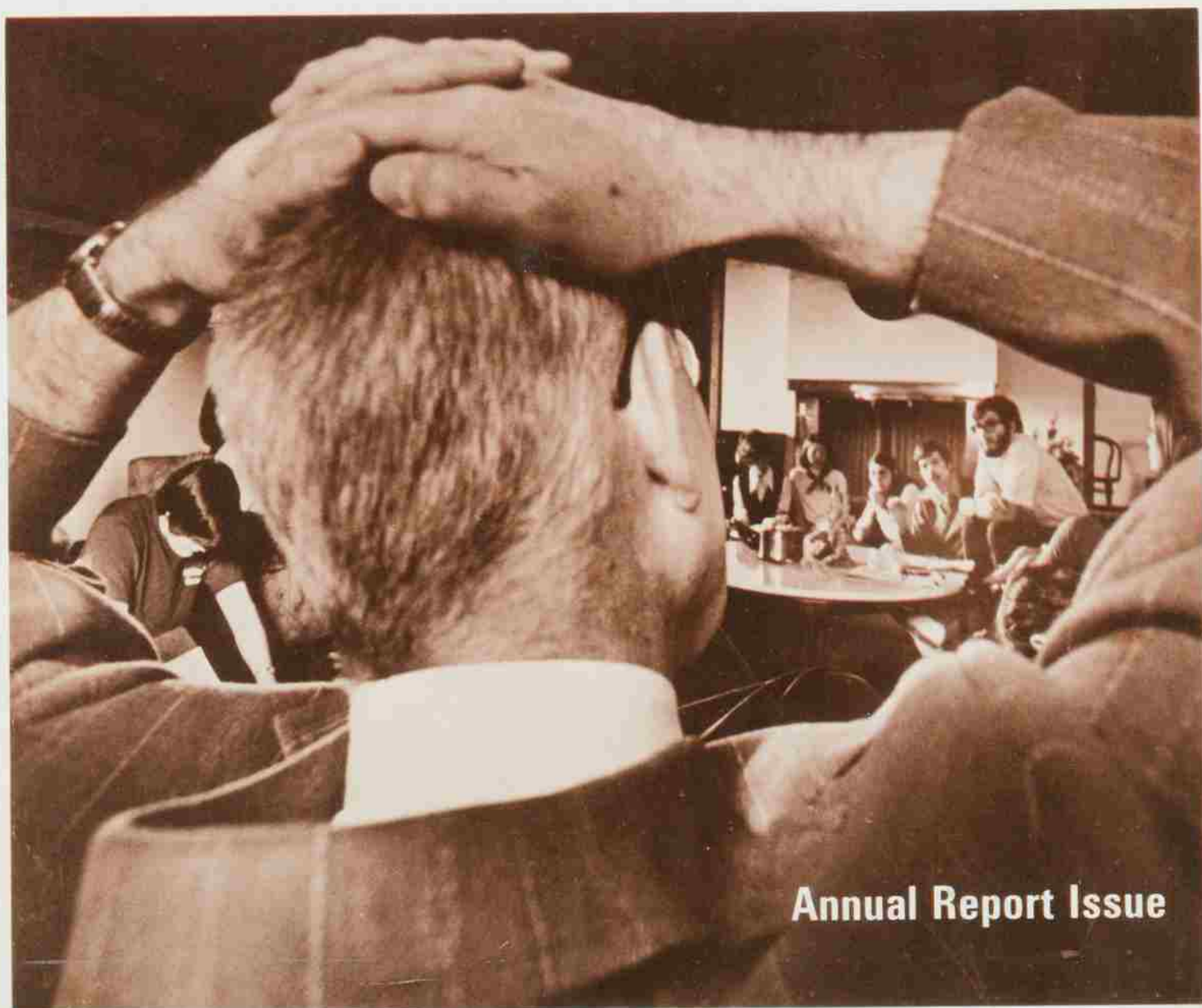


Willamette Scene

October, 1971



Annual Report Issue

Making Waves in 1970-71

"Pearls are made by oysters — not because the oyster is a creative artist but because a grain of sand gets into its shell and makes it uncomfortable. The pearl which results from the oyster's response to this discomfort is so beautiful that large industries have developed ways to irritate oysters artificially. Some oysters, of course, are lucky enough to keep the sand out. They live dull, contented lives until they are eaten, but they don't produce any pearls."

Some "pearls" of progress toward distinction shine at Willamette despite the discomfort of a year fraught with considerable dissent and distraction. Academic alterations reflect the luster of newness. New policies and programs in student affairs reflect the times of increasing social awareness. Other "pearls" of change gleam alone. It was a productive year, but one that bears some tarnish. The discomfort of producing pearls is as evident as John Gardner's admonition that the process of revitalization and renewal of institutions is neither easy nor comfortable.

Commentary on the "pearls" and discomfort follows in the form of summary highlights of 1970-71, brief commentary on the highlights, and a question-answer interview with President Roger Fritz regarding the style of leadership and significance of change at Willamette.

Summary Highlights

Academic Affairs PERSONNEL

- Provost was appointed as the chief academic officer.

CURRICULUM

- Bachelor of Science degree option approved;
- New majors offered in environmental science, international studies, and urban and regional government;
- Professional Semester offered for teacher preparation

EFFECTIVENESS GRADING VISITORS

- Learning Resources Center established.
- Double penalty eliminated
- Distinguished resource persons visit campus.

Student Affairs ENROLLMENT COUNSELING ORIENTATION RESIDENCES SERVICE

- Registration reaches record high of 1,713.
- Full-time director hired for Counseling Center.
- New students have summer orientation option.
- Second co-ed residence approved.
- Students initiate Volunteer Service Bureau.

Development/Financial Affairs

GIFTS PROGRESS

- \$1,267,796 received in gifts and grants.
- Proposed \$2.5 million Physical Education-Recreation Center half funded;
- \$250,000 Law Library Fund over 60%.
- 15% increase is less than spiraling costs.
- Approval given to \$5,257,447 budget for '71-'72.

TUITION BUDGET

PLANNING

- Institutional Research function and formalized Planning System operational.

Trustee Affairs PERSONNEL REORGANIZATION

- Board strengthened by 8 new members.
- Executive committee receives interim authority;
- Committee structure streamlined.

Annual Report

Academic Affairs

Personnel changes and substantive curriculum revisions significantly altered the academic program in 1970-71, the greatest year of change since the adoption of the 4-2 curriculum plan in 1967. All three academic deans, Byron Doenges in Liberal Arts, Arthur Custy in Law and Charles Bestor in Music accepted new positions elsewhere. Heading up the search for new deans and at the same time assuming leadership responsibility for the overall academic program is the new Vice President for Academic Affairs and Provost, Dr. Harry Manley.

Busy faculty committees hammered out several curricular changes, including a Bachelor of Science degree program, three new academic majors (Environmental Science, International Studies, and Urban and Regional Government), a grading system which eliminates the D and F grades of the old system, and a Professional Semester Program in education "to develop strong professional skills in teaching for future secondary school teachers." Summary highlights of these changes follow:

- **Bachelor of Science** — Offers two main departures from Bachelor of Arts degree program: (1) proficiency in a foreign language is not a requirement, and (2) B.S. degree candidates may design their own major program, with the advice and consent of a faculty advisor, from other than the regular list of major fields offered to B.A. candidates.

- **Environmental Science** — Combines courses in biology, chemistry, earth science, physics, economics, sociology and political science in answer to the growing concerns over man's environment.

- **International Studies** — Provides options to students wishing to major in French, Germanic, Hispanic and Latin American area studies, combining relevant courses now being taught in the Letters, Humanities and Social Science departments.

- **Urban and Regional Government** — Offers courses, internship experiences and outside resource personnel in the fields of political science, economics and sociology.

- **Revised Grading System** — Replaces the unsatisfactory grades (D & F) with N (no credit) so that a degree candidate must complete 30 credits (120 semester hours) satisfactorily to graduate. The faculty agreed that "grades should provide the student with reward and motivation and that grades which penalize students are undesirable; that is, grades of D and

F should not have to be offset with grades of B and A respectively." A student who earns 30 credits of C or better should emerge from the University a stronger candidate for graduate school and/or employment.

- **Professional Semester Plan** — Offers a concentrated program to prepare secondary school teachers, including (1) full day student teaching; (2) use of closed circuit television, microteaching and peer teaching to develop specific teaching and learning skills; (3) field experience in a variety of schools; (4) programs individually tailored to prospective teachers; and (5) an opportunity to become fully involved in the problems and promises of public education.

- **Learning Resources Stressed** — Dr. Wright Cowger of the Education Department was appointed the first Learning Resources Director to provide improved service and assistance to faculty members and students in their continuing quest to become more effective teachers and responsive learners (see page 30).

- **Distinguished Visitors Encouraged**

Two programs to attract distinguished resource persons to the campus were launched, one entitled "Distinguished Visitor Series," and the other the "Visiting Scholars Program." Famous film producer-director Robert Wise launched the former series, while British diplomat Sir Richard Allen and free-lance writer, journalist and expert on the Middle East, Peter Mansfield, inaugurate the Visiting Scholars Program this fall.

Development / Financial Affairs

See pages 4-8 for the annual report of gifts and summary of financial operations.

- **Tuition Increase Necessary** — External economic forces, rising operating costs, and the desire to improve academic programs, facilities, equipment and financial aid were all factors in the Trustees' decision to increase tuition from \$845 per semester to \$970 per semester effective Spring, 1972. Despite the increase, an analysis of the income and expenses of the University in the past five years shows that while tuition has increased 58.5%, the total educational cost per student has risen 71.4%. A 116.8% increase in non-tuition income has "helped protect the quality of the educational opportunities offered while maintaining tuition at the lowest possible level," according to President Fritz. Tuition and fees cover about 70% of the educational cost per student, with gifts, grants, and endowment income making up the difference.

Student Affairs

Personnel, counseling, orientation and the residence program have all been altered this past year to meet changing student needs. Specifically, the changes have included:

- **Personnel** — The offices of the Dean of Men and Dean of Women have been eliminated. Former Dean of Men Norman Nelson resigned and former Dean of Women Karen Anderson Kohne was reassigned as Associate Dean of Students and Director of Residence Programs. University Center Director, Ron Holloway will carry additional duties as Assistant Dean of Students.

- **Counseling** — Counseling services have been expanded with the appointment of the first full-time Director of the Counseling Center, Dr. Richard Schwartz. He will work closely with the Health Center staff in developing and coordinating a physical-mental health program.

- **Orientation** — New students were given the option to participate in a more personal approach to University orientation through one of two three-day campus visitations in July or one three-day session just before school starts in the fall. Parents could also participate.

- **Residence Programs** — Matthews Hall will become a co-educational residence because of the enthusiastic reception and successful trial period at Belknap Hall this past year. Belknap will also offer a wing to minority students on a first priority basis this fall. The extension of intervisitation privileges from 18½ to 87 hours per week was accepted responsibly, as was the extension of card keys to all women students. Subject to limitations imposed by the living groups themselves, the former program allows residents to have guests of the opposite sex in their study rooms during prescribed hours, while the latter permits the card-key holder access to her residence after closing hours.

- **Students Volunteer Services** — Over 75 students sought helpful off-campus service projects through a student initiated Volunteer Service Bureau. Assignments range from tutoring on a one-to-one basis to leading a Y-Teen group at Hillcrest School for Girls. Among the institutions in the area receiving voluntary assistance are Fairview Hospital and Training Center, YWCA, Hillcrest, MacLaren School for Boys, the Juvenile Detention Center, and Bush School. The Willamette VSB serves as a campus complement to the Volunteer Bureau of the Salem area.

Trustee Affairs

• **Eight new members** were elected to the Board of Trustees and six men were named Life Members during the year. The new members are: MRS. ROBERT (BETTY STARR) ANDERSON '40, Salem civic leader; EARL H. ATKINSON '54, Manager for Public Relations, Guy F. Atkinson Co.; JAMES C. BOOTH '64, President, Klocker Printery, Medford; WALLACE CARSON, JR. L'62, Salem attorney and State Senator; JULIA JOHNSON '37, Personnel Director, Oregon State Department of Human Resources, Health Division; JAMES P. JOHNSTON, forester, Crown Zellerbach, Portland; DALE P. PARNELL '51, Oregon Superintendent of Public Instruction; and ROBERT F. SMITH '53, Burns cattle rancher and Speaker of the Oregon House of Representatives.

• **Designated Life Members** in October, 1970, were James W. Crawford, Portland; Robert L. Elfstrom, Salem; William E. Walsh, Coos Bay; Edward C. Wells, Bellevue, Wash.; and Neal L. Zimmerman, Portland.

Robert C. Notson became a Life Member in May, 1971 after 40 years as a trustee, the last 14 of which he served as Vice Chairman. He was elected to the Board by the Alumni Association in 1931 at the age of 28. Dr. Fritz termed Notson's service "a very special contribution of faithful service."

• Reorganization of Board

Establishment of an executive committee, provisions for additional meetings and a streamlining of the committee structure of the Board is expected to allow the Board to deal with the most significant matters upon which it must decide.

WILLAMETTE SCENE

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Assistant, Janice McMillin

Report of Gifts 1970-71

WILLAMETTE has had a good fund-raising year in 1970-71, but not an exceptional one. More volunteer leadership and participation is essential if present capital programs are to be completed and on-going programs improved. In effect, we are on a plateau and can move to higher ground only with such leadership.

The University is profoundly grateful to the donors and volunteer workers who gave and worked to make 1970-71 the eighth consecutive year in which gifts and grants to the University have exceeded \$1 million. These benefactors can be assured that the funds, time and effort which they invested in Willamette will be well-spent. We have instituted changes in the management and planning systems of the University which are designed to demonstrate, among other things, that Willamette is worthy of their confidence and their generosity.



ROGER FRITZ

President of the University

GIFT HIGHLIGHTS OF 1970-71

- * For the 8th year in a row, Willamette received over \$1 million in gifts and grants.
- * Gifts and pledges for the Physical Education and Recreation Center stood at \$1,200,000 dollars or 48.0% of the \$2,500,000 goal on May 31.
- * The Law Library program stood at \$156,833 or 62.7% of the \$250,000 goal on May 31.
- * Donors with no relation to Willamette gave \$1,034,116 compared with total gifts of \$233,680 from all alumni, parents, trustees and staff. In other words, the "Willamette family" gave only 18.5% of total gift support.
- * There are now 176 volunteers (including trustees) working in the Development program.
- * In 1970-71 81.5 percent of the total gifts came from 1% of the donors.

Where Did The Gifts Come From?

Gifts for 1970-71 totaled \$1,267,796 or slightly more than the \$1,253,972 of the previous year. The 1970-71 total represents 80.7% of our \$1,570,000 goal for the year.

The number of alumni gifts was down for the year although the total was considerably larger as a result of a single gift of \$128,692 from an alumni donor who prefers to remain anonymous. Parents' giving, both in the number of donors and in amount picked up encouragingly over the previous year. More Trustees gave this year than last, although their total giving was down slightly.

The totals from most other gift sources were very close to the previous year, with the exception of bequests, which were sharply down. However, this was partially offset by the receipt of two gifts in trust on which the donors have deferred income during their lifetime.

See Table I.

Table I — Where Gifts Came From

	1969-70		1970-71	
	Donors	Amount	Donors	Amount
Individuals:				
Alumni	1768	\$58,890	1563	\$192,836
Parents	190	9,130	208	15,945
Trustees	27	36,838	40	31,901
Friends	192	119,705	124	26,972
Total	2177	\$224,563	1935	\$267,654
Business & Industry	87	174,115	79	159,190
Foundations	21	409,842	21	423,694
Churches	6	35,580	6	33,545
Associations	44	18,139	44	25,710
Estates	5	25,302	4	9,723
Sub-Totals	2340	\$887,541	2089	\$919,516
Government:				
Federal	4	256,975	7	286,873
State	6	109,456	7	61,407
Sub-Totals	10	\$366,431	14	\$348,280
GRAND TOTALS	2350	\$1,253,972	2103	\$1,267,796

Who Made The Gifts?

One of the most startling revelations about college gift support is that persons and entities with no relationship to the University often give a large share of the total support. This was true in Willamette's case in 1970-71 when 416 donors with no relationship to the University gave \$1,034,116. This compares with gifts of 1,811 alumni, parents, trustees and staff totaling \$233,680. Stated another way, those with no relationship gave 81.5 percent of total gifts or more than four times as much as those groups having close ties with, or a stake in Willamette.

It is obvious from the figures in Table II that much must be done to convince alumni, parents and trustees that they have a stake in this institution which is worthy of an investment of a small portion of their incomes.

Table II — Who Made the Gifts

	1969-70		1970-71	
	Gifts	Amount	Gifts	Amount
Alumni	1899	\$48,280	1436	\$163,881
Law Alumni	134	10,610	276	19,128
Parents	173	7,713	176	12,477
Law Parents	33	1,417	42	3,468
Trustees	51	36,838	83	31,901
Faculty, Staff & Students	58	37,904	18	2,825
Others	450	1,111,210	416	1,034,116
TOTALS	2798	\$1,253,972	2447	\$1,267,796

How Will The Gifts Be Used?

Most gifts to colleges and universities are made without strings attached. This was true of 1,580 of the 2,447 gifts made to Willamette in 1970-71. However, the dollar total of these unrestricted gifts — \$189,506 — represented only 15% of the total gifts for the year. Such unrestricted current gifts are vital to the University, since they provide the funds to meet unanticipated expenditures or take advantage of unforeseen opportunities.

More than 800 donors placed restrictions on the use of their gifts. These, of course, will be meticulously observed. The most popular designation was for the new Physical Education — Recreation Center. The second was for Student Aid to be used for scholarships, loans and grants to qualified undergraduates and law students.

The complete breakdown for which donors designated their gifts is shown in Table III.

