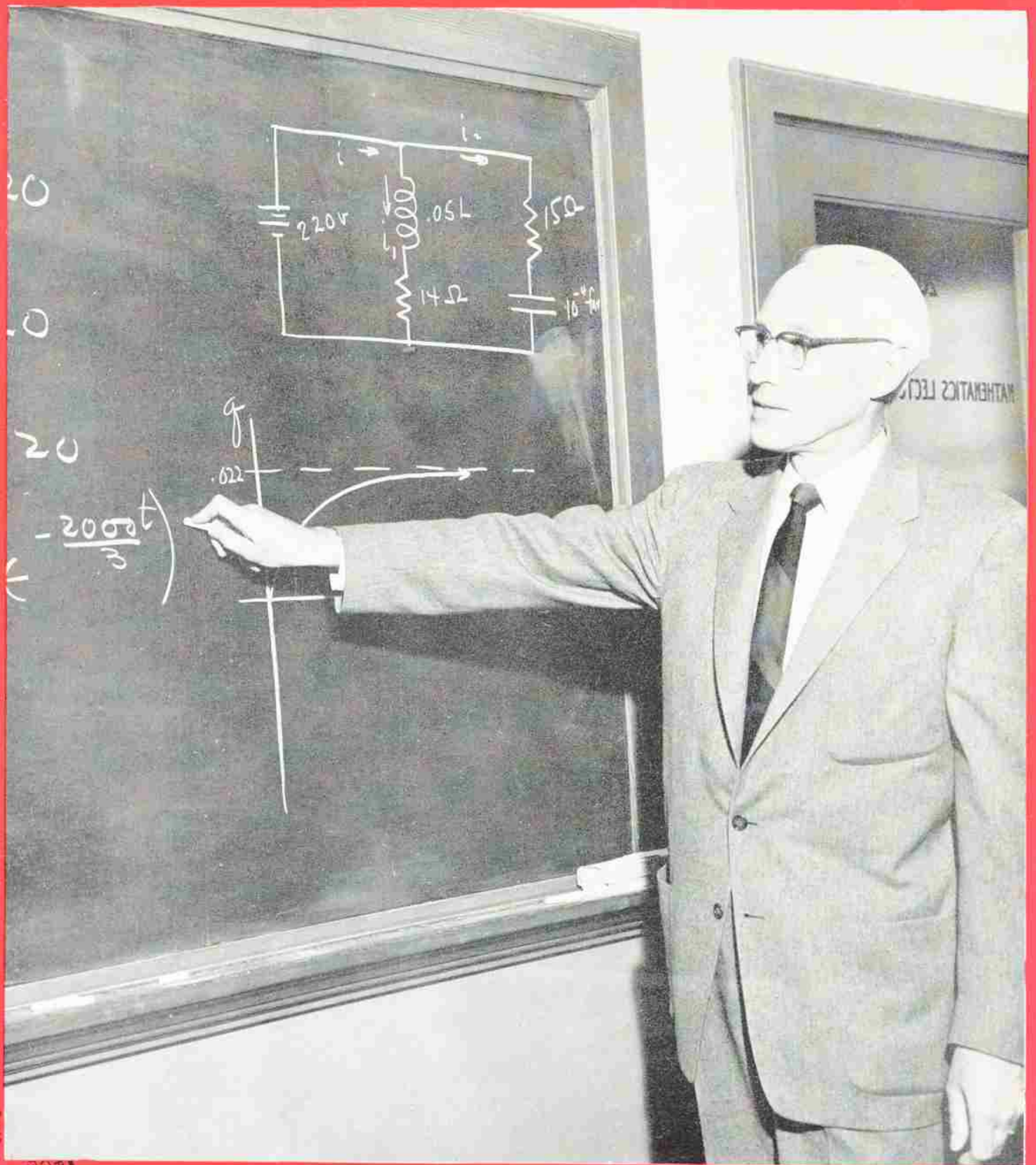


Willamette ALUMNUS

SPRING 1959



The Heart of Every Campus Is Its Faculty

see page 5

Willamette ALUMNUS

Member of the American Alumni Council

• Published for the
FORMER STUDENTS OF
WILLAMETTE UNIVERSITY, SALEM, OREGON

Volume VI

Spring, 1959

No. 4

ALUMNI CHAPTERS

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Coming Events . . .

- April 30 Drama Department, Auditorium
and
May 1 "Out of the Frying Pan"
Three-Act Play, 8:15 p.m.
- May 1, 2 May Weekend
- May 3 Spring University Band Concert
Auditorium, 8:15 p.m.
- May 16 Northwest Conference Track Meet
McCulloch Stadium, 1:30 p.m.
- May 31 Baccalaureate
Auditorium, 3:00 p.m.
- June 6 Alumni Day
- June 7 Annual Commencement
- June 22 Summer Session Registration

OUR COVER

Dr. Chester F. Lutter, head of the Willamette Math Department, typifies the exemplary faculty which occasions pride on the Willamette Campus. See page 3.

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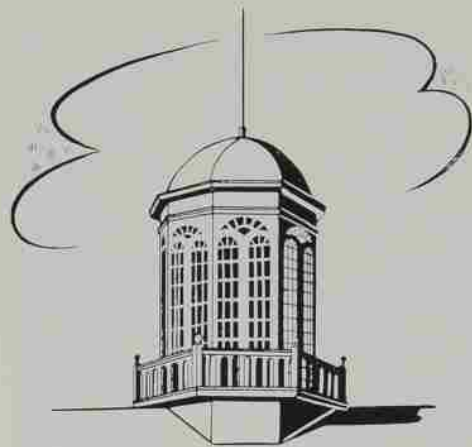
SPECIAL COLLEGE SURVEY

The 6000 alumni of Willamette University will get a special dividend in this month's issue of the ALUMNUS. A special survey 16 pages long inserted in the issue deals with the college teacher and his importance to society.

The alumni magazines of 249 colleges, universities and private secondary schools throughout the United States and Canada are publishing the report.

The special report is entitled "The College Teacher, 1959." It shows the problems and rewards of those who teach in higher education. Among other things, the report demonstrates that it is actually the college teacher himself who underwrites the cost of higher education through a low income far out of proportion to current living costs. At the same time, through the eyes of a typical professor, it shows the reason so many people choose the profession. And it shows what alumni can do to assure that their colleges can continue to equip young people with the tools of future leadership.

The survey was prepared by 19 alumni magazine editors from all types of educational institutions. Its sponsor was the American Alumni Council, an international organization devoted to increasing alumni support of higher education. The editorial expenses were met in part by a grant from the Carnegie Corporation of America.



From the Tower

Legislative Lobbyist New Role

President G. Herbert Smith is "actively" lobbying against several bills in this session of Oregon's legislature that affect Willamette University.

First, a proposal has been introduced to eliminate deductions from a person's taxable income for gifts given to charitable institutions.

Currently a person may deduct contributions to charitable organizations from his taxable earnings for both federal and state income taxes.

This provision is contained in House bills 480 and 450 which are part of the tax programs introduced by both ex-Governor Robert Holmes and Governor Mark Hatfield.

A person's estate would no longer be exempt for the amount bequeathed to a charitable institution if House bill 58 is passed.

Rent received from property owned by Willamette University and other institutions would be taxable if House bill 492 passed. This would not include rent received from dormitories or other facilities used by the faculty and students. However, rent income from Willamette University property such as the 2500 acres bordering Smith Lake in North Portland would be taxable.

Students could sue the Health Center for negligence if Senate bill 131 is passed. Currently all non-profit making hospitals, which includes most of Oregon's hospitals, cannot be sued for negligence.

Dr. Smith is among those against the bill because of the cost of insurance to protect hospitals from such suits.

Canadian Comes to Campus

Dr. C. W. Topping has been named visiting professor of Sociology by President G. Herbert Smith. He will replace Arthur E. Gravatt who has been granted a year's leave of absence for graduate work.

Dr. Topping received his Ph.D. at Columbia University and has taught at

the University of British Columbia, the University of Manitoba and Wisconsin State at Superior. He has written several books on sociology.

Down by the Old Mill Stream

Last year's losers of Freshman Glee came through in top place this year. The class of '61 garnered a total of 298 of a possible 360 points with the seniors trailing only two points behind with 296. The juniors accumulated 285 points for their third place spot, and the freshmen went swimming after earning only 256 points.

Judges this year were Willamette grads or had served as judges before.

