracas, Venezuela, for two weeks in March. The South American university presented him with a large, hand-lettered diploma on parchment proclaiming him honorary professor of biology.

Dr. Monk organized the school of

biology at Central in 1948-50 under the auspices of the U.S. State Department. From 12 students he taught during the first two years, the department of biology has grown in size to 750 students and 60 faculty members. Six of the original 12 are on the staff at present, including the head of the school.

Dr. and Mrs. Monk thoroughly enjoyed their visit. "We had a cordial time and everyone was extremely good to us," they said. With the help of some funds from the State Department and from the Willamette science department, Dr. Monk is preparing to send Central University some additions to its science library.

## Changes announced in faculty and staff

A newly created position on the Willamette administrative staff has been filled and a successor to former Dean of Students Walter S. Blake, Jr., has been named to highlight some of the personnel changes on the campus.

Raymond I. Brahms, Jr., director of development at Maryville College (Tenn.) will be vice-president for development starting Aug. 1. Duties in this new position include coordination of all work in public relations and development, with the main responsibility of supervising the University's \$12.5 million expansion program.

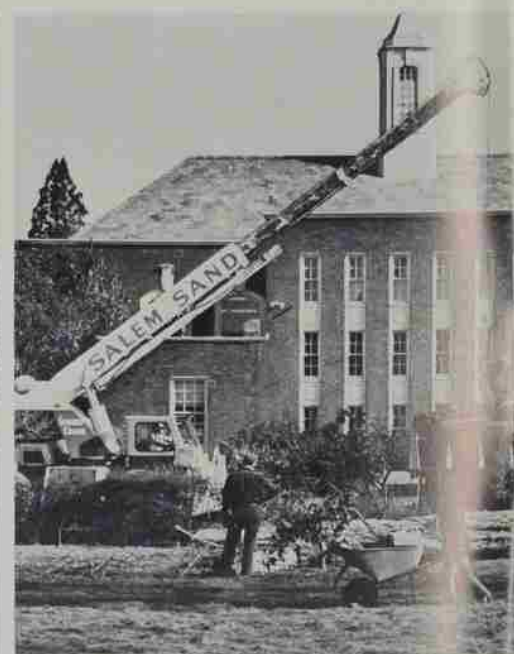
A Ph.D candidate at Indiana University will be the new Dean of Men at Willamette. He is Scott T. Rickard, a 1960 graduate of Oregon State Uni-

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We couldn't wait for Librarian Stanbury and Dr. Morange to finish the hole for the library . . .

. . . so we moved in some heavy equipment.

versity, who will assume campus duties in August.

Blake resigned March 1 to seek the post of state superintendent of public instruction. Dean of Women Vera Haberer has assumed his duties until Rickard arrives on campus.

Another former University of Oregon football player was appointed to the assistant football coaching post in place of Norm Chapman who returned to Oregon as Frosh coach. Joe Schaffeld will join grid boss Ted Ogdahl this summer after completing the year at Central Catholic High School in Portland. He will also be assistant baseball coach.

Two new men were added to the law faculty, Don Berger, an attorney for the California Department of Water Resources, and Howard E. Engle, Jr., an attorney for the Internal Revenue Service in San Diego. Both will be assistant professors of law.

Major Douglas A. Harrison will be the new professor of air science in June, replacing Lt. Col. Howard L. Hundemer who has been assigned to the education division of Air University at Maxwell Air Force Base in Alabama.

The two current members of the development staff, director Bob Cowen and assistant Ed Cole, have accepted new posts for next year. Cowen will join the Princeton University development staff and Cole has won a three-year National Defense Education Act Fellowship totaling \$7,800 for graduate study in political science at the University of Florida.

Four other professors will take sabbatical leaves in the Fall, Dr. Chester

Luther, Dr. Martha Springer, Dr. Theodore Shay and Prof. Stanley Butler, while Chaplain Cal McConnell and English professor Elaine Roddy will be on leaves of absence.

Chaplain McConnell received a \$6,000 Danforth Ministry Grant for study in counseling and the psychology of religion at Andover Newton Theological School in Boston, while his wife Mary received a full tuition NDEA fellowship for graduate study in guidance and counseling at Harvard University.

### Festival of Arts draws wide response

The arts got a thorough workout at Willamette April 11-15, as the University hosted its second Festival of Contemporary Arts under the direction of Dean Charles Bestor.

There were some 425 entries from 30 states in eight nationwide competitions in music, drama, poetry and photography, from which 21 entrants were cited for their artistic endeavors, and first prize cash awards totaling \$750 were given to the eight winners.

Altogether, over 30 events were included under the sponsorship of 17 cultural organizations in the Northwest, and 13 performing groups participated along with five special artists-in-residence and six lecturers.

"It was an exciting artistic development," said Bestor, "and we were particularly pleased with the involvement of students and citizens of Salem with professionals in the arts."

An indication of the response was the

packed auditorium for the final program, a concert of five winning musical works and a presentation of the poetry, drama and photograph winners.

The music portion of the Festival was designed to draw compositions for high school and collegiate level performance in orchestra, band, chorus, and instrumental and vocal chamber music.

"There's no question that we succeeded in what we set out to do; the quality of the new music was exceptional, and in the other phases of the Festival, the artists-in-residence were delighted with the response they encountered. They were surrounded by students throughout their stay and were forced to examine assumptions in their own field by the questions they were asked and the discussion they engaged in," said Bestor.

The visiting artists were poets Mona Van Duyn, Washington University (St. Louis) and Peter Thomas, University of Utah; composer Cecil Effinger, University of Colorado; novelist Benedict T. J. Kiely and film artists David Foster, both of the University of Oregon.

They served on the jury for the various competitions and presented individual lectures and seminars as well as joining each day in a public "dialogue" to discuss their various arts and their interrelation.

Despite the success of the venture, Bestor has indicated that instead of holding it yearly, it might be better to have a festival every two years with the idea of making it different each time. "Perhaps we can cover some new areas such as the sciences or humanities."



Terry, Cheri and Timothy Collins break ground for new law building . . .



. . . and this is what came of it. The Truman Wesley Collins Legal Center will rise here, a memorial to the father of the youthful ground breakers. (Old building in background will be removed.)



BY DEAN-ELECT BYRON DOENGES

# Environment

The following paragraphs are but meager excerpts from a convocation address in which Dr. Doenges outlined the concepts under which the faculty has undertaken the most thoroughgoing curricular revision in Willamette's history.

IF I WERE TO DRAW comparisons between the functions of a business firm and those of a university it would go something like this: The business firm employs resources to produce a product or service; the university employs resources to produce an environment for learning. The objective of a business is to maximize profits; the objective of a university is to perpetuate itself as a quality institution. Both objectives depend upon the efficient production of a product for which there is strong demand.

Now, there are all kinds of business firms just as there are all kinds of universities. Those universities which anticipate quick employment opportunities for students will emphasize training for jobs that will treat the individual as a mere cog in the production process.

Courses carrying respectable catalog labels but taught by instructors who fail to challenge and who expect only simple regurgitation of facts, and courses taught by instructors who expect students to accept some ideological or political point of view, can be classified as training courses in the same fashion as those designed to produce automatons. Education stresses intellectual development, training stresses dexterity and repetitiveness.

## *What kind of diversity?*

Most state universities, because of their dependence on tax money, are forced to open their doors to all and to offer different programs to meet the demand such an open-ended policy requires. I have often heard the statement: "But students should have the experience of rubbing shoulders with all types of people, and only in a multiversity is this possible." My retort, "Yes, provided the shoulders being rubbed belong to students with similar intellectual abilities."

Diversity in ethnic and cultural backgrounds is necessary; diversity in intellectual ability, however, only tends to weaken the environment for learning. High standards in the

arts and sciences tend to attract the intelligent without whom a solid and strong learning environment is impossible.

I am not saying that universities stressing training have no place in our society. I am saying that people who desire to be trained should realize that chances for their becoming educated for leadership are lessened under pure training conditions. I am saying that truly intelligent people are needed as citizens and as leaders in their professions—and that rigorous participation in quality learning and teaching activities in the arts and sciences are fundamental to career success—and to the success of their own institution's learning environment.

## *Intellectual interaction*

The best interests of the student are considered the primary objective of a learning environment, which depends in turn upon the continued development of experienced, intelligent and well educated teachers, encouraged by that same environment. Intelligent students interacting with each other and with faculty members develop all sorts of electricity. It is important that these people be placed in juxtaposition so that they constantly question, agitate, and irritate (intellectually, that is) each other.

The student expects to use his education for a multitude of purposes, chief among them being preparation for satisfactory and suitable employment. An optimum learning environment presumably results in well-educated and well-placed graduates, the sine qua non of a quality institution of higher learning. Today you may be studying economics—but think of your study as having implications far beyond the immediate. The intelligent individual must see this job objective in the context of a rapidly changing world.

In a world being greatly changed by cybernetics and automation, I think an educated individual should have (1) experienced the rigor of higher mathematical or logical reasoning, (2) been challenged by problems in the basic sciences,

# for Learning

(3) explored and reflected on the phenomena of simple life in the biological laboratory, (4) have read, discussed, and written critical papers on the works of American and English authors, (5) understand the great currents in American history, (6) be knowledgeable about our historical, literary and artistic heritage from other lands, both Eastern and Western, (7) be familiar with the empirical methods of the social sciences in analyzing what has happened to corporate man. Last, but not least, is the consideration of first principles as met in the study of philosophy and religion.

## *Upgrading the B.A.*

The university must so order its graduation requirements that no candidate for a degree may avoid any of these experiences. The mark of distinction for having run the race is the Bachelor of Arts degree. The value of the degree is the responsibility of the faculty. Whenever a weak program is allowed to continue, whenever grading practices get out of line, whenever a degree is granted to a student who has not met the rigorous standards set by the faculty, all past degree holders and future degree holders are hurt thereby. The prestige of the institution suffers when the academic reward is based upon any other factors than high academic standards. A secondary school or weak institution of higher learning may pass on students who merely show improvement; a quality institution of higher learning could never exist with such an open-ended policy.

Obviously, money has a great deal to do with the quality of instruction and with the quality of supporting facilities such as libraries and laboratories. Conversely, money tends to flow to those institutions known for academic excellence. Today, great benevolent foundations, individuals, and corporations are anxious and willing to underwrite institutions supporting strong academic programs. Such support, however, depends upon each and every participant in the learning environment, not only those who have chosen to become permanent members of the establishment but also those whose tenure on the campus is limited to four years.

## *Changes in the academic structure*

Now, I have been discussing a hypothetical university; a model, if you will. I could have made a similar presentation before arriving at Willamette. As a matter of fact, I did a somewhat similar job at Indiana University a few years ago. Can I draw a correlation between the model and Willamette's College of Liberal Arts? You bet I can. I will speak primarily

*New plan will underscore concern for close student-teacher relationship*

about the changes which will go into effect in September, 1967.

I want you to remember that the 4-2 plan was approved by this faculty before I was invited to join Willamette. I am proud of the many changes this faculty has adopted. Also, when I speak of the changes I am not ignoring the excellent reputation Willamette enjoys for the great work it has done in the past.

Two and one-half years ago the Willamette faculty began its discussions on curriculum review. The result was the adoption of the 4-2 Plan. Now, this plan in itself is not significant. What is significant is the fact that the Plan provided an impetus to change completely the old curriculum. A 3-hour course, or a 2-hour course does not have counterparts under 4-2. Under 4-2 each student enrolls in four courses each semester (with a 2-semester year). This means 32 courses to graduate. Each full-time faculty member will be limited to three courses each semester and to a six course repertory limit. These limitations are designed to provide more time for course and lecture development, for learning, for increasing intellectual capital, if you will. Also, it is anticipated that limitations on teaching responsibilities will continue to underscore Willamette's concern for close student-teacher relationship.

## *Six concentration areas*

Beginning in 1967 the faculty will offer courses under departments as well as under Concentration Areas. Students will choose their major and concentration area at the end of the sophomore year, presumably after they have satisfied general education requirements.

The six Concentration Areas will be, (1) American Studies, sponsoring a major in American Studies, (2) Letters, sponsoring majors in the literature of each of the foreign languages and of English and American literature, (3) Natural Science and Mathematics, offering majors in Biology, Chemistry, Physics, Mathematics and Psychology, (4) Social Science, offering majors in Economics, Political Science and Sociology, (5) Fine Arts, offering majors in Art and Music, and (6) History and Philosophy of Ideas, offering majors in History, Philosophy and Art History. Religion courses, to be offered in each Concentration Area, will be relevant to each area.

The technique for insuring that each student will have met general education requirements will be the proviso that two courses must be selected from each of the Concentration



Areas. To insure diversification a student will be limited to 8-10 courses in any one *subject* area, with a minimum of 12 courses in the *concentration* area.

Before a student elects a major he must satisfy the requirements of the Willamette program in written and oral expression in English and in basic and intermediate foreign language. It is important that each student realize that one *prepares* to major, and that writing and speaking well are basic requirements.

Other supporting faculties will be the faculty of Education and Physical Education and the faculty of Aerospace Studies. These faculties will be concerned with the content and direction of Willamette's professional programs and for AFROTC.

Each course should have relevance to one or more of the following basic attributes expected of our students: (1) The precise use and understanding of language. (2) An interest in and critical examination of facts and ideas traditionally in subject areas of the three major disciplines—the humanities, the natural sciences, and the social sciences. (3) Social and moral attitudes congenial to the liberal tra-

dition. (4) An appreciation of our culture, of the individual in relation to it, and an awareness of cultural variety throughout the world. (5) An understanding of the religious heritage of the West, and an awareness of religious variety throughout the world. (6) The ability to distinguish between conviction and intolerance, between judgment and dogmatism. (7) The ability to recognize human excellence. (8) The aspiration to distinguished attainment.

We have the organization. We are stimulated to do the best job possible. Each of us has a job to do in learning and teaching and teaching and learning. You, the students, in the final analysis, must determine the level of competition in which our University operates. A quotation from Oliver Wendell Holmes, I believe, provides an appropriate ending:

"I find the great thing in this world is not so much where we stand, as in what direction we are moving . . . we must sail, sometimes with the wind and sometimes against it—but we must sail, and not drift, nor lie at anchor."

—*The Autocrat of The Breakfast Table*

## What's behind the new curriculum?

The 4-2 Plan is rounding into shape for its inauguration in the fall of 1967. The faculty action that set it in motion took place in 1963. Since that time there have been innumerable faculty meetings and time consuming deliberations by special committees. There have been studies of curricula offered on many other campuses, and there have been vigorous debates. Every proposal has been challenged and often torn apart. This intensive work has robbed faculty members of their free time and stolen many hours from their research and personal studies.

What started all this?

There were several compelling reasons. One was the inescapable fact that curricular proliferation was becoming unmanageable. One-hour and two-hour courses sprinkled the catalog. Undesirable results were accumulating. Every department operated behind its own private fence, often instituting courses with little regard to their relationship to other disciplines. Some students were taking six or eight subjects, which sometimes resulted in a program that was badly planned and uncoordinated, and of insufficient depth.

Another point was that students could not use their study time efficiently when required to jump between unrelated subjects several times in a single evening.

All of this probably represented each department's effort to keep up with the "knowledge explosion." We face not only change, but an accelerating rate of change. There had to be some pulling together ("no body of knowledge stands by itself"), some new planning, some order out of impending chaos. In the accompanying article (*To Keep Pace with America*) we are urged, "In a period of change (to) press for some enduring values amidst the flux." This is the peculiar task of the liberal arts college.

The 4-2 Plan is merely a vehicle—the means by which the faculty hopes to achieve its aims. The mechanics of the plan are outlined on these pages by Dean Doenges. Students will be limited to four courses each semester, and each pro-

fessor will teach but three. There is to be free communication between different fields rather than rigid departmental lines because fields of knowledge cannot be sharply separated.