Table III — How the Gifts are Used

	Gifts	Amount
CURRENT:		
Unrestricted	1580	\$189,506
College or Dept. General	15	54,605
Student Aid	213	236,716
Faculty Improvement	13	4,116
Furniture & Equipment	6	21,350
Plant Maintenance	2	55
Library (other than books)	1	200
Books & Manuscripts	371	63,281
Research	—	—
Other	1	39
Sub-Total	2202	\$629,668
Loan Funds	12	116,416
Endowment	43	23,243
Plant Funds	187	465,419
Agency Funds	2	33,050
Educational Opportunity Grants	1	59,800
GRAND TOTALS	2447	\$1,267,796

Special Programs

Physical Education and Recreation Center
(PERC)

Gifts to the Physical Education and Recreation Center stand at \$1,204,431 compared with \$449,233 a year ago. These figures include funds earned from the Collins Foundation Challenge Pledge.

This program has reached a temporary plateau with two or three major gifts in the six-figure category necessary before any general campaign can be launched. There are no federal funds presently available for this project, yet the steady increase in building costs (10-12% annually) makes early construction of it imperative. Trustee and volunteer efforts are being renewed to bring this program to a successful conclusion. A report as of July 1, 1971 of gifts and pledges by source follows:

SOURCES OF SUPPORT		NEEDED		RECEIVED	
Group	Number	Amount	Number	Amount	
Trustees	50	\$300,000	44	\$159,507	
Alumni	500	400,000	70	352,202	
Parents	150	70,000	3	1,335	
Faculty & Staff	150	20,000	3	650	
Students	1,500	10,000	--	--	
Business & Industry	--	150,000	3	62,872	
Foundations	--	200,000	6	197,000	
Salem Community	--	150,000	6	23,115	
Friends	--	800,000	3	7,750	
TOTALS	2,350	\$2,100,000	138	\$804,431	
Collins Challenge Pledge		400,000		400,000	
GRAND TOTALS		\$2,500,000		\$1,204,431	

Law Development Fund

The law library program has also hit a plateau in recent months and presently stands at \$156,833 or 62.7% of the \$250,000 goal, including the Collins Challenge Pledge. A year ago this total stood at \$42,800. Several hundred Willamette Law Alumni have not contributed to the program and efforts are being renewed to enlist their essential support. Here's how the program stood on July 1:

Group	Donors	Amount
Assigned alumni	211	\$34,597
Unassigned Alumni	87	3,871
Law Parents	59	5,162
Law Faculty & Staff	1	2,500
Law Students	1	10
Friends	31	46,693
Foundations	4	\$14,000
TOTALS	394	\$106,833
Earned on Collins Challenge Pledge		50,000
GRAND TOTAL		\$156,833

(Ed. note — Since the completion of the 1970-71 fund year, gifts to the PERC by October have risen to about \$2 million and gifts to the Law Library Development Fund about \$165,000. With the continued fine support of friends, the University hopes to complete both campaigns by early next year.)

The Alumni Loyalty Fund

Total gifts to the Alumni Loyalty Fund in 1970-71 were about the same as the previous year although there were 200 fewer donors. In 1970-71, 1325 donors made gifts to the Loyalty Fund totaling \$31,002.61 compared with 1531 donors and \$31,784 the previous year. Personal solicitation efforts in Portland and Salem by alumni volunteers brought a higher average gift in those areas. This program will be continued and expanded.

Here's the way various Willamette classes compare in their giving to the University. Top performances in the categories of the number of donors, percentage of participation and dollar amount are designated:

Year	Donors	% Participation	\$ Amount
1907	3	37.5% (4)	\$ 39.00
1908	4	66.6% (2)	35.00
1909	2	16.6%	17.00
1910	2	25.0%	35.00
1911	3	37.5% (4)	80.00
1912	5	83.3% (1)	130.00
1913	4	30.8%	142.00

1914	8	27.6%	191.00	1943	14	12.5%	210.00
1915	5	31.3%	92.50	1944	7	05.7%	132.50
1916	5	19.2%	65.00	1945	17	15.7%	267.50
1917	4	16.7%	225.00	1946	9	11.3%	151.50
1918	8	30.8%	127.50	1947	17	12.1%	251.50
1919	10	38.5% (3)	275.00	1948	17	10.0%	366.50
1920	8	24.2%	240.00	1949	30	12.4%	1,041.00 (4)
1921	14	29.8%	340.00	1950	32	11.9%	\$446.45
1922	18	35.3%	769.50	1951	31	13.5%	477.50
1923	15	30.8%	339.50	1952	42 (1)	14.7%	716.25
1924	15	22.2%	\$367.50	1953	27	10.5%	402.25
1925	24	34.3%	634.00	1954	36	16.4%	756.00
1926	24	29.6%	1,192.50 (3)	1955	31	13.4%	479.50
1927	22	21.5%	640.50	1956	30	13.1%	473.00
1928	21	28.8%	2,502.50 (1)	1957	36	13.0%	641.50
1929	17	26.8%	611.50	1958	25	10.6%	548.00
1930	23	25.8%	1,461.00 (2)	1959	23	10.0%	854.50 (5)
1931	23	23.7%	704.50	1960	25	11.2%	510.00
1932	20	21.7%	583.00	1961	31	10.8%	521.50
1933	21	25.3%	249.50	1962	38 (3)	12.3%	491.50
1934	21	22.8%	430.00	1963	42 (1)	15.5%	539.50
1935	18	18.8%	481.00	1964	42 (1)	13.8%	393.75
1936	20	19.2%	475.00	1965	37	10.9%	390.00
1937	24	20.3%	751.50	1966	39 (2)	11.5%	522.00
1938	15	13.5%	211.00	1967	37	11.2%	362.50
1939	17	11.1%	524.00	1968	29	08.3%	239.50
1940	25	16.4%	573.50	1969	21	06.5%	135.00
1941	23	15.6%	347.00	1970	24	06.6%	271.00
1942	36	18.9%	545.00	1971	1	00.3%	55.00

Century Club & Honor Roll

The Century Club consists of Donors of \$100 or more to the Alumni Loyalty Fund or the Law Development Fund. The Honor Roll lists parent donors of \$100 or more to the Parents' Fund. In 1970-71, 209 donors contributed \$72,265 in gifts of \$100 or more. Willamette is grateful for the generosity of those donors of \$100 or more listed below:

Alumni Century Club

Atkinson, Mr. George
Atkinson, Mr. Robert W.
Bagley, Mrs. Helen Goltra
Barnett, Mr. & Mrs. James T.
Bell, Mrs. Eva Tacheron
Bennett, Dr. Richard C.
Bond, Mr. & Mrs. Charles A.
Bonnington, Dr. William
Bowman, Miss Ann M.
Brougher, Dr. & Mrs. John C.
Burnett, Mrs. Helen Porvine
Cair, Mr. W. Wayne
Carrel, Dr. & Mrs. Charles
Comstock, Miss Ila G.
Corner, Dr. & Mrs. Ivan H., Sr.
Corrill, Dr. Maurice E.
Creswell, Dr. Lyle E.
Curtin, Mr. Hugh B.
Dyer, Mrs. Genevieve Thompson
Eddy, Dr. Lowell L.
Edmundson, Dr. W. T.

Emmett, Dr. Harry
Erickson, Mr. David J.
Estep, Mrs. Marna Powell
Fairham, Mr. L.C.
Freese, Mrs. Gertrude Reeves
Fyfe, Mrs. Hazel Burdett
German, Miss Lois
Gillette, Mr. & Mrs. A.J.
Gillim, Mrs. Pauline Miller
Goudy, Mrs. Grace Collins
Gustafson, Mr. & Mrs. Dale B.
Hamilton, Mrs. Doris C.
Henderson, Mr. Winthrop C.
Houser, Mr. Douglas G.
Hoyt, Mr. & Mrs. George W.
Jeppesen, Dr. Donald
Juba, Mr. & Mrs. George
Kaufman, Dr. & Mrs. Charles L.
Keck, Mr. & Mrs. Wendell M.
King, Mr. Samuel R.
Legge, Mr. & Mrs. Kenneth C.
Litchfield, Mr. & Mrs. G.K.
Litchfield, Dr. Ralph
Lowe, Mr. & Mrs. Eugene L.

Luther, Dr. & Mrs. Chester F.
McAllister, Mr. & Mrs. William M.
McGilvra, Mr. & Mrs. Hugh
Mercer, Dr. Richard L.
Miller, Mr. & Mrs. Paul
Miller, Mr. & Mrs. Raymond
Moseo, Mr. Dan E.
Mosher, Dr. & Mrs. William A.
Mumford, Mr. Harold S.
Oakes, Mr. James M.
Packwood, Mr. Robert W.
Pemberton, Dr. Paul A.
Poulson, Dr. Don E.
Racely, Dr. Clay A.
Rehfuess, Mr. David P.
Rehfuess, Dr. & Mrs. John A.
Reiserson, Mr. & Mrs. Verne C.
Rigby, Mrs. Virginia C.
Ross, Dr. John M.
Ross, Dr. & Mrs. William M.
Roth, Mr. John C.
Ryals, Mr. & Mrs. Stanley
Sheldon, Mr. Paul W.
Stall, Mr. David I.
Stocks, Dr. Laurence G.
Tallman, Miss Carolene
Thieme, Mrs. Mary Aiden
Upjohn, Dr. Richard H.
Von Eschen, Mr. Ellis F.
Walker, Mr. Wayne A.
Weatherford, Mr. R.V.
Weisser, Mr. Karl E.
Wilson, Dr. Arthur Jr.
Wittenberg, Mr. William
Wrenn, Dr. & Mrs. Gilbert
Yocom, Dr. Rachael D.
Zimmerman, Dr. Neal

Bolland, Mr. & Mrs. Marvin O.
Brandt, Mr. George
Brink, Mr. Mervin W.
Burleigh, Carey & Gooding
Buss, Mr. Donald A.
Byler, Mr. Alex. M.
Coke, Mr. Ralph W.
Coley, Mr. Eldon F.
Callahan, Mr. & Mrs. J.R.
Carey, Mr. Willard K.
Chaimatz, Miss Jan P.
Christenson, Mr. L.E.
Christopher, Mr. & Mrs. G.L.
Collins, Mrs. Mary L.
Cooney, Mr. Thos. E.
Cottrell, Hon. Frank G.
Coyner, Mr. Craig C.
Crawford, Mr. James W.
Day, Harold
Dingman, Mr. & Mrs. Edward
Dobbs, Mr. Lauren W.
Dyke, Mr. James R.
Ellis, Mr. Jas. R.
Ertsgaard, Mr. Duane R.
Estes, Mr. Herman C.
Franzke, Mr. Richard A.
Fritz, Dr. & Mrs. Roger J.
Gardner, Mr. & Mrs. E.A.
Goudy, Mrs. Grace Collins
Grant, Mr. & Mrs. Donald K.
Hachler, Mr. Dennis A.
Hager, Mr. Orval O. Jr.
Hardy, Mr. Rex W.
Harland, Mr. Roy
Heam, Mr. J.A.
Heffron, Mrs. A.E.
Hicks, Mr. Loren D.
Hilliard, Mr. Wayne
Hoover, Mr. & Mrs. R.K.
Howell, The Hon. Edward H.
Johansen, Mr. & Mrs. John E.
Johnson, Mr. Cecil
Jones, Mr. George A.
Kennedy, Dr. & Mrs. W.J.
Lawton, Mr. Earl M.
McAllister, Mr. W.M.
McClanahan, Mr. Mark C.
McLaughlin & Stearns
McLaughlin, Mr. John G.
McMinnee, Mr. Warren A.
MacIver, Mr. Clyde H.
MacIver, Mr. Ian R.
Maletis, Mr. James C.
Monahan, Mr. John T.
Moore, Mr. Gordon H.
Morley, Mr. Laurence
Newby, Mr. Bernard E.
O'Connell, The Hon. & Mrs. Kenneth J.
Peterson, Mr. Raley F.
Potter, Mr. Ervin W.
Pozzi, Wilson & Atchison
Reed, Hon. Edw. P.
Ritter, Mr. Daniel A.
Rohlf, Mrs. Marcus
Schaupp, Mr. Arthur W.
Selander, Mrs. Helen
Sherman, Mr. Kenneth
Smith, Mrs. Audrey S.
Sorensen, Mr. & Mrs. Glen
Spaulding, Mr. Bruce
Spence, Mr. Homer R.
Stults, Mr. Robert M.
Swart, Mr. David C.
Thomas, Mr. Charles L.
Webb, Mr. Norman F.
Webber, Mr. & Mrs. Bailey C.
White, Mr. Douglas

Memorial Gifts

Each year Willamette University is honored to share in tributes to family members and loved ones through gifts to the University. Gifts in memory of the following persons were received in 1970-71:

James M. Buck
Estelle Cavett
Robbin D. Day L13
Lawrence Davies G21
Max, Jr. '67 &
Susan de Sully
Christian Engberg, Ph.D.
Elinore & Jack Klam
Dr. R. R. Knotts G08
Ron Kurilo L69
Steven J. Little '73
Mary Mildred McAllister

Floyd Newcom
Earl Pearcy
Grace B. Person G20
Glen R. Phillips,
DD., LL.D., L.H.D.
Dean Pollock G22
William Raffetto '73
Judge Charles Redding L28
George W. Rigby G27
Marc Saucy
Mrs. Ralph Skopil
Elizabeth Odgers Stephenson
Tom A. Williams

Trusts and Bequests

During 1970-71 Willamette received \$9,723 in bequests. It also received notification that bequests totaling \$323,532 would be distributed to it in the near future.

To encourage this type of giving the University sponsored two Estate Planning Seminars during the past year in Portland, and appointed a Director of Deferred Gifts, Mr. Guthrie E. Janssen. Mr. Janssen is experienced in development work with a specialty in the field of taxation and charitable gifts. He brings a mature approach to our deferred gifts program which will undoubtedly make Willamette alumni and friends more aware of this very attractive way of assisting the University. (See page 36)

Parents Honor Roll

Anderson, Mr. & Mrs. L.N.
Aram, Mr. & Mrs. J.L.
Cagrove, Mr. & Mrs. Grant
Freitag, Mr. & Mrs. H.R.
Glaede, Mr. Warren C.
Hagmann, Dr. & Mrs. F.A.
Hanson, Mr. & Mrs. George R.
Heatherington, Dr. & Mrs. J. Scott
Hooton, Mr. & Mrs. A.W.
Ishii, Mr. & Mrs. Sadao
Kanazawa, Dr. & Mrs. K.
Kreis, Mr. K.A.
Lawrence, Mr. & Mrs. David R.
Lemenager, Mr. & Mrs. E.R.
Loomis, Mr. Frederick T.
McLeod, Mr. & Mrs. D.A.
Marquart, Mr. & Mrs. Richard J.
Mellich, Mr. & Mrs. Mitchell
Miles, Dr. & Mrs. W.J.
Ornelias, Mr. & Mrs. E.A.
Rudnick, Mrs. Sophie
Sexton, Dr. & Mrs. G.A.
Shelton, Dr. & Mrs. Robert M.
Soverel, Mr. & Mrs. Osborne R.
Stark, Mr. & Mrs. W.J.
Tomokyo, Mr. & Mrs. J.Y.
Wilfert, Mr. & Mrs. Glen H.
Wintz, Mr. G.W.

Law Century Club

Addison, Mr. C.F.
Baldersee, Mr. W.W.
Bednarek, Mr. Bernard F.
Bell, Mr. Rex A.
Bell, Mr. Walter H.
Bodie, Mr. James F.
Bollard, Mr. & Mrs. Marvin O.
Brandt, Mr. George
Brink, Mr. Mervin W.
Burleigh, Carey & Gooding
Buss, Mr. Donald A.
Byler, Mr. Alex. M.
Coke, Mr. Ralph W.
Coley, Mr. Eldon F.
Callahan, Mr. & Mrs. J.R.
Carey, Mr. Willard K.
Chaimatz, Miss Jan P.
Christenson, Mr. L.E.
Christopher, Mr. & Mrs. G.L.
Collins, Mrs. Mary L.
Cooney, Mr. Thos. E.
Cottrell, Hon. Frank G.
Coyner, Mr. Craig C.
Crawford, Mr. James W.
Day, Harold
Dingman, Mr. & Mrs. Edward
Dobbs, Mr. Lauren W.
Dyke, Mr. James R.
Ellis, Mr. Jas. R.
Ertsgaard, Mr. Duane R.
Estes, Mr. Herman C.
Franzke, Mr. Richard A.
Fritz, Dr. & Mrs. Roger J.
Gardner, Mr. & Mrs. E.A.
Goudy, Mrs. Grace Collins
Grant, Mr. & Mrs. Donald K.
Hachler, Mr. Dennis A.
Hager, Mr. Orval O. Jr.
Hardy, Mr. Rex W.
Harland, Mr. Roy
Heam, Mr. J.A.
Heffron, Mrs. A.E.
Hicks, Mr. Loren D.
Hilliard, Mr. Wayne
Hoover, Mr. & Mrs. R.K.
Howell, The Hon. Edward H.
Johansen, Mr. & Mrs. John E.
Johnson, Mr. Cecil
Jones, Mr. George A.
Kennedy, Dr. & Mrs. W.J.
Lawton, Mr. Earl M.
McAllister, Mr. W.M.
McClanahan, Mr. Mark C.
McLaughlin & Stearns
McLaughlin, Mr. John G.
McMinnee, Mr. Warren A.
MacIver, Mr. Clyde H.
MacIver, Mr. Ian R.
Maletis, Mr. James C.
Monahan, Mr. John T.
Moore, Mr. Gordon H.
Morley, Mr. Laurence
Newby, Mr. Bernard E.
O'Connell, The Hon. & Mrs. Kenneth J.
Peterson, Mr. Raley F.
Potter, Mr. Ervin W.
Pozzi, Wilson & Atchison
Reed, Hon. Edw. P.
Ritter, Mr. Daniel A.
Rohlf, Mrs. Marcus
Schaupp, Mr. Arthur W.
Selander, Mrs. Helen
Sherman, Mr. Kenneth
Smith, Mrs. Audrey S.
Sorensen, Mr. & Mrs. Glen
Spaulding, Mr. Bruce
Spence, Mr. Homer R.
Stults, Mr. Robert M.
Swart, Mr. David C.
Thomas, Mr. Charles L.
Webb, Mr. Norman F.
Webber, Mr. & Mrs. Bailey C.
White, Mr. Douglas

