



Willamette Scene

*"Relating Contemporary
Willamette University"*

Black-White Uptight

A search for understanding



Seeking Academic Reforms — Page 3

Black-White Uptight

Efforts to understand and sharpen awareness of the frustrations expressed by minority students at Willamette University and to similarly expand self understanding and self awareness in regard to racial feelings were launched on a small formal scale this past year.

With a steady increase of minority student enrollment to 35 Blacks, Chicanos or American Indians this past fall, the University was beginning to experience directly the sometimes bitter feelings associated with racial alienation.

In responding to these feelings, a group of about 40 faculty members and administrators started a ten-session series entitled Black-White Uptight. It was aimed at coming to grips with the status of Black Americans and other nonwhite minorities which the "Scranton Report on Campus Unrest" labels "the central social and political problem of American society."

The group sought to understand individual feelings and then hopefully project a "new" awareness to Willamette's own racial situation. Increased understanding in this manner becomes an on-going process in lessening the strains of racial uneasiness at Willamette, in Salem, and throughout society.

As part of that process, this issue of the Willamette Scene will be devoted largely to the black-white issue at Willamette. The articles that are by-lined provide personal perspective and perhaps controversial opinion. Since the University as a whole is grappling with the issues in terms of commitment, the articles shouldn't be construed as "the position" of Willamette University. Rather, the articles should serve as a starting point of information from which thought and expressions of feelings may occur.

Some of the opinions expressed herein may bother some people. Opinions expressed throughout the Black-White Uptight seminar, did "bother" many of the participants, but the experience of trying to understand how and why others feel the way they do was an important exercise in humanity and humility. It became a positive experience. Positive expression can be much happier and more rewarding than mere negative reaction.

If people of the community, alumni of Willamette, and the students of the University and their parents who receive the Willamette Scene care to share their feelings, we would welcome their letters.

-RCW

Racism: A White 'Cop-out'

By LEON JOHNSON

Salem, Oregon, the home of one of the most prestigious educational institutions in the Northwest; also the home of the state capitol. Isolated and insulated against a problem that threatens to rip this country to pieces. This is the problem of racism.

I am not writing this for the benefit of the few minority persons in Salem, but for the hundreds that will be graduating from Willamette University, and also the thousands in the Salem area.

Let us examine this problem of racism, as it is a complex phenomenon, particularly in the urban North. Like much of American society, racism is a matter of subtle and not so subtle actions. It has a unique way of disguising itself, for example:

- Schools are segregated not to keep blacks separate but to "preserve the neighborhood school;"
- Police are given excessive power in the ghetto, not to deny basic constitutional rights to black or minority people, but to stop "crime in the streets;"
- Minorities are not denied jobs because of the color of their skin but because they are "not qualified;"
- Housing integration is not opposed because people do not wish to live next door to "those people," but because "they will lower property value;"
- Ghetto children fail to learn in ghetto schools not because the school is inferior but because of "cultural disadvantages" and poor home environment.

These are just a few of the "cop outs" whites use to absolve themselves of the responsibility of racism.

'No Minorities Here'

The City of Salem can lay claim to a phenomenon with greater reaching impact; that is, the people can say "we are not racist and do not discriminate because there are no minorities here." Which leads me to another point, there are approximately 30,000 blacks in Oregon and about 22,000 of them live in Portland. This tells me

that towns like Medford, Grants Pass, Roseburg, and of course, Salem, have done what they have set out to do.

As the Scranton Report noted in its findings on campus unrest: "We wish to call attention to the fact that as a nation, we are now and always have been two societies. Segregation and discrimination, whether de facto or de jure, have served to keep America's Black citizens in a condition of economic disadvantage, cultural exclusion, social ostracism, political disenfranchisement, and educational inequality."

"Few white Americans understand the depth of alienation and bitterness among Black students, including those who are considered moderate."

We Need Understanding

In conclusion, there are two things that must be understood: (1) If we are ever to make race relations right we must go all the way back to where they went wrong, and (2) Doing it white does not necessarily mean doing it right.

By going back, I mean it is important for us all to understand how blacks with a culture, a history, and an identity were brought to this country as slaves. The customs, practices and valuations of whites in "handling" blacks were attempts to obliterate the cultural roots and historical background of American Blacks over the past 300 years.

"To be black was to be inferior" was what white society was saying, which brings me to my second conclusion: just because totally white has dictated the rules for a not so totally white society, it doesn't mean there aren't other ways to play the game. White isn't always right.

Leon Johnson, a 1964 graduate of Pacific University, served as a resource person for the Black-White Uptight seminar at Willamette. After serving as a patrolman for the Portland Police Department and later in the Community Relations Division, Johnson accepted a job as counselor at the Albina Youth Opportunity School in Portland three years ago. He has just completed his work for a master's degree from Oregon State University and is qualified as a high school teacher.

Seminar Leader Urges Widespread Black Studies

By Robert E. Nelson

"There is no such thing as a 'neutral' educational process. Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes the 'practice of freedom,' the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

This quote from the Foreword to "Pedagogy of the Oppressed" gives some of the reason behind the 10 sessions we were involved in with a group of 20 to 30 Willamette faculty and administrative staff the past two months. The seminar was entitled "Black - White Uptight."

Discussion for the series started over a year ago because there seemed to be an uneasiness and frustration about how to relate to the small number of black students on campus. A lack of understanding and awareness was keenly felt by many of those who attended the seminar.

White faculty and administrators needed a new base if they were going to deal "critically and creatively with reality and discover how to participate in the transformation of their world." The other option seemed to be to deny black students access to the "Willamette Family."

My own feeling is that the educational process should prepare people to live in the kind of a world we now have. This world contains Blacks, Indians, Chicanos and other people who have been — and are now — the oppressed of our society. How we deal with the reality of the NOW will determine if we can survive together. How we relate to "people who are different" is the major issue in this country today and we certainly must not try to avoid whatever confrontation is necessary to find solutions. It is not just trying to understand the black man. More important is trying to understand ourselves in relation to the black man.

A New Point of Reference

At our first session, black people confronted the group with their blackness and their humanness to create a rapid awareness of the hopes, frustrations and anger of the black community.

nity. This was a real struggle, but those who went through it came out with at least the opportunity to discover a new point of reference.

At about the half-way point, we became involved with the black students as a group and they became involved with the study group. One of the requests at the start was "help us to listen to our black students." This opportunity did happen.