For example, we now have a course called the Philosophy of Science, instituted by Dr. Canning in philosophy. It is proposed that this course be continued and strengthened and taught by a philosopher and a physicist. Political Science and Economics interlace in all directions. It is proposed to have a course taught by a Political Scientist and an Economist. Or we could have a situation like this: a professor of medieval history may have a great love for and competence in medieval literature. Freed from our traditional fences, he may teach both.

In the first two years, in the words of Dean Doenges, the student "prepares to major." The "communication arts," the ability to write and speak with cogency and logic, are basic to all others and must be gotten out of the way before one can profit fully from upper division subjects.

All courses, with few exceptions, will be four-hour subjects, which simply means that the student will devote one-fourth of his time to that subject. Classes may not meet four times a week, but possibly three or five times.

The 4-2 Plan is not new, but its changed format forces a re-evaluation, a re-planning and an integration of the whole field of learning. The purpose is not to limit a student's field of inquiry, but rather to give it more meaning, purpose and depth.

Willamette is particularly fortunate in being able to embark on such a plan. There are here no entrenched departments in semi-professional specialization, no segments of faculty trying to protect vested interests in what Dean Doenges calls "training" courses.

There is evidence that other colleges are watching Willamette's experiment—some skeptically, some enviously. As one professor in a California state college said, "Private colleges can do things like this."

*No memory of Alma Mater  
older than a year or so  
is likely to bear much resemblance  
to today's college or university.  
Which, in our fast-moving society,  
is precisely as it should be,  
if higher education is . . .*

## To Keep Pace with America

# W

HAT ON EARTH is going on, there?

Across the land, alumni and alumnae are asking that question about their alma maters. Most of America's colleges and universities are changing rapidly, and some of them drastically. Alumni and alumnae, taught for years to be loyal to good OLD Siwash and to be sentimental about its history and traditions, are puzzled or outraged.

And they are not the only ones making anguished responses to the new developments on the nation's campuses.

From a student in Texas: "The professors care less and less about teaching. They don't grade our papers or exams any more, and they turn over the discussion sections of their classes to graduate students. Why can't we have mind-to-mind combat?"

From a university administrator in Michigan: "The faculty and students treat this place more like a bus terminal every year. They come and go as they never did before."

From a professor at a college in Pennsylvania: "The present crop of students? They're the brightest ever. They're also the most arrogant, cynical, disrespectful, ungrateful, and intense group I've taught in 30 years."

From a student in Ohio: "The whole bit on this campus now is about 'the needs of society,' 'the needs of the international situation,' 'the needs of the IBM system.' What about *my* needs?"

From the dean of a college in Massachusetts: "Everything historic and sacred, everything built by 2,000 years of civilization, suddenly seems old hat. Wisdom now consists in being up-to-the-minute."

From a professor in New Jersey: "So help me, I only have time to read about 10 books a year, now. I'm always behind."

From a professor at a college for women in Virginia: "What's happening to good manners? And good taste? And decent dress? Are we entering a new age of the slob?"

From a trustee of a university in Rhode Island: "They all want us to care for and support our institution, when they themselves don't give a hoot."

From an alumnus of a college in California: "No one seems to have time for friendship, good humor, and fun, now. The students don't even sing, any more. Why, most of them don't know the college songs."

What *is* happening at America's colleges and universities to cause such comments?

## Today's colleges and universities:

**I**T BEGAN around 1950—silently, unnoticed. The signs were little ones, seemingly unconnected. Suddenly the number of books published began to soar. That year Congress established a National Science Foundation to promote scientific progress through education and basic research. College enrollments, swollen by returned war veterans with G.I. Bill benefits, refused to return to “normal”; instead, they began to rise sharply. Industry began to expand its research facilities significantly, raiding the colleges and graduate schools for brainy talent. Faculty salaries, at their lowest since the 1930's in terms of real income, began to inch up at the leading colleges. China, the most populous nation in the world, fell to the Communists, only a short time after several Eastern European nations were seized by Communist coups d'état; and, aided by support from several philanthropic foundations, there was a rush to study Communism, military problems and weapons, the Orient, and underdeveloped countries.

Now, 15 years later, we have begun to comprehend what started then. The United States, locked in a Cold War that may drag on for half a century, has entered a new era of rapid and unrelenting change. The nation continues to enjoy many of the benefits of peace, but it is forced to adopt much of the urgency and pressure of wartime. To meet the bold challenges from outside, Americans have had to transform many of their nation's habits and institutions.

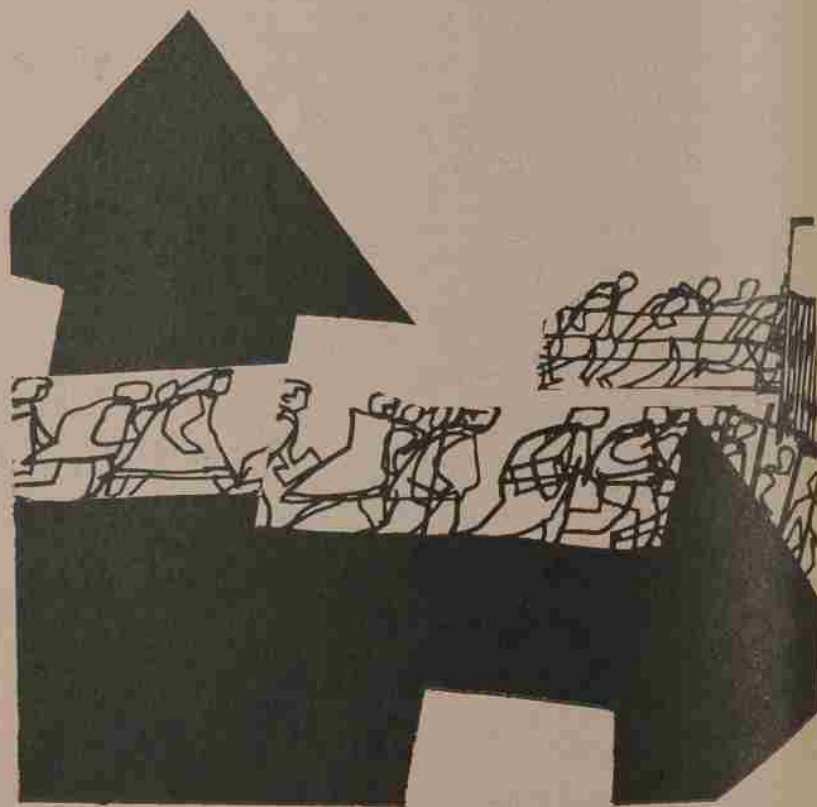
The biggest change has been in the rate of change itself.

Life has always changed. But never in the history of the world has it changed with such rapidity as it does now. Scientist J. Robert Oppenheimer recently observed: “One thing that is new is the prevalence of newness, the changing scale and scope of change itself, so that the world alters as we walk in it, so that the years of a man's life measure not some small growth or rearrangement or modification of what he learned in childhood, but a great upheaval.”

Psychiatrist Erik Erikson has put it thus: “Today, men over 50 owe their identity as individuals, as citizens, and as professional workers to a period when change had a different quality and

when a dominant view of the world was one of a one-way extension into a future of prosperity, progress, and reason. If they rebelled, they did so against details of this firm trend and often only for the sake of what they thought were even firmer ones. They learned to respond to the periodic challenge of war and revolution by reasserting the interrupted trend toward normalcy. What has changed in the meantime is, above all, the character of change itself.”

This new pace of change, which is not likely to slow down soon, has begun to affect every facet of American life. In our vocabulary, people now speak of being “on the move,” of “running around,” and of “go, go, go.” In our politics, we are witnessing a major realignment of the two-party system. Editor Max Ways of *Fortune* magazine has said, “Most American political and social issues today arise out of a concern over the pace and quality of change.” In our morality, many are becoming more “cool,” or uncommitted. If life changes swiftly, many think it wise not to get too attached or devoted to any particular set of beliefs or hierarchy of values.



## *busy faculties, serious students, and hard courses*

Of all American institutions, that which is most profoundly affected by the new tempo of radical change is the school. And, although all levels of schooling are feeling the pressure to change, those probably feeling it the most are our colleges and universities.

**A**T THE HEART of America's shift to a new life of constant change is a revolution in the role and nature of higher education. Increasingly, all of us live in a society shaped by our colleges and universities.

From the campuses has come the expertise to travel to the moon, to crack the genetic code, and to develop computers that calculate as fast as light. From the campuses has come new information about Africa's resources, Latin-American economics, and Oriental politics. In the past 15 years, college and university scholars have produced a dozen

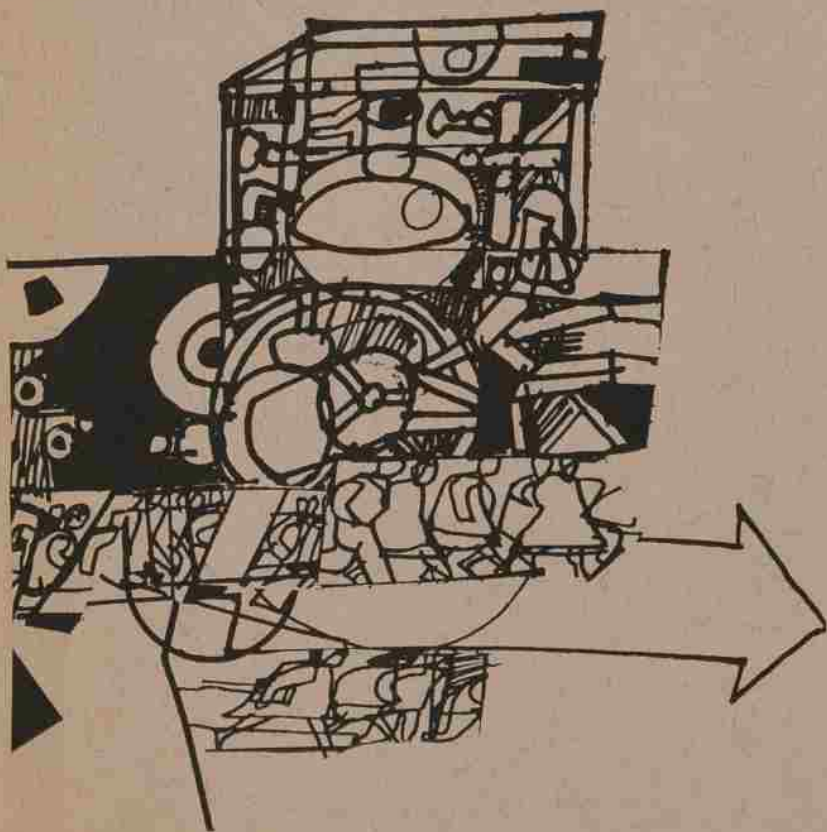
or more accurate translations of the Bible, more than were produced in the past 15 centuries. University researchers have helped virtually to wipe out three of the nation's worst diseases: malaria, tuberculosis, and polio. The chief work in art and music, outside of a few large cities, is now being done in our colleges and universities. And profound concern for the U.S. racial situation, for U.S. foreign policy, for the problems of increasing urbanism, and for new religious forms is now being expressed by students and professors inside the academies of higher learning.

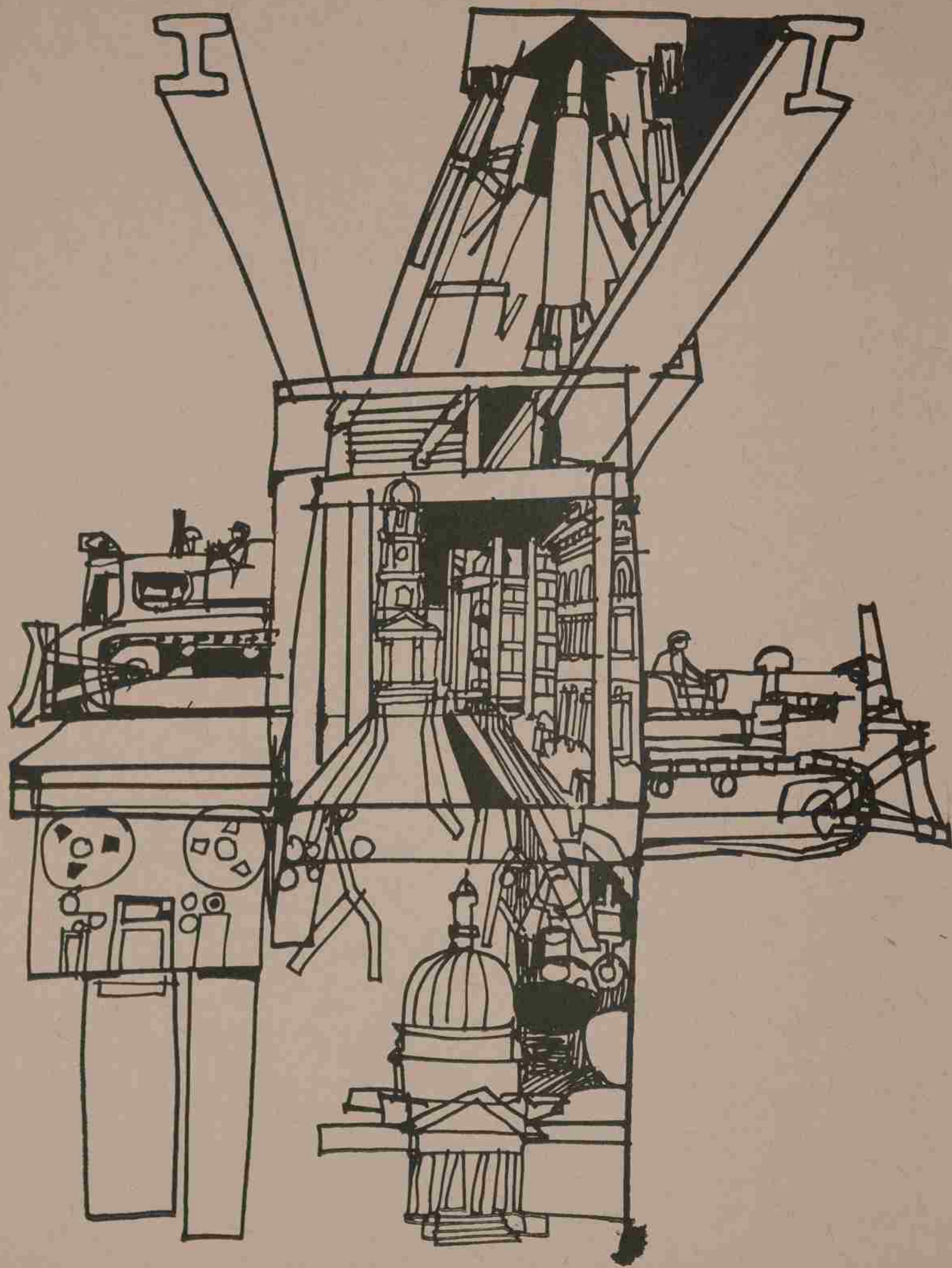
As American colleges and universities have been instrumental in creating a new world of whirlwind change, so have they themselves been subjected to unprecedented pressures to change. They are different places from what they were 15 years ago—in some cases almost unrecognizably different. The faculties are busier, the students more serious, and the courses harder. The campuses gleam with new buildings. While the shady-grove and paneled-library colleges used to spend nearly all of their time teaching the young, they have now been burdened with an array of new duties.

Clark Kerr, president of the University of California, has put the new situation succinctly: "The university has become a prime instrument of national purpose. This is new. This is the essence of the transformation now engulfing our universities."

The colleges have always assisted the national purpose by helping to produce better clergymen, farmers, lawyers, businessmen, doctors, and teachers. Through athletics, through religious and moral guidance, and through fairly demanding academic work, particularly in history and literature, the colleges have helped to keep a sizable portion of the men who have ruled America rugged, reasonably upright and public-spirited, and informed and sensible. The problem of an effete, selfish, or ignorant upper class that plagues certain other nations has largely been avoided in the United States.