COMPARATIVE OPERATING STATEMENTS

For the Years Ending May 31, 1970 & May 31, 1971

Income			Expenditures		
	1969-70	1970-71		1969-70	1970-71
Educational and General:			Educational and General:		
Student Tuition and Fees	\$2,266,592	\$2,753,931	Instructional	\$1,361,328	\$1,527,291
Endowment Income	319,785	354,355	Library	199,132	226,076
Gifts and Grants	326,256	275,931	General Administrative	400,268	498,363
All Other Sources	138,488	147,344	Student Services	192,728	249,632
Total	\$3,051,121	\$3,531,561	Faculty & Staff Benefits	219,716	234,625
			General Institutional	118,916	98,880
Auxiliary Enterprises			Plant Renovation	0	60,827
Dorms-Dining-Bookstore	\$1,038,863	\$1,176,325	Physical Plant Operation and Maintenance	331,632	366,692
Conferences	54,340	51,521	Total	\$2,823,720	\$3,262,386
Total	\$1,093,203	\$1,227,846			
			Auxiliary Enterprises—		
Student Aid:			Dorms-Dining-Bookstore	\$ 983,384	\$1,057,259
Endowment Income	\$ 56,873	\$ 56,627	Conferences	37,580	37,538
Other Scholarship Income	238,334	275,963	Plant Renovations	59,424	0
Total	\$ 295,207	\$ 332,590	Total	\$1,080,388	\$1,094,797
			Student Aid:		
TOTAL OPERATING INCOME	<u>\$4,439,531</u>	<u>\$5,091,997</u>	Endowed Scholarships	\$ 56,873	\$ 56,627
			Other Financial Aid	476,180	605,528
			Total	\$ 533,053	\$ 662,155
EXCESS INCOME OVER EXPENDITURES	<u>\$ 2,370</u>	<u>\$ 11,553</u>	Fund for Future Development	\$ 0	\$ 61,106
			TOTAL OPERATING EXPENDITURES	<u>\$4,437,161</u>	<u>\$5,080,444</u>

COMPARATIVE BALANCE SHEET

Assets		May 31, 1970	May 31, 1971	Liabilities & Fund Balances		May 31, 1970	May 31, 1971
Current Funds:				Current Funds:			
Unrestricted—Cash, Receivables and Investments		\$ 1,200,564	\$ 1,543,438	Unrestricted—Current Liabilities and Interfund Liabilities		\$ 1,200,564	\$ 1,543,438
Restricted—Cash, Receivables and Investments		581,581	828,195	Restricted—Reserves, Fund Balances, and Deferred Income		581,581	828,195
Total		\$ 1,782,145	\$ 2,371,633	Total		\$ 1,782,145	\$ 2,371,633
Student Loan Funds:				Student Loan Funds:			
Cash, Receivables and Investments		\$ 925,185	\$ 1,073,442	Fund Balance		\$ 925,185	\$ 1,073,442
Endowment Funds:				Endowment Funds:			
Cash, Receivables and Other Investments		\$ 508,470	\$ 181,978	Endowment Liabilities and Fund Balance		\$ 5,946,346	\$ 6,137,060
Total		\$10,237,659*	\$10,581,317*	Funds Functioning Fund Balance		4,291,313	4,444,257
				Total		\$10,237,659	\$10,581,317
Plant Funds:				Plant Funds:			
Cash, Receivables and Investments		\$ 1,496,591	\$ 1,844,814	Bonds Payable and Interfund Liabilities		\$ 2,639,000	\$ 2,675,000
Property, Plant and Equipment		11,766,145	11,931,422	Fund Balance		10,623,736	11,101,236
Total		\$13,262,736	\$13,776,236	Total		\$13,262,736	\$13,776,236
Agency Funds:				Agency Funds:			
Cash, Receivables and Investments		\$ 124,639	\$ 70,931	Fund Balance		\$ 124,639	\$ 70,931
TOTAL ASSETS		<u>\$26,332,364</u>	<u>\$27,873,559</u>	TOTAL LIABILITIES AND FUND BALANCES		<u>\$26,332,364</u>	<u>\$27,873,559</u>

*Market Value at 5/31/71 was \$16,562,113 and \$14,377,891 at 5/31/70

The President Responds . . .

Dr. Roger Fritz answers questions about the direction of Willamette

As indicated by the summary highlights of last year, Willamette has adopted some progressive changes and reforms. In fact, many changes have come about in the past two years of your administration. What would you say have been the most satisfying accomplishments in this time?

Several come to mind. I believe we have made some good, solid progress in a number of areas — personnel, academic programs, fund raising, institutional planning and research.

For instance, I'm very pleased that we have been able to add some outstanding administrators in key leadership positions. This is an essential element of any move forward and I have great confidence in our new vice presidents, Jim Triolo (Development), Milo Harris (Planning and Finance), and Harry Manley (Academic Affairs and Provost).

We have also increased the number of faculty to a new high and have increased faculty salaries well beyond any previous time, both in terms of percentage of increase and total amount. At the same time, several new academic programs are underway which have exciting potential. Many of these are in response to student requests and our faculty is advancing others. Noteworthy among them are the new major fields in environmental science, international studies, and urban and regional government in addition to the new Bachelor of Science degree option.

"Given the continued economic pressures, international and environmental stress, and questioning students, we can't afford to sit back and be complacent."



The establishment of our Learning Resource Center (see page 30) is going to prove a real help to faculty and students; the institutional research function (see page 31) will provide us with a data bank, a source of pertinent information on a variety of subjects essential to sound future planning; and we've answered some of the pressing needs in the College of Law: more faculty, better salaries, new courses, smaller classes, library acquisitions, and increased student aid.

We've also made considerable progress in development and fund raising. Gifts have totaled almost \$3 million in two years and we have come a long way toward completing our two capital projects with almost \$2 million raised for the Physical Education and Recreation Center and \$160,000 toward the law library campaign. At the same time, we've also been able to continue our fine tradition of operating without deficits.

These are just a few of the accomplishments that come to mind. Not all of these have been completed in a sense, but we have made considerable progress on several fronts and we can all be proud of it.

You mentioned institutional planning. Goal orientation with a focus on results has become a major topic on the campus. What goals have surfaced for Willamette in the immediate and long range future?

We initiated a formal planning process last year, but we are going to have to do a lot more work and refining. It's essential that any institution know more about where it's going and develop better means of evaluating progress along the way. Several things are beginning to surface through our initial efforts. For instance in admissions, we know we need more applications from qualified students. A minimum objective would be twice as many as we have now, or 2,000 applications in the very near future.

We must work constantly and diligently to strengthen the curriculum as opportunities arise. Unless we set goals in areas such as increasing enrollments in upper division classes where they are now frequently quite low, we will never be able to capitalize fully on the excellent teaching that is available. In the area of development we must set new sights for operating funds, capital improvements and endowment. We must also work every month to improve community relations and provide more service to the Salem community. We must also set specific goals in terms of retention of students. Preliminary evidence indicates that our retention record can be improved significantly and we should not be content until we have assured ourselves that more of the able students we admit stay to graduate.

Yet another general objective in our planning is related to improving the use of our resources. This could include use of our buildings and facilities more hours in the day and days in the week as well as in the summer months. It is a shame that much of our physical plant lies relatively idle in the summer and we're concentrating on finding the ways and means to make some significant improvements along these lines.

You singled out some accomplishments in the academic realm and have referred in your campus speeches quite frequently to the quest to improve Willamette's academic quality. Can you define what you mean and indicate whether or not the University is advancing in this regard?

continued on page 10

Improvement of Willamette's academic quality is tied basically to four goals, higher academic standards, greater faculty strength, better teaching-learning effectiveness, and a strengthening and reform of the curriculum.

Willamette is in a good position to gain greater academic distinction because we have one important ingredient lacking in many institutions, namely fiscal viability. I don't say this to be smug. Many people have contributed to this financial success, and when this is coupled with our location, heritage and integrity, the potential for true greatness is present.

Initiative is the key to accomplishing the goals I've mentioned. It has to come from all segments of the University and particularly from the faculty. Given the continued economic pressures, international and environmental stress, and questioning students, we can't afford to sit back and be complacent. We must sustain a sense of urgency about the necessity for change.

As I mentioned earlier, we must increase substantially the number of applications for admission by seeking — and retaining — students whose academic qualifications will enable them to benefit most from our offerings. We are accenting a renewal program within the faculty which stresses more objective measures of teaching effectiveness, counseling and advising, and problem solving within the University community. Salary and total compensation will continue to improve so we can remain competitive in retaining and attracting talented and effective teachers. The Learning Resources function is but one attempt to help the University develop greater teaching-learning effectiveness in and outside the classroom. We must continue to strengthen and reform the curriculum, capitalizing on our present areas of strength. The new majors in urban and regional government, environmental science and international studies are good examples of exciting new curriculum changes. We need continued innovation and initiative in revitalizing our offerings.

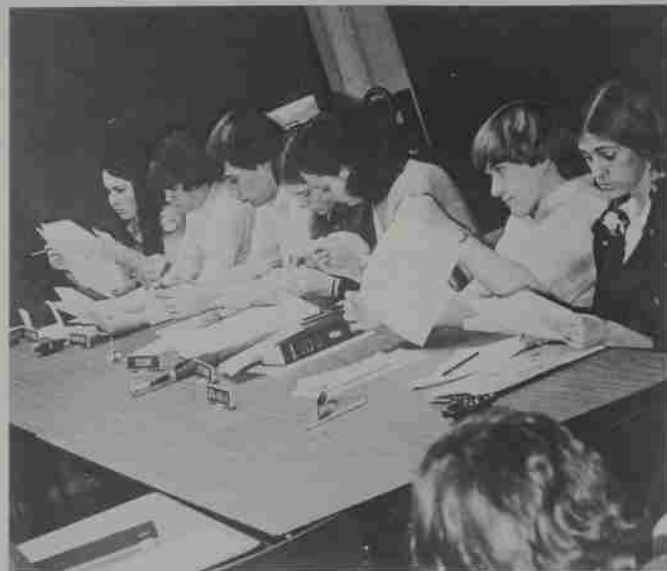
Just recently several task force committees were established to consider new academic proposals. For instance, we have a special committee concentrating on off-campus study, looking at overseas study options, credit by examination, credit by individualized study programs worked out between student and professor (academic advisor) with the experience actually being undertaken off campus. A 4-1-4 curriculum calendar has also been suggested by some faculty members and students, calling for an interim month between semesters when students can pursue various special programs for credit both on and off-campus. We will look at this and other options.

Are we advancing toward improved academic quality? I would say yes, and we can do much more.

This sense of urgency you mentioned — is it a matter of gaining greater distinction for the University or is it a matter of survival? With private colleges only serving about 20 per cent of the nation's college students, down from 50 per cent just 20 years ago, one gets the impression that survival might be paramount.

Yes, and the only way in the long run that the small liberal arts university is going to survive is by having a distinctive program, a real set of reasons why students and parents would choose to pay higher tuitions to gain the "advantages" of a private, liberal arts education.

I may sound defensive, but I happen to be a strong believer in our independent colleges and universities. In order to be viable in our "free choice system" of higher education, Willamette will have to attract and retain superior students and faculty, provide a distinctive learning environment at a competitive price (tuition) in direct competition with others. We are feeling this competition on all fronts. Economic pressures are greater, costs are soaring, donors are taking a more conservative outlook in view of the downturn in the economy.



"One of the problems involved in student participation is that many students have lost confidence in the representative form of government within their own ranks."

Everyone with a stake in the University and particularly faculty, administrators and students, must concentrate on taking the initiative for improvements in their areas of responsibility. I've often said that we must prove to everyone that we are in control of our own destiny at Willamette. I hate to think the day would come when we would throw ourselves on the mercy of the legislature, for instance, or the federal government. That's being done more frequently all the time by private colleges that aren't competitive. I think we have the potential here to avoid that eventuality, but I don't know any shortcuts to the hard work that will be required of us all. For those who want to become more involved in the decision-making process it will mean longer hours in committee work. Involvement and hard work are synonymous.

The criticism was aired last spring that faculty members didn't have a significant role in the decision-making process, that certain personnel decisions were made without apparent justification, that complaints by faculty and students weren't being heard. Would you comment on some of the issues that were raised and express your feelings about them?

I have worked diligently since coming to Willamette to open up channels of communication and the system by which decisions are reached. This has been especially true in the area of faculty and faculty-student committees. Many new ones have been established and most have been very active. As a matter of fact, too active in the opinion of some of the members who have worked long and hard.

The faculty still retains its prerogative in terms of curricular matters. I think it would be fair to say that we expect a more active role from department chairmen as well. We also have students involved on most committees now and many have been fine contributors. One of the problems involved in student participation is that many students have lost confidence in the representative form of government within their own ranks. They often tell me, for example, that students on committees don't feed back information to them and therefore don't really represent



them. This problem, together with the fact that student representatives change quite often, both deserve our serious attention as we work to improve our internal governance.

Some of the decisions made in regard to personnel, allocation of resources and planning became issues of concern on the campus. Difficult decisions in these areas have to be made even when opposition is known from student and faculty sources because in the final analysis, administrative accountability rests with administrators. To seek advice and counsel from faculty and students is wise — to be required to submit to majority vote or allow a veto is another matter, and the record indicates clearly that the latter course has consistently weakened educational institutions.

As I reported to the Trustees last May, I will accept constructive criticism for: 1. Improvement of internal communications; 2. The desirability of more personal contact between the President and faculty and the President and students; and 3. Somewhat slower pacing of the formalized planning process until key administrative leadership was changed. We are now in a much better position to both interpret the intentions of the planning system and to implement it.

I also indicated at that time that certain matters are fundamental if Willamette is to avoid the fate of so many other schools which are hanging on the ropes, namely:

1. The President must have the authority to select those people who report directly to him and upon whom he is dependent for day-to-day administrative leadership.

2. Presidential leadership must evidence a combination of openmindedness and firmness. The decisive consideration regarding matters related to institutional direction must not be whether it is popular but whether it is sound; not whether some active and vocal constituents like it immediately but whether it will work well and prove itself.

3. The President must have both the confidence and active support of the Trustees.

Some peripheral issues were also raised last year. What is the future of the College of Music? What's going to happen to the theatre department? Why are we going to have a graduate school of administration? What is the current status of these programs?

Evidence seems to indicate that a review of all of our offerings in the fine arts area would be in order. This would include, of

"To seek advice and counsel from faculty and students is wise — to be required to submit to majority vote or allow a veto is another matter . . . the latter course has consistently weakened educational institutions."

course, music, theatre and art. There is increasing demand from students for more courses and more opportunities for credit in both theatre and art. The fine reputation which our College of Music enjoys has been well known of course for a long time. The whole issue of establishment of a Division of Fine Arts to include all three elements has been proposed and is worthy, I think, of serious investigation. This would not affect the College of Music in a negative way, but would probably mean that both theatre and art would receive increased emphasis.

We are also being advised by people with extensive experience at other institutions that greater emphasis should be placed on the entire area of communication arts. Our department of rhetoric and public address has been operating on a very reduced scale for several years now and evidence seems to be increasing that we may not be doing justice to the entire area of oral and written communication. This, too, will receive careful study and evaluation.

As for the Graduate School of Administration, the Trustees approved the concept in 1965, believing then and now that such a school would be ideally suited for this area, offering courses in both public and business administration as well as combining some course work with the College of Law. We have every indication that financial support for such a project would come from sources which Willamette would not attract otherwise — support for both building and endowment — which in no way should detract from existing programs at the University. Once the end of the fund drive for the Physical Education and Recreation Center is in sight, the current number one priority, attention will be focused on the Graduate School.

Law students have been raising the question "Are we getting our fair share?", alluding to the amount of tuition paid and the budget support at the College of Law. What is the crux of the problem there?

It is important to remember that the University receives and spends the funds available to it as a University, not by individual college or department. It is impossible, for instance, to multiply tuition times enrollment in law or any other segment of the University, as some have suggested recently, and turn that money over to that group. The College of Law cannot be operated separately. Its future and that of the University are interwoven and inseparable. The College of Law, for instance, is housed in a beautiful building which was provided by generous donors. We do not maintain a chart of accounts which charges the College of Law a certain rent for the use of that building nor do we allocate a certain amount to them for overhead expenses and maintenance. By the same token, the endowment income that the University receives each year is made available to meet the budget expenses of the College of Law just as it is for all other units within the University. Here again we can't have it both ways. One school or department can't say "give us all our tuition money plus the use of buildings, equipment, utilities, etc." Nothing in the University can be considered as free standing from a financial point of view. If that were the case we simply would not be able to afford many of the programs we have and

continued on page 12

"There are three major areas where alumni can be especially helpful: student recruiting, fund raising, and friend raising."

therefore would not be a *University* (one university). We would simply be a fragmented, loosely joined group of people with no common purpose and no prospect for longevity whatsoever.

As you have responded to some of the criticisms of your administration, cries of "credibility gap" and "lack of trust" have been expressed. Is this just one of the "hazards" of your occupation?

Well, all I can say is that I've attempted to be honest and candid. I sometimes feel that my candor has been a handicap because I have the impression often that people aren't used to that approach and feel somewhat frightened by it. I persist in the belief, though, that this is the best approach. Obviously I can't discuss in depth the basis and the reasons for all the decisions that I must make. Neither can I consult with everyone who may feel that he/she should be consulted. In the final analysis a record of progress must be evident and begin to speak for itself.

You have referred frequently in your speeches to the "self-renewing person" concept put forth by John Gardner. Can an institution be "self-renewing?"

A University capable of self-renewal requires a high percentage of self-renewing people; that is, people whose personal lives can be upheld as exemplary for the younger people to learn from and emulate.