This series of confrontations — with blacks from the NOW world, with black students and with our own selves — opened up some constructive options for Willamette University. The demands of the black students seemed

"How we relate to 'people who are different' is the major issue in this country today and we certainly can't avoid whatever confrontation is necessary to find solutions."

to be reasonable to many of the group, after the shock of the presentation came into proper focus. (See article page 3)

Some Suggestions

Those of us who came down to Willamette also presented some suggestions that need to be considered by the University and by the larger community. These suggestions are:

1. In the last decade, only one black student has lasted the full four years at Willamette. Someone should write to those who left and get their frank appraisal of the Willamette experience. Perhaps this would be a project for your black students and not for the administration.
2. It will be important to find a way for the majority students to express themselves about the minorities so intergroup reactions can better be dealt with.
3. The Trustees of Willamette need to take a course in Black History and Awareness (other minorities, too) so

Continued on page 3



TWO RESOURCE persons for Willamette's Black-White Uptight seminar series were Leon Johnson (left) and seminar leader Bob Nelson, both of Portland.

Black Students Seek Academic, Social Reforms

By BOB WOODLE, EDITOR

During the four years that minority enrollment at Willamette has been more than an individual or two, suggestions for improving the Willamette "experience" have come from the minority students individually and collectively.

On the evening of Feb. 11, 1971, about 20 members of the Black Student Union walked quietly into the meeting room of an equal number of faculty and administrators who were assembled for the sixth two-hour seminar session on Black White Uptight.

This infusion of "blackness" was the first beyond a resource person or two for the study group. Despite the background of six sessions examining racial problems, readings of several articles and books on race relations, and a general awareness of some of the feelings that are more and more frequently expressed by blacks, the seminar certainly lived up to its "up-tight" title.

STATEMENT "ABRASIVE"

When Steve Jamison, spokesman for the BSU, interrupted the discussion to read a prepared statement, the collective plea for greater minority awareness by Willamette carried an extra note of urgency. The statement was abrasive. It was cutting. It was forceful. It utilized a word that white people don't like to hear from Blacks: DEMAND.

After an introduction capsulizing the BSU feelings on racism, Jamison read:

"We the Black and Chicano students of Willamette University make the following demands that:

"(1) A minority studies program be incorporated into the existing curriculum, with ample professors, mon-



MEMBERS of the Black Student Union were joined by participants from the Black-White Uptight seminar to discuss the steps necessary to implement a minority studies program at Willamette.

ies, and material. And with the assurance that the BSU has the right to hire and fire personnel associated with the program;

"(2) A committee made up of members of the BSU can review, accept, and reject Black applicants to the University. The committee will work in connection and conjunction with the existing application review board;

"(3) That a dormitory (coed) be made available (preferably Belknap) for the housing of minority students attending the University. For, we recognize the concept of a Black and Chicano dormitory as extremely crucial to our survival in this white racist environment."

The demands prompted an initial response of total silence.

To the seminar group they sounded too strong . . . at first.

Steve invited discussion.

Further silence.

Slowly, as racing (and perhaps racist) thoughts settled, discussion did ensue and greater understanding was reached.

"WE'RE NOT GIVING UP"

On the one hand, it was obvious that the Blacks were saying "You haven't listened to us yet, but we're not giving up on Willamette."

On the other, they were saying "Now that we have your attention, what do you think and feel about our demands?"

Specific attention was focused first on the third demand, that a separate housing unit be set aside for minority students. One student explained the difficulty blacks have in coming from a black environment to a white environment, producing a cultural shock. Most of the blacks would like to be together, at least in the dormitory situation where they could relax.

Someone countered this feeling by saying "it will never go, because that's segregation and against the law." A black student responded by saying "It's not segregation but separation. It would be segregation if you ordered us into a separate dorm. It is separation because we are asking that we have a separate dorm."

In amplification of the second demand for involvement in the admissions procedure, the blacks felt that they could use their experience at Willamette to possibly determine whether a minority applicant "has the characteristics to survive here for four years." Right now white admissions personnel are admitting whites, blacks, and Chicanos. Only one black in the past decade has graduated from Willamette, so maybe if blacks reviewed applications of blacks the attrition wouldn't be so high, they reasoned.

PROGRAM FOR EVERYBODY

On the first point, the desire for a minority studies program, the blacks stressed that it would be for everybody. (One even remarked that it should be a requirement for graduation, thereby increasing the exposure of whites to the history and background of minorities so that greater understanding could possibly lead to a lessening of racial tension).

Before the evening was over, nearly all of the participants in the seminar had agreed in principle with the black student demands and indicated their support.

Articles on pages 4 and 5 amplify the University's present position and response to the second and third demands. The Student Affairs Committee of faculty and students deliberated

for some time on the minority dorm proposal and set aside a wing of Belknap Hall as a coed minority preference residence. Minority students will have first priority on the rooms (women on the top floor and men on the lower floor) through July 1. The wing can accommodate 38 students, more than the present number of minority students on campus. White students who have also indicated a preference for Belknap will reside in the minority wing and the other wing next year, also on a coed basis. Black student George Seville, Mariposa, Calif., has been appointed as a resident assistant to the head residents.

Several small group meetings have been held by some of the participants in the Black-White Uptight to compile a list of recommendations and specifically get the ball rolling on a minority studies program.

CONSULTANTS SOUGHT

On April 24, the BSU asked for a meeting to express the desire to have an outside consultant come to Willamette to help formulate a minority studies program that could be launched a step at a time.

About 35 faculty, administrators and students attended that meeting (see picture on cover) to hear and/or support the BSU request.

President Roger Fritz, to whom the request for authorizing a consultant was made, said "I react favorably to this request," further indicating the suggestion would receive serious consideration. "In terms of commitment," he said, "the University does plan to move forward and investigate the minority studies concept. We'll draw upon the best resources we can find, but I wouldn't want people to think that it will happen in two to three weeks."

He also indicated that one of the strongest arguments for instituting a minority studies program is the need for this program by non-minority students. If the university doesn't seriously consider this for the curriculum, it isn't addressing itself to one of the biggest problems in this nation, he said.

TRUSTEE RESPONDS

A newly-elected black trustee, Jim Johnston, a professional forester and former faculty member at the University of Washington, was present at the meeting. He expressed the opinion, as he had previously told the BSU, "I despise the use of the word 'demand.' It shouldn't be used unless you have the muscle or the power to back it up." He cautioned the black students to "show good faith and have patience, changes don't come overnight."

Two black consultants from Portland State University have been engaged to meet with Willamette personnel in the near future to offer suggestions on the implementation of a minority studies program.

"It is not just trying to understand the black man. More important is trying to understand ourselves in relation to the black man."

Continued from page 2

they can better chart the course of the University. No one can really understand where the Black man is unless he "trudges" the dreary, brutal road that brought him to his present state. A more complete study by administrative staff and faculty is also needed.

4. Black Studies should become a part of the curriculum of this University. Courses in minority history and culture could well become degree requirements.