But never before have the colleges and universities been expected to fulfill so many dreams and projects of the American people. Will we outdistance the Russians in the space race? It depends on the caliber





of scientists and engineers that our universities produce. Will we find a cure for cancer, for arthritis, for the common cold? It depends upon the faculties and the graduates of our medical schools. Will we stop the Chinese drive for world dominion? It depends heavily on the political experts the universities turn out and on the military weapons that university research helps develop. Will we be able to maintain our high standard of living and to avoid depressions? It depends upon whether the universities can supply business and government with inventive, imaginative, farsighted persons and ideas. Will we be able to keep human values alive in our machine-filled world? Look to college philosophers and poets. Everyone, it seems—from the impoverished but aspiring Negro to the mother who wants her children to be emotionally healthy—sees the college and the university as a deliverer, today.

Thus it is no exaggeration to say that colleges and universities have become one of our greatest resources in the cold war, and one of our greatest assets in the uncertain peace. America's schools have taken a new place at the center of society. Ernest Sirluck, dean of graduate studies at the University of Toronto, has said: "The calamities of recent history have undermined the prestige and authority of what used to be the great central institutions of society. . . . Many people have turned to the universities . . . in the hope of finding, through them, a renewed or substitute authority in life."

**T**HE NEW PRESSURES to serve the nation in an ever-expanding variety of ways have wrought a stunning transformation in most American colleges and universities.

For one thing, they *look* different, compared with 15 years ago. Since 1950, American colleges and universities have spent about \$16.5 billion on new buildings. One third of the entire higher education plant in the United States is less than 15 years old. More than 180 completely new campuses are now being built or planned.

Scarcely a college has not added at least one building to its plant; most have added three, four, or more. (Science buildings, libraries, and dormitories have been the most desperately needed addi-

## *New responsibilities are transforming once-quiet campuses*

tions.) Their architecture and placement have moved some alumni and students to howls of protest, and others to expressions of awe and delight.

The new construction is required largely because of the startling growth in the number of young people wanting to go to college. In 1950, there were about 2.2 million undergraduates, or roughly 18 percent of all Americans between 18 and 21 years of age. This academic year, 1965-66, there are about 5.4 million undergraduates—a whopping 30 percent of the 18-21 age group.\* The total number of college students in the United States has more than doubled in a mere decade and a half.

As two officials of the American Council on Education pointed out, not long ago: "It is apparent that a permanent revolution in collegiate patterns has occurred, and that higher education has become and will continue to be the common training ground for American adult life, rather than the province of a small, select portion of society."

Of today's 5.4 million undergraduates, one in every five attends a kind of college that barely existed before World War II—the junior, or community, college. Such colleges now comprise nearly one third of America's 2,200 institutions of higher education. In California, where community colleges have become an integral part of the higher education scene, 84 of every 100 freshmen and sophomores last year were enrolled in this kind of institution. By 1975, estimates the U.S. Office of Education, one in every two students, nationally, will attend a two-year college.

Graduate schools are growing almost as fast.

\*The percentage is sometimes quoted as being much higher because it is assumed that nearly all undergraduates are in the 18-21 bracket. Actually only 68 percent of all college students are in that age category. Three percent are under 18; 29 percent are over 21.

## *Higher education's patterns are changing; so are its leaders*

While only 11 percent of America's college graduates went on to graduate work in 1950, about 25 percent will do so after their commencement in 1966. At one institution, over 85 percent of the recipients of bachelor's degrees now continue their education at graduate and professional schools. Some institutions, once regarded primarily as undergraduate schools, now have more graduate students than undergraduates. Across America, another phenomenon has occurred: numerous state colleges have added graduate schools and become universities.

There are also dramatic shifts taking place among the various *kinds* of colleges. It is often forgotten that 877, or 40 percent, of America's colleges and universities are related, in one way or another, with religious denominations (Protestant, 484; Catholic, 366; others, 27). But the percentage of the nation's students that the church-related institutions enroll has been dropping fast; last year they had 950,000 undergraduates, or only 18 percent of the total. Sixty-nine of the church-related colleges have fewer than 100 students. Twenty percent lack accreditation, and another 30 percent are considered to be academically marginal. Partially this is because they have been unable to find adequate financial support. A Danforth Foundation commission on church colleges and universities noted last spring: "The irresponsibility of American churches in providing for their institutions is deplorable. The average contribution of churches to their colleges is only 12.8 percent of their operating budgets."

Church-related colleges have had to contend with a growing secularization in American life, with the increasing difficulty of locating scholars with a religious commitment, and with bad planning from their sponsoring church groups. About planning, the Danforth Commission report observed: "No one



can justify the operation of four Presbyterian colleges in Iowa, three Methodist colleges in Indiana, five United Presbyterian institutions in Missouri, nine Methodist colleges in North Carolina (including two brand new ones), and three Roman Catholic colleges for women in Milwaukee."

Another important shift among the colleges is the changing position of private institutions, as public institutions grow in size and number at a much faster rate. In 1950, 50 percent of all students were enrolled in private colleges; this year, the private colleges' share is only 33 percent. By 1975, fewer than 25 percent of all students are expected to be



enrolled in the non-public colleges and universities.

Other changes are evident: More and more students prefer urban colleges and universities to rural ones; now, for example, with more than 400,000 students in her colleges and universities, America's greatest college town is metropolitan New York. Coeducation is gaining in relation to the all-men's and the all-women's colleges. And many predominantly Negro colleges have begun to worry about their future. The best Negro students are sought after by many leading colleges and universities, and each year more and more Negroes enroll at integrated institutions. Precise figures are hard to come

by, but 15 years ago there were roughly 120,000 Negroes in college, 70 percent of them in predominantly Negro institutions; last year, according to Whitney Young, Jr., executive director of the National Urban League, there were 220,000 Negroes in college, but only 40 percent at predominantly Negro institutions.

**T**HE REMARKABLE GROWTH in the number of students going to college and the shifting patterns of college attendance have had great impact on the administrators of the colleges and universities. They have become, at many institutions, a new breed of men.

Not too long ago, many college and university presidents taught a course or two, wrote important papers on higher education as well as articles and books in their fields of scholarship, knew most of the faculty intimately, attended alumni reunions, and spoke with heartiness and wit at student dinners, Rotary meetings, and football rallies. Now many presidents are preoccupied with planning their schools' growth and with the crushing job of finding the funds to make such growth possible.

Many a college or university president today is, above all else, a fund-raiser. If he is head of a private institution, he spends great amounts of time searching for individual and corporate donors; if he leads a public institution, he adds the task of legislative relations, for it is from the legislature that the bulk of his financial support must come.

With much of the rest of his time, he is involved in economic planning, architectural design, personnel recruitment for his faculty and staff, and curriculum changes. (Curriculums have been changing almost as substantially as the physical facilities, because the explosion in knowledge has been as sizable as the explosion in college admissions. Whole new fields such as biophysics and mathematical economics have sprung up; traditional fields have expanded to include new topics such as comparative ethnic music and the history of film; and topics that once were touched on lightly, such as Oriental studies or oceanography, now require extended treatment.)

To cope with his vastly enlarged duties, the mod-

## *Many professors are research-minded specialists*

ern college or university president has often had to double or triple his administrative staff since 1950. Positions that never existed before at most institutions, such as campus architects, computer programmers, government liaison officials, and deans of financial aid, have sprung up. The number of institutions holding membership in the American College Public Relations Association, to cite only one example, has risen from 591 in 1950 to more than 1,000 this year—including nearly 3,000 individual workers in the public relations and fund-raising field.

A whole new profession, that of the college "development officer," has virtually been created in the past 15 years to help the president, who is usually a transplanted scholar, with the twin problems of institutional growth and fund-raising. According to Eldredge Hiller, executive director of the American Association of Fund-Raising Counsel, "In 1950 very few colleges and universities, except those in the Ivy League and scattered wealthy institutions, had directors or vice presidents of development. Now there are very few institutions of higher learning that do not." In addition, many schools that have been faced with the necessity of special development projects or huge capital campaigns have sought expertise and temporary personnel from outside development consultants. The number of major firms in this field has increased from 10 to 26 since 1950, and virtually every firm's staff has grown dramatically over the years.

Many alumni, faculty members, and students who have watched the president's suite of offices expand have decried the "growing bureaucracy." What was once "old President Doe" is now "The Administration," assailed on all sides as a driving, impersonal, remote organization whose purposes and procedures are largely alien to the traditional world of academe.

No doubt there is some truth to such charges. In their pursuit of dollars to raise faculty salaries and to pay for better facilities, a number of top officials at America's colleges and universities have had insufficient time for educational problems, and some have been more concerned with business efficiency

than with producing intelligent, sensible human beings. However, no one has yet suggested how "prexy" can be his old, sweet, leisurely, scholarly self and also a dynamic, farsighted administrator who can successfully meet the new challenges of unprecedented, radical, and constant change.

One president in the Midwest recently said: "The engineering faculty wants a nuclear reactor. The arts faculty needs a new theater. The students want new dormitories and a bigger psychiatric consulting office. The alumni want a better faculty and a new gymnasium. And they all expect me to produce these out of a single office with one secretary and a small filing cabinet, while maintaining friendly contacts with them all. I need a magic lantern."

Another president, at a small college in New England, said: "The faculty and students claim they don't see much of me any more. Some have become vituperative and others have wondered if I really still care about them and the learning process. I was a teacher for 18 years. I miss them—and my scholarly work—terribly."

**T**HE ROLE AND PAGE of the professors have changed almost as much as the administrators', if not more, in the new period of rapid growth and radical change.

For the most part, scholars are no longer regarded as ivory-tower dreamers, divorced from society. They are now important, even indispensable, men and women, holding keys to international security, economic growth, better health, and cultural excellence. For the first time in decades, most of their salaries are approaching respectability. (The national average of faculty salaries has risen from \$5,311 in 1950 to \$9,317 in 1965, according to a survey conducted by the American Association of University Professors.) The best of them are pursued by business, government, and other colleges. They travel frequently to speak at national conferences on modern music or contemporary urban



problems, and to international conferences on particle physics or literature.

In the classroom, they are seldom the professors of the past: the witty, cultured gentlemen and ladies—or tedious pedants—who know Greek, Latin, French, literature, art, music, and history fairly well. They are now earnest, expert specialists who know algebraic geometry or international monetary economics—and not much more than that—*exceedingly* well. Sensing America's needs, a growing number of them are attracted to research, and many prefer it to teaching. And those who are not attracted are often pushed by an academic "rating system" which, in effect, gives its highest rewards and promotions to people who conduct research and write about the results they achieve. "Publish or perish" is the professors' succinct, if somewhat overstated, way of describing how the system operates.

Since many of the scholars—and especially the youngest instructors—are more dedicated and "focused" than their predecessors of yesteryear, the allegiance of professors has to a large degree shifted from their college and university to their academic discipline. A radio-astronomer first, a Siwash professor second, might be a fair way of putting it.

There is much talk about giving control of the universities back to the faculties, but there are strong indications that, when the opportunity is offered, the faculty members don't want it. Academic decision-making involves committee work, elaborate investigations, and lengthy deliberations—time away from their laboratories and books. Besides, many professors fully expect to move soon, to another college or to industry or government, so why bother about the curriculum or rules of student conduct? Then, too, some of them plead an inability to take part in broad decision-making since they are expert in only one limited area. "I'm a geologist," said one professor in the West. "What would I know about admissions policies or student demonstrations?"

Professors have had to narrow their scholarly interests chiefly because knowledge has advanced to a point where it is no longer possible to master more than a tiny portion of it. Physicist Randall Whaley, who is now chancellor of the University of Missouri at Kansas City, has observed: "There is about 100 times as much to know now as was available in 1900. By the year 2000, there will be over 1,000 times as much." (Since 1950 the number of scholarly periodicals has increased from 45,000 to

95,000. In science alone, 55,000 journals, 60,000 books, and 100,000 research monographs are published annually.) In such a situation, fragmentation seems inevitable.

Probably the most frequently heard cry about professors nowadays, even at the smaller colleges, is that they are so research-happy that they neglect teaching. "Our present universities have ceased to be schools," one graduate student complained in the *Harvard Educational Review* last spring. Similar charges have stirred pulses at American colleges and universities coast to coast, for the past few years.

No one can dispute the assertion that research has grown. The fact is, it has been getting more and more attention since the end of the Nineteenth Century, when several of America's leading universities tried to break away from the English college tradition of training clergymen and gentlemen, primarily through the classics, and to move toward the German university tradition of rigorous scholarship and scientific inquiry. But research has proceeded at runaway speed since 1950, when the Federal Government, for military, political, economic, and public-health reasons, decided to support scientific and technological research in a major way. In 1951 the Federal Government spent \$295 million in the colleges and universities for research and development. By 1965 that figure had grown to \$1.7 billion. During the same period, private philanthropic foundations also increased their support substantially.

At bottom, the new emphasis on research is due to the university's becoming "a prime instrument of national purpose," one of the nation's chief means of maintaining supremacy in a long-haul cold war. The emphasis is not likely to be lessened. And more and more colleges and universities will feel its effects.

**B**UT WHAT ABOUT *education*—the teaching of young people—that has traditionally been the basic aim of our institutions of higher learning?

Many scholars contend, as one university president put it, that "current research commitments are far more of a positive aid than a detriment to teaching," because they keep teachers vital and at

## *The push to do research: Does it affect teaching?*

the forefront of knowledge. "No one engaged in research in his field is going to read decade-old lecture notes to his class, as many of the so-called 'great professors' of yesterday did," said a teacher at a university in Wisconsin.

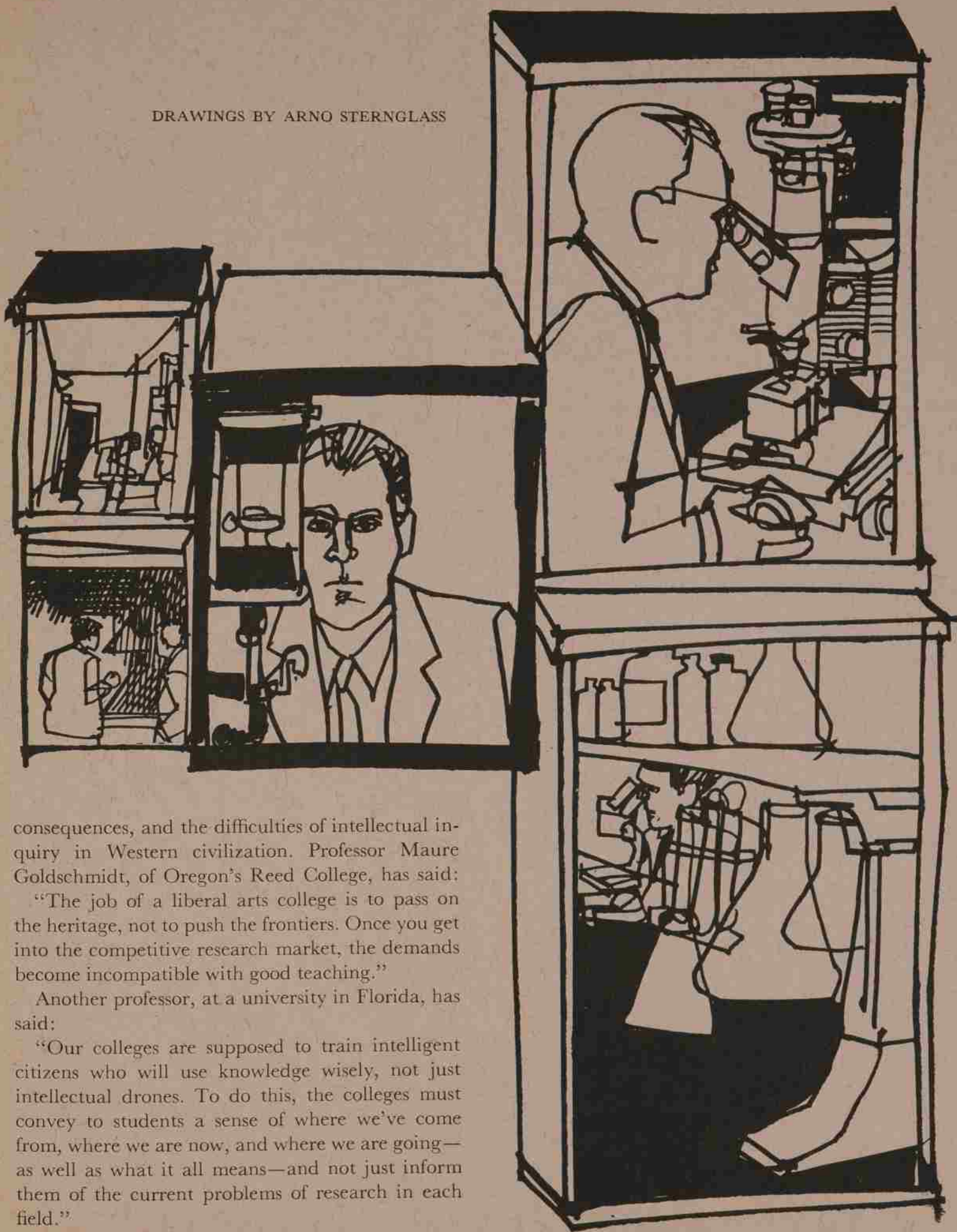
Others, however, see grave problems resulting from the great emphasis on research. For one thing, they argue, research causes professors to spend less time with students. It also introduces a disturbing note of competitiveness among the faculty. One physicist has put it this way:

"I think my professional field of physics is getting too hectic, too overcrowded; there is too much pressure for my taste. . . . Research is done under tremendous pressure because there are so many people after the same problem that one cannot afford to relax. If you are working on something which 10 other groups are working on at the same time, and you take a week's vacation, the others beat you and publish first. So it is a mad race."