I've often said that the real Willamette University is not to be found in the president's office alone. To convince people that Willamette is worthy of support, I must be able to take visitors at almost any time to any classroom, faculty office, or student government organization or committee meeting, leave them there for an hour and say "here is the real Willamette."

Earlier you alluded to Willamette's "fiscal viability." A recent news report revealed that 507 of 762 private colleges and universities polled expected an average deficit of \$158,000 for 1970-71, a figure eight times higher than just two years ago. The Association of American Colleges has predicted that 365 of these schools would run out of liquid assets within 10 years if the current deficits continue and no governmental support emerges. Assuming that Willamette is well above the average in financial security presently, what is our prospect 10 years hence?

I wish I could answer that with certainty. It is obvious that Willamette needs gifts every year to balance its budget as costs continue to escalate. Right now we are raising about 30 per cent of our budget from outside sources, which, when you look at it in one way, means that every student here is on "scholarship." Tuition, even though it has been raised recently, covers just 70% of the educational cost per student.

If we aren't going to price ourselves out of the market for middle income students we must raise much more money from outside sources. We are probably talking about a total in excess of \$20 million over the next decade when we consider our needs for new academic programs, increased endowment to provide for distinguished teaching and student financial aid, new buildings and equipment. This would be over and above the amount required each year in gifts for operating costs. I'm confident that we can do it!

Many alumni feel that they have a stake in Willamette's success. What important role can alumni play in the well being of the University? Would alumni opinions have any influence in decision making? If so, how would we get that input?

Yes, alumni can play an important role and their opinions would certainly have an influence in decision making. There are three major areas where alumni can be especially helpful, student recruiting, fund raising and friend raising. The latter means interpreting the institution accurately among their friends and acquaintances.

We are now soliciting alumni opinions in a variety of ways. They are represented on many more committees than ever before: the search committees for new deans in the Colleges of Liberal Arts and Law, the Rights and Responsibility committee, the human relations committee, the publications committee, and the committee on continuing education and community service.

The Alumni Board is becoming increasingly more active in serving as a sounding board for alumni opinions and planning various programs. I'd also like to see us establish an alumni visiting committee arrangement in various departments within the University. I'm sure that these people would have many valuable suggestions to make in a variety of fields and in this way could help our faculty keep our curriculum updated.

Another fact about Alumni participation that isn't generally known is that 30 of the 49 active members of the Willamette Board of Trustees are alumni. This represents involvement at the highest level. ■

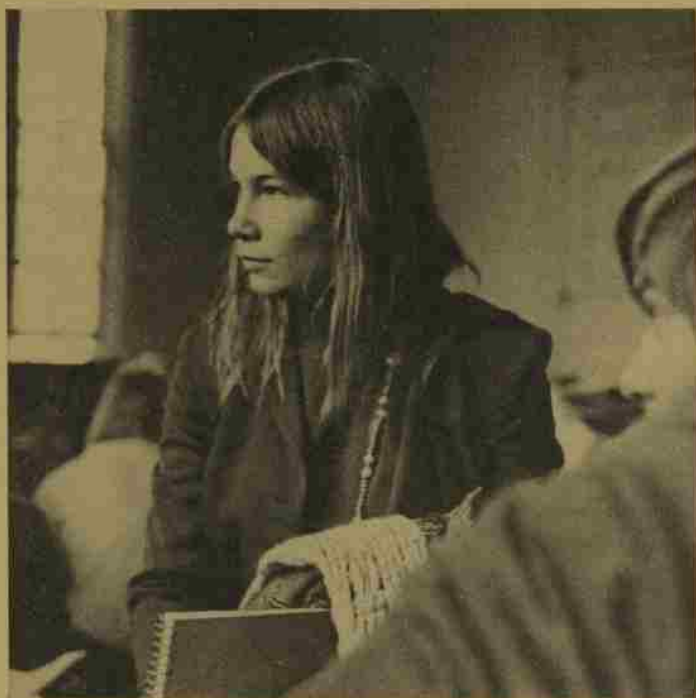
Alumni Losing Faith?

In part, the preceding annual report and interview with President Roger Fritz puts into perspective Willamette's present condition in relation to the broad view of higher education as related by the following special report.

For the past several years we have carried these analytical reports prepared for our readers by Editorial Projects for Education, Inc., a non-profit organization informally associated with the American Alumni Council.

We invite our readers to voice particular concerns about higher education in general and Willamette in particular. If you have something you'd like to get off your chest like *Alumnus Y* in the following report, let us hear from you. If you think Willamette is 'right on', we'd like to hear about that, too. Several readers responded to our previous issue on *Black-White Uptight* (see pages 32-33). Are Americans Losing Faith in their Colleges? Are our alumni losing faith in Willamette? Let us know.

— RCW



Five years ago the idea would have been absurd. Today it is an urgently relevant question . . . one that is uppermost in the minds of campus officials. For institutions that depend upon public confidence and support for their financial welfare, their freedom, and their continued existence, it is perhaps the *ultimate* question:

Are Americans Losing Faith in their Colleges?

A SPECIAL REPORT

Dear President X:

I AM WRITING TO EXPLAIN my resignation from the Alumni Schools Committee and the regional committee of the Capital Campaign.

I can no longer make a meaningful contribution to these programs. To be effective, I must be totally committed. Unfortunately, as a result of changes at Z University over the past few years, I can no longer conscientiously recommend the university to students and parents. And I cannot with enthusiasm ask my fellow alumni to make financial contributions when I personally have decided to withhold my support.

Like many alumni and alumnae, I have been increasingly concerned over the manner in which the university has permitted the student body to take over the "running of the store." Even worse, our colleges and universities seem willing to have them take over the country. I am not anti-youth, but I do not believe that there is something magical about being 18 or 20 years old that gives students all the correct answers and an inherent right to impose their views about everything on the rest of us. The faculty has clearly demonstrated that it is unwilling or unable to exercise moral leadership and, indeed, has often guided the students into actions that are irresponsible at best and dangerous at worst.

The university, it seems, is easily intimidated by the students into supporting strikes, canceling classes, disregarding academic standards, and repressing individuals and groups who speak for the so-called "establishment." By failing to take a stand and to discipline those who violate campus rules, you have encouraged an atmosphere in which laws, traditions, and basic moral values are held in contempt by growing numbers of our young people.

I fear for the existence of Z University as a forum for the free discussion of ideas. A great chorus of anti-establishment rhetoric has issued from a vocal left-wing group on the campus, supported by ultra-liberals on the faculty. I am afraid the university has abandoned its role of educator, to become a champion of partisan politics. And this bodes ill for our democratic society.

All of this may sound like the rantings of a hard-hat conservative. But it is the measure of the situation on the campus that one who has always been rather liberal politically can squand like a reactionary when he takes issue with the radical students of today.

Sincerely,
Alumnus Y

Dear Alumnus Y:

I AM VERY SORRY to lose the services and support of an alumnus who has worked so hard and so successfully for Z University. I am equally sorry that you seem to have lost confidence in the university. An institution of higher education depends on its alumni and alumnae for understanding and support even in the quiet times. In troubled days like these, there is nowhere else to turn.

I won't try to persuade you to accept any assignment or even to continue your financial support. But I do feel compelled to comment on your loss of faith in the university.

Your concern obviously centers on such perplexing and basic questions as the rights and responsibilities of students and faculty, the problems of campus governance, and the danger of politicizing the university. We certainly share your concerns. It is tempting to long for the good old days when problems

were not so complex. But in fact these are serious problems to which there are no easy answers. We wrestle with them every day.

You are certainly right to be worried about the existence of this university (and all campuses) as a forum for the free discussion of ideas. There are many who would use the American college or university in a political struggle to advance their own political ideas. Even well-meaning students would do so, because they do not understand the dangers of such action. Those of us charged with the responsibility must fight with all our wit and strength to prevent that from happening.

I do not think we can win by using force or repression. Rather, we must continue to work with students to convince them that their efforts to politicize the university can destroy it, and this would be terribly costly to society as a whole. When and if the line must be drawn, then we will draw it and deal with the consequences. But we will do everything we can to avoid actions that will limit our options and bring about the violence and polarization that have crippled some great institutions.

It is clear to me that the colleges and universities in America are, to a very considerable degree, reflecting the problems and divisions of the larger society. That can be unpleasant and painful, but it is in some ways a proper and very useful role for a college or university to play.

Consider, if you will, society's other institutions. Can you think of any that are not in similar turmoil? The church, the public schools, the courts, the city halls, the political parties, the family—all of these institutions are also feeling the profound pressures of change, and all are struggling to adapt to problems and needs that no society has ever faced before. If we as citizens and members of these institutions respond simply by withdrawing from them or repudiating them, then I fear not only for the future of our institutions but for the future of our nation. Disraeli once said, "Individuals may form communities, but only institutions can make a nation."

THIS UNIVERSITY IS INDEED INVOLVED in the controversy which engulfs America and from which progress and constructive change will one day come. Our students and faculty are indeed concerned and vocal about the rights of their fellow citizens, about the war, about the environment, about the values of our society. If it were otherwise, our alumni and alumnae would certainly be justified in refusing to support us.

Very simply, Mr. Y, the current generation of young people will one day run this nation. They are here and cannot be traded in for a quieter, more polite, more docile group. Nor should anyone want to trade them in. This university cannot abandon them, or isolate them, or reject them. Our mission is to work with these young people, to sensitize them, humanize them, educate them, liberate them from their ignorances and prejudices. We owe that to the students, but even more to the country and to our alumni and alumnae. The course is uncharted, to be sure; it will be uncomfortable at times and somewhat hazardous in spots; but it is the only course a great university can follow.

I'm sorry you won't be on board.

Sincerely,
President X



THE LETTERS on the preceding two pages typify a problem of growing seriousness for U.S. colleges and universities: More and more Americans—alumni, parents, politicians, and the general public—are dissatisfied with the way things have been going on the nation's campuses.

"For the first time in history," says Roger A. Freeman, former special assistant to President Nixon, "it appears that the profound faith of the American people in their educational institutions has been shaken, and their belief in the wisdom of our educational leaders and in the soundness of their goals or practices has turned to doubt and even to outright disapproval."

The people's faith has been shaken by many things: campus violence, student protest, permissiveness, a lack of strict discipline, politicization of the campus, the rejection of values and mores long-cherished by the larger society. Complicating the problem is a clash of life-styles between the generations which has raised a deafening static and made communication extremely difficult between students and their off-campus elders. (At one meeting not long ago, an angry alumnus turned on a student and shouted, "I just can't hear you. Your hair is in my ears.")

How many people are disenchanted, how strongly they feel, and how they will act to express their discontent is not yet clear. But there is little doubt about the feelings and actions of many political leaders at all levels of government. Vice President Spiro T. Agnew spoke for many of them:

"When one looks back across the history of the last decade—at the smoking ruins of a score of college buildings, at the outbreaks of illegal and violent protests and disorders on hundreds of college campuses, at the regular harassment and interruption and shouting down of speakers, at the totalitarian spirit evident among thousands of students and hundreds of faculty members, at the decline of genuine academic freedom to speak and teach and learn—that record hardly warrants a roaring vote of confidence in the academic community that presided over the disaster."

Many state legislators are indicating by their actions that they share the Vice President's views. Thirty-two states have passed laws to establish or tighten campus regulations against disruption and to punish student and faculty offenders and, in some cases, the institutions themselves. A number of states have added restrictive amendments to appropriations bills, thus using budget allocations as leverage to bring colleges and universities into line.

'The public has clearly indicated displeasure with higher education'

The chancellor of California's state college system described the trend last fall:

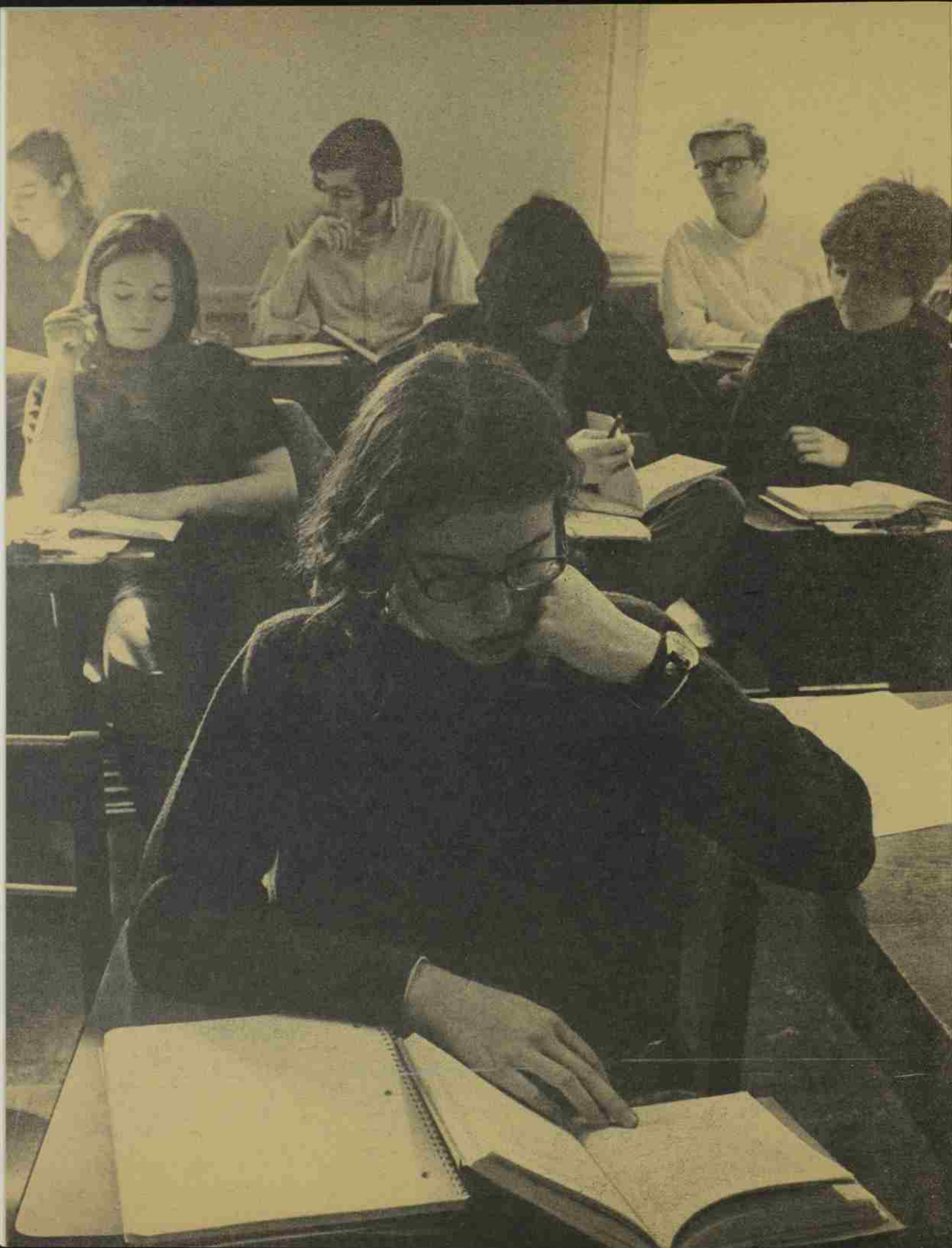
"When I recently asked a legislator, '... Why did the legislature take what appears to me, and to most faculty and administrators in the state college system, to be punitive action in denying [a] cost-of-living increase to professors?'—he replied, 'Because it was the public's will.'"

"We find ourselves confronted with a situation unlike that of any previous year. The 'public,' through the legislature, has clearly indicated displeasure with higher education . . . We must face the fact that the public mood, as reflected in the legislature, has taken a substantial turn against higher education overall."

A similar mood prevails in Washington. Federal support of higher education has slowed. Congressmen who have been friendly to higher education in the past openly admit that they face growing resistance to their efforts to provide funds for new and existing programs. Rep. Edith Green, chairman of the House of Representatives subcommittee that has jurisdiction over bills affecting colleges and universities, observed during the last session, "It would be most unwise to try to bring to the floor this year a bill on higher education, because the climate is so unfavorable."

IF THIS APPARENT LOSS OF FAITH PERSISTS, America's institutions of higher education will be in deep trouble. Even *with* the full confidence of the American people, most of the nation's colleges and universities would be experiencing financial difficulties. *Without* the public's confidence, it is now evident that large numbers of those institutions simply cannot survive.

Three years ago, the editors of this report published a special article on the financial outlook of American higher education at that time. The article began: "We are facing what might easily become a crisis in the financing of American higher education." And it concluded: "Unless the American people—especially the college and university alumni—can come alive to the



reality of higher education's impending crisis, then the problems of today will become the disasters of tomorrow."

Tomorrow has arrived. And the situation is darker than we, or anyone else, anticipated—darkened by the loss of public confidence at the very time when, given the *best* of conditions, higher education would have needed the support of the American people as never before in its history.

If the financial situation was gloomy in 1968, it is desperate on most campuses today. The costs of higher education, already on the rise, have risen even faster with the surging inflation of the past several years. As a result of economic conditions and the growing reluctance of individual and organizational contributors, income is lagging even farther behind costs than before, and the budgetary deficits of three years ago are even larger and more widespread.

This situation has led to an unprecedented flood of appeals and alarms from the academic community.

► James M. Hester, president of New York University and head of a White House task force on higher education, states that "virtually every public and private institution in the country is facing severe financial pressures."

► A. R. Chamberlain, president of Colorado State University, sees financing as "the most serious problem—even more serious than student dissent—that higher education will face in the 1970's." Many state legislators are angry, and the budgets of dozens of publicly supported colleges and universities are feeling the effects of their wrath.

► The smaller and less affluent colleges—with few financial reserves to tide them over a period of public disaffection—may be in the direst straits. "We are dying unless we can get some help," the president of Lakeland College, appearing in behalf of small liberal arts institutions, told a congressional committee. He added: "A slow death as we are experiencing goes practically unnoticed. This is part of our problem; nobody will even notice until after it happens."