5. If Willamette makes a commitment to recruit more black students, have present black students on the recruiting team. If they aren't willing to recruit, ask them "What needs to be done to make Willamette a place you would like to ask others to attend?"

6. Willamette could well become the vehicle for creating a change in racial attitudes throughout the Salem area. The University could offer Black Studies to the entire communi-

ty, either on campus or through schools and churches.

Expressing Our Prejudices

I would like to close with a personal note, expressing my thanks and appreciation for the fact that the Willamette group had the 'guts' to stick through some difficult experiences. Hopefully, we can all be more effective as functioning human beings because we expressed a part of our prejudices to each other and then dealt with them in the open. Willamette has a great opportunity to be a part of the creative change that goes on around us.

Robert E. Nelson organized and coordinated the "Black-White Uptight" series at Willamette. Former director of C-CAP (Church-Community Action Program) in the Albina area of Portland, Mr. Nelson is presently Director of the Community Relations Program for the American Friends Service Committee but still serves as a resource person for C-CAP. He has organized Black History-Awareness courses for church, community and school groups throughout Oregon and speaks before many groups about "The White Problem in America." He is a member of Mallory Avenue Christian Church (Disciples of Christ) and has served his church at the state and national level.

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VIEW FROM THE DORM - Commentary on the B

By BOB ERICKSEN

In the fall, Willamette University is going to have a minority wing in the present coed dormitory, Belknap Hall. As Head Resident of Belknap this past year, I have more than a passing interest in this innovation. As a participant in the recent BLACK-WHITE UPTIGHT seminar I was also present at the inception of the idea.

During that seminar, I gained a better insight into the problems of Black and White America and the ways in which we consciously or unconsciously perpetuate racial problems. It is not wholly inaccurate to say we were studying the "White problem".

When a group of our Black students walked into one of our sessions we were really living up to our title: BLACK-WHITE and certainly UPTIGHT. After presenting their demands, my reaction was probably similar to most. The demands seemed unlikely to be achieved and the method certain to strike sparks. However, in spite of the impact that the word "demands" makes, in discussion the students were remarkably open, calm and convincing in their arguments. Before the evening was over, most of the 20 faculty and administrators present agreed that the substance of the demands was not only desirable but necessary.

Dormitory Proposal

I was particularly interested in the dormitory proposal. I had no doubt that a widespread response would be, "That's segregation. We want to integrate Blacks, not segregate them. We know no color, Blacks and Whites are all human beings." One problem with this response is that it is not true, at least not yet. Regardless of our best intentions our world recognizes Black and White, and I am quite sure it would be hard for a Black student to forget he is Black, either at Willamette or in Salem. Another consideration is that our present system is not exactly producing unity anyway. Sep-

"During the seminar, I gained a better insight into the problems of Black and White America and the ways in which we consciously or unconsciously perpetuate racial problems.

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aration is certainly a mental and emotional phenomenon as well as a physical one. 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.

The final and most convincing argument for a minority dormitory which I have heard is that presented by the students themselves. They explain that when an 18-year-old Black student leaves his Black community and enters a White university in a White community, it produces a cultural shock. That should not be too surprising, but I doubt that many of us comprehend it fully. I do know that most freshmen go through a difficult period of adjustment as they leave home for the first time and become used to college life. Almost certainly the difficulty of this transition is compounded for the Black student who is placed among people who talk, eat, act and think differently than he does. If a minority dormitory can help ease this transition by providing a link with a more familiar culture, I see no reason to hold back.

Will Not Work Miracles

I am pleased that Willamette will have a minority residence next year, but I have some concerns. White students may react adversely. Already some have expressed opposition, but they have responded quite favorably when presented the rationale behind the decision.

This minority dormitory will probably not work miracles. It should result in a somewhat more livable sit-

uation for our Black students and it represents a small indication that Willamette wants to do something for Black students besides recruit them.

However, I believe that there are several additional steps which should be taken soon. Probably the most important of these is a minority studies program. I support such a program partly because our Black students want it and I think we must show some commitment to indicate that we do in fact want them here. But more importantly, I think a minority studies program should be a part of our curriculum on the basis of its academic merit and importance. If Blacks have been misled about their role in American history, we have been reading the same history and have also been misled. With racial tension one of the smoldering crises in our nation, education must relate to that crisis in order to understand and deal with it.

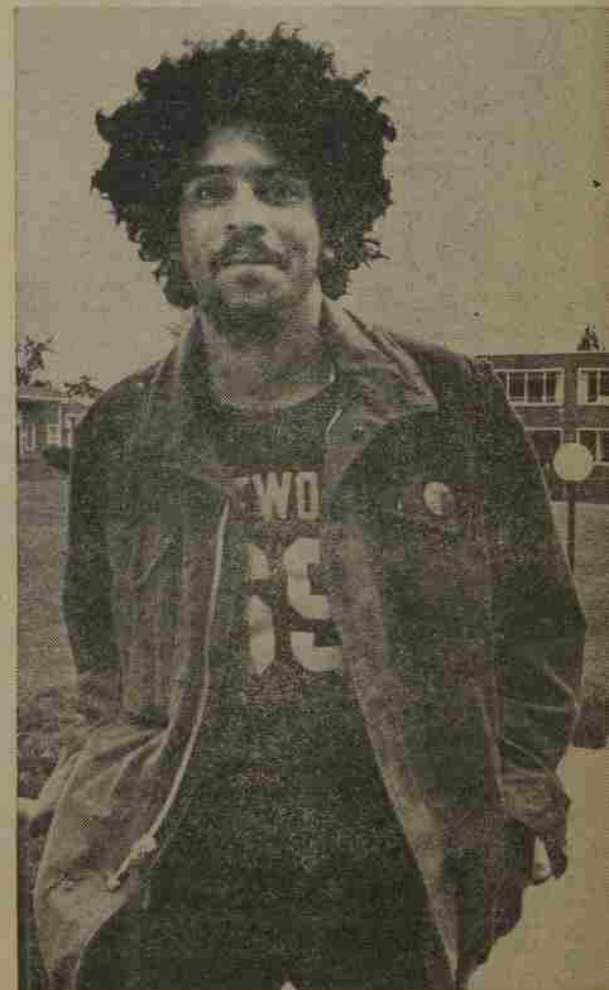
Gap in Education

The BLACK-WHITE UPTIGHT seminar at Willamette was attended by educated members of our academic community. It revealed that we all have something to learn about Black history, Black attitudes and the reasons behind racial tension in our nation. A minority studies program should address itself to this gap in our education.

Robert Erickson has completed his second year as instructor in history. A graduate of Pacific Lutheran University with a master's degree from the State University of New York at Stony Brook, Erickson and his wife served as the faculty couple in residence at Belknap Hall, a coed residence on campus this past year.