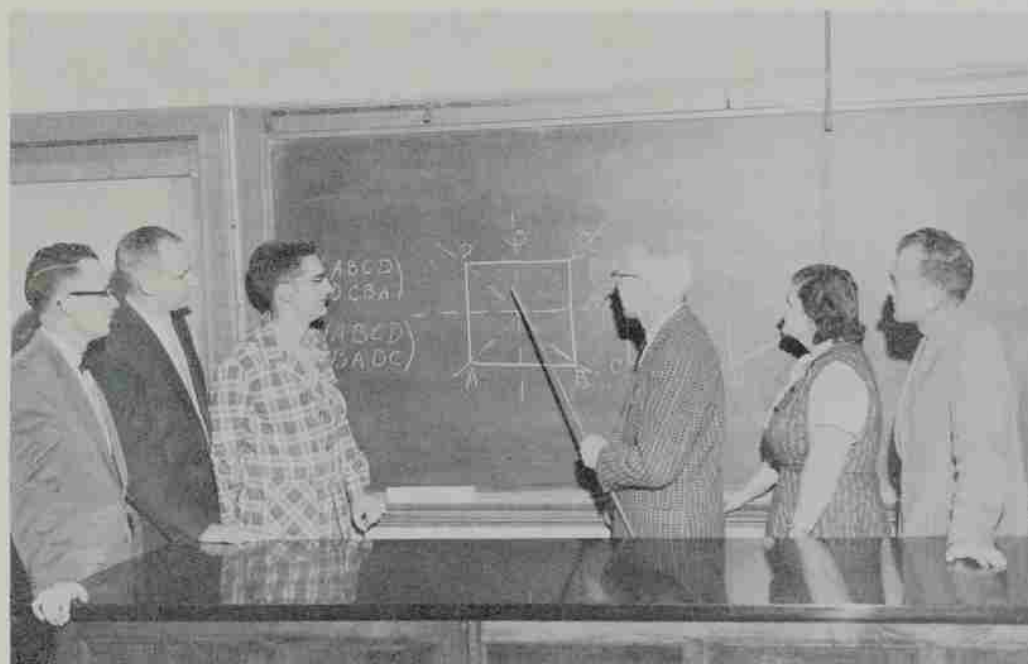
Word judges were Dr. Helen Pearce, Miss Fay Sparks and Mrs. Forest Lemm. Dr. Pearce was head of the English department until her retirement in 1955. Miss Sparks is a Willamette graduate who teaches English at Canby High

School. She judged words last year and has been a presentation judge. Mrs. Lemm who has judged words for two years, is supervisor of Marion County schools and has a background in speech work.

Music judges were Richard McClintic, who serves as orchestra director at North Salem High School, Miss Nona Pyron, a new member of the College of Music faculty, and Dean Melvin Geist who has headed the Music School since 1939.

Presentation judges were Robert Voigt, Beatrice Bliss, John C. Peery, and Mrs. Howard (Mary Allen) Miller. Voigt is Dean of Boys at South Salem High School, Beatrice Bliss is a Willamette alum and teaches English at Forest Grove High School, Peery teaches music at Franklin High in Portland, and has served previously as a Glee judge. Mrs. Howard Miller, who now lives in Salem, wrote the winning Glee song in 1931.

(Continued on page 23)



In the above picture DR. CHESTER F. LUTHER demonstrates one of the problems he will use in his course this summer at the University of Oregon, under the National Science Foundation. Watching Dr. Luther are five Willamette professors who will participate in the program as students. From left to right, DR. PAUL DUELL, Chemistry; DR. NOEL KAESTNER, Psychology; DR. JAMES A. NICKEL, Math; DR. LUTHER; DR. MARTHA L. SPRINGER, Biology; and PROFESSOR DONALD BREAKEY, Biology.

Bearcats Capture 2nd Conference Title



GUARD WESTON UNDERSTOOD —

Coach John Lewis's Willamette hoop squad piled up a remarkable 18-9 record this year, won the Northwest Conference championship and placed third in the NCAA Far West regionals.

The record was remarkable because the Bearcats, with five juniors, four sophomores and three freshmen were not supposed to go anywhere this year. With only Guard Eddie Grossenbacher back from the 1957-58 co-championship group, the squad was pictured at least a year away from posing as a serious title threat.

But paced by Grossenbacher, sophomore center Buz Wilfert, forward Larry Lynn and guards Tom Weston and Mar-



ED GROSSENBACHER

lin Marsh, the Bearcats showed the poise and drive that put them in the winner's circle.

At the same time they erased a couple of jinxes that have plagued Bearcat court squads in recent years. They swept two contests from Lewis and Clark in Portland and nipped Linfield in McMinnville in the last six seconds on a 25-foot one-hander by Marsh.

ALUMNI CHAPTERS

A Report on the Activities of the Busy Southern California Club

Southern California alumni, although more outdistanced in area than any other group of WU graduates, managed to turn out in large numbers to support the various projects of their club during the past year.

Coming up on the agenda is a potluck picnic May 17 at 2 p. m. at the Santa Ana YWCA, 1411 N. Broadway, at which time Rev. Don Douris will show slides and speak on his "Crossroads to Africa" trip. The club will also vote on a newly revised constitution and select

a date for the November meeting which will be election of officers.

Picnic Planned

During the last six months, the club has engaged in the following activities: (1) ten-year reunion luncheons and meeting with Willamette's Alumni Director, Jerry Whipple, in November, at which time 80 alumni were present; (2) steering committee meeting in January to organize constitution and plan spring meeting; (3) turn-out of over 75 alumni at the Willamette-Chapman basketball game March 6 at L. A. State

College, where Willamette took third place in the regional NCAA playoffs; (4) sponsorship of the Third Annual Willamette Counseling Session in April, headed by the club's student liaison officer Don Berney, '55, and attended by a dozen recent graduates, to inform prospective students about the University; and (5) kick-off of the Second Annual Southern California Loyalty Fund campaign, organized by Ann Gibbens Stout, '54, and carried out by zone leaders who will personally contact alumni living in their areas.

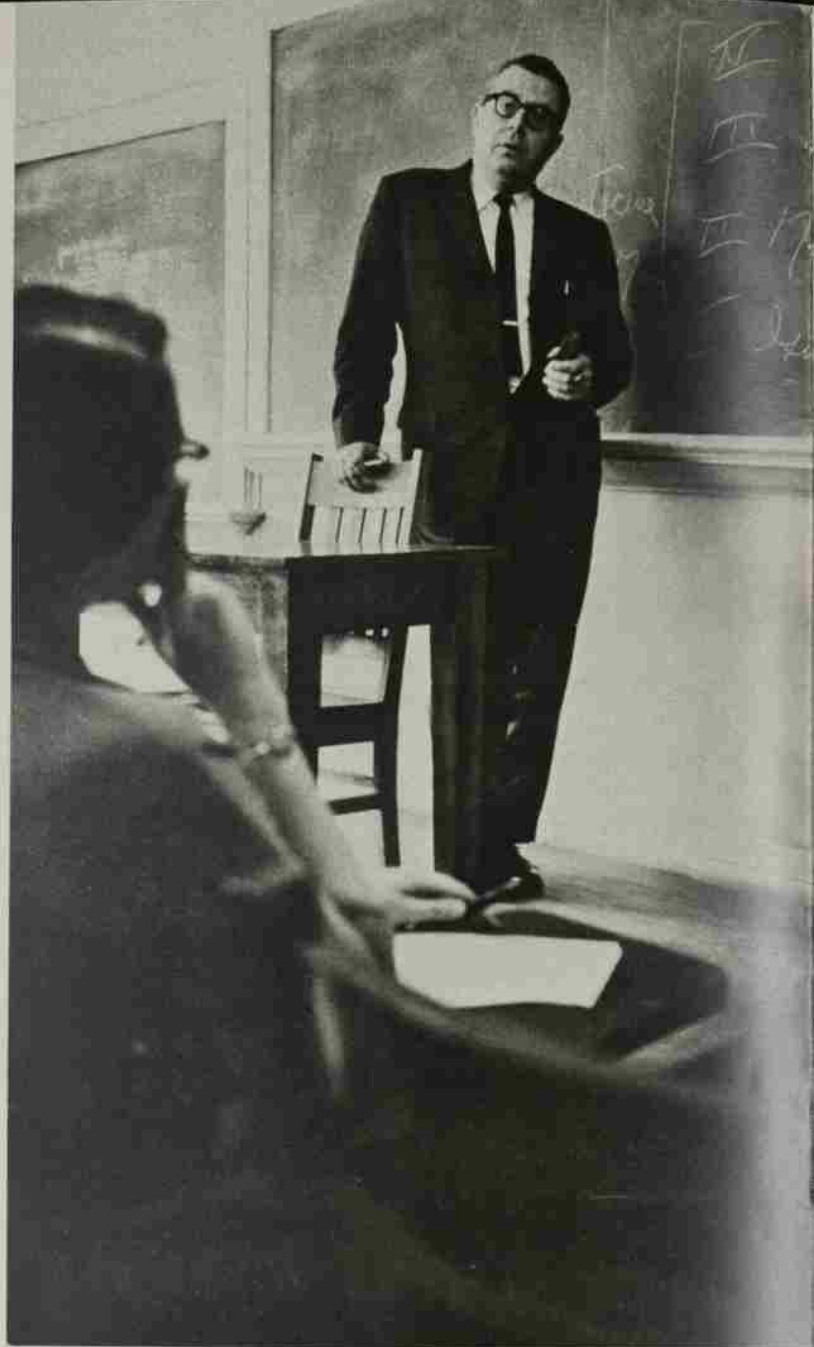


*“If I were sitting here
and the whole outside world
were indifferent to what I
was doing, I would still want
to be doing just what I am.”*

I'VE ALWAYS FOUND IT SOMEWHAT HARD TO SAY JUST WHY I CHOSE TO BE A PROFESSOR.

There are many reasons, not all of them tangible things which can be pulled out and explained. I still hear people say, "Those who can, do; those who can't, teach." But there are many teachers who *can*. They are teachers because they have more than the usual desire to communicate. They are excited enough about something to want to tell others, have others love it as they love it, tell people the *how* of something, and the *why*.

I like to see students who will carry the intellectual spark into the world beyond my time. And I like to think that maybe I have something to do with this.



THERE IS A CERTAIN FREEDOM IN THIS JOB, TOO.