Heavy research, others argue, may cause professors to concentrate narrowly on their discipline and to see their students largely in relation to it alone. Numerous observers have pointed to the professors' shift to more demanding instruction, but also to their more technical, pedantic teaching. They say the emphasis in teaching may be moving from broad understanding to factual knowledge, from community and world problems to each discipline's tasks, from the releasing of young people's minds to the cramming of their minds with the stuff of each subject. A professor in Louisiana has said, "In modern college teaching there is much more of the 'how' than the 'why.' Values and fundamentals are too interdisciplinary."

And, say the critics, research focuses attention on the new, on the frontiers of knowledge, and tends to forget the history of a subject or the tradition of intellectual inquiry. This has wrought havoc with liberal arts education, which seeks to introduce young people to the modes, the achievements, the

DRAWINGS BY ARNO STERNGLASS



consequences, and the difficulties of intellectual inquiry in Western civilization. Professor Maure Goldschmidt, of Oregon's Reed College, has said:

"The job of a liberal arts college is to pass on the heritage, not to push the frontiers. Once you get into the competitive research market, the demands become incompatible with good teaching."

Another professor, at a university in Florida, has said:

"Our colleges are supposed to train intelligent citizens who will use knowledge wisely, not just intellectual drones. To do this, the colleges must convey to students a sense of where we've come from, where we are now, and where we are going—as well as what it all means—and not just inform them of the current problems of research in each field."

Somewhat despairingly, Professor Jacques Barzun recently wrote:

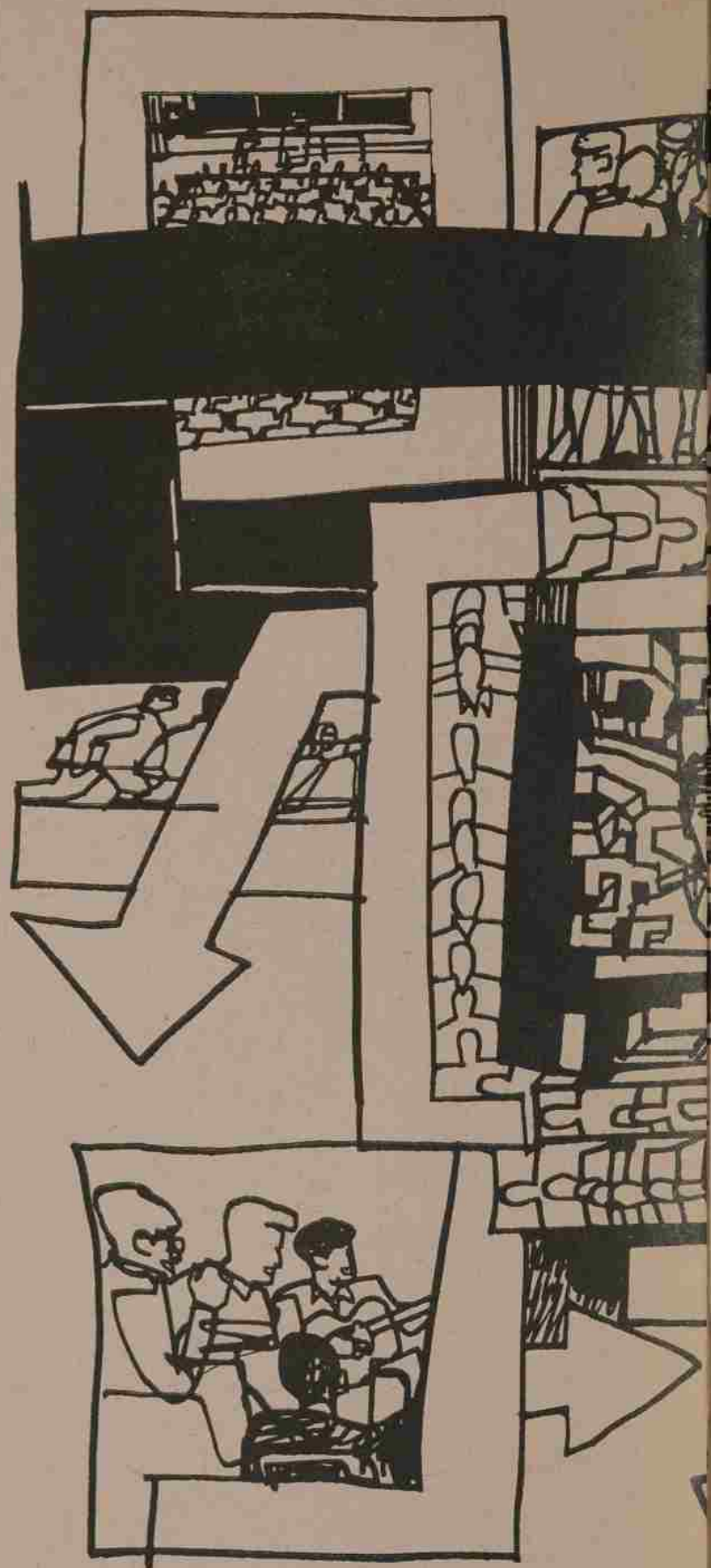
"Nowadays the only true believers in the liberal arts tradition are the men of business. They *really* prefer general intelligence, literacy, and adaptability. They know, in the first place, that the conditions of their work change so rapidly that no college courses can prepare for them. And they also know how often men in mid-career suddenly feel that their work is not enough to sustain their spirits."

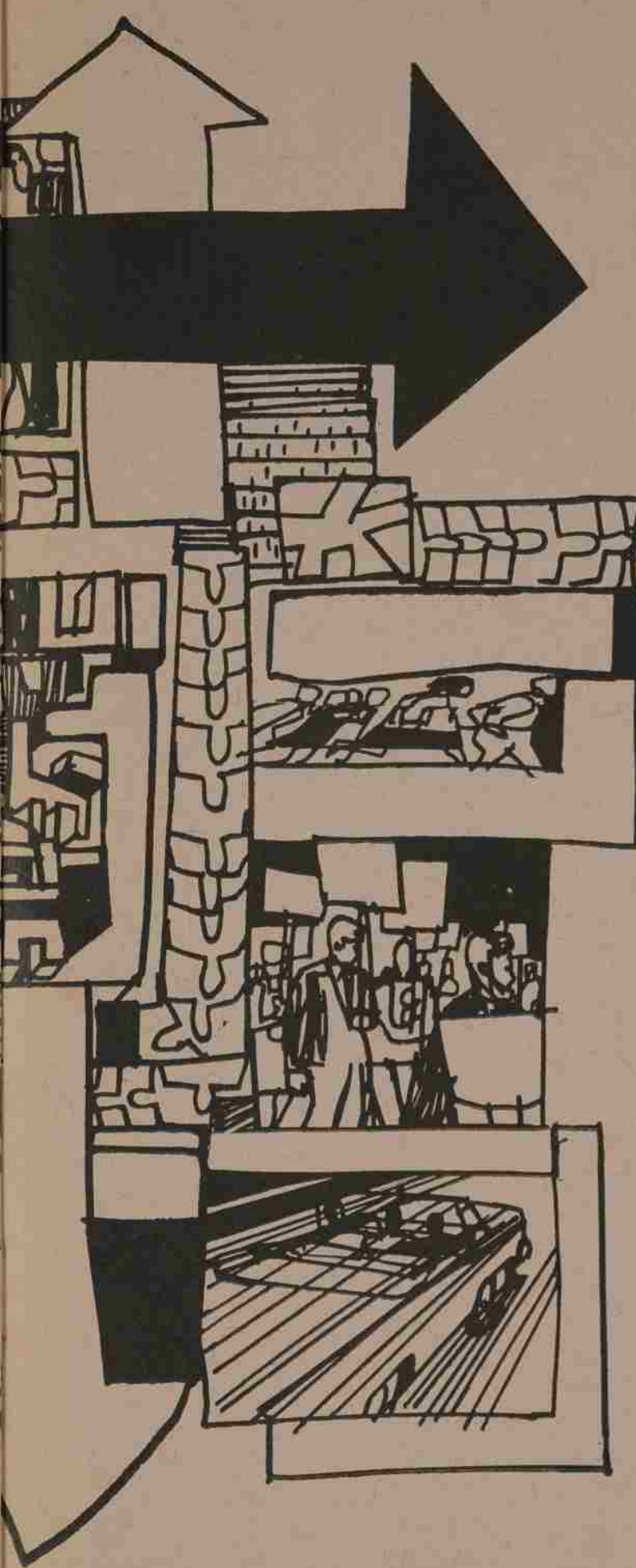
Many college and university teachers readily admit that they may have neglected, more than they should, the main job of educating the young. But they just as readily point out that their role is changing, that the rate of accumulation of knowledge is accelerating madly, and that they are extremely busy and divided individuals. They also note that it is through research that more money, glory, prestige, and promotions are best attained in their profession.

For some scholars, research is also where the highest excitement and promise in education are to be found. "With knowledge increasing so rapidly, research is the only way to assure a teacher that he is keeping ahead, that he is aware of the really new and important things in his field, that he can be an effective teacher of the next generation," says one advocate of research-*cum*-instruction. And, for some, research is the best way they know to serve the nation. "Aren't new ideas, more information, and new discoveries most important to the United States if we are to remain free and prosperous?" asks a professor in the Southwest. "We're in a protracted war with nations that have sworn to bury us."

**T**HE STUDENTS, of course, are perplexed by the new academic scene.

They arrive at college having read the catalogues and brochures with their decade-old paragraphs about "the importance of each individual" and "the many student-faculty relationships"—and having heard from alumni some rosy stories about the leisurely, friendly, pre-war days at Quadrangle U. On some campuses, the reality almost lives up to the expectations. But on others, the students are





*The students react  
to "the system" with  
fierce independence*

dismayed to discover that they are treated as merely parts of another class (unless they are geniuses, star athletes, or troublemakers), and that the faculty and deans are extremely busy. For administrators, faculty, and alumni, at least, accommodating to the new world of radical change has been an evolutionary process, to which they have had a chance to adjust somewhat gradually; to the students, arriving fresh each year, it comes as a severe shock.

Forced to look after themselves and gather broad understanding outside of their classes, they form their own community life, with their own values and methods of self-discovery. Piqued by apparent adult indifference and cut off from regular contacts with grown-up dilemmas, they tend to become more outspoken, more irresponsible, more independent. Since the amount of financial aid for students has tripled since 1950, and since the current condition of American society is one of affluence, many students can be independent in expensive ways: twist parties in Florida, exotic cars, and huge record collections. They tend to become more sophisticated about those things that they are left to deal with on their own: travel, religion, recreation, sex, politics.

Partly as a reaction to what they consider to be adult dedication to narrow, selfish pursuits, and partly in imitation of their professors, they have become more international-minded and socially conscious. Possibly one in 10 students in some colleges works off-campus in community service projects—tutoring the poor, fixing up slum dwellings, or singing and acting for local charities. To the consternation of many adults, some students have become a force for social change, far away from their colleges, through the Peace Corps in Bolivia or a picket line in another state. Pressured to be brighter than any previous generation, they fight to

feel as *useful* as any previous generation. A student from Iowa said: "I don't want to study, study, study, just to fill a hole in some government or industrial bureaucracy."

The students want to work out a new style of academic life, just as administrators and faculty members are doing; but they don't know quite how, as yet. They are burying the rah-rah stuff, but what is to take its place? They protest vociferously against whatever they don't like, but they have no program of reform. Restless, an increasing number of them change colleges at least once during their undergraduate careers. They are like the two characters in Jack Kerouac's *On the Road*. "We got to

go and never stop till we get there," says one. "Where are we going, man?" asks the other. "I don't know, but we gotta go," is the answer.

As with any group in swift transition, the students are often painfully confused and contradictory. A *Newsweek* poll last year that asked students whom they admired most found that many said "Nobody" or gave names like Y. A. Tittle or Joan Baez. It is no longer rare to find students on some campuses dressed in an Ivy League button-down shirt, farmer's dungarees, a French beret, and a Roman beard—all at once. They argue against large bureaucracies, but most turn to the industrial giants, not to smaller companies or their own business ventures,



## The alumni lament: We don't recognize the place

when they look for jobs after graduation. They are critical of religion, but they desperately seek people, courses, and experiences that can reveal some meaning to them. An instructor at a university in Connecticut says: "The chapel is fairly empty, but the religion courses are bulging with students."

Caught in the rapids of powerful change, and left with only their own resources to deal with the rush, the students tend to feel helpless—often too much so. Sociologist David Riesman has noted: "The students know that there are many decisions out of their conceivable control, decisions upon which their lives and fortunes truly depend. But . . . this truth, this insight, is over-generalized, and, being believed, it becomes more and more 'true'." Many students, as a result, have become grumblers and cynics, and some have preferred to withdraw into private pads or into early marriages. However, there are indications that some students are learning how to be effective—if only, so far, through the largely negative methods of disruption.

**I**F THE FACULTIES AND THE STUDENTS are perplexed and groping, the alumni of many American colleges and universities are positively dazed. Everything they have revered for years seems to be crumbling: college spirit, fraternities, good manners, freshman customs, colorful lectures, singing, humor magazines and reliable student newspapers, long talks and walks with professors, daily chapel, dinners by candlelight in formal dress, reunions that are fun. As one alumnus in Tennessee said, "They keep asking me to give money to a place I no longer recognize." Assaulted by many such remarks, one development officer in Massachusetts countered: "Look, alumni have seen America and the world change. When the old-timers went to school there were no television sets, few cars and fewer airplanes, no nuclear weapons, and no Red China. Why should colleges alone stand still? It's partly our fault, though. We traded too long on sentiment

rather than information, allegiance, and purpose."

What some alumni are beginning to realize is that they themselves are changing rapidly. Owing to the recent expansion of enrollments, nearly one half of all alumni and alumnae now are persons who have been graduated since 1950, when the period of accelerated change began. At a number of colleges, the song-and-revels homecomings have been turned into seminars and discussions about space travel or African politics. And at some institutions, alumni councils are being asked to advise on and, in some cases, to help determine parts of college policy.

Dean David B. Truman, of New York's Columbia College, recently contended that alumni are going to have to learn to play an entirely new role *vis-à-vis* their alma maters. The increasingly mobile life of most scholars, many administrators, and a growing number of students, said the dean, means that, if anyone is to continue to have a deep concern for the whole life and future of each institution, "that focus increasingly must come from somewhere outside the once-collegial body of the faculty"—namely, from the alumni.