One strong impression I received from our seminar is that optimism about the lessening of racial conflict probably is naive. Nonetheless, I am encouraged by the attitude shown by our Black students as well as the small steps now being taken by the University. If we move quickly and effectively to enlarge our commitment to our minority students, there may yet be grounds for hope.

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SHARING their views on coming from a Black community, Cassandra Brooks, both of Compton, Calif.

"Three distinct problem relationships which I have encountered at Willamette are those with white women, the fraternity system, and white liberals."

By Stephen Jamison, '73

I can recall, without too much difficulty, my initial impression of a white campus. There I was, ready for the first day of classes, armed with a high school education from one of the poorest secondary schools in California. I filed into the classroom at Lower Columbia Junior College with the rest of the class and took a seat. I was immediately aware of several smiling faces surrounding me. Soon I learned, that the smile was actually a facade of insincerity disguising the pathetic white liberal.

Into the class walked the professor. He proceeded to inform us that the day would be spent in discourse about Machiavelli. Right away, the students in the class responded with their interpretations of the Machiavellian principles. I was completely dumbfounded for I didn't know if Machiavelli was an animal, vegetable or mineral. It seemed incredible that we had all had 12 years of educational experience, but that such a chasm existed between our abilities to deal with college level work.

You see, in my high school which was all Black, the emphasis was not placed on academic superiority, but rather on competitive sports. We in America live in a success-oriented society. Because success can only be attained by Black youth in basketball, football, and baseball it is quite natural that all energies and emphasis be placed here. Black heroes are not chemists, doctors and lawyers, but

football, basketball, and baseball players. So, in fact, what I experienced in secondary school was not a classroom experience, but gymnasium training. Thus, as a Black college student, my initial classroom experience was that of learning to learn.

When I first applied to Willamette, as a transfer student, I was rejected on the basis that I would not prove compatible with the university. Upon further inquiry into my admission re-

I Got My Ticket Free

jection, it was revealed to me by an admissions officer that Willamette tries to form a marriage between itself and the students admitted. I was apparently divorce material, so I decided to stay at Lower Columbia. But, later I was notified by Willamette that my application had been reconsidered so I enrolled last Fall.

Three distinct problem relationships which I have encountered at Willamette are those with white women, the fraternity system and white liberals.

Nothing sums up the white woman-Black man relationship better than Cleaver's book "Soul on Ice." In one breath Cleaver talks of "red hot patterns of lust and desire" for the "charming" white woman. In the next breath, by contrast, he communicates "I hate you because you're white, you're my Moby Dick, white witch, symbol of the rope and hanging tree of the burning cross."

In my response to the white woman on this campus, I am very much caught up in what Cleaver was talking about. But just Cleaver's poem, "To A White Girl" cannot adequately sum up my interaction with white women on campus. You see, the white girl experiments with Blackness on campus for a number of reasons: (1) to get back at her family, i.e. to rebel against parents; (2) to prove how liberal she is to the other students;

and (3) to find out what it means to be black.

I am not seen by the white girl as an individual, but rather as an instrument to be used and manipulated to satisfy her foolish existence. As a Black man, I must transcend the spell of the white woman. But, given the racist nature of the mass media, i.e. the white Clairol girl, this is an extremely hard task to fulfill. I am constantly in turmoil. If I am ever to become truly Black, I must kill the white woman fantasy in my mind and the institution that produces it.

I believe that Willamette produces a stereotype student, i.e. the "fraternity mind" by narrowing the scope of the people admitted. The fraternities on this campus serve as day care centers for reinforcing their own absurd existence. They reflect to the utmost the white upper-middle class mentality. The socio-economic level surrounds itself with country clubs,

imbibes in cocktail parties, and dances to rhapsody of ignorance.

I have literally seen white men on this campus in an array of tears because some fraternity said he wasn't good enough to join their ranks. What brand of madness exists on this campus? How can students tell others they are not good enough to live in a university owned complex?

Perhaps the most ridiculous creature that exists on this campus is the white liberal. He is at the apex of nothingness. A liberal can easily be detected ... in the Spring, he has long locks of hair that he is sure to get cut before going home for vacation. He sympathizes with Blacks, Chicanos, Indians, Communists, and everyone but the enemy — the white man. There was a time when I was somewhat tolerant of the white liberal. I would talk with one for hours and hours (for that is what they do best — talk), until I realized that I was talking into the wind. Liberals on this campus are with the Blacks 100 per cent as long as we are within the format that the school lays down. But, as soon as it becomes necessary for us to operate outside the Willamette structure, the liberals are found in the university center contemplating their navels.

Being on this campus is like being in the midst of a three ring circus ... fraternities, liberals, and white women. At times, I wonder who is the biggest fool — me for staying here or the clowns that perform. But then I remember, I got my ticket free.

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Black Student Demands - VIEW FROM ADMISSIONS

By FRANK MEYER
Director of Admissions

In his recent book "The Greening of America," Charles Reich said, "There is a revolution coming. It will not be like revolutions of the past. It will originate with the individual and with culture."

The fact is, this revolution began some time ago. Evidence of this is abundant, but probably nowhere more

so than on the college campus. It has profoundly affected colleges and universities and their admissions programs. No day passes in which a story related to this is not covered by the news media.

Minority Recruitment

Four years ago, two factors prompted the launching of a modest effort to increase minority enrollments at Willamette (for purposes of this article, "minority" will refer to Blacks, Chicanos and American Indians). The first factor was external, the second internal. First: A team of representatives of the Department of Health, Education, and Welfare visited the campus. Politely, but firmly, Mr. Floyd Pierce, Regional Civil Rights Director, indicated that to bring the University in compliance with Title VI of the Civil Rights Act of 1964, it was "recommended" that minority enrollments be increased.

"Every successful minority program utilizes minority students, making them both members and participants. This is one of the most difficult lessons to learn. We are learning it, but slowly."

Second: Internally, the campus had, at that time, a growing number of persons committed to the University's need to actively seek more racial diversity. Given these circumstances, former-President Smith issued a simple directive to the Admissions Office: Enroll more minority students. And so the effort was launched.

There was no one more eager for such an assignment than Al Fedje, who was at that time the Director of Admissions. Willamette had only four Black students. He had few guidelines

"When entering any aspect of a minority program, most every college has begun with one common denominator: lack of experience."

other than to increase the enrollment of qualified minority students. His travel carried him from Los Angeles to Seattle. Contacts were substantially increased by including in the visitation program most West Coast high schools with high minority enrollments.