A professor doesn't punch a time clock. He is allowed the responsibility of planning his own time and activities. This freedom of movement provides something very valuable—time to think and consider.

I've always had the freedom to teach what I believe to be true. I have never been interfered with in what I wanted to say—either in the small college or in the large university. I know there have been and are infringements on academic freedom. But they've never happened to me.

**I LIKE YOUNG PEOPLE.
I REGARD MYSELF AS YOUNG.**

I'm still eager about many of the things I was eager about as a young man. It is gratifying to see bright young men and women excited and enthusiastic about scholarship. There are times when I feel that I'm only an old worn boulder in the never-ending stream of students. There are times when I want to flee, when I look ahead to a quieter life of contemplation, of reading things I've always wanted to read. Then a brilliant and likeable human being comes along, whom I feel I can help—and this makes it all the more worthwhile. When I see a young teacher get a start, I get a vicarious feeling of beginning again.





THE COLLEGE
TEACHER: 1959

PEOPLE ASK ME ABOUT THE
"DRAWBACKS" IN TEACHING.

I find it difficult to be glib about this. There are major problems to be faced. There is this business of salaries, of status and dignity, of anti-intellectualism, of too much to do in too little time. But these are *problems*, not drawbacks. A teacher doesn't become a teacher in spite of them, but with an awareness that they exist and need to be solved.

AND THERE IS THIS
MATTER OF "STATUS."

Terms like "egghead" tend to suggest that the intellectual is something like a toadstool—almost physically different from everyone else. America is obsessed with stereotypes. There is a whole spectrum of personalities in education, all individuals. The notion that the intellectual is somebody totally removed from what human beings are supposed to be is absurd.





**TODAY MAN HAS LESS TIME
ALONE THAN ANY MAN BEFORE HIM.**

But we are here for only a limited time, and I would rather spend such time as I have thinking about the meaning of the universe and the purpose of man, than doing something else. I've spent hours in libraries and on park benches, escaping long enough to do a little thinking. I can be found occasionally sitting out there with sparrows perching on me, almost.



"We may always be running just to keep from falling behind. But the person who is a teacher because he wants to teach, because he is deeply interested in people and scholarship, will pursue it as long as he can."

—LOREN C. EISELEY

THE CIRCUMSTANCE is a strange one. In recent years Americans have spent more money on the trappings of higher education than ever before in history. More parents than ever have set their sights on a college education for their children. More buildings than ever have been put up to accommodate the crowds. But in the midst of this national preoccupation with higher education, the indispensable element in education—the teacher—somehow has been overlooked. The results are unfortunate—not only for college teachers, but for college *teaching* as well, and for all whose lives it touches.

If allowed to persist, present conditions could lead to so serious a decline in the excellence of higher education that we would require generations to recover from it.

Among educators, the problem is the subject of current concern and debate and experiment. What is missing, and urgently needed, is full public awareness of the problem—and full public support of measures to deal with it.

HERE IS A TASK for the college alumnus and alumna. No one knows the value of higher education better than the educated. No one is better able to take action, and to persuade others to take action, to preserve and increase its value. Will they do it? The outlines of the problem, and some guideposts to action, appear in the pages that follow.

WILL WE RUN OUT OF COLLEGE TEACHERS?

No; there will always be someone to fill classroom vacancies. But quality is almost certain to drop unless something is done quickly

WHERE WILL THE TEACHERS COME FROM? The number of students enrolled in America's colleges and universities this year exceeds last year's figure by more than a quarter million. In ten years it should pass six million—nearly double today's enrollment.

The number of teachers also may have to double. Some educators say that within a decade 495,000 may be needed—more than twice the present number.

Can we hope to meet the demand? If so, what is likely to happen to the quality of teaching in the process?

"Great numbers of youngsters will flood into our colleges and universities whether we are prepared or not," a report of the Carnegie Foundation for the Advancement of Teaching has pointed out. "These youngsters will be taught—taught well or taught badly. And the demand for teachers will somehow be at least partly met—if not with well-prepared teachers then with ill-prepared, if not with superior teachers then with inferior ones."

MOST IMMEDIATE is the problem of finding enough qualified teachers to meet classes next fall. College administrators must scramble to do so.

"The staffing problems are the worst in my 30 years' experience at hiring teaching staff," said one college president, replying to a survey by the U.S. Office of Education's Division of Higher Education.

"The securing and retaining of well-trained, effective teachers is the outstanding problem confronting all colleges today," said another.

One logical place to start reckoning with the teacher shortage is on the present faculties of American colleges and universities. The shortage is hardly alleviated by the fact that substantial numbers of men and women find it necessary to leave college teaching each year, for largely

financial reasons. So serious is this problem—and so relevant is it to the college alumnus and alumna—that a separate article in this report is devoted to it.

The scarcity of funds has led most colleges and universities to seek at least short-range solutions to the teacher shortage by other means.

Difficulty in finding young new teachers to fill faculty vacancies is turning the attention of more and more administrators to the other end of the academic line, where tried and able teachers are about to retire. A few institutions have modified the upper age limits for faculty. Others are keeping selected faculty members on the payroll past the usual retirement age. A number of institutions are filling their own vacancies with the cream of the men and women retired elsewhere, and two organizations, the Association of American Colleges and the American Association of University Professors, with the aid of a grant from the Ford Foundation, have set up a "Retired Professors Registry" to facilitate the process.

Old restraints and handicaps for the woman teacher are disappearing in the colleges. Indeed, there are special opportunities for her, as she earns her standing alongside the man who teaches. But there is no room for complacency here. We can no longer take it for granted that the woman teacher will be any more available than the man, for she exercises the privilege of her sex to change her mind about teaching as about other matters. Says Dean Nancy Duke Lewis of Pembroke College: "The day has passed when we could assume that every woman who earned her Ph.D. would go into college teaching. She needs something positive today to attract her to the colleges because of the welcome that awaits her talents in business, industry, government, or the foundations. Her freedom to choose comes at a time when undergraduate women particularly need distinguished women scholars to



inspire them to do their best in the classroom and laboratory—and certainly to encourage them to elect college teaching as a career.”

SOME HARD-PRESSED ADMINISTRATORS find themselves forced to accelerate promotions and salary increases in order to attract and hold faculty members. Many are being forced to settle for less qualified teachers.

In an effort to attract and keep teachers, most colleges are providing such necessities as improved research facilities and secretarial help to relieve faculty members of paperwork and administrative burdens, thus giving faculty members more time to concentrate on teaching and research.

In the process of revising their curricula many colleges are eliminating courses that overlap one another or are considered frivolous. Some are increasing the size of lecture classes and eliminating classes they deem too small.

Finally, somewhat in desperation (but also with the firm conviction that the technological age must, after all, have something of value to offer even to the most basic and fundamental exercises of education), experiments are being conducted with teaching by films and television.

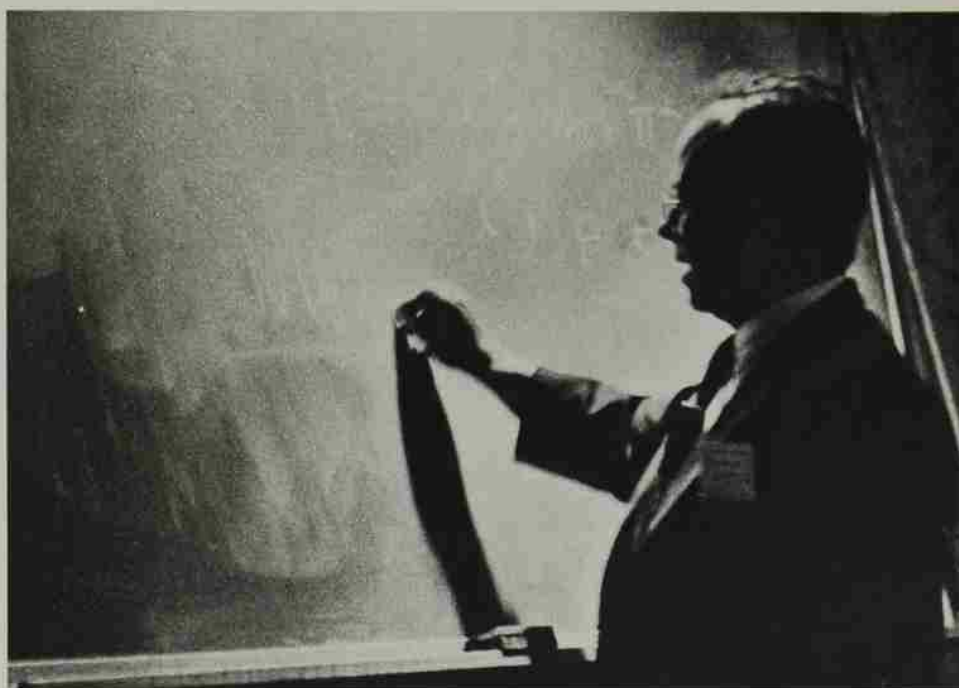
At Penn State, where televised instruction is in its ninth semester, TV has met with mixed reactions. Students consider it a good technique for teaching courses with

large enrollments—and their performance in courses employing television has been as good as that of students having personal contact with their teachers. The reaction of faculty members has been less favorable. But acceptance appears to be growing: the number of courses offered on television has grown steadily, and the number of faculty members teaching via TV has grown, also.