However, even many alumni are finding it harder to develop strong attachments to one college or university. Consider the person who goes to, say, Davidson College in North Carolina, gets a law degree from the University of Virginia, marries a girl who was graduated from Wellesley, and settles in Albuquerque, New Mexico, where he pays taxes to help support the state university. (He pays Federal taxes, too, part of which goes, through Government grants and contracts, to finance work at hundreds of other colleges and universities.)

Probably the hardest thing of all for many alumni—indeed, for people of all loyalties—to be reconciled to is that we live in a new era of radical change, a new time when almost nothing stands still for very long, and when continual change is the normal pattern of development. It is a terrible fact to face openly, for it requires that whole chunks of our traditional way of thinking and behaving be revised.

Take the standard chore of defining the purpose of any particular college or university. Actually,

some colleges and universities are now discarding the whole idea of statements of purpose, regarding their main task as one of remaining open-ended to accommodate the rapid changes. "There is no single 'end' to be discovered," says California's Clark Kerr. Many administrators and professors agree. But American higher education is sufficiently vast and varied to house many—especially those at small colleges or church-related institutions—who differ with this view.

What alumni and alumnae will have to find, as will everyone connected with higher education, are some new norms, some novel patterns of behavior by which to navigate in this new, constantly innovating society.

For the alumni and alumnae, then, there must be an ever-fresh outlook. They must resist the inclination to howl at every departure that their alma mater makes from the good old days. They need to see their alma mater and its role in a new light. To remind professors about their obligations to teach students in a stimulating and broadening manner may be a continuing task for alumni; but to ask the faculty to return to pre-1950 habits of leisurely teaching and counseling will be no service to the new academic world.

In order to maintain its greatness, to keep ahead, America must innovate. To innovate, it must conduct research. Hence, research is here to stay. And so is the new seriousness of purpose and the intensity

of academic work that today is so widespread on the campuses.

Alumni could become a greater force for keeping alive at our universities and colleges a sense of joy, a knowledge of Western traditions and values, a quest for meaning, and a respect for individual persons, especially young persons, against the mounting pressures for sheer work, new findings, mere facts, and bureaucratic depersonalization. In a period of radical change, they could press for some enduring values amidst the flux. In a period focused on the new, they could remind the colleges of the virtues of teaching about the past.

But they can do this only if they recognize the existence of rapid change as a new factor in the life of the nation's colleges; if they ask, "*How and what kind of change?*" and not, "*Why change?*"

"It isn't easy," said an alumnus from Utah. "It's like asking a farm boy to get used to riding an escalator all day long."

One long-time observer, the editor of a distinguished alumni magazine, has put it this way:

"We—all of us—need an entirely new concept of higher education. Continuous, rapid change is now inevitable and normal. If we recognize that our colleges from now on will be perpetually changing, but not in inexorable patterns, we shall be able to control the direction of change more intelligently. And we can learn to accept our colleges on a wholly new basis as centers of our loyalty and affection."

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

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# CLASSNOTES

## Former students give views on L.A. background

The following excerpts are from letters written by former students in the Honors Program, who were asked for critical evaluations of their experiences.

(CHARLES R. FOSTER, '60, *Minister of Education, First Methodist Church, Corning, N. Y.*)

During the last five years I have become increasingly convinced of the necessity for the liberal arts approach to education. Living in this highly specialized and technical community provides an excellent example of the shallow and superficial quality of our education if we specialize too early. The Honors Program was and still is an exciting venture into the world of ideas.

(W. R. RICHTER, '61, *teaching political science, University of Hawaii.*)

One value of the program was its inter-disciplinary character. Undergraduates cannot seem to understand that college is no time for specialization, that the opportunity for acquiring a broad liberal education will seldom present itself a second time in graduate school or elsewhere. While the seminar could only mitigate the evils of specialization it at least provided some degree of cross-fertilization of ideas.

(JIM BROWN, '64, *law student, Yale University.*)

Though a graduate in political science, I have read the original works of Freud, Kant, et al. I doubt if I would otherwise have had the opportunity of such a valuable background.

(RALPH LITCHFIELD, '60, *M.D., interning in Indianapolis hospital.*)

I believe I most enjoyed our first year, which was spent reading and discussing the classics. This didn't make me start on the road to fame but did add a lot to the Willamette philosophy of the well-rounded citizen.

(RODNEY T. COX, '63, *M.S. from Carnegie Tech last June.*)

Since my graduation from Willamette I have been confining my activities to a highly quantitative area, and what a dull life and existence it would be if I could not call upon my knowledge of theology, philosophy and political science to escape from the world of the machine. To a large degree my awareness of these areas and desire for future study was fostered in the Honors Program.

(PAUL DE LESPINASSE, '61 *teaching political science, Adrian College, Mich.*)

The junior year seminar stands out in my memory as a place where one read good books not exactly fitting into departmental niches, where one acquired valuable experience in presiding over discussion of the week's topic, where one could have a delightful argument over the relative merits of music and sculpture, where one could heckle sociology majors, where one could voice wild ideas, but only at his own risk.

'15

MARY CONE ACHESON is spending the winter in Orono, Maine at the home of her daughter, Helen. Her home is in Portland, Oregon at 4922 NE Going St.

'16

SAMUEL W. RUSSELL is retired from Swift & Company and resides at 616 Monte Vista, Fort Collins, Colorado.

'17

AETNA EMMEL OLSON collaborated with her husband and the Milwaukie Historical Society in editing a "History of Milwaukie, Oregon" this past winter. Aetna lives at 916 29th, Milwaukie, Ore.

'18

AVERIL HARRIS ELLIS is retired and resides at 605 Water St., Apt. 13B, New York, N. Y.

ESTHER COX TODD continues teaching piano and composing music. She has written several suites which have been played by symphonic groups. Most of her published numbers are piano solos for children. Her latest is "Little Red Ski Train". Esther lives at 1927 NE Tillamook, Portland, Oregon.

'21

Mr. and Mrs. ROBERT STORY (MARGARET BOWEN '23) continue to live in Tokyo, Japan. Bob had a memorable trip through parts of Europe, Latin America and the United States, this past year Margaret spent the holidays in Los Angeles with their son, Edward and daughter, Elaine who is a stewardess with Pan American. They send greetings to all Willamette University friends. Their address is #609 - 3-Chome-Minami-Machi, Nukui-Koganei-Shi, Tokyo, Japan.

'23

DR. TRACY E. STREVEY left on March 1 for Ethiopia where he will serve as a consultant for three weeks to a program in higher education. Dr. Streyey will be at Haile Sellassie University in Addis Ababa.

'25

JENNELLE VANDEVORT MOORHEAD was invited by the Minister of Education in Ecuador to bring two groups of teachers to Quito next summer. This seminar has been included as part of the Summer Session at the University of Oregon.

R. LEONEL GRAY, 1582 Noonipo St., Pearl City, Hawaii, is field director for the American Red Cross at Pearl Harbor.

'26

Dr. and Mrs. GILBERT WRENN (KATHLEEN LARAUT '24) spent 6 months in England where Dr. Wrenn had a Fulbright Distinguished Scholar Award to lecture at the University of Keele. He also lectured in Taiwan on a United States Department of State mission.

ISABELLE NOFTSKER BOVE works with foreign students through the F.S.S.C. of Washington D.C. She also drives for the Red Cross. Her address is 5840 N. 21st, Arlington, Virginia.

'27

DR. DARYL M. CHAPIN, 48 Lyons Place, Basking Ridge, New Jersey, writes that there were two weddings in his family last year. Their son, Mark, was married to Mary Walker and their daughter, Elizabeth, was married to Thomas Bogan.

DR. RUSKIN BLATCHFORD, 1530 Norway St., NE, Salem, Ore-

gon, was honored recently at a banquet and named Oregon's Dentist of the year.

'31

A. LARS NELSON was notified recently that President Johnson had appointed him to a six year term on the 13 member Federal Farm Credit Board. This agency has policy making authority and supervision of the entire farm credit system. Lars resides at 336 N. 149th, Seattle, Washington.

Mr. and Mrs. CORNELIUS BATESON (MILDRED GILBERT '29) 9365 Sunnyview Road NE, Salem, Oregon, have been accepted for Peace Corp training. After a 3 months language training course in Puerto Rico, they will be assigned to Peru for 2 years. With the experience of operating a 88 acre farm east of Salem, they will help develop agriculture cooperatives in Peru.

A collection of poems, AS BONE OR STONE, by EVA GORHAM CRAIG was published in 1965. The book is obtainable from the author at her home address, Box 83, Cascade Locks, Oregon.

VIRGINIA SLUSSER MC CONNELL retired in February as chief of the Public Health Nursing Division of the Sacramento County Health Dept. The retirement was brought about because of injuries received in a car accident and because of a mild stroke that she had in October. Her address is 5280 Mississippi Bar Dr., Orangevale, California.

'33

ENOCH DUMAS is the author of a new book entitled "Teaching Contemporary Mathematics in the Elementary School". Using the "guided-discovery" approach to learning mathematical concepts, the book emphasizes how the new material may be introduced to children and made understandable to them. It will be published by Harper & Row. Enoch resides at 1712 Vine St., Berkeley, Calif.

RONALD HEWITT recently moved to Phoenix, Arizona, to accept a position as Administrative Supervisor in the Maricopa County office of the Arizona State Welfare Department. Address is 4012 N. 15th.

'34

REV. E. J. ASCHENBRENNER completed his 6 year term as superintendent of the Eugene District in the Oregon Conference of the Methodist Church and was appointed in June to the pastorate of Trinity Methodist Church in Portland, Oregon. His address is 3505 SE Harold Court, Portland, Oregon.

'35

Mr. and Mrs. FRED HARRIS are living in Tokyo, Japan. Their eldest daughter, Judy, is spending her junior year there and attending International Christian University. Address is Box 13, Chofu, Tokyo, Japan.

'37

JOSEPH BLANCHARD is assistant superintendent and Vice President of San Joaquin Delta College in Stockton, California. His address is 8341 Manor Circle.

RANDALL B. KESTER is now in general practice of law under the new firm name of Maguire, Shields, Kester and Cosgrove. He resides at 10075 SW Hawthorne, Portland, Oregon.

DR. WILFRED D. SUTTON, 8108 Darby Ave., Reseda, California, is now professor in the Department of Health Science at San Fernando Valley State College, Northridge, California.

REV. WARREN W. PETERS is on sabbatical leave this year. He

is serving a small church in Mill Valley while commuting to Los Angeles weekly for internship in American Institute of Family Relations. He is working on his M.A. in Psychology at Pepperdine College in Los Angeles. Address is 426 Marin Ave., Mill Valley, Calif.

**'38**  
CHARLES SCHERMERHORN is with Pacific Machinery and Tool Steel Company and resides at 4353 Halsey St. NE, Portland, Oregon.

LEE V. RAGSDALE, who has been supervisor of health and physical education in the Medford schools, has been named head of Portland State College's department of health and physical education. He will move to his new position in August when his department moves into the new sports building. His current address is: 944 Whitman Ave., Medford, Oregon.

DR. FRANK D. REID has moved his dental practice to The Dalles, Oregon. His new address is 415 Washington St., The Dalles, Ore.

**'39**  
REV. ORVAL WHITMAN is now serving his 13th year as pastor of Astoria First Methodist Church. ESTHER NELSEN KRAEMER and family has just returned from a trip to Mexico City and the Island of Cozumel off the East Coast of Yucatan. Esther lives at 7175 SW Dogwood Pl., Portland, Oregon.

**'40**  
The current address for Capt. and Mrs. JOHN LINDBECK (CAROLYN BRADY '48) is Qtrs. 43, Fort Mason, San Francisco, California. John is a US Navy captain.

LOIS HERMAN WHALIN resides at 300 Windsor, Medford, Oregon. Her daughter, Barbara, will be a member of the 1966 graduating class at Willamette University.

**'41**  
MARK MOORMAN is a rancher and director of Federal Land Bank. With his father, he operates 1900 acres of irrigated farmland. Mark has three children: Marla who is 17, David (13) and Elizabeth (10). His address is Murtaugh, Idaho.

CAPT. R. B. McNEES is on duty with the staff of the Commander-in-Chief of the US Pacific Fleet at Pearl Harbor. He resides at 9 Maloelap Dr., Honolulu, Hawaii.

JUDGE WILLIAM C. SPEIRS was named by Gov. Edmund G. Brown to the Orange County Superior Court bench. His address is 418 Bellvue Lane, Balboa, California.

**'42**  
In January, DR. MARCUS E. WALTZ represented Willamette University at the inauguration of Chancellor N. E. Miller, at the University of Nevada.

DR. GLENN A. OLDS was guest speaker at the annual meeting of the YMCA of Seattle recently. After eight years as president of Springfield College, Dr. Olds is now Exec. Dean of State University of New York. He also was special assistant to Sargent Shriver in the development of the "War on Poverty" program. His address is State University of New York, Planting Fields, Oyster Bay, L.I., New York.

MARION SANDERS WOODHAM will be moving to Chicago, Ill. in June. Her husband has accepted a position with the American Hospital Assoc. there. Their daughter is 14 now and son is 12. Current address is 711 Morningside NE, Albuquerque, New Mexico.

HELEN ACHESON WOLF-HAGEN lives in Orono, Maine at 18 Grove St. Helen is instructor in chemistry at the University of Maine. Her husband, James, has

been teaching chemistry there for the past 13 years.

**'43**  
CELIA MOORMAN KUNAU is a housewife and resides in Burley, Idaho, Box 569. She has three children: Nancy (12), Sue (10) and Laurie (10).

ANCIL H. PAYNE has been named to the Oregon Board of Higher Education by Gov. Mark Hatfield. Ancil is vice president and general manager of KGW-TV and radio. He resides at 1063 Douglas SW, Portland, Oregon.

LOIS BALDWIN teaches English and administers the scholarship and testing program at Evergreen Senior High School in Seattle, Washington. Her address is 5946 37th SW, Seattle, Washington.

**'45**  
MERRITT DIEHM is now living at 12825 SW Glenhaven, Portland, Oregon. He is the owner of "Treasure House"—house of gifts and crafts.

VINCE GENNA was named president of the Oregon Parks and Recreation Society recently. Vince is director of Bend parks and recreations. He resides at 1154 E. 9th St., Bend, Oregon.

**'47**  
JAMES ELLIOTT has been appointed director of the Wadsworth Antheneum in Hartford, Conn. It is the oldest public art museum in the United States. Jim has been chief curator of the Los Angeles County Museum of Art since 1963 and on the staff there since 1956.

LORA CURTIS LAFKY, 6621 Hanover Dr., San Jose, California, is now a library assistant at Los Gatos, California. She is also kept very busy with Girl Scout activities for daughters, Karen and Susan.

**'48**  
DR. QUENTIN F. SCHENK resides at 2750 N. Prospect Ave., Milwaukee, Wisconsin. He is Dean in the School of Social Welfare at the University of Wisconsin.

LT. COL. and MRS. GEORGE V. ELLIS (RUTHANNE THOMPSON '44) are currently residing at 12 Elm Ave., Elizabethtown, Pa. Col. Ellis is Chief of Operations Division, Plans and Management at Olmsted AFB, Pa. The Ellises have two sons, Jonathan, a junior at Elizabethtown High School and George V. Jr., a sophomore at Willamette.

DR. JON STRAUMFJORD was recently made chairman of the department of clinical pathology at the University of Alabama and will continue as director of the clinical laboratories of the University Hospital. His address is: Director Clinical Lab., University Hospital and Hillman Clinic, Birmingham, Alabama.

BETTIE OLSON HILL is living in Chico, California at 1387 Filbert. Her husband is a professor of Business Administration at Chico State College. They have two daughters.

ROYAL V. HART is living at 6326 60th Place, Riverdale, Md. He has a new portrait studio and also formed a wholesale picture frame manufacturing and distributing corporation (C&H Art Supplies Inc.). He is also chairman of Prince Georges County delegation to Maryland General Assembly.