Included in the Freshman Class for the Fall of 1969, as a result of these initial efforts, were two outstanding and exceptionally committed black students, Frank Wheaton and Cassandra Brooks. They were concerned about Willamette's search for more black students and resolved to doing something about it. They proposed they help recruit students from Compton, their home area. (Actually, I ended up helping them.) Applications soared. Sixty-nine Blacks, Chicanos, and American Indians applied! We were elated and at the same time concerned. Elated by the success of our effort; concerned about the possibility of not having sufficient financial aid available and not addressing ourselves to some of the educational needs of minorities.

Student Review Committee

The efforts of Frank and Cassandra mark the first real involvement of minority students in our efforts and planning. Such involvement is an essential part, in one form or another, of any successful expanded minority effort. In 1970-71 we witnessed new and different efforts of minority students involvement. In the Admissions area this effort came in the form of a minority student review committee.

When entering any aspect (admissions, financial aid, ethnic studies,

residential living, etc.) of a minority program, most every college has begun with one common denominator: lack of experience. Before being involved for very long, however, one fact becomes apparent. Every successful minority program utilizes minority students making them both members and participants. This is one of the most difficult lessons to learn. We are learning it, but slowly.

This spring we were again reminded of this axiom when the minority students, insisted they be included in the application review process for minority students.

It was our feeling this could be tried, provided: (1) permission of the applicant was procured; and (2) personal references would not be included in the student review because of previous statements of confidentiality.

The minority students agreed to these ground rules. All minority applicants surveyed, except one, have requested that their folders be reviewed by the Student Committee. Emanating from this review is a report which includes comments gained through personal acquaintance and/or information contained in the folder. A recommendation is made to the Faculty Admissions Committee. The final decision rests with the faculty committee, but student recommendations are given strong consideration.

There were, as reported previously, only four minority students enrolled at Willamette in 1967. What have been the results of increased efforts?

In 1968 minority enrollments increased to 12. All of these were black students. The fall of 1969 saw 18 minority students on campus. Forty minority students (35 Blacks, three Chicanos and two American Indians) were enrolled at the beginning of 1970-71. Next year it appears probable that minority enrollments may be slightly higher.

A look at numerical increases tells an interesting story. Increases between 1967 and 1968 were small (4 to

Continued on page 6

ty To White Willamette

By Cassandra Brooks '73

I felt somewhat reluctant in writing this article just as I feel about expressing anything at Willamette. And not because I cannot express myself, but because I get tired of nosy white folks who always want to know what's happening and do not do anything besides theorize things. However, I am writing it, and it is more than just an article, it is strictly a sister's point of view from a black community to white Willamette.

I cannot speak for all the sisters on campus, but coming from Los Angeles around the Compton scene, I learned that the world for me was Black. I looked black, had black neighbors, and even went to an all black church. I did not think about white people except on field trips and television and on the good side of town.

Then I was told that I was college bound. I began planning for college. I realized there were not many black students in colleges and universities, so I decided to better myself and make everybody proud of me. When I thought about college I thought about freedom, doing what I wanted to do and going out with white dudes. I would probably even marry one. Little did I know that I was planning myself to regard college as a new world for me.

Willamette was my only choice out of state. I did not plan to come, but I knew I would get accepted - that was the year for us. Anyway, I ended up here. I immediately noticed that Sa-

lem's airport was not like the Los Angeles Airport and that this was not like home.

The campus was green and clean. My roommate (this white chic) just happened to be waving at me through our window as this brother from Compton and I were first approaching my new home (Donney Hall).

Quiet is kept, but this sister who had been here a year before me, said that

Sisters Are Right On Too

the white parents were asked if they minded their kids having Negroes for roommates . . . Maybe that is why she was waving. In fact, the chic blew later that she just knew she was going to have a Negro for a roommate. FLASH

I hate to get off track, but there is so much to say.

So much for that.

I dug my first semester. It was a new scene, and I could get away with things here I could not do at home. There were more brothers than sisters and that sort of helped. But there were only 17 of us out of 1600.

My second semester was tragic. A brother from San Francisco committed suicide and that made things look different. I began becoming depressed.

Now, I am a sophomore. Last semester was even worse for me. Another brother, from New York, and a sister from my high school were

killed in a car accident. They were hit by a train. There was no crossing signal. Then things became more confusing for me.

Now, this is my second semester sophomore year, and I am totally frustrated. Some of the black students have hope for next year. But I'd rather not say. It is not good to generalize anymore.

Before coming to Willamette, I did

not realize that I was from a black community. Coming from a minister's family and being brought up in a religious atmosphere, I thought that you must love everybody or else you could not go to heaven. So, I tripped off to a few white churches. I made their day, for now they could experience what they talked about everyday. They wanted us to sing and talk. But I do not go there anymore. There is a large difference - the two words - black and white. The pastor's wife wanted to invite my roommate and I to dinner, but she forgot to ask us our names. I am at white Willamette, and I have been dying to go to a black church. I finally did - but I could not dig it.

I used to be active in school, but there is nothing of interest to me, here. Everything is so lily white it takes the joy out of being in it. Even the classes are a trip. I have been learning about White America and all

"I cannot stand for people to refer to me as 'you people' and always wanting to get you off in some corner to ask you 'how does it really feel to be black?'"

her white historians all my life. Now, black contributions are not just outside reading, nor one day out of a course. 'Cause if it was not for black people, white people would not be what they are, today.

As a sister on this campus, there are two things that particularly disturb me:

- (1) The total academic atmosphere
- (2) Social life for black people on campus

There are a lot of people who believe that you are here for an education and that you can socialize when it is all over (which will never be). But that is not true. Your social environment plays a large integral part on both your physical and mental make-up. If you have an escape socially, you can deal with the academic part. But when you have nothing to do, you stay in one total depressed mood. You neither function academically or socially. Now - watch this:

1967: 4 Brothers - no Sisters
1968: 9 Brothers - 3 Sisters
1969: 11 Brothers - 6 Sisters
1970: 8 Brothers - 19 Sisters

The above statistics are easy to see. It says a lot. The change from 1969 to 1970 is of particular concern to me because that is the period in which I have been here. There are more black women in colleges and universities, today, than black men. In addition, it is easier for black women to flow into the mainstream of society, which is heavy.