Elsewhere, teachers are far from unanimity on the subject of TV. “Must the TV technicians take over the colleges?” asked Professor Ernest Earnest of Temple University in an article title last fall. “Like the conventional lecture system, TV lends itself to the sausage-stuffing concept of education,” Professor Earnest said. The classroom, he argued, “is the place for testing ideas and skills, for the interchange of ideas”—objectives difficult to attain when one’s teacher is merely a shadow on a fluorescent screen.

The TV pioneers, however, believe the medium, used properly, holds great promise for the future.

FOR THE LONG RUN, the traditional sources of supply for college teaching fall far short of meeting the demand. The Ph.D., for example, long regarded by many colleges and universities as the ideal “driver’s license” for teachers, is awarded to fewer than 9,000 persons per year. Even if, as is probable, the number of students enrolled in Ph.D. programs rises over the next



few years, it will be a long time before they have traveled the full route to the degree.

Meanwhile, the demand for Ph.D.'s grows, as industry, consulting firms, and government compete for many of the men and women who do obtain the degree. Thus, at the very time that a great increase is occurring in the number of undergraduates who must be taught, the supply of new college teachers with the rank of Ph.D. is even shorter than usual.

"During each of the past four years," reported the National Education Association in 1958, "the average level of preparation of newly employed teachers has fallen. Four years ago no less than 31.4 per cent of the new teachers held the earned doctor's degree. Last year only 23.5 per cent were at this high level of preparation."

HERE ARE SOME of the causes of concern about the Ph.D., to which educators are directing their attention:

► The Ph.D. program, as it now exists in most graduate schools, does not sufficiently emphasize the development of teaching skills. As a result, many Ph.D.'s go into teaching with little or no idea how to teach, and make a mess of it when they try. Many who don't go into teaching might have done so, had a greater emphasis been laid upon it when they were graduate students.

► The Ph.D. program is indefinite in its time requirements: they vary from school to school, from department to department, from student to student, far more than seems warranted. "Generally the Ph.D. takes at least four years to get," says a committee of the Association of Graduate Schools. "More often it takes six or seven, and not infrequently ten to fifteen. . . . If we put our heads to the matter, certainly we ought to be able to say to a good student: 'With a leeway of not more than one year, it will take you so and so long to take the Ph.D.'"

► "Uncertainty about the time required," says the Association's Committee on Policies in Graduate Education, "leads in turn to another kind of uncertainty—financial uncertainty. Doubt and confusion on this score have a host of disastrous effects. Many superior men, facing unknowns here, abandon thoughts about working for a Ph.D. and realistically go off to law or the like. . . ."

ALTHOUGH ROUGHLY HALF of the teachers in America's colleges and universities hold the Ph.D., more than three quarters of the newcomers to college and university teaching, these days, don't have one. In the years ahead, it appears inevitable that the proportion of Ph.D.'s to non-Ph.D.'s on America's faculties will diminish.

Next in line, after the doctorate, is the master's degree.

For centuries the master's was "the" degree, until, with the growth of the Ph.D. in America, it began to be moved into a back seat. In Great Britain its prestige is still high.

But in America the M.A. has, in some graduate schools, deteriorated. Where the M.A.'s standards have been kept high, on the other hand, able students have been able to prepare themselves, not only adequately but well, for college teaching.

Today the M.A. is one source of hope in the teacher shortage. "If the M.A. were of universal dignity and good standing," says the report of the Committee on Policies in Graduate Education, "... this ancient degree could bring us succor in the decade ahead. . . .

"The nub of the problem . . . is to get rid of 'good' and 'bad' M.A.'s and to set up generally a 'rehabilitated' degree which will have such worth in its own right that a man entering graduate school will consider the possibility of working toward the M.A. as the first step to the Ph.D. . . ."

One problem would remain. "If you have a master's degree you are still a mister and if you have a Ph.D., no matter where it is from, you are a doctor," Dean G. Bruce Dearing, of the University of Delaware, has said. "The town looks at you differently. Business looks at you differently. The dean may; it depends on how discriminating he is."

The problem won't be solved, W. R. Dennes, former dean of the graduate school of the University of California at Berkeley, has said, "until universities have the courage . . . to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

A point for parents and prospective students to remember—and one of which alumni and alumnae might remind them—is that counting the number of Ph.D.'s in a college catalogue is not the only, or even necessarily the best, way to judge the worth of an educational institution or its faculty's abilities. To base one's judgment solely on such a count is quite a temptation, as William James noted 56 years ago in "The Ph.D. Octopus": "The dazzled reader of the list, the parent or student, says to himself, 'This must be a terribly distinguished crowd—their titles shine like the stars in the firmament; Ph.D.'s, Sc.D.'s, and Litt.D.'s bespangle the page as if they were sprinkled over it from a pepper caster.'"

The Ph.D. will remain higher education's most honored earned degree. It stands for a depth of scholarship and productive research to which the master has not yet addressed himself so intensively. But many educational leaders expect the doctoral programs to give more em-

phasis to teaching. At the same time the master's degree will be strengthened and given more prestige.

In the process the graduate schools will have taken a long step toward solving the shortage of qualified college teachers.

SOME OF THE CHANGES being made by colleges and universities to meet the teacher shortage constitute reasonable and overdue reforms. Other changes are admittedly desperate—and possibly dangerous—attempts to meet today's needs.

The central problem is to get more young people interested in college teaching. Here, college alumni and alumnae have an opportunity to provide a badly needed service to higher education and to superior young people themselves. The problem of teacher supply is not one with which the college administrator is able to cope alone.

President J. Seelye Bixler, of Colby College, recently said: "Let us cultivate a teacher-centered point of view. There is tragedy as well as truth in the old saying that in Europe when you meet a teacher you tip your hat, whereas over here you tap your head. Our debt to our teachers is very great, and fortunately we are beginning to realize that we must make some attempt to balance the account. Money and prestige are among the first requirements.

"Most important is independence. Too often we sit back with the comfortable feeling that our teachers have all the freedom they desire. We forget that the payoff comes in times of stress. Are we really willing to allow them independence of thought when a national emergency is in the offing? Are we ready to defend them against all pressure groups and to acknowledge their right to act as critics of our customs, our institutions, and even our national policy? Evidence abounds that for some of our more vociferous compatriots this is too much. They see no reason why such privileges should be offered or why a teacher should not express his patriotism in the same outworn and often irrelevant shibboleths they find so dear and so hard to give up. Surely our educational task has not been completed until we have persuaded them that a teacher should be a pioneer, a leader, and at times a non-conformist with a recognized right to dissent. As Howard Mumford Jones has observed, we can hardly allow ourselves to become a nation proud of *machines* that think and suspicious of any *man* who tries to."

By lending their support to programs designed to improve the climate for teachers at their own colleges, alumni can do much to alter the conviction held by many that teaching is tolerable only to martyrs.

WHAT PRICE DEDICATION?

Most teachers teach because they love their jobs. But low pay is forcing many to leave the profession, just when we need them most

EVERY TUESDAY EVENING for the past three and a half months, the principal activity of a 34-year-old associate professor of chemistry at a first-rate mid-western college has centered around Section 3 of the previous Sunday's *New York Times*. The *Times*, which arrives at his office in Tuesday afternoon's mail delivery, customarily devotes page after page of Section 3 to large help-wanted ads, most of them directed at scientists and engineers. The associate professor, a Ph.D., is job-hunting.

"There's certainly no secret about it," he told a recent visitor. "At least two others in the department are looking, too. We'd all give a lot to be able to stay in teaching; that's what we're trained for, that's what we like. But we simply can't swing it financially."

"I'm up against it this spring," says the chairman of the physics department at an eastern college for women. "Within the past two weeks two of my people, one an associate and one an assistant professor, turned in their resignations, effective in June. Both are leaving the field—one for a job in industry, the other for government work. I've got strings out, all over the country, but so far I've found no suitable replacements. We've always prided ourselves on having Ph.D.'s in these jobs, but it looks as if that's one resolution we'll have to break in 1959-60."

"We're a long way from being able to compete with industry when young people put teaching and industry on the scales," says Vice Chancellor Vern O. Knudsen of UCLA. "Salary is the real rub, of course. Ph.D.'s in physics here in Los Angeles are getting \$8-12,000 in

industry without any experience, while about all we can offer them is \$5,500. Things are not much better in the chemistry department."

One young Ph.D. candidate sums it up thus: "We want to teach and we want to do basic research, but industry offers us twice the salary we can get as teachers. We talk it over with our wives, but it's pretty hard to turn down \$10,000 to work for less than half that amount."

"That woman you saw leaving my office: she's one of our most brilliant young teachers, and she was ready to leave us," said a women's college dean recently. "I persuaded her to postpone her decision for a couple of months, until the results of the alumnae fund drive are in. We're going to use that money entirely for raising salaries, this year. If it goes over the top, we'll be able to hold some of our best people. If it falls short. . . I'm on the phone every morning, talking to the fund chairman, counting those dollars, and praying."

THE DIMENSIONS of the teacher-salary problem in the United States and Canada are enormous. It has reached a point of crisis in public institutions and in private institutions, in richly endowed institutions as well as in poorer ones. It exists even in Catholic colleges and universities, where, as student populations grow, more and more laymen must be found in order to supplement the limited number of clerics available for teaching posts.

"In a generation," says Seymour E. Harris, the distinguished Harvard economist, "the college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined sub-

stantially, while that of the average American has risen by 70-80 per cent."