(Few noticed, perhaps, the demise of 21 institutions reported in the 1969-70 Office of Education Directory, or that of several others which have decided to go out of business since the directory was published.)

► Preliminary figures from a study of financial problems at the 900 member institutions of the Association of American Colleges indicate that an alarming number of colleges are going into the red. William W. Jellema, the association's research director, estimates

The situation is darker than we—or anyone else—anticipated

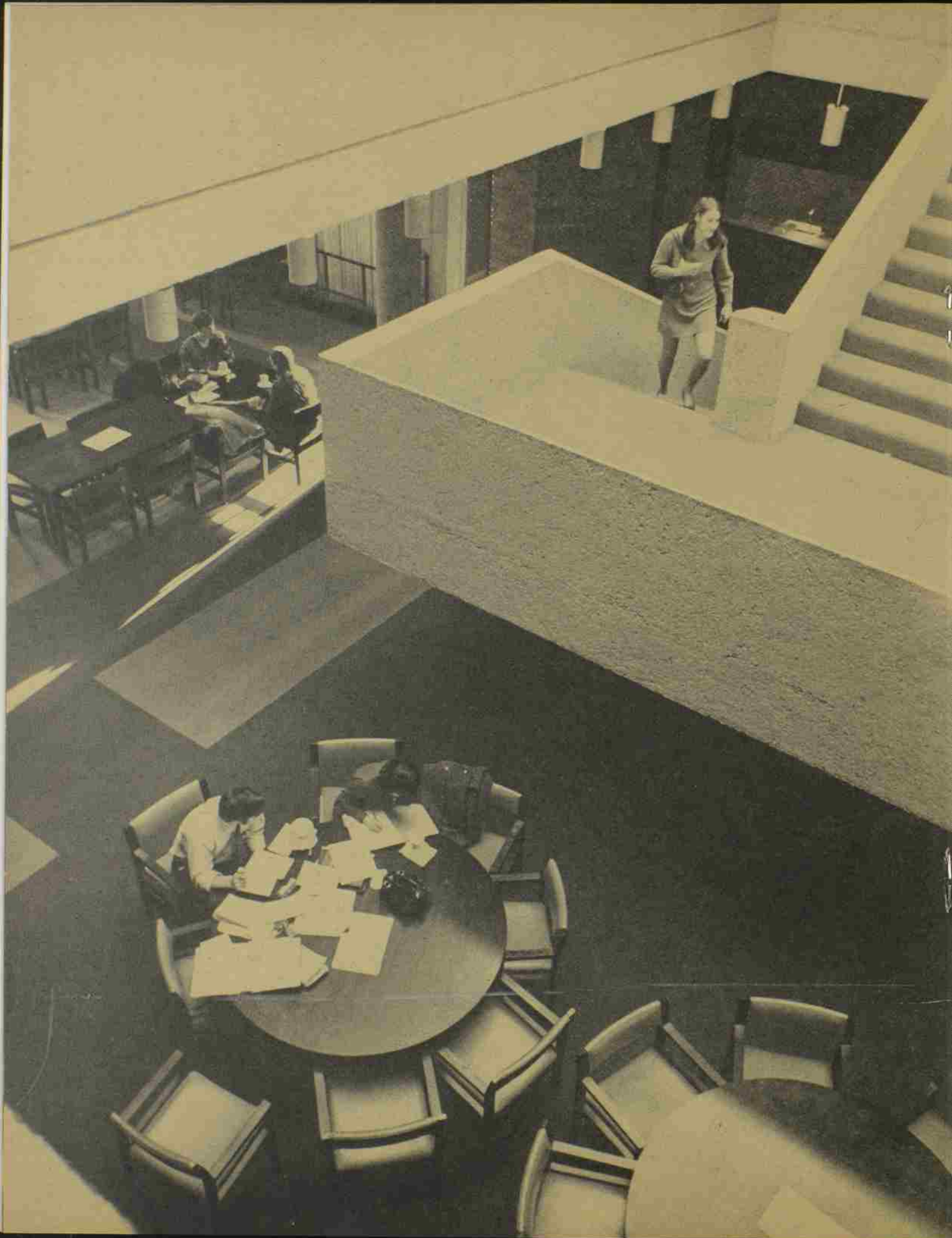
that about one-fourth of all private liberal arts colleges in the nation are now drawing on their endowments in one way or another to meet operating expenses.

► At least half of the 70 private colleges and universities in Illinois are operating at a loss. A special commission created to study their fiscal problems warned that deficits "threaten the solvency, the quality, the vitality—even the survival—of some institutions." The lieutenant governor of Illinois predicts that one-third of the nation's private colleges may go out of existence by the end of the decade, unless state governments provide financial assistance.

► Predominantly black colleges and universities are feeling the pinch. The former president of one such institution put the problem in these terms: "If all the black students at Harvard, M.I.T., Brandeis, and the main campus of the University of Virginia were suddenly to drop out of college, there would be headlines all over the country. But the number of black students who will drop out of my school this year is equal to the number of black students at those four schools, and nothing will be said about it. We could keep most of them for another \$500 apiece, but we don't have it."

Even the "rich" institutions are in trouble. At Yale University, President Kingman Brewster noted that if the present shrinkage of funds were to continue for another year, Yale "would either have to abandon the quality of what we are doing, or abandon great discernible areas of activity, or abandon the effort to be accessible on the merits of talent, not of wealth, or of race, or of inheritance." As the current academic year began, Yale announced that its projected deficit might well be larger than anticipated and therefore a freeze on hiring would be in effect until further notice—no new positions and no replacements for vacancies. The rest of the Ivy League faces similar problems.

RETRENCHMENT has become a household word in campus administrative offices and board rooms everywhere. It is heard at every type of college and university—large and small, public and



private—and in every part of the country. For example:

► One morning several months ago, the trustees of a member-institution of the prestigious Association of American Universities spent several hours discussing the eventual necessity of scaling down to a small-college operation.

► Saint Louis University has closed its school of dentistry and is phasing out its school of engineering.

► Tufts University has eliminated its school of theology.

► Case Western Reserve University has terminated its graduate physical therapy program.

► A large university in the South has been forced to phase out six Ph.D. programs.

► Huston-Tillotson College has cut back on its athletic program, reduced the number of course offerings, and eliminated several faculty positions.

► Reed College has taken steps to cut the size of its student body and to raise the student-faculty ratio.

► A high-priced nuclear reactor at an Eastern state university stands idle for lack of research support and operational funds.

The Rev. Theodore M. Hesburgh, president of the University of Notre Dame, sums it up this way: "In the 25 years that I have been associated with the university . . . I can think of no period more difficult than the present. Never before has the university taken on more tasks, and been asked to undertake many more, while the sources of support, both public and private, both moral and financial, seem to be drying up."

THE FINANCIAL SITUATION is nowhere more urgent than in the medical schools. Forty-three of the country's 107 medical schools are in such severe financial straits that they are getting "disaster grants" from the federal government this year.

Dr. John Cooper, president of the Association of American Medical Colleges, warns that "the whole financial structure of our medical schools is gravely threatened." He blames cuts in federal funding (which provides more than 50 per cent of many medical school budgets) as well as inflation and reductions in Medicaid to hospitals.

Cutbacks in federal programs have also begun to erode the quality and effectiveness of academic science. Prominent scientists, who are not given to overdramatizing the facts, have issued urgent warnings.

Jerome Wiesner, provost of M.I.T. and former Presidential science adviser, said: "Cutbacks now in scientific research may cost the nation its leadership in

science and technology, and its economic well-being in the decades ahead."

Teams of scientists and technicians, painstakingly organized over the years, are now being scattered. Training and educational programs that provided the country with scientific manpower are faltering, and some have been forced to shut down.

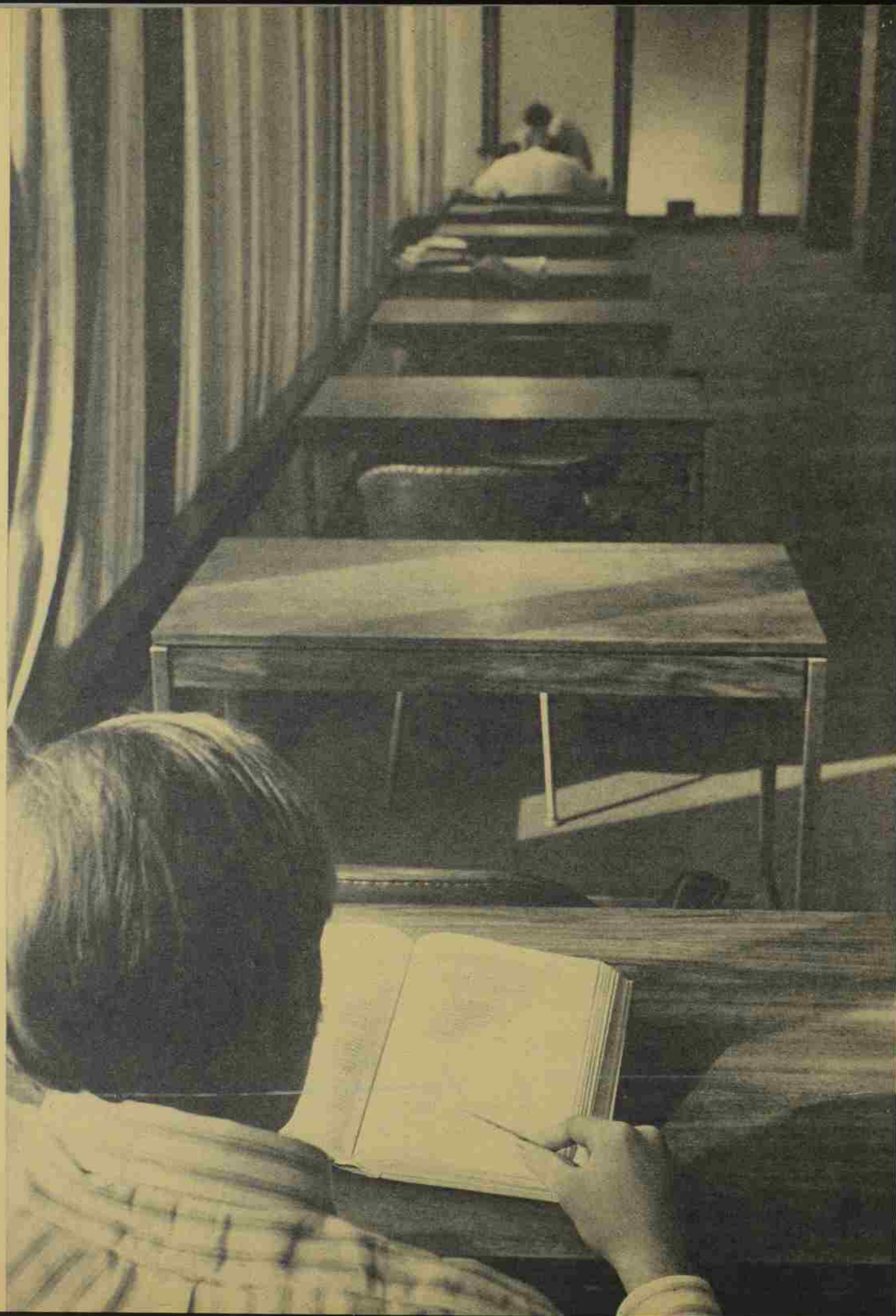
Philip Handler, president of the National Academy of Sciences, has said: "Our national apparatus for the conduct of research and scholarship is not yet dismantled, but it is falling into shambles." The universities are the backbone of that apparatus. When support of the universities weakens, science weakens.

WHAT ALL THIS ADDS UP TO is a crisis of unprecedented proportions for higher education—"the greatest financial crisis it has ever had," in the words of Clark Kerr, chairman of the authoritative Carnegie Commission on Higher Education.

Dr. Kerr's commission recently determined that two in every three U.S. colleges and universities were facing financial "hard times." Some 540 institutions, the commission estimated, were already "in financial difficulty"; another 1,000 were found to be "headed for financial trouble."

"Serious enough to be called a depression," was the estimate of Earl F. Cheit, professor of business administration at the University of California, who studied higher education institutions of all types for the Carnegie Commission and concluded that almost all colleges and universities eventually may be in financial difficulty. (In the course of his study, Mr. Cheit found that most college presidents believed that the loss of public confidence in higher education was, in large measure, at the root of much of the trouble.)

ALARMS about higher education's financial plight have been raised regularly over the years, simply because financial hardship has always been a fact of life for colleges and universities. In the past, the warnings and admonitions have produced at least enough response to provide some monetary relief and to forestall disaster. But the problem has grown steadily worse in recent years, and educators are pessimistic about the federal government's, or the state legislatures', or the alumni's coming to the rescue this time. In fact, the turmoil on the campuses and the growing antagonism toward the academic community could result in the situation becoming even worse.



The basic fiscal problem of colleges and universities is rather simple. They are nonprofit institutions which depend for their income on tuition and fees, interest on endowment, private gifts, and government grants. Tuition and fees do not cover the cost of education, particularly of graduate education, so the difference must be made up from the other sources. For private institutions, that means endowment income and gifts and grants. For state institutions, it generally means legislative appropriations, with relatively small amounts coming from endowment or private gifts.

In recent years, both costs and income have gone up, but the former have risen considerably faster than the latter. The widening gap between income and expenditures would have been enough in itself to bring colleges and universities to the brink of financial crisis. Reductions in funding, particularly by the government, have pushed the institutions over the brink.

Federal support for higher education multiplied nearly fivefold from 1960 to 1971, but the rate has slackened sharply in the past three years. And the future is not very promising. The president of a Washington-based educational association said bluntly: "In Washington, there is a singular lack of enthusiasm for supporting higher education generally or private higher education in particular."

Highly placed Administration officials have pointed out that colleges and universities have received a great deal of federal money, but that the nation has many urgent problems and other high priorities that are competing for the tax dollar. It cannot be assumed, they add, that higher education will continue to receive such a substantial share of federal aid.

Recent actions make the point even more dramatically:

- ▶ The number of federally supported first-year graduate fellowships will be nearly 62 per cent lower in 1971-72 than in 1967-68.

- ▶ The National Science Foundation has announced that it will not continue to make grants for campus computer operations. The foundation reports that—when inflation is considered—federal funds for research at colleges and universities declined 11 per cent between fiscal 1967 and 1970.

- ▶ The Higher Education Facilities Act of 1963, which helped to pay for much of the construction on campuses during the past seven years, is being phased out. In 1967 the outlay was \$700-million; last year President Nixon requested no funds for construction. Instead he proposed an interest subsidy to prompt insti-

The golden age:

"we have discovered that it was only gold-plated"

tutions to borrow construction money from private sources. But a survey of state higher education commissions indicated that in most states fewer than 25 per cent of the institutions could borrow money on reasonable repayment terms in today's financial market. Six states reported that none of their private institutions could borrow money on reasonable terms.

- ▶ The federal government froze direct loans for academic facilities in 1968. On June 30, 1969, the Office of Education had \$223-million in applications for loans not approved and \$582-million in grants not approved. Since then only \$70-million has been made available for construction.

- ▶ The National Aeronautics and Space Administration has reduced its obligations to universities from \$130-million in 1969 to \$80-million in 1971.

"Losing federal support," says a university research scientist, "is almost worse than never having received it." Since much of higher education's expansion during the '60's was financed with federal funds, the withdrawal of federal assistance leaves the institutions with huge commitments and insufficient resources to meet them—commitments to faculty, to students, to programs.

The provost of a university in the Northeast notes wistfully: "A decade ago, we thought we were entering a golden age for higher education. Now we have discovered that it was only gold-plated."

MUCH THE SAME can be said about state funds for public higher education. The 50 states appropriated \$7-billion for 1970-71, nearly \$1-billion more than in any previous year and five times as much as in 1959-60. But a great part of this increase went for new facilities and new institutions to accommodate expanding enrollments, rather than for support of existing institutions that were struggling to maintain their regular programs. Since public institutions are not permitted to operate with fiscal deficits, the danger is that they will be forced to operate with quality deficits.

"Austerity operations are becoming a fact of life for



a growing number of institutions," says the National Association of State Universities and Land-Grant Colleges.

Many public institutions found their budgets cut this year or their requests for capital funds denied or reduced. Colorado State University's capital construction request for this year was cut from \$11.4-million to \$2.6-million in the face of projected enrollment increases of 3,600 juniors and seniors.

As state support has started to level off, public institutions have begun to raise tuition—a move that many feel is contrary to the basic philosophy of public higher education. The University of California is imposing a tuition charge for the first time in its history. The University of Illinois has boosted tuition by 60 per cent. Between 1959 and 1969, tuition and required fees doubled at public institutions.

Tuition in public institutions still does not approach tuition in private colleges and universities, which is now nearing \$3,000 in many places. At these levels, private institutions are having increasing difficulty attracting applicants from middle-income families. Many small liberal arts colleges, which depend on tuition for as much as 80 per cent of their income, are losing students to less expensive public institutions. Consequently, many smaller private colleges reported vacancies in their entering classes last fall—an indication that they may be pricing themselves out of the market.

Private giving is not likely to take up the slack; quite the contrary. The tax reform laws, recent declines in corporate profits, pressures to redirect resources to such pressing problems as environmental pollution, and the mounting unrest on the campuses have all combined to slow the pace of private giving to colleges and universities.

The Commission on Foundations and Private Philanthropy concluded that "private giving is simply not keeping pace with the needs of charitable organizations." The commission predicted a multibillion-dollar deficit in these organizations by 1975.

Colleges and universities have been working harder in their fund-raising efforts to overcome the effects of campus unrest and an ailing economy. Generally, they have been holding the line. An Associated Press survey of some 100 colleges throughout the country showed that most schools were meeting fund-drive goals—including some which experienced serious student disruption. Although the dollar amount of contributions has risen somewhat at most schools, the number of contributors has declined.

The consequences may go well beyond the campuses

"That is the scary part of it," commented one development officer. "We can always call on good friends for the few big gifts we need to reach the annual goal, but attrition in the number of donors will cause serious problems over the long run."