Continued on page 6

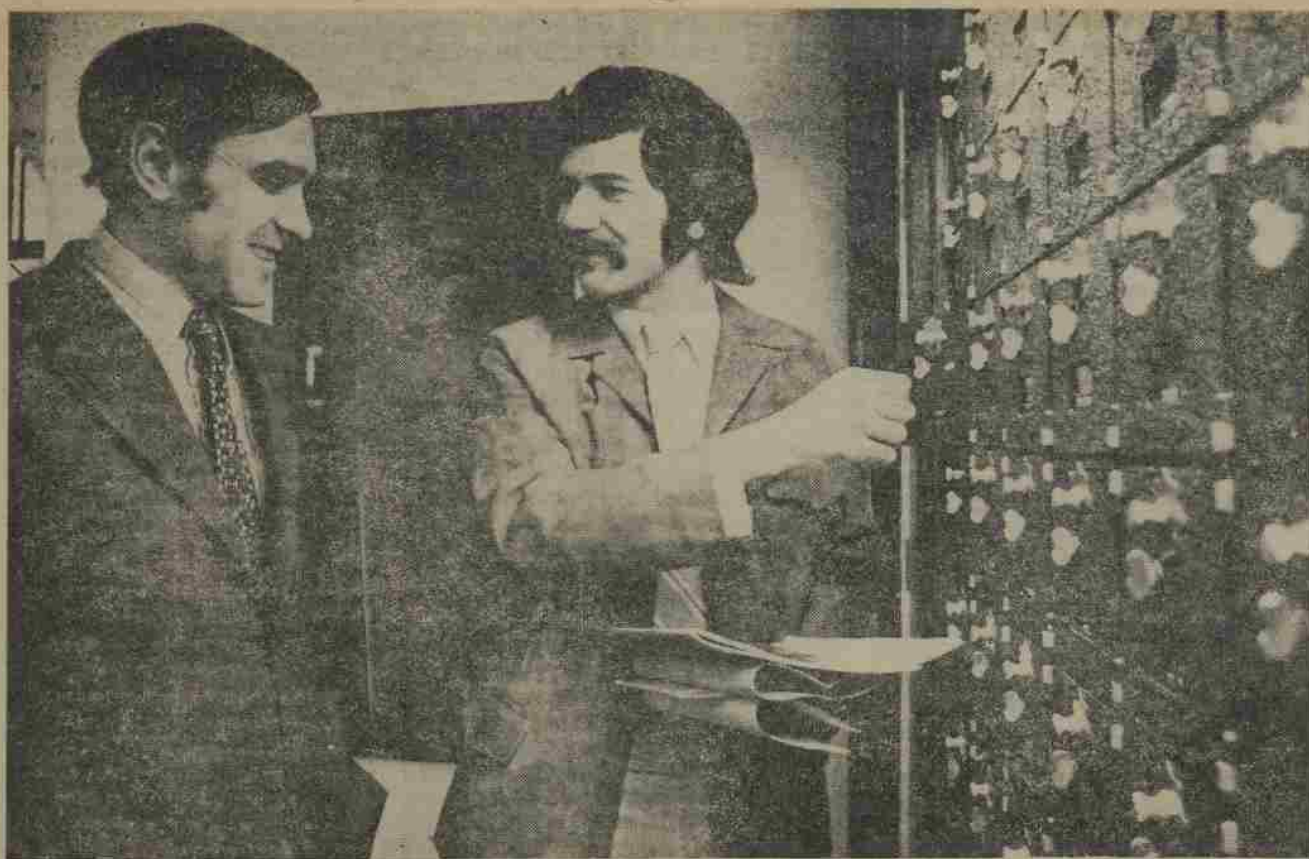
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Community to White Willamette are sophomores Steve Jamison and

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VIEWS from admissions and the dorm on the Black Student Union demands (pages 4-5) were provided by Frank Meyer (left), Director of Admissions and Bob Erickson, Instructor in History and Head Resident of Belknap Hall.

Experts Term Race Relations National Crisis

Ed. Note. Awareness of the increasing racial tension in this country is an important step toward understanding and remedy. The following recent quotations on the black-white issue point out some of the concern expressed nationally).

"In 1944, Gunnar Myrdal called this nation's race problem an American dilemma. In 1970, many people — Black and White — regard this problem as an American crisis . . .

"Campus Unrest' among Black students has its genesis in and is related to the total socioeconomic situation of Black Americans in 1970. It represents in microcosm the macrocosm of opinion, feelings and attitudes of the Black communities in general across the country. The frustration of the same feelings and emotions which exist among a large spectrum of the Black population — 'moderate' as well as 'militant'. Today there is not an appreciable difference between the feelings and attitudes of these generalized categories; the principal difference may lie in the degree of faith each has in the ability and willingness of the federal government to be responsive to the legitimate goals and aspirations of Black Americans . . .

"Members of the Commission have been exposed to a wide spectrum of opinions and convictions from Black students and other Black Americans. We believe the above assessment to be essentially correct, and we are compelled to warn the nation that what is at stake is the stability of our social order, the fulfillment of the American promise, and the realization of the American possibility. This promise must be fulfilled and this possibility realized not just for some Americans, but for all Americans."

—The Scranton Report on Campus Unrest
"The Black Student Movement,"

—O—

"It may be that we will eventually learn — and too late — that the cumulative inequities and injustices which reach back to our beginnings have already gone too far to be reconciled without destruction. Universities are not going to make up for an entire society's 400 years of neglect of its racial minorities. But it will not be possible for them to stand aloof from the most serious social issue in our history. The universities will not make great discoveries of total solutions, but they won't be able to continue being simply a part of the problem, either."

—"The White Sea of Higher Education"

John Egerton, Race Relations Information Center, Nashville, Tenn.

—O—

"My deadliest enemy is the man who demands that I compromise my own personal existence and my membership in a group in which I have deep pride. Certainly all of us — black, brown, red, young, old, and what have you — must strive to develop values that will enable us to live together in peace. But this must be done without compromising any attributes essential to maintaining a sense of personal dignity, positive selfworth, and justice. If we cannot do this, the outcome will be destruction of all of us and the world as we know it."

— Charles G. Hurst, Jr., President
Malcolm X College, Chicago

A view from the Admissions Office . . .

Continued from page 5

12). At first glance this looks disappointing. It was. There is, however, good reason for the small increase. The initial absence of minorities on campus and in Salem proved to be one of our most formidable obstacles. To better understand this, ask yourself how comfortable you would be living in Watts.

Something untold in the numerical totals is the high rate of attrition. There will be no minority students graduating this year. Seven of the 35 blacks who started the year are no longer at Willamette. How many of the currently enrolled students will return next year cannot be accurately predicted at this time, but attrition has been discouragingly high in the past. When we witness small total increases from year to year, this is partly due to the fact that we must not only replace those students leaving but in addition add to previous totals. Very often this route represents one step backward for every two forward.

It would be a mistake to assume that the traditionally established patterns developed for attracting, evaluating and financially assisting white students can be applied completely to the enrollment of minority students. The first point (attraction) has been presented, but what are our discoveries regarding evaluation and financial assistance?

Admissions Criteria — The same data (application, high school transcript, Scholastic Aptitude Test scores and personal references) are required of all applicants. The selection process for minority students, however, must undergo a broad restructuring of the relative weight of these items.