Figures assembled by the American Association of University Professors show how seriously the college teacher's economic standing has deteriorated. Since 1939, according to the AAUP's latest study (published in 1958), the purchasing power of lawyers rose 34 per cent, that of dentists 54 per cent, and that of doctors 98 per cent. But at the five state universities surveyed by the AAUP, the purchasing power of teachers in all ranks rose only 9 per cent. And at twenty-eight privately controlled institutions, the purchasing power of teachers' salaries *dropped* by 8.5 per cent. While nearly everybody else in the country was gaining ground spectacularly, teachers were losing it.

The AAUP's sample, it should be noted, is not representative of all colleges and universities in the United States and Canada. The institutions it contains are, as the AAUP says, "among the better colleges and universities in the country in salary matters." For America as a whole, the situation is even worse.

The National Education Association, which studied the salaries paid in the 1957-58 academic year by more than three quarters of the nation's degree-granting institutions and by nearly two thirds of the junior colleges, found that half of all college and university teachers earned less than \$6,015 per year. College instructors earned a median salary of only \$4,562—not much better than the median salary of teachers in public elementary schools, whose economic plight is well known.

The implications of such statistics are plain.

"Higher salaries," says Robert Lekachman, professor of economics at Barnard College, "would make teaching a reasonable alternative for the bright young lawyer, the bright young doctor. Any ill-paid occupation becomes something of a refuge for the ill-trained, the lazy, and the incompetent. If the scale of salaries isn't improved, the quality of teaching won't improve; it will worsen. Unless Americans are willing to pay more for higher education, they will have to be satisfied with an inferior product."

Says President Margaret Clapp of Wellesley College, which is devoting all of its fund-raising efforts to accumulating enough money (\$15 million) to strengthen faculty salaries: "Since the war, in an effort to keep alive the profession, discussion in America of teachers' salaries has necessarily centered on the minimums paid. But insofar as money is a factor in decision, wherever minimums only are stressed, the appeal is to the underprivileged and the timid; able and ambitious youths are not likely to listen."



PEOPLE IN SHORT SUPPLY:

WHAT IS THE ANSWER?

It appears certain that if college teaching is to attract and hold top-grade men and women, a drastic step must be taken: salaries must be doubled within five to ten years.

There is nothing extravagant about such a proposal; indeed, it may dangerously understate the need. The current situation is so serious that even doubling his salary would not enable the college teacher to regain his former status in the American economy.

Professor Harris of Harvard figures it this way:

For every \$100 he earned in 1930, the college faculty member earned only \$85, in terms of 1930 dollars, in 1957. By contrast, the average American got \$175 in 1957 for every \$100 *he* earned in 1930. Even if the professor's salary is doubled in ten years, he will get only a



TEACHERS IN THE MARKETPLACE

\$70 increase in buying power over 1930. By contrast, the average American is expected to have \$127 more buying power at the end of the same period.

In this respect, Professor Harris notes, doubling faculty salaries is a modest program. "But in another sense," he says, "the proposed rise seems large indeed. None of the authorities . . . has told us where the money is coming from." It seems quite clear that a fundamental change in public attitudes toward faculty salaries will be necessary before significant progress can be made.

FINDING THE MONEY is a problem with which each college must wrestle today without cease.

For some, it is a matter of convincing taxpayers and state legislators that appropriating money for faculty

salaries is even more important than appropriating money for campus buildings. (Curiously, buildings are usually easier to "sell" than pay raises, despite the seemingly obvious fact that no one was ever educated by a pile of bricks.)

For others, it has been a matter of fund-raising campaigns ("We are writing salary increases into our 1959-60 budget, even though we don't have any idea where the money is coming from," says the president of a privately supported college in the Mid-Atlantic region); of finding additional salary money in budgets that are already spread thin ("We're cutting back our library's book budget again, to gain some funds in the salary accounts"); of tuition increases ("This is about the only private enterprise in the country which gladly subsidizes its customers; maybe we're crazy"); of promoting research contracts ("We claim to be a privately supported university, but what would we do without the AEC?"); and of bargaining.

"The tendency to bargain, on the part of both the colleges and the teachers, is a deplorable development," says the dean of a university in the South. But it is a growing practice. As a result, inequities have developed: the teacher in a field in which people are in short supply or in industrial demand—or the teacher who is adept at "campus politics"—is likely to fare better than his colleagues who are less favorably situated.

"Before you check with the administration on the actual appointment of a specific individual," says a faculty man quoted in the recent and revealing book, *The Academic Marketplace*, "you can be honest and say to the man, 'Would you be interested in coming at this amount?' and he says, 'No, but I would be interested at *this* amount.'" One result of such bargaining has been that newly hired faculty members often make more money than was paid to the people they replace—a happy circumstance for the newcomers, but not likely to raise the morale of others on the faculty.

"We have been compelled to set the beginning salary of such personnel as physics professors at least \$1,500 higher than salaries in such fields as history, art, physical education, and English," wrote the dean of faculty in a state college in the Rocky Mountain area, in response to a recent government questionnaire dealing with salary practices. "This began about 1954 and has worked until the present year, when the differential perhaps may be increased even more."

Bargaining is not new in Academe (Thorstein Veblen referred to it in *The Higher Learning*, which he wrote in

1918), but never has it been as widespread or as much a matter of desperation as today. In colleges and universities, whose members like to think of themselves as equally dedicated to all fields of human knowledge, it may prove to be a weakening factor of serious proportions.

Many colleges and universities have managed to make modest across-the-board increases, designed to restore part of the faculty's lost purchasing power. In the 1957-58 academic year, 1,197 institutions, 84.5 per cent of those answering a U.S. Office of Education survey question on the point, gave salary increases of at least 5 per cent to their faculties as a whole. More than half of them (248 public institutions and 329 privately supported institutions) said their action was due wholly or in part to the teacher shortage.

Others have found fringe benefits to be a partial answer. Providing low-cost housing is a particularly successful way of attracting and holding faculty members; and since housing is a major item in a family budget, it is as good as or better than a salary increase. Oglethorpe University in Georgia, for example, a 200-student, private, liberal arts institution, long ago built houses on campus land (in one of the most desirable residential areas on the outskirts of Atlanta), which it rents to faculty members at about one-third the area's going rate. (The cost of a three-bedroom faculty house: \$50 per month.) "It's our major selling point," says Oglethorpe's president, Donald Agnew, "and we use it for all it's worth."

Dartmouth, in addition to attacking the salary problem itself, has worked out a program of fringe benefits that includes full payment of retirement premiums (16 per cent of each faculty member's annual salary), group insurance coverage, paying the tuition of faculty children at any college in the country, liberal mortgage loans, and contributing to the improvement of local schools which faculty members' children attend.

Taking care of trouble spots while attempting to whittle down the salary problem as a whole, searching for new funds while reapportioning existing ones, the colleges and universities are dealing with their salary crises as best they can, and sometimes ingeniously. But still the gap between salary increases and the rising figures on the Bureau of Labor Statistics' consumer price index persists.

HOW CAN THE GAP BE CLOSED?

First, stringent economies must be applied by educational institutions themselves. Any waste that occurs, as well as most luxuries, is probably being subsidized by low salaries. Some "waste" may be hidden

in educational theories so old that they are accepted without question; if so, the theories must be re-examined and, if found invalid, replaced with new ones. The idea of the small class, for example, has long been honored by administrators and faculty members alike; there is now reason to suspect that large classes can be equally effective in many courses—a suspicion which, if found correct, should be translated into action by those institutions which are able to do so. Tuition may have to be increased—a prospect at which many public-college, as well as many private-college, educators shudder, but which appears justified and fair if the increases can be tied to a system of loans, scholarships, and tuition rebates based on a student's or his family's ability to pay.

Second, massive aid must come from the public, both in the form of taxes for increased salaries in state and municipal institutions and in the form of direct gifts to both public and private institutions. Anyone who gives money to a college or university for unrestricted use or earmarked for faculty salaries can be sure that he is making one of the best possible investments in the free world's future. If he is himself a college alumnus, he may consider it a repayment of a debt he incurred when his college or university subsidized a large part of his own education (virtually nowhere does, or did, a student's tuition cover costs). If he is a corporation executive or director, he may consider it a legitimate cost of doing business; the supply of well-educated men and women (the alternative to which is half-educated men and women) is dependent upon it. If he is a parent, he may consider it a premium on a policy to insure high-quality education for his children—quality which, without such aid, he can be certain will deteriorate.

Plain talk between educators and the public is a third necessity. The president of Barnard College, Millicent C. McIntosh, says: "The 'plight' is not of the faculty, but of the public. The faculty will take care of themselves in the future either by leaving the teaching profession or by never entering it. Those who care for education, those who run institutions of learning, and those who have children—all these will be left holding the bag." It is hard to believe that if Americans—and particularly college alumni and alumnae—had been aware of the problem, they would have let faculty salaries fall into a sad state. Americans know the value of excellence in higher education too well to have blithely let its basic element—excellent teaching—slip into its present peril. First we must rescue it; then we must make certain that it does not fall into disrepair again.