ALL OF THIS quite obviously bodes ill for our colleges and universities. Some of them may have to close their doors. Others will have to retrench—a painful process that can wipe out quality gains that have taken years to accomplish. Students may find themselves paying more and getting less, and faculty may find themselves working harder and earning less. In short, a continuation of the fiscal crisis can do serious damage to the entire higher educational establishment.

But the negative consequences will go well beyond the campus. "What happens to American higher education will ultimately happen to America," in the words of one observer. Examples:

► Much of the nation's technological progress has been solidly based on the scientific effort of the universities. To the degree that the universities are weakened, the country's scientific advancement will be slowed.

► The United States needs 50,000 more medical doctors and 150,000 more medical technicians right now. Yet the cutback in federal funds is leading to retrenchment in medical schools, and some 17 are threatened with closing.

► For two decades U.S. presidents and Congress have been proclaiming as a national goal the education of every young person to the limit of his ability. Some 8.5-million students are now enrolled in our colleges and universities, with 12-million projected by 1980. The Carnegie Commission on Higher Education recommends the creation of between 230 and 280 new community colleges in the next decade and an additional 50 urban four-year colleges to serve metropolitan areas. Yet federal programs to aid in campus construction are being phased out, states are cutting back on



capital expenditures, student aid programs are being reduced, and colleges are being forced to close their doors.

► Governmental rulings are now clearly directed to integrating black Americans into the larger society and creating equal educational opportunities for them and for the nation's poor. Many colleges and universities have enlisted in that cause and have been recruiting minority-group students. This is a costly venture, for the poor require almost complete scholarship support in order to matriculate in a college. Now, the shortage of funds is hampering the effort.

► An emergent national goal in the 1970's will be the cleaning of the environment and the restoration of the country's urban centers as safe, healthy, and sane places to live. With this in mind, the National Science Foundation has shifted the emphasis in some of its major programs toward the environmental and social sciences. But institutions which face major retrenchment to offset growing deficits will be seriously constrained in their efforts to help solve these pressing social problems.

"The tragedy," says the president of a large state university, "is that the society is rejecting us when we need it most—and I might add when it most needs us."

THE PUBLIC'S loss of confidence in the colleges and universities threatens not only their financial welfare, but their freedom as well. Sensing the public's growing dissatisfaction with the campuses, state legislators and federal officials have been taking actions which strike directly at the autonomy and independence of the nation's educational institutions.

Trustees and regents have also begun to tighten controls on colleges and universities. A number of presidents have been fired, frequently for not dealing more harshly with student and faculty disrupters.

"We are in a crossfire," a university president points out. "Radical students and faculty are trying to capture our universities, and they are willing to destroy our freedom in the effort. Authorities, on the other hand, would sacrifice our freedom and autonomy to get at the radicals."

The dilemma for college and university officials is a particularly painful one. If they do not find effective ways to deal with the radicals—to halt campus violence and resist efforts to politicize the institutions—outside forces will exert more and more control. On the other hand, if administrators yield to outside pressures

Alumni who understand can help to restore the public confidence

and crack down on radicals, they are likely to radicalize moderate students and damage academic freedom and individual rights in the process.

McGeorge Bundy, president of the Ford Foundation, summed it up this way:

"To the degree that violence subsides and the university community as such is kept separate from political conflict, the danger of attack upon the freedom of the university from the outside will be reduced. No institution which depends upon society for its resources will be allowed—as an institution—to choose sides in the general contests of the democratic process, and violence by the privileged is an uncommonly unpopular phenomenon. If it be true, as I believe, that both politics and violence must be restrained in the academic world for reasons that are intrinsic to the nature of the university, it is also true that when violence spreads and the university is politicized, society as a whole turns hostile—and in a prolonged contest with society as a whole, the university is not a likely winner."

Freedom would be the first casualty—the freedom to teach, the freedom to learn, the freedom to dissent, and the freedom of the academy to govern itself. Truth, objectivity, vitality, and knowledge would fall victim in quick succession. Were this to happen, society as a whole would suffer, for autonomous colleges and universities are indispensable to society's own self-renewal, its own cultural and intellectual advancement, and its own material well-being.

Samuel Gould, former chancellor of the State University of New York, once told his legislature something that is especially relevant today: "A society that cannot trust its universities," he said, "cannot trust itself."

"THE CRISIS on American campuses has no parallel in the history of this nation. It has its roots in divisions of American society as deep as any since the Civil War. The divisions are reflected in violent acts and harsh rhetoric and in the enmity of those Americans who see themselves

as occupying opposing camps. Campus unrest reflects and increases a more profound crisis in the nation as a whole."

Thus did the President's Commission on Campus Unrest begin its somber "call to the American people" last fall. Only greater tolerance and greater understanding on the part of all citizens, the commission declared, can heal the divisions.

If a major disaster for higher education and for society is to be averted, moderate Americans in every segment of society must make their voices heard and their influence felt. That effort must begin on the campuses, for the primary responsibility to increase understanding lies with the academic community.

Polls and studies have made it abundantly clear that the overwhelming majority of faculty members, students, and administrators are moderate people who reject violence as a means of changing either society or the university. These people have been largely silent and inactive; in the vacuum they have left, an impassioned and committed minority has sought to impose its views on the university and the society. The moderate majority must begin to use its collective power to re-establish the campus as a place of reason and free expression where violence will not be tolerated and harsh rhetoric is scorned.

The majority must also rethink and restate—clearly and forcefully—the purpose of our colleges and universities. It has become clear in recent years that too few Americans—both on and off the campus—understand the nature of colleges and universities, how they function, how they are governed, why they must be centers for criticism and controversy, and why they must always be free.

Only such a moderate consensus will be effective in restraining and neutralizing extremists at either end of the political spectrum. The goal is not to stifle dissent or resist reform. Rather, the goal is to preserve colleges and universities as institutions where peaceful dissent

and orderly change can flourish. Violence in the name of reform inevitably results in either repression or a new orthodoxy.

Polls and studies show that most alumni are also moderate people, that they support most of the campus reform that has occurred in recent years, that they share many of the concerns over social problems expressed by activist students, and that they sympathize with college officials in their difficult task of preserving freedom and order on the campus.

"What is surprising," notes a college alumni relations officer, "is not that some alumni are withdrawing their support, but that so many have continued to support us right through the crises and the turmoil." He went on to point out that only one of four alumni and alumnae, on the average, contributes to his or her alma mater. "Wouldn't it be something," he mused, "if the ones we never hear from rallied round us now." Wouldn't it indeed!

Alumni and alumnae, by virtue of their own educational experience and their relationship to colleges and universities, have a special role to play in helping to restore public confidence in higher education. They can make a special effort to inform themselves and to understand, and they can share their information and understanding with their fellow citizens. Too many Americans, influenced by mass-media coverage which invariably focuses on the turmoil, are ready to believe the worst about higher education, are willing to sanction the punishment of all colleges and universities in order to retaliate against the disruptive minority. Too many Americans have already forgotten the great positive contributions that colleges and universities have made to this nation during the past three decades. Here is where the alumni and alumnae can make a contribution as important as a monetary gift. They can seek to cool passions and to restore perspective. They can challenge and correct misinformation and misconceptions. They can restore the public confidence.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the trustees of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization informally associated with the American Alumni Council. The trustees, it should be noted, act in this capacity for themselves and not for their institutions, and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Trustees: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial Projects for

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Campus Briefs

PERC due by Fall, 1973

A \$400,000 gift is prompting the demise of Willamette's home floor basketball advantage. And the Bearcats are rejoicing.

Why?

Because the gift from a generous alumnus, who wishes to remain anonymous, brings the total raised for the proposed \$2.5 million Physical Education and Recreation Center to nearly \$2 million, which in turn led to the authorization of working drawings, which in turn set the expected completion date, which in turn means the old 1923 vintage cracker-box gymnasium will be abandoned (5-10 points advantage and all) for spacious new athletic, physical education, and recreation facilities by fall, 1973.

Basketball players are just one tiny segment of the campus and community that will benefit from the 73,000 square foot field house-gymnasium-natorium complex that will answer the growing needs for a first-rate recreation facility (see floor plan on back cover).

Remaining funds for the project will be sought from business and industry, the Salem community, Willamette faculty, staff, students and alumni, and parents of Willamette students.

Plans are still being formulated for use of the old gymnasium. High on the list is the possibility that it may still draw crowds for theatrical productions, a different type of drama than that associated with old State High School Tournament basketball games and Bearcat struggles of the past 50 years.

Enrollment totals 1708

A good reason why new physical education facilities are long overdue at Willamette is revealed in enrollment statistics for 1971. Fall registration totaled 1,708, slightly below last year's record of 1,713, but nearly 3½ times the enrollment of 1923 when the gymnasium started serving the needs of the student body. Of this year's total, the College of Law reached a record 375, while the Colleges of Liberal Arts and Music enrolled 1,333. Full time faculty ranks now total 106, with 32 part-timers.

Law grads tops again

Not only has the College of Law drawn the attention of more and more students (only one of six applicants was enrolled in the first year class), but for the second year in a row Willamette law graduates headed the list of successful Oregon State Bar candidates. First time takers from Willamette registered an 80.3 percentage (off the 98.1 of last year), while the University of Oregon recorded 70.1 and Lewis and Clark graduates, 59.4.

Law interns enthusiastic

It appears obvious that the admissions, classroom and library factors are reaping dividends for Willamette law students; but another endeavor has captured the interest and energy of 40 second and third year law students.

These students are part of the expanded intern program which offers credit for work done in the offices of district attorneys, public defenders, administrative agencies, judges' clerkships, and private firms.

Under the direction of Donald H. Turner L'59, associate professor and the first full time director of the internship program, students are gaining considerable practical experience that has traditionally been lacking in law school offerings.

"It's no longer just classroom and library, but law office and courtroom as well," said Turner, who reports that students have enthusiastically accepted assignments to interview and advise clients and witnesses, prepare cases for trial and actually argue cases before judges.

The program is utilizing an \$18,000 grant from the Council on Legal Education for Professional Responsibility, Inc. (CLEPR) and about \$25,000 in University funds over a two-year period.

Urban study "exciting"

Another intern program that is generating some excitement on the undergraduate level is the new major program in urban and regional government.

Developed by Dr. Sue Leeson, assistant professor of political science, the program encompasses extensive intern experiences, simulation exercises and seminars in addition to regular academic courses.

While interning won't actually start until next semester, students are now actively engaged in simulation games. Students assume the roles of regular city officials and work from the actual agendas of the city council, Salem housing authority, urban renewal agency, and the Salem planning commission. They conduct simulated meetings during the afternoon and attend the real meeting at night to see how their reasoning on issues compares with their city official counterpart. They later

get to meet with their counterparts and discuss the issues.

When the intern program starts next semester, students will devote a minimum of 10-12 hours weekly with various state, city and county officials, working on special projects designed to increase the student's knowledge and provide an important service at the same time.

A six-week Seminar on Urban Problems helped launch the new program, co-sponsored by Willamette and the Salem City Club. Six films were scheduled, illustrating particular urban problems. A local official would provide commentary relating the problems in the film to the Salem urban area. Students and Salem citizens would then participate in question-answer-discussion sessions.

Mortar Board aids Library

The study of urban politics will get another boost if the Mortar Board Library Fund is successful.

That field is just one of many singled out by Willamette's Cap and Gown Chapter of Mortar Board that can use additional book resources. The senior women's honorary is seeking contributions to also increase holdings in such fields as environmental ecology, race and ethnic relations, history of the American Negro, sacred books of the East, development of women's rights, Black art, underdeveloped areas, Picasso, German art history, Middle Ages German literature, modern French politics, modern European history, and best sellers in American literature.

Donors will be recognized by a bookplate bearing their names which will be placed in a book representative of the field of their choice. Contributions may be mailed to Mortar Board Library Fund, c/o University House, Willamette University, Salem, Oregon 97301.

PR director appointed

Resources in another area, the development and public relations field, have been enhanced by the appointment of Willamette's first Director of Public Relations.

Ralph Wright, a 20-year veteran in the advertising-marketing-communication field, will work closely with Director of Public Information Robert Woodle in directing the planning, supervision and coordination of Willamette's public relations program.

Wright, a cum laude graduate in journalism from the University of Notre Dame, is a former Vice President and account supervisor of Foote, Cone & Belding of Chicago, one of the nation's largest advertising agencies. He most recently served as a resident consultant in the development/public relations field at Warner Pacific College in Portland.

Enriching the Teachers' Arsenal



Wright Cowger: "We're encouraging people to be creative..."

Expanding teaching techniques

A visit to the new Learning Resources Center in the heretofore quiet confines of the Methodist Room of the Willamette Library offers a study in contrast.

Stately, historic volumes peek out from behind locked glass cabinets upon an array of such newer learning devices as a closed circuit television, overhead projectors, recorders, graphics tools, camera equipment and other visual and auditory equipment.

These are some of the tools assembled by the enthusiastic Director of Learning Resources, Dr. Wright Cowger, to service and assist faculty members and students to become more effective teachers and learners.

"This is just a start," explains Cowger, pointing to his assembled equipment. "As we service the requests of faculty and students, we'll see what additional tools will be necessary to improve teacher/learning effectiveness," he added.

Cowger has prepared 30 "Media-Grams" which reveal the various services and resources he and five student assistants can provide to those faculty members and students taking the initiative to try new approaches and techniques in the teaching/learning process.

Cowger listed four steps a faculty member can take if he wishes to receive an analysis of his teaching style:

1. He can be given a "mirror" in the form of either a tape recorder or closed circuit television for self-analysis;
2. He can request student analysis through the administration of questionnaires or interviews;
3. He can request peer analysis from within his own academic department; and/or
4. He can request analysis from other faculty members or off campus teaching experts.

To enrich the visual dimension of

classroom presentations, faculty and students may use a variety of systems such as the overhead projector, copy camera for 35mm slides, transparency maker, diazo color system, graphic lettering services, photo reproduction and copy print capabilities.

"We're encouraging people to be creative and to personalize their presentations rather than resort to canned programs, prepared tapes and slides, and other outside aids, although we can assist in providing such resources if necessary," explained Cowger.

Members of the art department were among the first to utilize the services, using special heat transfer equipment to mount 6,000 study prints for use in the library where heretofore students had to use separate books and schedule the use of special single copy slides.

The television equipment allows for video-taping of any programs from five different local stations for playback at any time. English professor Kenneth Nolley will use this feature in his course on "Cinema Criticism," as the equipment can video-tape some of the late night movies that have application to his course.

Dr. Howard Runkel, professor of rhetoric and public address, will find the equipment useful for students in public speaking and debate, giving them an opportunity to see themselves in action.

The same principle applies for those in Cowger's "Principles of Teaching" course, giving the students an opportunity to analyze their own simulated teaching performance.

Cowger cited the above courses as examples of some uses of the learning resources equipment.

As Director of Learning Resources, Cowger also finds other avenues of service such as securing a seminar table for classes using Gathe Hall, multiple microphone hook-ups in Waller Auditorium for a special forum conducted by political science professors, and budgeting and purchasing of other learning resources.

"Orientation to what we can offer is crucial," says Cowger, "but once our faculty and students see the potential, I don't think we'll be left here staring back at these old leather bound books."

Answers Before Questions?

Some weighty scientific information is digested by physics professor Maurice Stewart while he sits in the impressive black leather chair that dominates the interior of his book-bedecked Collins Hall office.

On one such repose, curled up with a back issue of *Science* magazine, he chanced upon an article that has cut into his leather chair sitting time ever since. A simple population curve about tumbled Stewart off his chair.

Prof. Stewart also happens to direct the Institutional Research Group (IRG) for the University and he has been alert to information that would have a bearing upon policy decisions at Willamette. Such is the case with the simple curve based upon the 1970 U.S. census. It shows that between 1979-1986, the number of 18-year-olds will drop about 25 per cent.

With so many budgetary, personnel, facilities and curricular decisions based upon enrollment, the 1980's will be a period of retrenchment for many, if not all, colleges and universities in this country that rely upon the pool of 18-year-olds for the main recruitment thrust.

"I can't think of a better example than this why Willamette must be anticipatory and in control of its destiny," said Stewart. A notorious stickler for detail and one who frequently questions the ramifications of proposed faculty decisions, Stewart views his task as one in which he provides facts so that questions can be asked by policy makers who then must make some important decisions about the direction of this University.

In order to obtain facts, a sizable data base must be developed. The basic component to this base is the student register. Information from application forms and transcripts from all students who have entered Willamette since 1965 has been programmed on the computer. From this information, trends and projections can be determined so that meaningful decisions can be made regarding future policies.

Given the expectation of a population dip, Stewart sees use of the student register as follows: Find out what counties have produced the majority of Willamette students in the past and compare those

figures with what the census shows at given times for 18-year-olds in the same counties. This would provide information from which the appropriate officials would determine future recruitment policy, i.e. whether to increase efforts in previous fertile territory and/or further develop new territory. The officials may even want to consider an emphasis on transfer students from two-year colleges, or other alternatives. Whatever strategy develops, two things appear certain: plans will have to be made early and competition will be keen for attracting students.

In addition to several reports on projected enrollment, class loads, attrition and retention, grading, etc., Stewart conducted a study on what effect the new Bachelor of Science degree program would have on the foreign language department (since language is not a requirement for the B.S. degree). Through ques-

tionnaires and then analysis, he had to determine how many students would no longer take foreign language and what would they take instead. "We wanted to make sure that we wouldn't be faced with an overloading in one particular area by those who no longer wished to take a foreign language," explained Stewart. As it turned out, those who dropped foreign language elected courses from throughout the curriculum, so no real balancing problem developed.

While Stewart admits that he'd rather teach than anything else, he can see the need for the IRG and he doesn't mind spending half of his time gathering data for use in the problem solving process. He still teaches a course in astronomy, and while he doesn't have as much time for star gazing or reading in his black leather chair, he's caught up in the process of actively preserving Willamette's stability.



Maurice Stewart: "Willamette must be...in control of its destiny."