Aptitude tests used to screen applicants are being questioned in many quarters, but especially in evaluating minority applications. These examinations tend to perpetuate and exacerbate the problem of immobility as experienced by minority group and low income persons. The Admissions Committee has attempted to judge minority applicants in terms of their intellectual promise as well as their actual academic performance. More

important than averages are achievement patterns. Because of this fact and the general de-emphasis in reliance on aptitude test validity, recommendations and student assistance are increasingly important. This transfers increasing emphasis to high school transcripts, recommendations and information gleaned through direct or indirect personal contacts.

Financial Aid — Anyone who encourages increased minority enrollments without being willing to allocate additional financial assistance is either naive or deceitful. The average Willamette student on financial aid receives \$1,400 per year in a combination of grant, loan and/or work study funds. The average minority student receives \$1,700. Keep in mind, however, that nearly 100 per cent of minority students are on aid while only about 40 per cent of the entire student body receives assistance.

In 1969, the year corresponding to our greatest minority enrollment increase, the ad hoc committee on minority affairs proposed that \$50,000 be specifically reserved for assisting minority students. This same policy exists today.

There comes a time in every student's decision-making process where he must decide, despite all other factors, whether he can pay the bills. Given curtailed support from home as a general rule, one can easily imagine the tangible effect of the financial aid decision. If we were to attempt to isolate the one factor which would allow us to increase minority enrollments most effectively, I feel confident it would have to be increased financial aid.

Willamette, I feel, is at a crossroads. Painful self-searching is occurring. Questions are being raised from many directions. For example: How committed are we to modifying racial population balances? How important to the relevance of all students' educations is the balance? How important to the entire University community are the answers to questions minority students consistently raise by virtue of their unique backgrounds. How significant to everyone's education are the questions and answers uncovered in a substantial Black Studies program? This is only a small sample of the questions facing us. Future admissions decisions will help determine their answers just as University decisions will have great impact on the future admission of minority students. I believe our answers and policies in this area will exert far-reaching impact on the future of the University.

Frank Meyer, appointed assistant director of admissions at Willamette in 1967, is now Director of Admissions. A graduate of Michigan State University with a master's degree in guidance counseling, Meyer taught chemistry and was a guidance counselor at Grand Ledge High School (Michigan) before coming to Willamette.

Sisters Right On . . .

Continued from page 5

I do not go out with white dudes and there are not enough brothers to go around. And I know personally that there would be more brothers here if Willamette would apply their white hangups to themselves and themselves alone. We do not function by white standards. SAT scores, I.Q. tests and all the rest are geared towards white society.

Secondly, black men are more feared than black women, and those white myths are not pertinent to what we are here for on a university campus. I do not enjoy looking up to a white man as a superior being, and I personally feel that if Willamette wants black students that it should go all the way or not at all.

I had never realized before what a white society really meant, but now I know. I am a young black woman living in an all white environment. The food tastes differently, the white kids are silly, they even talk differently. Little things that you would never think of get on your nerves.

I am not a spectacle, nor do I want to be far out. The same chics ask you about your hair everyday or go around singing about how beautiful the world is, and the world they see is superficial. And I cannot stand for these people to refer to me as "you

people" and always wanting to get you off in some corner to ask you "how does it really feel to be black?"

Coming from a black community to white Willamette has given me a lot of experience that I cannot imagine and has taught me equally as much. But my major concern is not how white people live or will survive or how long will it take Willamette to see the light. I am concerned about my brothers and sisters who are falling into this trap. Our parents who live in a dream world that believes that a college education is an everlasting passport to freedom. These are my concerns, for I know that when I graduate, a B.A. will not mean a damn thing. It will be about the equivalence of a high school diploma for me.

I am not like the white students who graduate from here. The chics get married and the dudes' parents get them into their businesses, etc. I have got to continue in school. I am not crying nor begging. And to those who continuously say, "if you do not like it, leave," I do not answer. Time is out for running and trying to find something better when it ain't nothing else to find. The time is right now. And to those of you who are scared of the brothers, the sisters are "right on," too.

Provost, New Faculty Join Staff

Several academic and administrative appointments have been made in recent weeks at Willamette, including personnel for some new positions and a realignment in the area of student affairs.

After several weeks of candidate evaluation, Dr. Harry S. Manley, Assistant to the Chancellor of the University of North Carolina (Greensboro), was appointed to the new position of Vice President, Academic Affairs and Provost starting this summer at Willamette.

In announcing the appointment,



Dr. Harry Manley
New University Provost

President Roger Fritz said "Dr. Manley will be the chief administrative officer for the University's academic programs and faculties. He will assume leadership responsibility for development of educational policy, curricular planning, and academic personnel matters. He will give overall guidance to the academic deans in their responsibilities with the faculties for instructional programs including innovative and creative new offerings, allocation of instructional and learning resources, and personnel decisions."

A graduate of Westminster College (Pa.) with a law degree from Pittsburgh University and a Ph.D. in political science from Duke University, Dr. Manley has had an extensive career in higher education.

He has taught at Westminster, Duke, Millsaps College and Tulane. From 1960-61 he was Deputy Staff Director of the Illinois Commission of Higher Education, followed by four years as Academic Dean of Monmouth College (Ill.) and five years as President of Muskingum College (Ohio) prior to his current position in North Carolina.

On the teaching front, four replacements and two additions to the faculty have been appointed, while a visiting professor of history and two visiting scholars, one in Middle Eastern Affairs and one in Southeast Asian Politics, are scheduled to teach next year.

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Faculty Adopts New Academic Alterations

In addition to the personnel changes, several alterations of the academic program have been approved by the faculty this spring, including the establishment of a Bachelor of Science degree program, three new major fields, a revised grading policy and a professional semester program within the education department.

New Degree

Essentially, the Bachelor of Science differs from the Bachelor of Arts degree in that proficiency in one foreign language is not a requirement for graduation. B.S. degree candidates may also design their own major program, with the advice and approval of a faculty adviser, from other than the regular list of major fields that are offered to candidates for the B.A.

New Majors

The three new major fields include Environmental Science (under the Natural Science and Mathematics concentration area, offering courses in biology, physics, chemistry, sociology, economics and political science); International Studies (under Inter Area studies with emphasis on either French, German or Hispanic studies); and Urban and Regional Government (under the Social Science concentration area utilizing professors from the political science department and special outside resource people).

New Grading

The grading change, while new to Willamette, is not a new concept. It eliminates the D and F grades of the old system and includes the following definitions: A, excellent performance; B, good performance; C, satisfactory performance (all of which earn credit toward the degree); P, designation for those courses selected by students on the Pass-No Credit option with P

having the equivalent of A,B, or C work but not for computation in the grade point average; N, no credit and not computed in GPA; W, withdrawal, an option of the student or professor up to a week before final examinations begin, no credit given; I, incomplete (illness or other exigencies); and T for a continuing project authorized by the professor that must be completed by the beginning of the next academic year for credit.