Some Questions for Alumni and Alumnae

- ▶ Is your Alma Mater having difficulty finding qualified new teachers to fill vacancies and expand its faculty to meet climbing enrollments?
- ▶ Has the economic status of faculty members of your college kept up with inflationary trends?
- ▶ Are the physical facilities of your college, including laboratories and libraries, good enough to attract and hold qualified teachers?
- ▶ Is your community one which respects the college teacher? Is the social and educational environment of your college's "home town" one in which a teacher would like to raise his family?
- ▶ Are the restrictions on time and freedom of teachers at your college such as to discourage adventurous research, careful preparation of instruction, and the expression of honest conviction?
- ▶ To meet the teacher shortage, is your college forced to resort to hiring practices that are unfair to segments of the faculty it already has?
- ▶ Are courses of proved merit being curtailed? Are classes becoming larger than subject matter or safeguards of teacher-student relationships would warrant?
- ▶ Are you, as an alumnus, and your college as an institution, doing everything possible to encourage talented young people to pursue careers in college teaching?

If you are dissatisfied with the answers to these questions, your college may need help. Contact alumni officials at your college to learn if your concern is justified. If it is, register your interest in helping the college authorities find solutions through appropriate programs of organized alumni cooperation.

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The editors are indebted to Loren C. Eiseley, professor of anthropology at the University of Pennsylvania, for his contributions to the introductory picture section of this report.

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CLASS NOTES

Alumni response to the request for news for the Class Notes pages was overwhelming. However, because of the space required in this issue for the special report on the college teacher, it will be necessary to delay publishing some of the news items until next issue. Keep them coming.

1911

ALMA HASKIN PARRISH, whose byline appeared in The Lebanon Express for 64 years, and who was active in the Linn County Historical Society died in a Lebanon, Ore. hospital in January this year. She had made her home in Sodaville for many years and is survived by a son, Jesse, and two grandchildren.

1912

DR. CHARLES B. HARRISON, in his 24th year as pastor of North Methodist Church, Columbus, Ohio, will leave with his wife in June by Boeing 707 Jet to tour 15 countries of Europe and the Middle East. He plans to show pictures of his trip to his class at their golden reunion on the Willamette campus in 1963.

JOHN C. HATZ, Milwaukie, Oregon, died Jan. 24, 1959. He is survived by his wife Loretta, 4 children, and 10 grandchildren.

1913

SADIE BOUGHEY SMALL, Silverton, Oregon, has been enjoying vacation traveling through the Southwestern states with her husband in their Airstream trailer.

1915

GRACE (THOMPSON) and CHARLES SHERMAN are living at 835 D St., Salem, Ore. They have 4 children and 10 grandchildren. In 1959 Charles was granted an honorary Doctor of Letters degree from Upper Iowa University, and Grace is still actively promoting fine music in Salem and working as clerk in the payment division, State Unemployment Compensation Commission.

1916

J. READ BAIN has retired as head of the Sociology and Anthropology department of Miami University. He plans to teach one more year and then hopes to live in Portland, Oregon.

1921

INA MOORE POTTER is still teaching English at Long Beach City College. She also teaches private classes in Parliamentary Law and has taken national examinations for Parliamentarians, which now qualifies her to serve at large conventions.

1922

FRED MCGREW has retired as head of the Speech Department at Fresno State College. He and his wife GLYDE (AUSMAN '21) assert, however, that they are far too busy to begin loafing.

1923

FRANCIS KINCH was appointed last June as Executive Secretary, Administrative Division Conference Council of the Pacific N.W. Conference, the Methodist Church. His address is 7717 22nd N.E., Seattle 15, Wash.

1924

ZEDA RHOTEN LISLE died Jan. 21 in a Salem hospital. She leaves one son and a grandson in Empire, Oregon.

1925

PERCY MALCOLM HAMMOND has served five years of a six-year term as District Superintendent of the Eastern District of the Idaho Conference with his office in Boise. He and his wife, HILDRED MOHR, '26, write of their children, both of whom are Willamette graduates. Their daughter, PATTY JO, is married to GILBERT OLIVER who is now a dentist at the Norton Air Force Base in San Bernardino, Calif. Both are of the class of 1951. Their son, Phil, has a news item in the Class Notes for 1952.

1926

RACHEL DeYO MEDLER, 1205 E. 17th, The Dalles, Ore., works as part-time clerk in the Wasco Co. library and has five grandchildren.

1929

BEATRICE LOCKHART BLISS, Forest Grove, Oregon, flew to Pittsburgh last November to serve on a panel at National Council of Teachers of English.

GEORGE BIRRELL is attending Oregon State College this year as a graduate student with an Academic Year Institute Fellowship. He has a leave of absence from South Salem High School chemistry department.

1930

JOHN K. CRNCOVIC is at Brigham Young University as Director of Curriculum. His wife Elina is a remedial teacher, and daughter Elin, 15, a prizewinner in music. Son Peter is a prizewinner in art. Their address is 1606 N. Locust Lane, Provo, Utah.

1932

MRS. W. V. MCBRIDE (ELLEN JEAN MOODY) has received special recognition from the Oxnard, Calif. School Board for her work with retarded children in the Oxnard elementary schools. Her husband is teaching at Camarillo State Hospital, and their address is 3857 Ocean Drive, Oxnard, Calif.

1933

JEAN SMITH HARRIS, Jefferson, Ore., now has seven children and three grandchildren.

DOROTHY ROSE MARCY is now a mathematician with Air Force Intelligence at Arlington, Virginia.

1934

EVANS T. HAMILTON is serving his second year on the board of directors of Toastmasters International. He and his wife (Doris Clarke '32) went to Houston, Texas in February to attend a board meeting. Evans is a partner in Fraser Paper Co. in Portland, Ore.

1935

REV. FRANK HALEY is now head librarian at Pacific Lutheran College, Parkland, Wash., where he has been serving since 1951.

MRS. R. O. KISSLING (ESTHER LORRAINE SHELDON) is now Child Welfare worker for Washington State Department of Public Assistance. Her home is in Omak, Wash.

NELLIE PERRINE LEWIS of Ashland, Ore., has been specially honored as Education Citizen of the year.

1936

MR. and MRS. BURTON (BILL) LEMON) are now living in Madrid, Spain where Bill is principal of the Air Force Dependent School.

MYRTLE WETTLAUER MILLER writes from Fargo, N. Dak., where she is Third Vice President in the North Dakota Congress of Parents and Teachers, President of the Rebekah Assembly of North Dakota, and Branch Secretary of Christian Social Relations for the WSW of the Evangelical United Brethren Church. Her husband, Dr. Clifton Miller, is Dean of the College of Pharmacy at North Dakota Agricultural College. She has twin sons who are sophomores in Pharmacy, and another son who is a sophomore in Fargo High School.

ATTENTION CAP AND GOWN ALUMNAE:

Cap and Gown at Willamette is now a chapter of the national senior women's honorary, Mortar Board. Miss Vicki Beaudry, president of Mortar Board at the University of Washington, would like alumnae of Cap and Gown who live in the Seattle area and who wish to be initiated into Mortar Board to contact her. She has requested that those wishing to be initiated this spring, contact her before May 1 at the following address:

Miss Vicki Beaudry
President, Mortar Board
at the University of Washington
4326 Whitman
Seattle, Washington

1937

RALPH THOMPSEN, M.D., 18 Modoc, Medford, Ore., is senior partner in the Orthopaedic Surgery and Fracture clinic with which he has been associated since 1950. He and his wife Grace have three daughters.

DR. JAMES H. PYKE was awarded his Ph.D. in June, 1958, at Drew University, Madison, N. J.

LUIS G. TURNER, 1228 S.W. Salmon St., Portland, Ore., has left Crown-Zellerbach after 3½ years in their employ and has reopened his free-lance design studios. He specializes in advertising and industrial design.

1938

EVERETT and KATHRYN (THOMPSON '39) CLARK are now living at 4790 S.W. Firwood Rd., Lake Grove, Ore., and now have three girls and a boy. Everett was recently promoted to Division Manager of Commercial Credit Corp.

Also with three girls and a boy are J. HOWARD VARNEY and his wife ELEANOR (HENDERSON '35). They are now in their 13th year in Bakersfield, Calif., where Howard is practicing Orthopedic Surgery.

1939

NEIL and MARGARET (GILLETTE) SHAFFER now live at 431 Scenic Way, Kent, Wash. Neil has been elected to his third 4-year term on the Kent City Council.

1941

FRANCES PICKARD EVERTON lives at 642 Elmwood Drive, Davis, Calif. where her husband Clyde is Vicar of St. Martin's Episcopal Church and Episcopal Chaplain to students at University of California, Davis campus. They have three children.

SOL STERN, attorney, and former law school S.B. president, died in Portland, Ore., in January while waiting to try a court case.

DEAN ELLIS has dissolved partnership with WILLIAM P. ELLIS '18 in the law firm of Ellis and Ellis, Portland, Ore., to assume the chairmanship of the Oregon State Tax Commission.

MRS. GENEVE VEHRIS writes that she has been recently installed as deaconess of the Chula Vista Community Church for a two-year period.

FRED BERNAU, 1941 and Law '47, writes that a third son, Jeremy Gilbert, was born February 14th.

DR. ERNEST P. GREENWOOD sends the news that Charles Ronald, his fifth child, was born January 7th.

RUTH HEDGES WHITAKER, besides caring for her three children, keeps books and assists her husband in his business interests. He is a practicing attorney in Pomona, and is a partner in the insurance adjusting firm of Whitaker, Black and Caldwell, with offices in Van Nuys and Los Angeles, Calif.

1942

ELIZABETH HAMILTON CALDWELL, 915 W. Blaine, Seattle 99, Wash., is in her sixth year teaching severely hard-of-hearing children at Warren Avenue School. Her husband works with cerebral palsied children at the same school. They have two boys aged 11 and 9.