Exploring White Consciousness

A sequel to the Black-White Uptight seminar of last year at Willamette (April Willamette Scene) is a nine-session series on "The New White Consciousness" aimed at a better campus and community understanding of racism.

Robert Nelson of the American Friends Service Committee, a white, and Leon Johnson of the Albina Youth Opportunity School in Portland, a black, are presenting the series to four separate groups, students, faculty and staff, Salem ministers, and the community at large.

"We are exploring the causes of racism and seeking to understand how the institutions of our society and culture created racism and how it has been maintained," said Nelson.

Nelson believes that attempts to "solve" the racial problem have been aimed in the wrong direction. "We've been trying to change the wrong people. We can no longer treat racism as a Black problem, a Chicano problem or an Indian problem. Instead of slapping band-aids on the victims of the racial crisis, we need to understand the real causes of the racial crisis, the white consciousness. This is a white problem, and until we understand that, the system that puts minorities down will never get changed."

Nelson and Johnson don't consider their roles as being teachers. "This is not a teaching thing, but a joint learning process that can be experienced by participants who will be exposed to many new thoughts: mostly of themselves in relation to others," they explain.

The two seminar leaders developed "The New White Consciousness" series with 15 other resource persons in Portland, most of them educators and most of them Blacks, including the directors of the Black Student Programs at Reed and Portland State Colleges.

Johnson further prepared for the series by attending "street academies" and a seminar on "Non-Violent Black Survival" in visits to Chicago, New York, Detroit and Philadelphia this past summer, while Nelson visited with the staff of Community Organizations for Urban Progress (COUP) in Oakland.

From their deliberations, the follow-

ing nine seminar topics were selected:

1. Understanding Racism, 2. Racial Practices in Economic Life, 3. Racism in Education, 4. Racism and Justice, 5. Racism and Political Institutions, 6. The Way Out — The New White, 7. New White and Change, 8. Personal Styles for New White, and 9. Beyond Racism — An Open Society.

Various resource persons will participate in the seminar programs and the participants have been given a bibliography to tie in with the series.

Nelson views the series as a forerunner to more formal courses for credit in the area of minority studies, perhaps as early as next semester.

Johnson, a Pacific University graduate, has taken on an additional duty, serving as a counselor to the 23 Black students currently enrolled. He sees his job as mainly one of teaching survival. "Only one Black has graduated from Willamette, so we'll be looking for ways to help those that are here now stick it out to graduation."

He is working with the Black Student Union which made a request for exclusive use of a room in the University Center for minority students. The Student Affairs committee overwhelmingly passed the request, which still must go before Student Senate, the Faculty and the President.

The BSU is currently organizing a committee to assist the Admissions Office with the recruitment of minority students. The BSU plans a series of training sessions to prepare recruiters to go into classrooms, assemblies, communities, clubs and churches during the Thanksgiving and Christmas vacations.

Nelson summed up his feelings regarding Willamette's attempts to come to grips with racism with an analogy. It occurred to him while watching Animal Kingdom on television. "I was watching some film showing the water hole experience of the wild animals, many of whom were natural enemies. But at the water hole, they tolerated each other as a matter of survival for all of them. I would like to think that Willamette University could become the water hole for the mid-Willamette Valley . . . the place where we learn to accept one another in all our diversity as a matter of survival for all people."

LETTERS

Point of Semantics

No doubt for those who failed to follow the "racial" debates on other campuses during the last ten years the articles in the "April" Willamette Scene (which I received today, June 19) will be most enlightening. Those of us who did take an earlier interest, however, now find ourselves in the most painful of all worlds, one in which those who read nonsense in yesterday's newspapers are condemned to read it again today. (At least those who populate the historians' hell didn't pay attention the first time around.)

All of your writers appear to share the implicit premise that a person's race is important. To be bluntly McLuhanesque about it, *the premise is the problem*. (In precise, which is to say un-McLuhanguian, language, this premise is a problem, one among several which are mixed together, but it is the most fundamental problem since it is the common denominator of all the others.) Let me just quote a sentence from each of the articles to illustrate what I mean.

Leon Johnson: "If we are ever going to make race relations right we must go all the way back to where they went wrong . . ."

Robert E. Nelson: "How we relate to 'people who are different' is the major issue in this country today . . ."

Bob Woodle: "It utilized a word that white people don't like to hear from Blacks: DEMAND."

Bob Erickson: "If by rejecting the Black students' request for a certain amount of physical separation we increased their feeling of alienation, separation would actually be increased."

Stephen Jamison: "Soon I learned that the smile was actually a facade of insincerity disguising the pathetic white liberal."

Frank Meyer: "The Admissions Committee has attempted to judge minority applicants in terms of their intellectual promise as well as their actual academic performance."

Cassandra Brooks: "... there is nothing of interest to me, here. Everything is so lily white it takes the joy out of being in it. . . I do not go out with white dudes. . . And I cannot stand for these people to refer to me as 'you people' . . ."

Each and every one of these well-meaning people is forgetting (S.I.) Hayakawa's Law: Cow is not cow. Mr. Johnson assumes that "races" (as distinguished from individual human beings) have "relations." In the face of the fact that persons are not persons, that all people are different from all other people, Mr. Nelson speaks of "people who are different" as if this is chiefly a matter of race. Mr. Woodle implies a difference between the reactions of people of different colors to utterance of the word "demand" by a person of another color.

Mr. Erickson presumably feels that things would be different if a request by white students for "a certain amount of physical

separation" were turned down, that unlike black students they would not respond with the "increased... feeling(s) of alienation" which produce an increase in actual separation.

Mr. Jamison seems to believe that when you've seen one "white liberal" you've seen them all, and also that a smile is a sure indication one is dealing with one of these miserable specimens. One wonders how he would respond to frowns, or to "benign neglect."

Mr. Meyer's statement makes me wonder why all applicants should not be judged "in terms of their intellectual promise." When a double standard (or as Meyer more delicately puts it, a "restructuring of the relative weight" of factors considered in admissions) prevails for individuals of different "races," the whole process is implicitly racist. If a better criterion for admission can be found, good. But it should be applied across the board to all comers. (Those who object that this might prevent "racial balancing" at Willamette are falsely assuming that race is important; if race were not regarded as important there would be no reason for desiring balance, as distinguished from an end — when it exists — to discrimination based on race.)

Miss Brooks, who rightly detests being stereotyped as "you people," seems to have no hesitation to speak of "white dudes" in an apparently rather inclusive way. But white dude is not white dude!

Race is important today, not intrinsically, but solely because many people think as if it is important. (My wording here is most deliberate; there is an important difference between thinking race is important and thinking as if it is. Overt bigots think race is important; a much larger number of people in addition to the bigots think as if. This larger number includes many educators, ministers, judges, reformers, who undoubtedly mean well. Unfortunately, to mean well is no guarantee that one's actions will produce good results.) To "solve" the problem of "race" we must reduce the number of people who falsely think as if race is important. But how can this be done? Let me conclude with a specific, modest (though I hope un-Swiftian) proposal:

Let everyone connected with Willamette who desires to contribute to a solution of the "race" problem obtain and carefully study S. I. Hayakawa's book *Language in Thought and Action* (2nd edition). (It is available in paperback.) The more ambitious might also want to take a crack at Alfred Korzybski's *Science and Sanity*. I do not believe that anyone who has an intellectual and emotional grasp of the principles set forth by Korzybski and popularized by Hayakawa can fall for the bad logic that is implicit in all racist ideas (including ideas of racial balance). I make my suggestion in utter confidence that neither I nor Dr. Hayakawa can be dismissed as "white liberals." Dr. Hayakawa is a liberal, but he is not white. I am white, but aside from Dr. Shay no one has ever accused me of being a liberal. In any event, however, the validity of what I have said, and of what Dr. Hayakawa says, should be considered on its own

merits; to date discussions of race in this country have relied all too heavily on the genetic fallacy.

Paul F. deLespinasse
Dept. of Political Science
Adrian College
Adrian, Michigan 49221

Relevant Issue

I have just completed reading all of the articles about "Black-White Uptight." It is one of the most relevant publications to come out of Willamette in my 14 years of association with the University, and has led to the writing of this letter.

A little more than a year ago, at the age of 31, I received my first in-depth exposure to black men and women. It has been my privilege, since then, to be associated with a dedicated group of black and white people in the attempted transformation of the Oakland, California schools into a system that will provide its majority of minority students with an adequate education. Our ability to work effectively together in a common cause has, of course, been a great source of satisfaction.

The realization that I had not had any significant contact with black people until the age of 31 is not. It is distressing. I grew up, attended two excellent universities and was five years into my career.

This sequence cannot, and must not, be allowed to continue. The efforts of the University to reverse the process should be trebled, if necessary. Only through knowledge and familiarity of all peoples can a true "brotherhood of man" be realized. If this requires "revolutionary" changes at Willamette, let it be.

If my resources, experience and humanity can be of help, please ask. I stand ready to serve.

Peter B. McDowell, '62
290 Green Street
San Francisco, California 94133

Proud of Alma Mater

I have never been so proud of my Alma Mater as while reading the current issue of "Willamette Scene." This is something tremendous. You have taken a definite and difficult step in the direction of what can be the most important event in the U. S. of A. — maybe for the century.

This is obviously the issue that is going to make or break us, and just as obviously the real solution hasn't actually appeared...

I have a couple of suggestions, based upon my experience and my fairly wide acquaintance with black people.

We need (we white people — who else does anybody mean when he says "we people") to go the whole way in understanding the foundation of the problem. Your very intelligent Bob Erickson is well on his way when he says, "It is not wholly inaccurate to say we were studying the 'White Problem.'" The simple fact is that it is wholly accurate!

We must devise a more accurate word for "minority." This is absolutely imperative. Who isn't a "minority" in the world at large?

At least put in a qualifying word, "American" or an equivalent. It's tiny things like this that burrow like a chigger into the consciousness and make a bad itch at odd times.

Perhaps the most important is to give them some EQUAL responsibility... You've got to give the concerned black people, who are willing to work with you, the real sense of "belonging." The necessary steps toward doing this are hidden in obscurity, just as you are discovering that most of the disqualifications suffered by Blacks are very obscure — to anybody but a black person...

Why I think Willamette is in a key position is because you don't have the ingrained "prejudice" of either the deep south or of the urban people afflicted with slums. You've just got the deeply ingrained but mindless ill will toward anybody markedly different which has been among us for a long time. And this is really the trouble elsewhere. So in Salem you have the problem isolated and can deal with it with fewer complications than almost anywhere else I know...

I've got more ideas, but I think these are the more important ones. I have really been at the center of this problem most of my life and feel, as you may surmise, an overwhelming urge to be useful toward its solution.

At any rate, let me appreciate your program and the opportunity to read about it. Perhaps my chief qualification is simply that I have been around so long — and am, fortunately, still able to get around. We need, somehow, the experiences that reading history can't quite take the place of.

Sincerely,
Edwin T. Randall
President
Friendly World Broadcasting Co.
Inc.
Wallingford, Pa. 19086

Greek system anachronistic

In his article in the April issue of Willamette Scene, Stephen Jamison puts his finger squarely on an aspect of life at Willamette which has troubled me for years — and in this reaction I know that I am not alone among Willamette alumni. The emphasis given to the fraternity-sorority system is at best highly anachronistic. It is a vehicle for the prolongation of adolescence, which may have been an affordable luxury a generation ago, but which has long since ceased to be viable in the modern world.

On the campus of a very large university the fraternity may perhaps serve a useful function in providing a core of acquaintanceship in what would otherwise seem to be a rather faceless, impersonal, and regimented society. Willamette is far from being an institution of such proportions, and hence even this possible benefit is a very dubious one.

It seems to me that one of the most salutary improvements which could be made in the educational climate at Willamette would be a major de-emphasis or total elimination of the fraternity-sorority system.

Carl Bowman '42
Assoc. Prof. of Music
City Univ. of N.Y.



HONORARY DOCTORATES were presented to four distinguished guests at the commencement exercises including, from left, Walter J. Hickel, Justice Edward

H. Howell of the Oregon Supreme Court, the Rev. Theodore W. Loder and George Birrell, noted South Salem High School chemistry teacher.



THE AUDIENCE listened solemnly to the Senior Class as they sang "Tomorrow Never Knows" during the Sunday morning Baccalaureate program. Featured

speaker was the Rev. Theodore W. Loder, pastor of the First Methodist Church, Germantown, Pennsylvania.

A SIGN OF THE TIMES...



A PROUD MOMENT...



A FINAL PLEA...



Commencement '71 Termed 'Impressive'

Devoted to the theme "The Quality of Our Environment — A Search for Common Ground", the 1971 Commencement Weekend featured three prominent speakers and saw 304 degree candidates receive diplomas from President Roger Fritz.

Calling for a new breed of leaders who "mix ideals and action", Walter J. Hickel, former Alaska governor and 38th Secretary of the U.S. Department of Interior, delivered the Commencement address.

"I call the 'New Voices' ... the graduates of 1971 ... the leaders of tomorrow who must have the wisdom and the ability to dream, which will permit you to walk 'the Invisible Line' that separates the mediocre from the masterful, the routine from the inspiring," he said.

A favorite of the two-day festivities was Baccalaureate speaker, the Rev. Theodore W. Loder, pastor of the First Methodist Church in Germantown, Pa.

Loder first attracted Commencement weekend participants at the Saturday panel discussion on "The Ethics of Ecology" and renewed their interest Sunday when he spoke on "Hope" at the traditional service in Smith Auditorium.



AN EMERITUS CITATION for 16 years of service to Willamette was presented to Dr. Paul G. Trueblood by President Roger Fritz during the 1971 Commencement ceremonies.

Trueblood Retires

AFTER SIXTEEN YEARS of devoted teaching at his Alma Mater, Dr. Paul G. Trueblood retired from Willamette and is continuing his distinguished career as a scholar by traveling and research in several European countries.

An internationally-recognized authority on Byron and author of two books on the Romantic poet, "The Flowering of Byron's Genius" and "Lord Byron", Dr. Trueblood is currently traveling throughout Europe with his wife Helen and plans to spend the winter months in Athens, Greece and the summer in the British Isles.

As a student, Trueblood received an A.B. from Willamette; an A.M. and Ph.D. from Duke University; and did graduate work at Stanford. Before coming to Willamette to teach, Trueblood taught at the University of the Pacific, Rollins College, and the University of Idaho, Oregon, Washington and British Columbia.

He is a fellow of the American Council of Learned Societies and of the International Institute of Arts and Letters. His vita appears in "Who's Who in the West", "Directory of American Scholars", "Directory of ACLS Fellows", and "Contemporary Authors".

Most recently, Dr. Trueblood was selected to appear in the 1971 edition of the "Outstanding Educators of America." He also received word that he will be among those listed in the first edition of the International Scholars Directory.



WHILE DEGREE CANDIDATES make final preparations for Sunday's graduation exercises, their parents had an open conversation with Walter J. Hickel.

Planned Gifts from the Willing and Able

by
Guthrie Janssen

The Biblical injunction, "It is better to give than to receive," would appear at first glance to have greater moral than practical value. Sure, you feel good when you give; you've done a helpful thing for your fellow man. Your gift to Willamette can provide a scholarship for a student who could not otherwise afford college. Or provide an exciting piece of equipment that will quicken the teaching pulse rate in a whole department.

But when you give a thousand dollars you're out a thousand dollars. It stands to reason.

No, reason is exactly what it does *not* stand to. Let's look at it.

Mr. Willing is

We have the case of Mr. Willing, who has a small stock holding that he bought some years ago for \$200. It has a present fair market value of \$1,000. The dividend is small and the days of the stock's appreciation are probably over. Mr. Willing has been thinking of selling, but he has a certain sentimental feeling about the stock; he remembers buying it on his son's third birthday fifteen years ago, and his son is now headed for college. Moreover, he'd incur a tax liability on the long term gain, and who likes to pay taxes, unless he has to?

Mr. Willing takes out his pencil and does a little figuring. If he sells, the tax on the \$800 gain will be \$120, leaving him \$880 of the \$1,000 sale price available to reinvest, and he knows of nothing he really wants to invest in.

On the other hand, Willamette is in the midst of its campaign for a new Physical Education and Recreation Center (PERC). Willing, Jr., is interested in sports and eager to have use of the Center during his years at the University. Also, Willing, Sr., remembers that the Salem community is going to have use of the building. Could it be, perhaps, that that stock was meant for PERC?

He goes back to figuring. Contributing the stock will permit him to claim an income tax charitable deduction, and in his tax bracket (30 per cent top) that will reduce his federal and

Oregon income taxes by \$300 this year. That would be nice indeed.

Now, let's see. If he sold, he'd be left with \$880. If he gives, he will save \$300 cash. Therefore his actual cost of making the \$1,000 gift (and the University will enjoy use of that full amount) is only \$580 (the \$880 he would have had if he sold, less the \$300 tax savings generated by the gift). To be able to give \$1,000 at a cost of only \$580 Mr. Willing feels is a bargain. More than that, if the \$880 remained in his estate, then it would eventually be taxed again under the estate and inheritance tax laws. So, the actual cost of the gift is even *less* than \$580!

Add to this the fact that giving the stock for PERC will satisfy in a very constructive way his sentimental feelings about the stock, and that clinches it. Mr. Willing is willing.

Miss Able's Dilemma

We have another case, a Miss Able. She is single, 65 years old, in a somewhat higher tax bracket than Mr. Willing (about 50 per cent top), and she owns a parcel of real estate she inherited many years ago when it was worth \$30,000. Recently she was offered \$100,000 for it.

Now she is in a dilemma. The property is producing no income and she wants more income. But if she sells, the capital gains taxes will cut her net proceeds from the sale to \$75,500. And she'll have the problem of deciding what new investment to make.

Miss Able thinks highly of Willamette. She knows there is going to be growth and change, and she knows this will require sturdy support from friends who want the integrity of its tradition preserved while instruction is improved and facilities modernized. But she feels she can give no substantial amount during her lifetime.