**'49**  
DR. MILTON BAUM, 1430 NE 24th, Salem, Oregon, is now director of research for the State Department of Education.

DR. DONALD PREISS, 316 Hillandale Dr., Raleigh, North Carolina, was recently promoted to a senior chemist and manager of the materials laboratory for IBM Corp. in Raleigh, N.C.

CHARLES E. CRECELIUS has been promoted to lieutenant colonel in the US Air Force. He is an intelligence staff officer at Albrook AFB, Canal Zone.

CHARLES K. MILLS has been named to the board of directors of Digital Development Corp. This is a leading manufacturer of magnetic drums and disc storage systems for use with computers and industrial control systems. He is currently senior partner of Robinson & Mills, a San Francisco law firm which specializes in corporation law. Address is 316 Goodhill Rd., Kentfield, Calif.



CHARLES K. MILLS

MARJORIE POWELL is documentation clerk in the export department for J. T. Steeb & Co. and resides at 2043 NW Kearney St., Portland, Oregon.

ALAN G. ROBERTSON is now program coordinator at Tongue Point Job Corp. Center in Astoria, Oregon. Alan was a teacher administrator for the Beaverton public schools. His address now is Urban Training Center, Tongue Point, Astoria, Oregon.

JACKSON R. HAZELETT was ordained priest at St. Michael and All Angels' Episcopal Church in Portland, Oregon on Jan. 6, 1966. Among those participating in the service were the Rev. Dr. EVAN R. WILLIAMS ('49) and the Rev. LONNELL D. TETRICK ('59). Fr. Hazelett, his wife, PAT (WATERS '47) and their five children will reside at 3204 NE 40th, Portland, Oregon, where Fr. Hazelett will continue as assistant at St. Michaels.

DR. FREDERICK RATZBURG, professor of psychology at State University College at Oswego, New York, and psychological consultant to the Oswego public schools, has been elected to fellowship in the American Public Health Assoc. This citation is given to those who have done notable original work that gives him recognized standing.

**'50**  
BEVERLY A. WADSWORTH, 228 W. First Ave., Chico, California, is a teacher at Bidwell Junior High School.

Since her husband's death, MAXINE MUCKLE PIETSCHMAN has been attending Weber State College to complete her teacher certification requirements. She with her three children: Arthur (13), Recca (11) and Paul (7) plan to remain in Ogden, Utah. Her address is 983 Van Buren, Ogden, Utah.

NANCY STROTHER BAUER has recently moved from California to Crosssett, Arkansas, where her husband is now employed by Georgia Pacific as assistant manager for Plywood Production. Her new address is 1400 Cypress, Crosssett, Ark.

WILLIAM J. McDONNAN has been named branch manager of International Business Machines Corp.'s Seattle/Tacoma Manufacturing and Distribution sales office. He was formerly a district manager for IBM in Los Angeles. He and his wife have four children.



WILLIAM J. McDONNAN

BERNICE ISHAM is teaching vocal music, music fundamentals for elementary teachers, class piano, harmony and music literature at Coalinga College. She resides at 445 Dartmouth, Coalinga, California.

PAUL BOLLIGER has just accepted the position of associate director of the Pacific Northwest area of YMCA.

IRVING WAGNER has been awarded the designation of senior residential appraiser by the International Society of Real Estate Appraisers. He is the only com-

mission appraiser with that title. Irving resides at 348 18th SE, Salem, Oregon. He and his wife, Vivian, have one son, Bill.

**'51**  
LCDR EARL W. FEDJE with his wife, Joan, and children: Kirsten (9), Jon (6), and Ingrid (6) reside in Iwakuni, Japan. LCDR Fedje is senior Protestant chaplain at the US Marine Corps Air Station there. His address is US Marine Corps Air Station, FPO, San Francisco, Calif. 96664.

SCOTT D. THOMSON, who is principal of Cubberley High School, was named Palo Alto's outstanding young man of 1965. Thomson was honored for his work on improvement of school curriculum, in Rotary and YMCA work. Scott is married and has three children. He resides at 27783 Lupine Rd., Los Altos, California.

ELLA BALL SMITH has recently moved to 1343 NW Cherry, Roseburg, Oregon. Her husband, Carl, was named Director of the Southern Oregon District by the State Forestry Department.

**'52**  
DON L. HOSFORD, 2218 West Prospect, Hood River, Oregon, is an insurance agent for State Farm Ins. Co. Until recently, he was head football coach at Gresham Union High School. He has two children: Mitchell (2) and Carol (4).

PHIL SHAW is doing graduate work on education for the deaf at the National University of Ireland. His daughter, Vivian, is now at school in Dublin and has to learn to speak in Erse. Their address is 11 Seafield Rd., Dublin, Ireland.

WILLIAM L. MacDOUGAL has been transferred to the London Bureau of US News and World Report. His new address is 72 New Bond St., London, England.

**'53**  
STAN NELSON has entered the University of Gothenberg in Sweden. He will complete a course for teaching in Swedish schools. For two years, he has been a special assistant, offering students different aspects of American and English literature and folklore.

NANCY MARKS HORN is a housewife and resides at 480 E. "J," Chula Vista, Calif. Her husband, John, is the new psychologist for the Chula Vista City Schools. They have three children: Steve (11), Jennifer (8) and Julie (5).

LCDR. ROBERT M. REDDING has been assigned to duties as the station legal officer at the Naval Air Station at Alameda, California.

ROBERT W. SHEPARD is account executive at Merrill, Lynch, Pierce, Fenner and Smith, Inc. He resides at 5125 SW Scholls Ferry Rd., #8, Portland, Oregon.

SHIRLEY HUTCHINSON JAMES is living at Westfir, Oregon, P.O. Box 326. She is working part time as a social worker for the Eugene Public Schools on a special preschool project.

LT. COMDR. ROBERT M. REDDING is legal officer in the Judge Advocate General's Office at the US Naval Air Station, Alameda, California. His address is 2722 Washington St.

**'54**  
ROGER ROOK is District Attorney in Clackamas County and Secretary - Treasurer of the Oregon State District Attorneys Association. He and his family live at 4005 Risley, Milwaukie, Ore.

CAROLYN AVERILL DOUGHTON is a housewife and interior designer. She has two children: Steven (6) and Catherine (4). Her address is 8955 SW Rosewood, Portland, Oregon.

BARBARA YOUNG MEYERS recently moved to Northridge, California, with her husband and

15 months old daughter, Wendi. New address is 8845 Balboa Blvd. MARY ANDRESEN JANIS is president of the Palm River Elementary PTA for '65-'66. She is also circle chairman for a WSCS Circle at First Methodist Church. She has two children: Shirley Ann (5) and Neal (8). Her address is Route 3, Box 173, Tampa, Florida.

RICHARD C. WILKINS is a dentist in San Francisco, California and resides at 1280 15th Ave. MR. and MRS. LARRY STANDIFER (MARY POLALES) will move to Eugene, Oregon in June when school is out. Larry is now the head of the Physical Therapy Dept. at the University of Oregon. Their present address is 820 Empire St. NW, Salem, Oregon.

DR. DEAN MACY has recently moved to Gresham, Oregon and opened a practice at Gresham Medical Center. Dr. Macy and family are living at 321 Birdsdales, Gresham. He and his wife, Betty, have two sons: Brian (6) and Stephen (18).

FRED J. CUMMINGS, 3250 Cambridge, Detroit, Michigan, has written an article in "Bulletin" on three drawings by Ingres.

CAPT. CHARLES O. (CHUCK) HARGRAVE was recently awarded the Air Force Commendation medal for his work as the Chief, Penetration Aids Branch, at Pease AFB, N.H. Address is CMR Box 2384, APO N.Y. 09332.



CAPT. CHARLES O. HARGRAVE

'55 CAPT. and MRS. JAMES HUDELSON (DIANE OSBORN '56) are living at 621 Joryne Dr., Montgomery, Alabama. Jim completed his work for a MA of Sciences Degree in Business Administration at the University of Colorado under the AFIT program. He is now assigned as Sqd. Commander of a student squadron at the Medical Services School at Gunter, AFB, Ala. They have three children: Susan (8½), Jama (5½) and Matthew (3).

EUGENE P. BARTLETT is a research engineer at Aerotherm Corp., a company recently formed to investigate problems related to aerothermochemistry. He resides with his wife, Barbara and two adopted children, Kandi (4) and David (2) at 696 Benvenue Ave., Los Altos, California.

ROSEMARY WEAVER HOLDEN has moved to Santa Fe, New Mexico, where her husband, Tom, is landscape architect with the Forest Service. New address is 663 Washington Ave., #2, Santa Fe, New Mexico.

JOHN KENT and RUBEN MENASHE write that they will welcome old friends and classmates to their beautiful restaurant, "The Brass Lantern" at San Juan Bautista, California, which is 30 minutes from San Jose.

THOMAS M. WHITEHEAD, in addition to his duties as pastor of the Milwaukie, Oregon Methodist Church and Conference responsibilities, is a member of the Milwaukie Library Board and on the board of advisors of the local League of Women Voters. He lives at 11011 SE Stanley, Milwaukie, Oregon.

GERALD A. ROLPH has moved from Massachusetts to Fort Worth, Texas. He is Corporate Secretary of Radio Shack Corporation. Gerald is the proud owner of a 1934 Rolls-Royce which has received much attention since arriving in Fort Worth with its extreme length and the maroon uniformed chauffeur who also guards the car. It was judged "the most elegant car in America" a few months ago in Dearborn, Michigan and valued at \$40,000.

'56 RICHARD P. ROHRER is a captain in the US Air Force and resides at 4224 Barrett Dr., Newburgh, New York.

FRANK A. LAMB is a captain in the US Air Force. He and his family live at 815 Thunder Tr., Maitland, Fla. They have four children: Tim (8), Brad (6), Erin (5) and Shannon (2).

LCDR. WESLEY R. MALCOLM began training in Key West, Florida, where he will spend six months getting checked out in the Navy's supersonic jet fighter. Upon completion he and his wife will return to Virginia where Wesley will be stationed for the next two years. Address is: VF-101, NAS, Key West, Florida.

GYLA SEAL POLI, 1737 Berkeley Way, Sacramento, California, is a social services interviewer.

PAUL R. ACKERMAN is completing his Ph.D. in Special Education at Teachers College, Columbia University, N. Y. He is employed as instructor on the faculty there. His address is 512 W. 122nd Sarasota Hall, New York, N.Y.

JERRY PATTERSON, 4709 Hermitage, Virginia Beach, Va., writes that he spent a pleasant holiday weekend with Willamette Alumni in San Francisco: Marty Wolf ('57), Jerry Kieta ('58), Ann Yoder ('58), and Ron Hershberger.

CAPT. DUANE M. EAKIN has been awarded the US Air Force Air Medal at Bien Hoa AB, Vietnam. Capt. Eakin won the award for his personal bravery and airmanship in the fight against Communist aggression in SE Asia.



CAPT. DUANE M. EAKIN

ERIK KLEPP, 3015 NW 85th, Seattle, Washington, is an occupational analyst for the state of Washington.

CAPT. THOMAS STEEVES is now assigned to the Washington Air Defense Sector at Fort Lee, Va., after serving a one year tour in Vietnam as an advisor to the Vietnamese Air Force. At the end of his tour, he received the Bronze Star for Meritorious Service and the Vietnamese Government awarded him the Vietnamese Medal of Honor. His address is 4638th Support Sqdn., Fort Lee, AFS, Va.



CAPT. THOMAS STEEVES

LCDR. and MRS. JOHN S. BONE (BARBARA ANDERSON '57) and son, John III, reside in Alexandria, Va. John is Aide to the Chief of Naval Personnel. Address is 5400 Richenbacher.

RALPH A. WILSON is project scientist for Northern Forest Fire Laboratory in Missoula, Montana. He lives at 1242 Rosebrier Dr., Missoula, Montana.

'57 BENNETT HOLT resides at 42477 Kalaninnaole Way, Kailua, Hawaii, and is in social work. He and his wife, Carol, have three children: Bennett (8), Mark (6) and Annie (4).

REV. DAVID W. BENNETT is the Methodist minister at Cornwall Methodist Church. His address is 196 Main St., Cornwall, New York.

MARY ANN PLATT DAHLQUIST is now living at 4315 Hilliard, Eugene, Oregon. Her husband, Gordon, has returned to active duty with the US Army, choosing to make the service his career. Mary Ann is living in Eugene while her husband serves

12 months in Vietnam. They have two children: Teri Ann (7) and Gordon Jr. (4).

SHIRLEY ULINDER, 614 West Pine, Lewistown, Montana, is a clerk at the Agricultural Stabilization and Conservation SVS.

RICHARD SABIN (L'57) has been appointed chief counsel for Oregon Public Utility Commission. Richard with his wife, Katharine and two children, Sallie and Julie, reside at 2280 Timothy Dr. NW, Salem, Oregon.

MR. and MRS. LAWRENCE LISTER (CONSTANCE CLARK '58) reside at 372 Central Park West, New York, N. Y. Larry is in doctoral program at Columbia University School of Social Work. Connie is busy with two children and helping teach English to a grade school child who is from the Dominican Republic.

'58 CAPT. DOUGLAS K. RHODES has received the USAF Commendation Medal. He was awarded the medal for meritorious achievement as a troop carrier pilot at Thule AFB, Greenland. He is now on duty at Hamilton AFB as a member of the Air Defense Command. His address is 162 Westover Circle, Hamilton AFB, California.



CAPT. DOUGLAS K. RHODES

ROSE M. SCOTT, 2243 NW Flanders, Portland, Oregon, is a radio newscaster for KGW. She received her MA in English at the University of Oregon in June 1964.

DANIEL NEWBERRY is a humanities librarian at the State University of New York. His address is 285 State St., Albany, New York.

MARION HIGLEY MILLIGAN is now residing at 2235 Jelden St. NE, Salem, Oregon. Marion is working for Cascade Employers Assn., Inc., a firm specializing in association management, labor relations for management and health and welfare service. She was recently married to Leonard Milligan.

GWENDOLYN STANDIFER HEAD resides at 1280 W. 15th St., Apt. 4, Eugene, Oregon. She is a teacher at Malabon School.

MR. and MRS. LUCIAN BAKER (MARILYN HANTHORN '57) are living at 4306 Russell, Los Angeles, California. Mac is in the national touring company of "The Deputy" this spring.

Mr. and Mrs. John Dahle (JANET ROSCOE) and son, Chris have been vacationing at Aspen Skiing Resort. They live at 249 Ash, Denver, Colorado.



MR. & MRS. JOHN DAHLE AND SON CHRIS

'59 DR. KENNETH SCHRECKEN-GOST is now in graduate school at the University of Washington taking residency in orthodontics. He resides at 7275 29th NE, Seattle, Washington, with his wife, Margaret, and two children: Scott (5) and Sally Ann (3).

MARY KRAMER KRYDER now resides at 10455 SW Ridgeview Lane, Portland, Oregon. Her husband, Dick, is account executive for Botsford, Constantine & McCarty Advertising Agency. Mary works part time at First National Bank of Oregon in the cashier's division.

DR. and MRS. TOM HONL (JUDITH OLSEN '60) are living at 3404 SW 13th St., Portland, Oregon. Tom is resident at the University of Oregon Medical School. He will then go into the air force for two years. They have adopted a baby boy, Frans Thomas Honl.

MR. and MRS. DONALD WILLIAMS (CAROLYN MILLER) have moved into their new home at 1860 Mahan, Richland, Washington. Don is in charge of the PRCF (Plutonium Recycle Critical Facility) at Hanford. They have two children: Diane (4) and Michael (2).

STANLEY P. CULY, 15 Campbell St., West Warwick, R. I. is minister for Centerville Methodist Church.

DR. EUGENE W. GOERTZEN is a physician in the US Army stationed in Viet Nam. His address is HHT, 3/4 Cav. 25th Inf. Div., APO, US Forces 96225.

DR. ANNE LASSWELL will present a paper at the American Educational Research Association Convention in Chicago on Feb. 19. She is co-director of an NDEA Advanced Study Institute being held on the Oregon State campus this summer. Anne lives at 1445 "A" St., Apt. 6, Corvallis, Oregon.