CORYDON and LOIS (PHILLIPS, '44) BLODGETT are living in Portland with their two children. Corydon is director of vocal music at David Douglas High School and director of the Portland Junior Symphonic Choir. Lois appears frequently in Summer Stock productions, especially in the Pentacle Theatre in Salem.

ELMER and DORIS (HOLMES, '44) SCHEELER are also in Portland where Elmer, too, is at David Douglas High School as a special education teacher. Doris teaches 6th grade at Russellville School. They have three children.

David Douglas also claims ROBERT DAGGETT, who is serving as Vice-President and Dean of Boys at the school.

MO and JANE (HUSTON '46) FITZSIMONS have moved from Coos Bay, Ore., to Salem where he is teacher and coach at Parrish Junior High School. The Fitzsimons now have four children.

1944

SAM and SALLY (McCLELLAND, '45) ORCUTT are still in Salem, where Sam is busy running his store, Orcutt's Mkt., in the Key-

zer district, and Sally is busy with their six children.

DOROTHY ESTES has, for the last year, been Correctional Officer at the Federal Correctional Institution, Terminal Island, Calif.

ROBERT and DARLENE (DICKSON) ALBERT have remained in Salem since their return from Paris. Bob is now a State Purchasing Agent, and Darlene is a Social Service Worker at Oregon State Hospital.

1945

HELEN THOMAS is now technical service assistant with Electro-Measurements, Inc. Her address is 17037 S.W. Kelok Rd., Lake Grove, Ore.

JOHN H. GLASSE writes that his second son, Paulding Howard, was born Jan. 30, 1959. His address is Vassar College, Poughkeepsie, N. Y.

MIRIAM FERRIN LIDELL lives in Monroe, Wisconsin with her husband, who is a Congregational minister, and her three daughters. While visiting in Salem last summer with her brother, DR. ALLAN L. FERRIN '41, she was most pleased with the additions to the campus which she noted.

1946

MYRTLE PYLMAN writes from Scarritt College, Nashville 5, Tenn., that she will get her Master's Degree in Education this summer from George Peabody College for Teachers. Also on the Scarritt campus are EUGENIA SAVAGE '28, and MARION GILLET '58.

1948

MRS. CHARLES (ETHEL CLOSE) McMANUS has three sons and teaches Social Studies and U. S. History in the Jerome, Idaho high school.

HERB and MARYBETH LUCAS are now stationed at Bergstrom AFB and their address is 1513 Cloverleaf Drive, Austin 5, Texas.

1949

ADDYSE LANE has been starring off-Broadway in Edward Rostand's "Women of Samaria," and was leading lady in the Calumet, Michigan Playhouse. Her novel, "Love Touching Lightly" will soon be published.

J. KENNETH and PAT (CURTIS '51) BARTLETT write that their family spent last summer at the National Science Foundation Institute for Chemistry Teachers at Bozeman, Mont. Ken is enjoying the new Science building at Southern Oregon College where he has been teaching Chemistry for the past three years.

CHARLES E. CRECELIUS was recalled to active duty shortly after graduation and flew 159 combat cargo missions to Korea. From '53 to '57 he was an Air Force ROTC instructor at Southern Illinois University where he obtained an M.S. Degree in School Administration. He is now assigned to Headquarters, USAF in Europe, Deputy Chief of Staff for Intelligence, Wiesbaden, Germany.

CHARLES K. MILLS was engaged in the practice of corporation law in Los Angeles from his graduation from the University of California School of Law in 1954 until March, 1958. Since April, 1958 he has been with Textron, Inc., as staff attorney in Providence, R. I.

EUGENE F. SCHMIDT, 1420 23rd St. N.E., Salem, is Management Analyst for the State

SEMINAR ROOM

Comment on the inaugural message of Gov. Mark Hatfield has been to the effect that rarely have so many ideas been tossed at a body of people in so few minutes. Where did all these ideas come from?

Many, we suggest, came out of coffee sessions in the Capitol basement. That coffee room has been a sort of political science seminar room for the new governor, Freeman Holmer, Travis Cross, Warne Nunn, and others of the "Willamette University circle" who have spent their free hours there for many years.

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of Oregon Department of Finance and Administration, and is Research Assistant for "Public Building Needs" with the Citizen's Conference for Governmental Cooperation.

1950

MRS. JACK (GLORIA STONE) NIELSEN is teaching 4th grade and elementary music, and her husband has opened law offices in Newberg, Ore. They have two children, Peggy, age 6, and Jackie, 4 years old.

MAXINE MUCKLE PIRTSCHMAN is a Junior League member and member of the Girl Scout board of directors in Ogden, Utah, where her husband is ready-to-wear manager of Bon Marche. Their son Paul Alvin was born in December, 1958.

G. DEAN BARNHART, an insurance adjuster for seven years, now has a boy and two girls in his family, and lives at 712 S.W. 32nd in Pendleton, Ore.

1951

DR. and MRS. WILLIAM M. ROSS (CLARIBELLE EASTON '52) are now in Portland, Ore., where he has opened new offices for the general practice of medicine.

PHILIP L. PHIPPS, 1083 Collette Place, St. Paul 16, Minn., is now a mathematician with Remington Rand-Univac and has two sons.

1952

PHILLIP E. HAMMOND is now married (Sandra Noll) and lives at 414 W. 121, New York City 27, N. Y. He is writing a dissertation for Ph.D. in Sociology at Columbia, and is a part-time lecturer at Columbia and NYCC.

GAYLE JUVE NELSON is living now at 211 Willow Lane, Elk Grove Village, Ill., with her small daughter Kimberly Anne, and her husband, whom she met in Japan while working as an American Red Cross recreational worker in military hospitals.

DALE and FRIEDA (CARLSON) Nusom announce the birth of their second son, Kirk Todd Nusom. Dale is now a cashier with Standard Insurance Company.

WES and JOYCE (TAYLOR) HEDEEN now have a daughter, Karen Joyce. Wes is teaching instrumental music in the Coquille, Ore. public schools.

MRS. KENNETH (DOROTHY CASPAR) MURPHY loves living in her new home at 1208 Wards Ferry Road, Vista Acres, Lynchburg, Virginia. Her husband has been released to inactive duty with the Coast Guard and is now a salesman and company representative with General Mills, Inc.

DON HOSFORD is now in his second year at Wy'east High School. His 1958 football team won the Wilco League football championship last fall, but lost to Jefferson of Portland in the state quarter-finals.

1953

ROBERT M. GORDON, living at 3319 S.W. Marigold, Portland, Ore., is now a tax attorney with offices at 1014 Corbett Bldg., Portland.

BOB ULRICH, whose address is Box 957, Evanston, Ill., is now Divisional Assistant in method and machine research for the Northern Trust Co., Chicago, Ill.

MRS. BARBEE SHERMAN HODGKINS will travel across the country to North Carolina with her husband who will be on furlough during the summer. They will then return to Alaska where her husband has been assigned a new post as Associate Rector of All Saint's Episcopal Church in Anchorage, Alaska. Their address will be Box 686, Anchorage, Alaska.

CAROLINE B. MATTER, 1133 Chemeketa St. N.E., Salem, formerly in Personnel with Oregon Fairview Home, is now with the Oregon State Department of Education in the Certification Section.

CAPTAIN ROBERT I. and DONA (MEARS) PLATENBERG are now stationed at George AFB in Victorville, Calif. Their third son, Michael, was born in February, 1959.

MRS. GUSTAV (CATHY PERSON) CARSTENSEN reports the birth of Carol Ann Carstensen in September, 1958.

After 18 months in Germany, VIRGINIA BENNER PETERS, her husband, and two daughters are now living at 2215 N.E. 43rd Ave. in Portland, Ore. Mr. Peters is an auditor for the First National Bank.

1954

HOWARD A. POHRMAN is an accountant with Erickson, Eiseman & Co., CPA's, Portland, Ore. He was issued CPA license No. 1000 for the state of Oregon. He is a member of Oregon Society of CPA's, American Institute of CPA's, and has three children.

STANLEY M. VANDERWAL is back at W.U. working toward his M.M.Ed. after completing three years as a SAC navigator.

BOB and FRAN (MILLER '56) BATCHELDER are now living at 831 S.W. Vista Ave., Portland, Ore. Bob is an attorney for Union Pacific R.R. and Fran is substitute teaching and taking graduate work at Portland State College.

FRANCES GRAHAM COX, 3033 El Camino Ave., Sacramento, Calif., has given up her job as dental assistant to her husband in favor of the job of caring for her new daughter, Carol Ann, born February 12th.

MARY ALICE ANDRESEN JANIS represented Willamette University at the inauguration of Dr. David De'oa as the new president of the University of Tampa.

A PRIMER FOR ALUMNI

ALL Gifts to the Loyalty Fund
go to Improve Faculty Salaries

BASED on Each 1% Increase (59 donors)
Willamette will receive \$1,000

CAN Willamette depend on you to join
the 1300 who have already given?

RUBEN MENASHE, former student body president, has recently completed his tour of duty with the Air Force. He was a lieutenant in the intelligence service stationed in Japan. He has now joined the firm of E. H. Boly and Son, Realtors, in Portland and is now preparing for his broker's license.

JUDY (FULLAGER) HUME is in Moscow, Idaho where her Navy Lt. husband teaches Naval ROTC at the University of Idaho. They have one son.