The answer to Miss Able's dilemma is an easy one under the Tax Reform Act of 1969. She does not sell her property but instead places it in a Charitable Remainder Annuity Trust with instructions that the trustee pay her \$6,000 (6 per cent on the \$100,000 value) for her lifetime, after which the principal is to be paid to Willamette University. When the trustee sells the property and reinvests for income, there is *no* tax on the gain. Moreover, for her generosity, Miss Able is entitled to an immediate income tax charitable deduction of \$44,197, (determined by federal tables) which she can spread over 6 years up to 30 per cent of her adjusted gross income each year. This will generate cash savings in taxes of about \$22,000, which she can also invest at 6 per cent for an additional yield of \$1,320 a year. Thus her total yield will be \$7,320. (Trust Income of \$6,000 plus income on invested tax savings — \$1,320).

Now let's look at the \$75,500 she would have had left to invest if she had sold the property herself. In order to get \$7,320 a year from that investment, she would have to find one that would yield a whopping 9.7 per cent, which would be hard to do, even granted today's high interest rates.

Is this not the best of all possible arrangements for a Miss Able? Nor is the reward merely economic, for Willamette would certainly seek to honor Miss Able for her gift during her lifetime.

It is indeed better to give (appreciated property) than to receive (the proceeds from the sale thereof), and often cheaper.

The Planned Gifts Office wishes to send you without charge a booklet describing the tax advantages of certain planned gifts in trust. Write: Guthrie E. Janssen, Planned Gifts Director, Willamette University, Salem, Oregon 97301. Or phone: 370-6348.

FRANKLY SPEAKING

by Phil Frank



FRED'S PRACTICING HIS MAGIC—TURNING A \$20 CONTRIBUTION INTO A \$200 DEDUCTION!

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In deep deliberations, the Alumni Executive Board met Sept. 11 to plan the program and activities for the Alumni Association. Among those present were (l-r) Roger Kirchner, '65, Director of Alumni Relations; Dale Gustaf-

son '56, President of the Alumni Association; Mrs. Ward (Donna Leonard) Armstrong '57, secretary; Douglas Houser '57, President-elect; and Phil Parks '66, L'70, director.

Alumni Executive Board Assumes Active Role

Fellow Alumni:

I wish to report to you some of the recent activities of the Alumni Executive Board, and its plans for the future.

We held our first meeting of this college year Sept. 11. In an effort to keep fully informed about the campus and its administration, we heard from and questioned President Roger Fritz. He in turn introduced the new Vice President for Academic Affairs and Provost, Dr. Harry Manley who spoke on the innovations being made in Willamette's curriculum. Student Body President Joseph Fuiten also made some observations. We intend to continue the practice of having administrators, faculty members and students attend our meetings for occasional briefings on campus activities and plans.

The Alumni Executive Board has begun to assume a more active role in the planning and policy formation for the Alumni Association by assuming leadership in fund raising, admissions assistance and continuing education.

The new leadership for the Alumni Loyalty Fund is revealed on the following page. May I encourage all alumni to assist them when they call upon you for your support.

In the area of admissions assistance, we

are working closely with the Alumni Office and the Admissions Office in securing alumni as admissions counselors in the Portland, San Francisco and Los Angeles areas. These volunteer counselors serve as local contacts for prospective Willamette students in these respective areas. We hope eventually to expand this program nationwide. It is one of the most effective ways alumni can serve their Alma Mater and I encourage anyone who may be interested in serving as an admissions counselor to contact the Alumni Office, even if you live in an area other than that mentioned. Only through volunteers from many different areas can this program be effectively expanded.

In the area of continuing education, we have experimented with the Willamette Forum. What's a Willamette Forum, you say? Well, basically it's just a lot of fun with some education attached.

The first Forum was held last April in Portland as a pilot project. The format called for a luncheon, address by President Fritz, and two consecutive 45-minute presentations by WU faculty members. Those in attendance could select from two topics for each academic session. The formal program concluded with a question-answer period, with representatives of the

administration, faculty, trustees and student body responding to questions from the floor, followed by a social hour.

Based upon the general success of this pilot project, the Alumni Executive Board intends to have the Alumni Association sponsor two more Forums this year, one in Portland and another in the San Francisco Bay Area. If these also go well, Forums may be planned for additional areas next year.

Other ideas are being discussed by your Board, particularly ways to increase communication between the campus and alumni. Seminars, pot-luck dinners and area meetings are being considered. Avenues in which alumni can be of service to students are also being explored, including providing students with information on summer employment and post-graduate job placement.

The possibility of having Willamette Alumni foreign tours, an Alumni Summer College, and special class or department reunions are also being considered. In short, your Board is striving to make the Alumni Association of greater service to you and to the University.

Dale Gustafson '56
President
WU Alumni Association



Alumni Loyalty Fund Leaders Stan Ryals, Sue Juba and Doug Houser.

Recipients of Alumni Citation Awards 1971

(Any former student of Willamette University who has had a written recommendation submitted to the Director of Alumni Relations is eligible for consideration of this award, except those alumni who are present members of the Board of Trustees, officers of the Alumni Association and of the faculty, as well as holders of honorary degrees from Willamette University. An Alumni Citation Committee selects no more than five recipients on the basis of "outstanding achievements and services which reflect honor upon Willamette University." The spirit of this program, however, does insist that neither national nor regional fame or financial generosity shall preclude the honoring of an unknown alumnus whose qualifications personify the best in American citizenry and Christian character.)

Trio to Spearhead Alumni Loyalty Fund

The Alumni Loyalty Fund for 1971-72 will take on new leadership and a new twist. A trio of energetic alumni will head the campaign effort to increase dollar giving and alumni participation.

STANLEY D. RYALS '49, has been named National Chairman of the ALF. Mr. Ryals is the Vice Chairman for Transamerica Investment Management Co. in Los Angeles. He is a member of the Alumni Executive Board. He and his wife Barbara (Robinson '51) live in La Canada with their five sons.

Assisting Mr. Ryals in the ALF campaign will be MRS. GEORGE (SUE MELLOR) JUBA '52 who is the Personal Solicitation Chairman. Also a member of the Alumni Executive Board, Mrs. Juba served as secretary for the Willamette Forum held in Portland, her hometown, last spring. Her husband, George, is a College of Law graduate ('56) and serves as the Magistrate for the U.S. District Court. They have a son and daughter.

DOUGLAS G. HOUSER '57, President-elect of the Alumni Association, will serve as the Mail Solicitation Chairman this year. An attorney in Portland, Mr. Houser was chairman of the Willamette Forum last spring and has served the Alumni Association in numerous capacities.

The new twist for the ALF is that the Alumni Executive Board selected the month of November as ALF Month. Efforts on behalf of the ALF will be focused on November as opposed to previous campaigns spread over several months. The Board felt that the previous practice made it appear that the Alumni Association was constantly asking for money. Under the new procedure, the main ALF thrust will come in November with reminders going to non-contributors in January and March. Loyalty Fund contributions will help support scholarships, faculty salaries and improved instructional facilities.

M. Patricia Farnes '53

A hope of mankind has been to rid itself of the dreaded disease, cancer. Patricia Farnes is a part of our nation's team of medical scientists actively engaged in the research of leukemia as a research associate, department of pathology, Rhode Island Hospital, Providence, Rhode Island, and as an Assistant Professor of Medicine (Research) at Brown University.

In 1962, Dr. Farnes served with a MED-ICO team in Algeria and the same year received a grant for cancer research. Dr. Farnes was selected as one of the Outstanding Young Women of America in 1965. The U.S. Public Health Service presented a \$12,000 grant for research into the disease of leukemia to Dr. Farnes in 1968 to conduct her research at the Rhode Island Hospital. In 1970, she was selected to be a member of the Community Leaders of America.

Dr. Farnes graduated from the University of Oregon Medical School in 1956 and she also holds a master of science degree. She is a member of the professional honoraries,



Dr. Farnes



Mr. and Mrs. Litchfield



Mr. Sparks

Alpha Omega Alpha, Sigma Xi and the American Men of Science.

Dr. Farnes has been instrumental in conducting tutorial programs in South Providence and has organized hematology consultation for neighborhood health centers. More than twenty of Dr. Farnes' papers on bone marrow research have been published and in 1969, she edited a book on the subject and blood cell tissue cultures.

Frances McGilvra Litchfield '30

Modesty is one of Frances McGilvra Litchfield's virtues. She describes herself as "just a housewife" doing "just voluntary service." Her church and her community have been the beneficiaries of her service for 40 years.

Graduating from Willamette in 1930, Mrs. Litchfield taught in high school for three years. In 1934, the Litchfield's first of four children was born. Each was later to enroll at Willamette University.

Through the years, Mrs. Litchfield has worked diligently for her church as a choir member for 40 years, as a church school teacher 30 years, and as the president of the Willamette Presbyterial of the United Presbyterian Women, the highest executive office in the state for Presbyterian women.

The Litchfield home has been open to youth and most especially to foreign students. Two high school American Field Service students each lived in their home for a year. Countless college foreign students have called the Litchfields their American parents. Mrs. Litchfield ran a free employment agency for youth for five years.

Mrs. Litchfield was selected as Newport's Woman of the Year in 1967. She has served as the mother advisor to Rainbow for Girls, as the Girl Scout Community Chairman, as a delegate to the Supreme Chapter of P.E.O. and is an honorary member of the Board of National Missions for the United Presbyterian Church.

G. Kenneth Litchfield '29

A public servant and distinguished attorney at law, G. Kenneth Litchfield has devoted his career to education and the practice of law. In these fields, he served for nine years as the superintendent of schools for Bellfountain and Shedd, 25 years as the Newport City Attorney and for 28 years as

the attorney for Central Lincoln Public Utility District.

Kenneth Litchfield's interests have been those of public service. For 13 years he served as a board member and chairman of the Newport and Lincoln County Unit School board. Through his distinguished service he was selected as the Lincoln County Education Citizen of the Year. His community service has been evidenced by his chairmanship of the Salvation Army for 15 years, his presidency twice of the Lion's Club, and being an American Field Service Officer.

Graduating from Willamette in 1929 with both a bachelor of arts and doctor of jurisprudence degrees, Mr. Litchfield received his master's at the University of Oregon in 1938. Kenneth Litchfield is a past president of the Lincoln County Bar Association. For 25 years he has been the Selective Service Appeal Agent for Lincoln County.

An active churchman, Mr. Litchfield has served as a church school teacher and elder in the Presbyterian Church. He is a member of the Synod Executive Committee, a trustee of the Synod and a delegate to the General Assembly of the United Presbyterian Church. Mr. Litchfield served two terms on Willamette's board of trustees.

Lestle J. Sparks '19

Athletes prize a gifted coach and, as students, value teaching excellence. Les Sparks earns this dual admiration and more as Professor of Physical Education, Emeritus at Willamette University. In various capacities, he has been associated with Willamette's physical education program since 1921 — 50 years.

In 1961, Les Sparks was named to the NAIA District 2 Hall of Fame as a tennis coach. The Pacific Northwest Intercollegiate Athletic Conference presented him with the "Dean of the Conference Award" in 1962 in recognition of his outstanding service and wise counsel. He received the Northwest District Award of the American Association for Health, Physical Education and Recreation in 1963. In 1965, he was elected to be a Fellow of the American School Health Association. Six years following his "retirement", the NAIA District 2 selected Les Sparks "Coach of the Year" for 1968 in tennis.

Graduating from Willamette University in 1919 with a major in chemistry, he earned a master's degree in hygiene and physical education at Stanford University in 1937. During World War II, he directed the physical training program for the Navy V-12 program at Willamette. He has served on numerous State advisory boards and commissions and is a past president of the Oregon Association for Health, Physical Education and Recreation, and the Northwest District of the American Association.

Teaching at Willamette University since 1921, he has served as a visiting professor at Chico State College, Alaska Methodist University, and the Oregon College of Education. At present, Les Sparks continues as Willamette's tennis coach and he is actively compiling a sports history of Willamette.

William Albert Manning '00

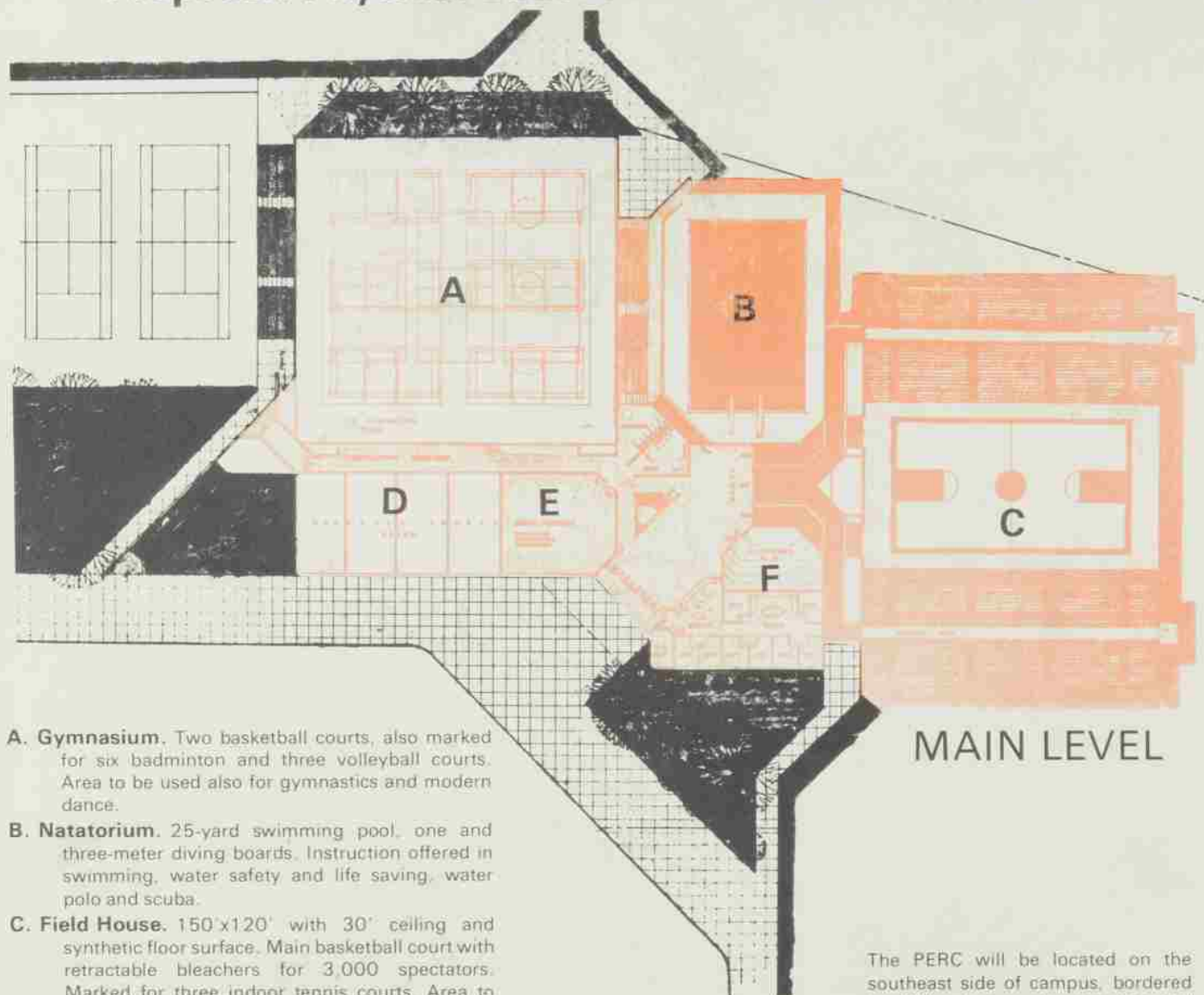
As a professor of mathematics at Stanford University, he was the most sought-after professor on campus in his field. A distinguished scholar and author, William Albert Manning devoted himself to teaching until his retirement as a Professor Emeritus in 1942.

Dr. Manning is a native Oregonian, born in Salem, December 5, 1876. He received his A. B. degree from Willamette in 1900 and his Ph.D. at Stanford in 1904. In 1904 and 1905, his studies took him to the Sorbonne, Paris, France.

Upon leaving Willamette, where he was a student of the late James T. Matthews, Dr. Manning began teaching at Stanford as an assistant in the mathematics department. With steady academic promotion, he rose to the position of full professor in 1921. Many of his students have continued on to very distinguished careers. One such scholar is Dr. Chester Luther, present occupant of the James T. Matthews chair of mathematics at Willamette. Dr. Manning was Dr. Luther's Doctoral counselor.

The father of five children, one of whom is presently a member of Stanford's faculty, Dr. Manning has authored several texts in his field. He is a member of the American Mathematics Society, the American Association of University Professors, Phi Beta Kappa and Sigma Xi. Dr. Manning currently resides in Stanford, California.

Proposed Physical Education and Recreation Center



- A. Gymnasium.** Two basketball courts, also marked for six badminton and three volleyball courts. Area to be used also for gymnastics and modern dance.
- B. Natatorium.** 25-yard swimming pool, one and three-meter diving boards. Instruction offered in swimming, water safety and life saving, water polo and scuba.
- C. Field House.** 150'x120' with 30' ceiling and synthetic floor surface. Main basketball court with retractable bleachers for 3,000 spectators. Marked for three indoor tennis courts. Area to also serve as a teaching station for archery, soccer, football, field hockey, track and field events, with nets for baseball and golf practice.
- D. Handball.** Four courts, also to be used for instruction in paddle ball and tennis.
- E. Multi-Purpose.** On main level, wrestling and floor exercise. On lower level, room for weight training, conditioning and fitness classes.
- F. Offices.** On main level, staff offices, conference room and classroom. On lower level, locker rooms, therapy room, saunas, and equipment room.

Total floor space — 72,757 square feet

The PERC will be located on the southeast side of campus, bordered by 12th street on the east, the Mill Race on the north, the tennis courts on the west and Mill Street on the south. Construction of the proposed \$2.5 million project is expected to start in May, 1972, with completion due in fall, 1973. (see page 29 for more details)