DR. and MRS. GARY LARSON (EUGENIA KING '60) now live at 1306 Tulane Rd., Wilmington, Delaware. Gary received his Ph.D. in physics from the University of California at Berkeley in January 1966. He has taken a research position with Du Pont where he will be investigating the magnetic properties of solids.

REV. and MRS. D. L. TETRICK (ALBERTA NICHOLS '58) reside at 742 N. 36th St., Corvallis, Oregon. Lon begins his third year in Corvallis where he is assistant rector in charge of Christian Education. "Al" is kept busy with three children but also has been tutoring a college student in English and literature.

CELESTE GIBBENS SCHNEIDER moved to Salem, Oregon last June (1995 Commercial St. SE). Her husband is employed by Valley Migrant League and she is teaching spoken English to migrant farm workers. Celeste spent the summer of 1965 in France as a participant in a Level II NDEA Institute for French teachers sponsored by the University of Oregon.

DR. and MRS. DAVID STEWARD (MARGARET STOUT) have moved to 1364 Markham Court, Atlanta, Georgia. David is assistant professor of Christian Education at Emory's School of Theology.

DR. and MRS. JOHN W. WOOD (ROSEMARY DOOLEN '63) reside at 8512 Travis Dr., Wichita, Kansas. John is on active duty with the air force and stationed at McConnell AFB, in Wichita. On July 1, he will start a residency in ophthalmology at Vanderbilt University Hospital, Nashville, Tenn.

'60 DR. and MRS. TED COOK (VIRGINIA GRANT) reside at 146 "D" Ave., Coronado, California. Ted is flight surgeon in the US Navy and is attached to a helicopter squadron, now deployed on the USS Yorktown in the Far Western Pacific area. He is ex-

pected to return to US in August 1966.

**CAPT. ALAN L. GIROD** is aircraft commander in US Air Force and stationed at Turner Air Force Base, Georgia. He resides at 2306 Devon Dr., Albany, Georgia.

**CAPT. JOHN R. SWENEY** is working as staff weather officer for the 4th Air Force and Western North American Air Defense Region. He is stationed at Hamilton AFB and resides at 805 Diablo, Novato, California.

**CARRIE SAITO** lives at 1328 SW 3rd St., Portland, Oregon. Carrie is teaching third grade at Vestal School.

**AUDNEY L. HORTON** is a medical technologist at the University of Oregon Medical School and resides at 1084 SW Gaines, Portland, Oregon.

**MR. and MRS. JOHN KAUFMAN (ANN FIELDS)** live at 5903 Margo Place, Tumwater, Washington. John has been awarded a Shell Oil Merit Fellowship in chemistry at Stanford for this summer.

**MR. and MRS. JOHN TRELSTAD (SUSAN TRUEBLOOD)** and children, Bergitta (3½) and Peder (1) are residing in Salem at 3334 Argyle Dr. S.

**ROSEMARY STEPHENSON VAUGHAN** has moved to Palo Alto, California, where her husband has set up a dental practice. They have bought a new home and the address is 515 Rhodes Dr., Palo Alto, California.

**DR. EDWARD GROSSENBACHER** is flight surgeon in the US Army and stationed in Vietnam. While overseas, his wife (LUCY HOLM '63) and son, Klaus, will reside at 2708 SE Market St., Portland, Oregon.

**JANICE NORBECK VANDERPOOL** is a social worker and resides at 2221 6th St. West, Billings, Montana.

**DR. and MRS. WENDELL McLIN (DIANE MILLER)** are now living at 1302 Springvale Dr., San Antonio, Texas. Wendell is stationed at Kelly AFB as a dentist and Diane is employed as a model.

**CHARLES R. BEATON** is teaching business and economics at California State College at Fullerton. He will finish his Ph.D. in economics at Claremont Graduate School this year. He has two children. Address is: 1206 N. Wilson, Fullerton, Calif.

## '61

**GLEN DURHAM** is with the U.S. Army Dental Corp. and stationed in Fontainebleau, France. His address is: 6th General Dispensary, APO 11, New York, N.Y.

**CAPT. MICHAEL T. GRAYDON** and his wife, Elizabeth, live at 230 Polifka Dr., Ellsworth AFB, South Dakota.

**JOAN PEMBERTON CRAVENS**, 4640 Sandy Lane, Columbus, Ohio, is a graduate student at Ohio State University.

**DR. ROY CHAPIN** is now a lieutenant in the USAF, working on space nutrition. Roy received his Ph.D. in animal nutrition from Cornell University in August '65. His address is Box 4044, School of Aerospace Medicine, Brooks AFB, Texas.

**KAREN MADSEN MYERS**, 810 Polhemus Rd., San Mateo, California, is teaching English and speech at Henry Gunn High School.

**COLLEEN CODY BIGLER** is a housewife and living at 232 Curtiss Ave., Charleston, South Carolina.

**MR. and MRS. ORRIN ORMSBEE (JEANETTE BAKER '63)** live at 2817 Virginia, North Bend, Oregon. Orrin writes that fishing there is great and anyone going through will be welcome to a fishing trip for the "big ones."

**JANET GILMORE MOTA** is now living at 377 Santa Clara Ave., Oakland, California.

**CAPT. LARRY L. SCHMIDT**

just returned from three months rotational duty in Europe. During his time, he was in 13 countries. His address now is 38C Elm Rd., Lockbourne AFB, Ohio.

**LYLE M. TUCKER** is teaching at Franklin High School in Portland, Oregon. His new address is 4311 SE 37th, Apt. 20, Portland, Oregon.

**JOAN BARBER** will sing the role of Ursula, in the West Coast premiere of "Mathis der Maler," at the University of Southern California in April. Joan has also been accepted at the International Opera Center in Zurich, Switzerland, for 1966-67 in conjunction with the Zurich opera house. Her address is 720 W. 27th, Los Angeles, California.

**JAMES T. BAIRD** has been transferred from the Northwest Regional Office in Salem to the Southern California Regional office in Santa Ana, California. He works as a junior accountant for State Farm Mutual Automobile Insurance Co. His address is 13915 Erin, Apt. A, Garden Grove, California.

**PAUL DE LESPINASSE**, instructor in political science at Adrian College, has completed requirements for a Doctor of Philosophy degree at Johns Hopkins University, Baltimore, Md. Paul lives at 207 Bent Oak Ave., Adrian, Michigan.

**MARY EDWARDS** is a research technician for Lawrence Radiation Lab. in Livermore, Calif. Her residence is 1649 Curtis St., Berkeley, California.

**TERRYL THOMPSON JOHNSON** is living at 6400 44th Ave. No., Minneapolis, Minn. She has two children: Brett (3) and Lisa Kay (1).

**LT. MARVIN A. CISINEROS** is in the USAF and stationed at Randolph AFB, Texas. His residence is 213 Flintstone St., Universal City, Texas.

## '62

**JOHN R. KRAFT** is a chemist with US-FDA. His address is CMR #4, Box 18818, Kessler AFB, Mississippi.

**SUSAN KEECH VITUMS** is a teacher in the Junior High School in Lake Oswego, Oregon. Address is 6054 Carmen Dr., SW.

**PRUDY MELENDY HAENTZSCHEL** has moved to Redondo Beach, California, 1311 Clark Lane. Prudy teaches English at San Pedro High School.

**MR. and MRS. PETER B. McDOWELL (BARBARA NELSON '63)** reside at 1780 Ednamary Way, Mt. View, California. Peter received his MA in accounting from the University of Oregon in June '65 and is now employed by Price Waterhouse in San Francisco.

**ROBERT J. HERBERGER** is teaching Spanish at Madras High School and resides at 259 10th Avenue.

**TERRY N. SHUCHAT** left the Air Force in April 1965 as a first lieutenant. Since then he has opened a commercial photography business in Palo Alto, California. His address is 680 Santa Rita.

**KEVIN NAGEL** returned in October of 1964 from a five-month tour of duty in Vietnam where he received the Air Force Commendation medal for work done in the field of intelligence. He was married Sept. 27, 1965 to Judy Rhenn of Nutley, New Jersey. Kevin is presently working as a civilian for the Department of Defense. The couple live at 2014 Columbia Pike, Apt. 3, Arlington, Virginia.

**MARSHALL W. MOORE** is an analyst for the Government's Division of the US Bureau of the Census. His new address is 4708 Homer Ave. SE, Apt. C, Washington, D.C.

**GARY GREGOR** lives at 2372-2 Patterson Dr., Eugene, Oregon. He is a student at the University of Oregon and will receive his Ph.D. in June '66.

**LT. RICHARD D. WAYLAND** has entered US Air Force pilot training at Reese AFB, Texas. He and his wife, Judith, reside at 211 Mitchell Blvd., Lubbock, Texas.

**THOMAS J. IRRIG** resides at 511½ Juanita St., Redondo Beach, California and is in graduate school at UCLA.

**CHRISTINE FRANZ DUNCAN** teaches grade three at Ladera Elementary Schools. She was married last July 3 to Craig Duncan. Her address is 495 Waverly St., Menlo Park, California.

**LT. THOMAS R. JOHNSON** is in the US Air Force and his address is TUSLOG, Det. 94, APO New York, N. Y. 09324.

**STEVE WILLIAMSON** is a scientific programmer for Service Bureau Corp. He lives at 2010 California St., #4, Mt. View, California.

**RICHARD BJUR** is a graduate student in Pharmacology at the University of Colorado. His mailing address is 1331 NE 6th, Camas, Washington.

**MARY NIEMI** is a secretary and living at 2833 Judah St., San Francisco, California.

**LT. DORVEN CROUCH** was graduated from the Air University's Squadron Officer School at Maxwell AFB, Ala. He is being reassigned to Fairchild AFB, Wash.

**JOHN LENGACHER** and his wife, Judith, reside at Route 1, Box 239, Lyons, Oregon. John is a builder.

**CATHERINE CAUSBIE ELEISH** is living in Dakar, Senegal, Africa. IIDEP BP 3186. Her husband, Dr. Eleish, is a professor with the United Nations African Institute for Economic Development and Planning. They have a daughter, Rhonda Sarah, born July '65.

**JAMES K. BLINN** is merchandise handling manager at The Emporium in San Rafael, California. He resides at 238 Merrydale Road.

**WILLIAM V. BIEREK** is an attorney at law and lives at 10245 SE Holgate Blvd., Portland, Ore.

**MR. and MRS. JACK HJELT (CHRISTINE SCHURR '63)** and their 3-year-old daughter have left for Laos. Jack will serve for two years as field administrator for the Thomas Dooley Foundation. He will supervise the organization's three Laotian programs. Chris will work with a volunteer service program sponsored for US airline stewardesses.

## '63

**MR. and MRS. ROBERT JUSILA (PATRICIA McWILLIAMS)** are living at 1424 SW Montgomery, Portland, Oregon. Bob is Inventory Control Analyst for Omak Industries and Pat is working for US National Bank in Portland.

**LT. JOHN S. ROGERS** is stationed at Hunter AFB, flying C-124. He spent three months in the European theater. John has two children: Janet (2½) and Jeffrey (1). His address is 201 Windsor Rd., Savannah, Georgia.

**MR. and MRS. CHARLES BUSH (JUDITH GILHOUSEN '64)** live at 1123 11th, Eureka, Calif. Charles is assistant professor of philosophy at Humboldt State College in Arcata.

**LT. PETER VERLOOP** is assigned to the only airborne artillery battalion in Europe as a 2/Lt. paratrooper. Peter recently became engaged to Sabine Koch in London, England and will be married in May. Address is 5th BN 81st Arty., APO 09666, New York, N.Y.

**JAMES E. ROBINSON** lives at 503½ Coolidge St., Chapel Hill, N.C. He is a graduate in social psychology at the Uni-



LT. RICHARD D. WAYLAND

versity of N. C. Jim was married to Geraldine Hobson on Dec. 20, 1965.

**LT. JOHN E. FRANK** is stationed at Hahn Air Base, Germany. He is a pilot of the Convair F-10Z Delta Dagger. Their mission is the air defense of Western Germany. Address is Box 3627 496 Ftr. Intep. Sq. APO New York 09109.

**MARTHA JANE BOYER MURPHY** is a housewife and lives at 40 Merrill St., San Francisco, California.

**GEOFFREY RUTKOWSKI** is completing work on his MA. He won the Young Artists Award in the instrumental division of the competitions sponsored by the Fresno Philharmonic Assoc. He lives at 4 Southridge East, Tiburon, California.

**LT. ROBERT F. HARTMAN** finished 2½ years at Luke AFB, Arizona, as Air Police Sqdn. Commander. He is now stationed at Aviano AFB, Italy, as Security and Law Enf. Officer. Bob has two children: Kristine (5 months) and Mike (3). His address is 7227 Comb. Spt. Grp. USAF, APO New York, N. Y. 09293.

**JAMES P. O'HAIR**, his wife Margie, and son Jim (8½ months) are living in Syracuse, New York. Jim is working on his Ph.D. in Social Science at Syracuse University. His wife is teaching the second grade there. Their address is 928 Northway St. #3, Syracuse, New York.

**CAPT. BRIAN L. WELCH** was promoted to Captain and assumed duties as head of trial section, Base Legal Office, at Camp Pendleton. Address: Base Legal Office, Marine Corps Base, Camp Pendleton, California.

**JOHN SCHIEWEK** has moved to Rt. 1, Box 162, Everly, Iowa. He is teaching instrumental music there this year.

**WILLIAM H. BUSH** is in Junior year at the University of Oregon Medical School in Portland, Oregon. He was married June '65 to Janet Sather of Salem. She is presently teaching school. Their address is 1123 SW Whitaker, Portland, Oregon.

**MR. and Mrs. JON STEINER (ALICE BRYANT '46)** are living at 5304 College Oak Dr., Sacramento, Calif. Jon is a French teacher at Del Campo High School and Alice is kindergarten teacher. They travelled in Europe during the summer of '65. An excursion to Wales, a drive down the Rhine River Valley and a visit to the chateau region of France were among the highlights of the trip.

**MICHAEL D. KELLEY** is living at 1121 W. 7th St., Spokane, Washington. He is service and parts representative of Buick Motor Division.

## '64

**ANNE B. PETERSON** is teaching and lives at 322 10th Ave. E., Seattle, Washington.

**KATHRYN RONER THOMPSON** is a French tutor and resides at Towne House Apts. #9, Chapel Hill, North Carolina.

**ROBERT W. RIEDER**, 500 Lanier Rr., Huntsville, Alabama, is in the second year of law school and writing for the Duke Law Journal.

**ROBERT C. DEPEW** works for the Navy Nuclear Power Program and resides at 431 N. 19th St., Idaho Falls, Idaho.

**JAMES M. BROWN** is in his second year at the Yale Law School. His address is 2575 Yale Station, New Haven, Conn.

**CHARLES I. BLACK** is resident faculty student at the University of Maryland. His address is Cumberland S. B. Rm. 462, College Park, Maryland.

**THOMAS E. KREIS** is second year law student at Willamette College of Law. His address is 985 Bellevue St., SE, Salem, Ore.

**EDWARD SHALLENBERGER**, 2 Wisteria Way, Atherton, Calif., is

a graduate student teaching assistant at Stanford University.

**ELIZABETH BURGOYNE** now lives at 4311 Twelfth Ave., NE, Seattle, Washington. She is working for Sunset Sportswear Inc. as an executive secretary and being trained as a production manager.

**ROBERT P. COBLENS** is in the U.S. Air Force and stationed at Warren AFB, Cheyenne, Wyo. He has two children: Todd and Ross. He lives at 1609 Western Ave., Cheyenne, Wyo.

**MR. and MRS. BURR BAUGHMAN (DONNA MARGGI '65)** have moved to South Carolina where Burr is in army basic training. Their mailing address will be 545 NE Birchwood Rd., Hillsboro, Ore.

**PHILLIP L. EMERT** is instructor at the Oregon State School for the Blind and is living at 402 Capitol St., SE, Salem, Oregon.