LOYAL D. HOWARD is reservations agent for Western Airlines in San Francisco, Calif.

RICHARD E. SATTER is senior engineer with Pacific Tel. and Tel. Co. — General Administration, San Francisco, Calif.

PHYLLIS MUHS was married on January 3rd to Leslie E. Cooper who is Superintendent of Measurement for Cascade Natural Gas in Seattle. Phyllis has accepted a position with Doug Fox Travel Service, and their address is 139 East 112th St., Seattle, Wash.

KIETH WRIGHT is now Industrial Therapist in Big Spring State Hospital. His address is Box 231, Big Spring, Texas.

NANCY HANSON ROSENBALM is a substitute teacher in Music in the Ketchikan, Alaska high and grade schools. She also gives private lessons in piano. Her husband, Boyd, is equipment operator for the City of Ketchikan. Nancy wonders why Willamette University can't send a choir or band tour up their way. She guarantees the full-hearted support of the people of Ketchikan for such a concert.

BARBARA SLOAN SMITH, whose husband is an engineer with North American Aviation, reports the birth of their second daughter, Diana Louise, in January, 1959.

ROBERT S. DYER, 13410 Barbara, Riverside, Calif., is now stationed at March AFB after some time spent in Alaska and Hawaii. He and his wife, Carol, have two small children, Loni Ann and Rick.

1956

FLOYD E. OGDEN is in his third year at the Gaston, Ore. high school teaching world and U. S. history and social economics. He is most proud of their football teams who have won 16 and lost 7 in the last three years, winning the championship in 1958. Their baseball teams have won 35 and lost 5 in the past two years, and were State B champs in 1957 and runnerups in 1958. He and his wife also announce the birth of their third child, a daughter, in July, 1958.

CECIL G. WEAVER, P. O. Box 215, Maupin, Oregon, is now office manager of the Mt. Hood Lumber Co. in Maupin.

HORACE MAZLOOM received his M.S. degree in Journalism from UCLA in August, 1958 and started work as Public Relations Director for the Los Angeles Municipal Art Department and Bureau of Music.

DALE L. PATTON is living at 6219 S.W. 47th Pl., Portland 1, Oregon with his wife Merrilyn and 7-month-old daughter, Lori Lea.

DAVID RAREY is clerk in the information office of the Post Hospital, Ft. Leavenworth. His address is Hosp. Det., USAH, Ft. Leavenworth, Kansas.

CHESTER and DONNA (HOLM, '58) DANIELS announce the birth of their second child, Kathleen Kay, in December, 1958.

DALE and SALLY (BRIDGEMAN) GUSTAFSON are now living at 1882 W. 8th, Eugene, Ore. Dale is now out of the Air Force and is attending the University of Oregon, taking Business Administration and Economic courses.

WESLEY R. MALCOLM, Lt. J.G., is currently deployed on a Mediterranean cruise aboard the aircraft carrier USS Intrepid.

MRS. LORRAINE LANDRUD HALVERSON received her M.A. from Stanford in June, 1958, and is still teaching. There was a Bay Area alumni meeting in her new home last Thanksgiving.

1957

MRS. DONALD AMELING (BETH CHURCH) is living at 2568 Copper, Apt. H, Tucson, Arizona, where her husband is a dentist. She would like any alums living in the Tucson area to get in touch with her.

RICHARD C. BROCKWAY is attending Stanford University where he is a research assistant in the Graduate School of Electrical Engineering.

ANN DENMAN completed her nurse's training at the UO Medical School last June and was married to Clarence Hultgren in

Alumni Speaker



Tyrone Gillespie, '39, will be the principal speaker at the annual alumni banquet on Saturday, June 6. Mr. Gillespie is Assistant to the President of The Dow Chemical Company in Midland, Michigan. He is by profession a lawyer, and was first employed by The Dow Chemical Company as an attorney assigned to various management duties. In addition to his work as Assistant to the President, Dr. Gillespie has been very active in foreign business and is a member of the Boards of Directors of companies in Holland, England and Australia, as well as of Dow International and Dow Inter-American Limited. He has also served as Chairman of the Foreign Operations Policy Board of The Dow Chemical Company.

August. Their address now is 10720 S.W. 30th Ave., Portland 19, Ore.

1st Lt. JACK L. BISHOP, serving as a squadron pilot, VMR-352 (Marine Transport Sqd.) MCAS El Toro, Calif., enjoyed watching Willamette play in the NCAA Tournament at L. A. State. He says about 30 or 40 old friends from Willamette days showed up to root for John's boys. Jack and his wife, Janice Marie, live at 647 S. Glassell, Orange, Calif.

FREDERICK and SALLY (HUGHES, '58) KAUFFMAN now live at 130 E. 2nd No., Tooele, Utah with their two children. Fred has been sent by the San Francisco office of the Purdy Company, salvage outfit, to be their representative in the Tooele area and to supervise the new salvage yard in Tooele.

DON ROSS has graduated from Oregon State in Engineering and is now working in Seattle as a Sales Engineer with Don-Cutler-Hammer, Inc. (Motor Control Co.)

ELIZABETH MARIE HESS, who has served as a counselor at Robin Hood Camp in New York, did graduate study at Garrett Biblical Institute in Evanston, Ill., studied early church history and art in France, Germany, Italy and Switzerland and worked as a counselor for emotionally troubled children at the Illinois Children Home and Aid Society, is now studying commercial art in Corvallis, Ore. She is also recuperating from a broken back she received on Chicago's Ice. Her address is Rt. 4, Box 144, Corvallis, Ore.

DAVID E. POFF is presently at Newport, R. I. in a C. I. C. school. He graduated from OCS in Newport, was commissioned an Ensign and assigned to duty on the USS Hull in March, 1959, as a communications officer.

DONNA LEONARD has moved from Baker, Ore., where she taught English and Drama, to Portland where she is now teaching Speech at Woodrow Wilson High School.

TED PRIMROSE now lives at 58 W. 93rd St., New York City 25, N. Y., where he is an insurance adjuster.

L. WILLIAM and DIANE (GRIFFITH '59) STRAND live at 2520 Pleasanton, Boise, Idaho. Bill is now an IBM sales trainee.

1958

MR. and MRS. GARY T. ADAMS (ANITA EICHMANN) are now living at 4434 Fir Dell Drive S.E., Salem, with their two small sons, and have opened a dry-cleaning business at 3098 Liberty Road in Salem.

SHIRLEY McCAULEY, 1930 Market N.E., Salem, has been appointed executive secretary to the Young Republican Federation of Oregon and will serve as Young Republican National Committeewoman for 1959-61. She also received a 4.0 point for her graduate work in English Lit. and Education at the University of Oregon and plans to teach next fall.

LUCY MYERS is now a caseworker in the Children's Division, Multnomah County Welfare Office. Her address is 2650 N. E. Alameda, Portland, Ore.

GERALD and CAROLE ACKERSON are now living at Big Spring, Texas. Their address is Box 195, Class 60 B, Webb AFB. Jerry has had several hours in the T-33 Jet trainer, and will probably have soloed by the time the Alumnus goes to press.

DEAN F. KLARR, Jr. has married Nancy Ann Pybrs of Shawnee, Okla., and they are now in San Anselmo where Dean is now at school in San Francisco Theological Seminary.

DALE E. CUBBISON is now in Seattle, Wash., where he is an attorney with the National Labor Relations Board.

EDWIN H. SHAW received a scholarship to attend the Graduate School of Social Work, University of Denver, and is now Vice President of his class in that school. His address is 2357 S. Gaylord St., Denver, Colo.

HENRY J. KAY's new address is 500 W. 122nd St., New York 27, N. Y. He is teaching assistant in Electrical Engineering at Columbia University where he is working toward his Masters in Electrical Engineering.

From the Tower

(Continued from page 3)

New Trustee on Board

At the semi-annual meeting of Willamette's Board of Trustees, *Gerald W. Frank*, vice-president of Meier & Frank Co., and manager of the Salem store was appointed to the board to succeed the late S. B. Cole of Eugene for a term that expires in 1961.

In other board business, *Dr. Burton C. Bastuscheck* was promoted from assistant professor of religion and sociology to associate professor, and *Dr. Theodore L. Shay*, who is presently on a two-year leave in India, was raised from assistant professor of political science to associate professor.

Other promotions approved by the board included the awarding of the rank of assistant professor to *David A. Lewis*, assistant business manager, and *Jerry Whipple*, director of alumni affairs and church relations.

Willamette's Ambassadors

At the inauguration of the new president of Honolulu Christian College in January, Willamette University was represented by *Koon Imm Ching*. President Smith has also received acceptances from the following people to represent Willamette at coming inaugurations: *Mrs. W. C. Allee*, Trenton, New Jersey at Rutgers; *Dr. Hollis W. Huston* at University of Hartford; and *Dr. John R. Moore* and *Page Bailey* will represent Willamette at the meeting of the American Academy of Political and Social Science in Philadelphia.

Willamette University

Salem, Oregon



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VOLUME VI

SPRING 1959

NO. 4

All Alumni Are Invited To Attend Alumni Day, Saturday, June 6th

*There will be special reunion lunches
for the following classes:*

1909 - 1914 - 1919 - 1924 - 1929

1934 - 1939 - 1943 - 1949 - 1954



Details will be sent in the annual commencement week announcement and by your class officers.