**MARY ANN RAGLAND** is a teacher at Atwater High School and lives at 383 E. Santa Fe #39, Merced, California.

**JOHN SHERWOOD**, 910 NE 52nd, Portland, Oregon, is a student at Portland State College.

**GAIL EVERNDEN** is a case worker for the New York City Welfare Dept. She resides at 309 W. 20th, New York, N. Y.

**BONNIE JEAN SANDERS** is a social worker and lives at 653 SE Andover Pl., Portland, Oregon.

**MR. and MRS. WILLIAM LANG (LORRAINE DEMLER)** are both working for a MA at Washington State University. Bill will receive a MA in history and Lorraine will receive a MA in social studies. They live at 803 Terrace, Pullman, Washington.

**THOMAS R. SCHMIDT** is a salesman for Standard Printing & Office Supply and attending night school at Portland State College. He has two children: Peter (4) and Heather (3). Address is 4135 SE Woodward, Portland, Oregon.

**FRANK B. SWAYZE** is in second year at Columbia University Law School. Address is 822 Yorkshire Hall, 562 W. 113th, N. Y., N. Y.

**ROBERT L. FREWING** and his wife live at 5042 22nd Ave. NE, Seattle, Washington. Alice teaches in Edmonds, Washington, while Bob attends the University of Washington Law School.

Word has reached the Alumni Office that **S. KAVEINCA HAVEA** has been accepted for a Commonwealth scholarship in Canada for two years to study for a Master's degree. Address is: Nukualofa, Tonga.

**SUSAN C. HILL** is a graduate student at the University of Oregon in Business Education. She lives at 1642 W. 18th Pl., Eugene, Oregon.

**KRISTI SCOTT HARDIN** is teaching math and science in Royal Oak, Michigan. Her address there is 1870 Chester Road.

**ROSEMARY MYERS** lives at 525 Waldo Ave. SE, Salem, Oregon. She plans to travel through Europe for 10 weeks this summer and to teach again next year at Lake Grove Elementary School in Lake Oswego.

**ANNE B. PETERSON** is teaching and lives at 322 10th Ave. E., Seattle, Washington.

**KATHRYN RONER THOMPSON** is a French tutor and resides at Towne House Apts., #9, Chapel Hill, North Carolina.

**ROBERT W. RIEDER**, 500 Lanier Road, Huntsville, Alabama, is in the second year of law school and writing for the Duke Law Journal.

## '65

**MR. and MRS. LYLE SMITH (SHAUNA DOUGHER)** are now living at 8 Thayer Ave., Brockton, Mass. Lyle is a graduate student at Harvard University and Shauna is teaching at Howard School for Girls, a private boarding school.

**CAROL WOODWARD** is continuing studies at the University of New Hampshire and lives at 36 Locust St., Attleboro, Mass.

**JULIANNE AUNGST**, 1321 SW 61st Dr., Portland, Oregon, is librarian for Tektronix, in Beaverton.

**GINNI KLEE** is attending Arizona State University and resides in Phoenix, Arizona. P. O. Box 5584.

**RONALD C. NELSON** is a student at the University of Washington and resides at 5649 NE 11th, Seattle, Washington.

**MARGARET A. LINDSELL**, 340 Ranelagh, Hillsborough, California is at San Francisco State College working for her elementary credentials.

**SHARON A. SCHWIND** is an instrumental teacher at Simi Valley School District. Her address is 21715 Parthenia St., #208, Canoga Park, California.

**HENDERSON M. MCINTYRE** is working for his Ph.D. at Yale University. He and his wife, Nancy, reside at No. 9 Trumbull St., New Haven, Conn.

**ELIZABETH GRIFFITH** is a fashion promoter for Arnelles of California. She is also doing free lance art work in the Bay Area and selling her straw hats to Macy's. She lives at 60 Alta, San Francisco, California.

**JANE STOREY** is teaching high school English in Medford. Address is 28 N. Groveland, Medford, Oregon.

**WILLIAM G. JOHNSON** is a graduate student under the Andriot Fellowship and is living at 900 Capitol Trail, Newark, Delaware.

**JOHN C. POLING**, 4130 Larchmont Dr., El Paso, Texas, will be leaving for the Peace Corps and Ecuador soon.

**CYNTHIA JANES** is living at 924 Julia, Norman, Okla. She is a graduate student in psychology at the University of Oklahoma. She is also research assistant at the Whiteman House for Mental Health.

**CATHARINE PARRY** is a student at the University of California at Berkeley. She lives at 1856 Spruce St., #19, Berkeley, Calif.

**DOUGLAS H. MOY** is a student at Western Reserve University. His address is 11095 E. Euclid, Cleveland, Ohio.

**LYMAN C. HERB**, 4880 Coloma Drive SE, Salem, Oregon, is a student in graduate school in speech pathology at Oregon College of Education. He is also working part time at the Oregon School for Deaf as counselor.

**DELORES KRAFT** is employed in the Scientific Computer Services Dept. for Lockheed California Co. as an associate math engineer. Her address is 5225 Cohuengo Blvd., North Hollywood, Calif.

**CHERYL HANZEN CHIPMAN** is staying in Pendleton, Oregon, 1234 NW Horn Ave., while her husband is in officer training school at Fort Dill, Oklahoma.

**WILLIAM R. HAMILTON** is living at 675 25th SE, Salem, Oregon. Bill is assistant credit manager at Sears Roebuck Co.

**ARLENE L. RICE**, Rt. 2, Box 272, Eugene, Oregon, is a graduate student at the University of Oregon.

**ERIC McDOWELL** is administrative clerk for Pan American Petroleum in Anchorage, Alaska. His address is 5325 Sharon, Apt. C.

**JEANNE LEISURE** is a teacher at Hill Junior High School in Novato, California. Her address is 648 Las Colindas Rd., San Rafael, California.

**MR. and MRS. JIM DOUGLAS (MARCIA RUBY '62)** are living at 1997 State St., Salem, Oregon. Jim, an artist, has had two one-man shows of his sculpture and assemblage during the past year and is now working toward exhibit dates this summer and fall.

Marcia is publications editor for the Oregon State Department of Education and is also involved in press and public relations for the Department. One of her responsibilities is "Education News," the monthly newsletter to Oregon teachers.

**KARYL LOBACK LaMARCHE** is a housewife and lives at 3433 SE 22nd #2, Portland, Oregon. She has a son, Sean Patrick, who is a year old.

**BARBARA F. SMITH**, 6125 N. Vancouver Ave., Portland, Oregon, is a medical technology student at the Oregon Medical School.

**JEAN MILL BARNHILL**, Sackett B, Corvallis, Oregon, is assistant head resident and student.

**LT. STEPHEN A. SMITH** is presently attending communications school at Keesler AFB and will be there until September. His new address is Box 7, Atkinson Rd., Biloxi, Miss.

**ALBIN NORBLAD** is now a Marion County deputy district attorney. He has been working as law clerk for federal district court judge, William East, in Portland.

**SARA F. STONE** is working on her M.A. in the Department of English at the University of Washington. Her present address is 354 McMahon Hall, Sattle, Wash.

**RONALD C. NELSON** is a student at the University of Washington and resides at 5649 NE 11th, Seattle, Washington.

**MARGARET A. LINDSELL**, 340 Ranelagh, Hillsborough, California is at San Francisco State College working for her elementary credentials.

**SHARON A. SCHWIND** is an instrumental teacher at Simi Valley School District. Her address is 21715 Parthenia St., #200, Canoga Park, California.

## '66

**SUE SWEET PEDERSON** is attending Texas Technological College, working on her BA while her husband, Nelson, is working on his MA in psychology. Their address is 2406 5th St., Lubbock, Texas.

**BEVERLY KLEINER**, 4417 NE 70th, Portland, Oregon, is attending Portland State College. Beverly spent her junior year studying in Mexico City.

**LILLIAN PAQUETTE (TERRI)**, 3246 Vicente, Apt. 3, San Francisco, California, is a student at San Francisco State College and will graduate in June.

**SUZANNE UNDERWOOD** will be an occupational therapist after graduation in June. She lives at 5696 Los Angeles Ave., Moorpark, Calif.

**KAREN KRUCHEK**, 3825 SW Jerald Ct., Portland, Oregon, is a student at the University of Washington.

**ANN LEE** lives at 2745 Stuart St., #4, Berkeley, California. She is executive trainee at Capwell's Department Store in Oakland.

## Births

A daughter, Karen, was born February 12, 1966 to Mr. and Mrs. De Vaun Kryder (MARY KRAMER '59). She joins a brother, Kenneth (6). Address is 10455 SW Ridgeview Lane, Portland, Oregon.

A daughter, Mary Elizabeth, was born October 6, 1965 to Mr. and Mrs. R. G. SIMPSON L'59 (JOSEPHINE HEALD '59). She joins Jennifer (5) and Thomas (3). The Simpsons live at 13345 SW Iron Mt. Blvd., Portland, Oregon.

A son, David Andrew, was born to Mr. and Mrs. JOHN E. KAUFMAN '60 (ANN FIELDS '60) on January 3, 1966. Address is 5903 Margo Place, Tumwater, Washington.

To Mr. and Mrs. Joel F. DeWitt (MARY ANN LINFORTH '62) a boy, Stephen, was born on Feb. 11, 1966. They reside at 114 Lang Drive, Corapolis, Pa.

A son, Jeffrey Matthew, was born on January 17, 1966 to Mr. and Mrs. Jim Wheeler (JEAN PRITCHARD '60)—1318 S. Birch, Santa Ana, California.

Born to Mr. and Mrs. KEITH PAILTHORP '60 (ALICE STEW-

ART '61) on Dec. 14, a daughter, Holly Lyn. The Pailthorps reside with their two daughters, Jennifer Kay (2) and Holly at 1913 Hood Ave., Richland, Washington.

Mr. and Mrs. Elmer R. Hings-ton (ROGENE ALGER '60) have a new son, Michael Roy, born on March 14, 1966. He joins two sisters: Lorraine (5) and Louise (2½). Their address is 923 East 6th St., Moscow, Idaho.

A son, Thomas Alan, was born Nov. 26, 1965 to Mr. and Mrs. GENE BOWERS '61, 595 15th St. NE, Salem, Oregon. He joins a sister, Kathy (2).

Mr. and Mrs. Donald Billings (BARBARA GIBERSON '62), 2833 Kalmia Lee Ct., Falls Church, Va., have a son, Peter, born on July 17, 1965.

A daughter was born to Mr. and Mrs. Edward Furman (CYNTHIA ARPKE '54) on June 24, 1965. Her name is Felicity Lee. Address is 1364 Newport, Bend, Oregon.

## Marriages

**KAREN ANN NELSON '65** and **LT. JOHN STEWART MITCHELL '65** were married Feb. 26 in the chapel of the Pensacola Naval Air Station in Florida where John is taking pilot training. They are living at 710 Scenic Hwy., #316, Pensacola, Florida.

**SALLY J. FLESSINGER '65** was married to **GARY BECK '64** on December 18, 1965. Sally is English teacher at Whitaker Junior High School in Salem. The couple live at 4952 6th Ave. NE, Salem, Oregon.

**ANNABELLE HERBERT '64** was married to **Michael D. Gabagan** on Dec. 20, 1965 in San Francisco, California. She will be living at 308 Wellesley, Menlo Park, California, while her husband attends Stanford.

**LT. PINAR CRANE '66** and **LUCILE GRISWOLD '65** were married on March 22, 1966 in the Menlo Park Presbyterian Church. The newlyweds will live in Laredo, Texas, where Pinar is in pilot training with the Air Force.

**JUDY GRANT BUTLER '56** was married on Dec. 17, 1965, to **Arnold V. Allen** in Squaw Valley, California. Her address is Box 2064, Olympic Valley, California.

On December 26, 1965, **KATHRYN BEATY '63** was married to **JOHN PASSMORE** in Salem, Oregon. They are now living in Grants Pass, Ore., at 709 SE 9th St. Kathryn teaches French and English in two Junior High Schools and her husband teaches chemistry at Grants Pass High School.

**MARY SUE GELLATLEY '64** was married Feb. 14 to **Edward Short**. The Shorts are at home—1146 South Mozart St., Chicago, Ill.

**JUDY ANN MILLS '62** wed **Duane Trefethen** in June 1965. They are now living at 18443 40th Pl., NE, Seattle, Washington.

## Deaths

**FRANKLIN JASPER '16**, died in Ukiah, California, on March 12, 1966.

**ROBIN D. DAY L'13**, a long time Salem attorney, died March 18, 1966, in Salem, Oregon. He had practiced law for 50 years, retiring two years ago.

**BRYAN CONLEY '20**, died in Lincoln City, Oregon, on April 3, 1966, of a heart attack. He was former state commander of Veterans of Foreign Wars.

**BARBARA ELLIOT DeGRAFF '34**, died in Dallas, Oregon, on Jan. 20, 1966.

**HARRY HARRIS L'52**, died of a heart attack in Oregon City, Oregon, on March 7, 1966. He was an Oregon City attorney for the last 12 years.



DR. PEARSON  
Alumni Banquet Speaker



DEAN-ELECT DOENGES  
Alumni Institute Speaker



DEAN BESTOR  
Alumni Institute Speaker

### GERALD L. PEARSON, '26

Dr. Pearson's career in science places him in the higher ranks of America's research physicists. During his 31 years with the Bell Telephone Laboratories he was granted 32 U.S. patents on semi-conductor devices, which are basic elements in the enormous advances in the field of electronics. He was co-inventor with two other scientists of the solar battery, which converts solar radiation into electrical energy for powering America's satellites. Another member of the trio was Daryl Chapin, also a Willamette graduate.

Dr. Pearson retired from Bell Laboratories in 1960 to join the faculty of Stanford University in the Solid-State Electronics Laboratory, where he directs graduate student research sponsored by the Advanced Research Project Agency of the Department of Defense. He has published extensively in scientific journals and is consultant to several prominent companies involved in the Space Program.

He has been honored with the John Scott award from the City of Philadelphia, the John Price Wetherill Medal from the Franklin Institute, and the Gold Plate award from the American Academy of Achievement.

## ALUMNI DAY, MAY 21

This has been a big year. Much that has been happening will be evident in the construction of three new buildings, and much more that is significant will be revealed during the day's events.

Speakers at the Alumni Institute will be Willamette's dynamic new Deans who will talk about "The New Step," and the banquet speaker will be an alumnus who is in the forefront of scientific research.

The program leaves plenty of time for the usual amenities—friends, food and fellowship.

### ALUMNI DAY ACTIVITIES

10:00 a.m.

**Registration and "coffee time,"** Matthews Hall and Bearcat Cavern (basement of Matthews).

10:30 a.m.

**Alumni Institute, Belknap Hall Living Room.** Dean Byron Doenges, College of Liberal Arts, and Dean Charles Bestor, College of Music, will speak on the topic "The New Step." (a look at Willamette plans for the future).

12:30 p.m.

**Reunion Luncheons.** "Half-Century" (graduates of 1915 and before) Matthews Hall.

Special luncheon honoring Dean Robert Gregg, Dr. Ivan Lovell and Dr. Gale Currey, Matthews Hall.

Class Reunions at the following dining halls.

1916, Kappa Sigma 1931, Sigma Alpha Epsilon  
1921, Beta Theta Pi 1936, Delta Tau Delta  
1926, Phi Delta Theta 1941, Sigma Chi

(Registration for all luncheons should be made in advance through the alumni office or class chairman.)

6:00 p.m.

**Alumni Banquet, East Room, Marion Hotel.** Dr. Gerald L. Pearson, '26, Director for the Center of Materials Research at Stanford University, will speak on "The Meshing of Two Great Gears."

Dean Robert D. Gregg of the College of Liberal Arts will be honored for his 18 years of service to the University. President G. Herbert Smith will award Matthews Medallions to class members celebrating their 25th and 50th anniversaries.

(Tickets can be reserved through the Alumni Office and purchased at the Hotel, \$3, banquet night.)