The primary argument in eliminating the F grade (failing) from the old system was that it resulted in double jeopardy. The recipient not only didn't get credit for the course, his grade point average was significantly lowered. The new system is not retroactive and will not apply to seniors graduating in December of 1971 or May, 1972.

Professional Semester Plan

Features of the newly adopted Professional Semester plan for preparing secondary school teachers include: (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. The Professional Semester will occur during the student's seventh, eighth or ninth semester and will involve four basic courses: psychological foundations; social foundations and principles of teaching; methods of teaching in subject areas; and supervised teaching. Dr. James Lyles, chairman of the education department, said the Professional Semester is "a concentrated program to develop strong professional skills in teaching for selected Willamette students."

Appointments are still pending in sociology and English and three in law.

The faculty replacements include:

—Dr. C. Russell Beaton, associate professor of economics, a 1960 graduate of Willamette with the M.A. and Ph.D. degrees from Claremont, presently teaching at Simon Fraser University; replaces Keith Evans.

—Dr. Scott D. Hawke, assistant professor of biology, a graduate of

Sacred Theology and Ph.D. degrees from Boston University.

COUNSELING CENTER DIRECTOR

The first full-time Director of the Counseling Center will be Dr. Richard K. Schwartz, a psychologist who most recently has served at the University of Colorado. He replaces Dr. Edward Speth who has been serving as Director of the Counseling Center on a part-time basis.

Dr. Schwartz is a graduate of Wil-

"The Visiting Scholars Program was initiated to bring to the campus distinguished lecturers who have viewed first hand some of the world's 'hot spots.'"

San Diego State and the University of British Columbia with a Ph.D. from the University of California at Riverside; replaces Steven Meredith.

—Dr. Gerard F. Bowers, assistant professor of English, a graduate of the City College of New York with Masters and Ph.D. degrees from Harvard with combined six years of teaching experience at CCNY and Harvard; replaces Dr. Paul Trueblood who retired.

—Gaston Georis, instructor in French, B.A., M.A. and Ph.D. candidate at the University of California at Riverside; replaces Francoise Goeury who is on leave of absence.

The faculty additions include:

—William Lacey, assistant professor of education, B.A. Central Washington State, M.Ed. University of Oregon, D.Ed. candidate University of Oregon, previous teaching experience in Vancouver, Wash., School District and the University of Oregon.

—Loren McBride, assistant professor of psychology, B.S. University of Idaho, M.A., University of Montana, and Ph.D. candidate at the University of Missouri, currently teaching at Lincoln University.

VISITING SCHOLARS PROGRAM

Launching the Visiting Scholars Program at Willamette will be former British diplomat Sir Richard Allen and free-lance writer and journalist Peter Mansfield.

An Oxford graduate, Allen will share his time between Willamette and Linfield, teaching one course each semester on Southeast Asian politics. Allen served in the British Diplomatic Service from 1927-62, the last six years as British Ambassador to Burma. He has lectured at several American colleges, has a reading knowledge of six languages, and has authored several articles and publications including "A Short Introduction to the History and Politics of Southeast Asia."

Mansfield, a senior associate member of St. Antony's College at Oxford, worked as a political and economic journalist in the Middle East from 1955-67. He has since written three publications, "Nasser, 1968," "The British in Egypt," and "The Middle East: a Political and Economic Survey." Mansfield will teach single courses in economics and political science and offer six public lectures on the Middle East next year.

The Visiting Scholars Program was initiated to bring to the campus distinguished lecturers who have viewed first hand some of the world's "hot spots." The University is seeking a third scholar for the program for views on Communist China.

A visiting professor of history has been appointed for the year to lecture on Russian history. Dr. G. Douglas Nicoll, Associate Professor of History at Beloit College since 1958, will return to Willamette on a sabbatical leave. He graduated from the University in 1952 and earned Bachelor of

William Jewell College (Mo.) with a doctorate in counseling and guidance from the University of Illinois. He has been a counselor and history teacher in high school in West Chicago and a consultant in the Educational Placement Office of the University of Illinois. He assumes duties at the Health Center on campus July 1.

DEFERRED GIFTS DIRECTOR

Guthrie E. Janssen, a public relations and development counsel for Oregon private institutions since 1964, has accepted the position of Deferred Gifts Director at Willamette on a retainer basis.

After serving as an English instructor for six years at Assiut College and American University in Egypt, Janssen launched a career in free lance writing, business and financial news work, editing, public relations radio-TV film production and most recently development counsel. He will be working with James S. Triolo, Vice President for Development, in the field of gifts through trusts, bequests, insurance and other instruments.

LEARNING RESOURCES DIRECTOR

The new position Director of Learning Resources has been filled by Dr. Wright Cowger, associate professor of education. It will be his duty to service and assist faculty members and students to become more effective teachers and learners.

Dr. Cowger, who served as principal at Stayton Union High School from 1964-66 and came to Willamette in 1969 from a position at the University of Hawaii, will direct programs that support improved teaching techniques and methods.

DEANS REALIGNED

In an administrative realignment, the offices of Dean of Men and Dean of Women have been eliminated. Former Dean of Women Karen Anderson Kohne is now Associate Dean of Students and Director of Residence Programs. Dean of Men Norman Nelson resigned to accept another administrative position in the field of education in Oregon. Some of Nelson's duties will be assumed by Assistant Dean of Students and University Center Director Ron Holloway and Financial Aid Director James Ryan.

Acting Deans have been appointed in the Colleges of Law and Music in response to the resignations of Law Dean Arthur B. Custy, who is returning to teaching at the University of South Carolina School of Law, and Music Dean Charles Bestor, who will become Director of the University of Alabama School of Music. Assistant Dean of Law L. Keith Harvey will become Acting Dean at the College of Law, while Associate Professor of Music Richard H. Stewart will be the Acting Music Dean.

Dean Byron Doenges of the College of Liberal Arts has also indicated his intention of leaving Willamette. No appointments had been made by May 26 for his position.

On The Willamette Scene

Reich Delivers Rare Address At Willamette

Willamette had a rare opportunity this side of Yale University when Charles Reich left New Haven (which he termed "despairville and apathyville") to make his only public address since the publication of "The Greening of America" vaulted him into a national prominence that he abhors.

Lured to Oregon by the opportunity to visit his author friend Ken Kesey ("Sometimes a Great Notion"), Reich stayed in Oregon five days and spent one April day rapping with Willamette students on the grassy quadrangle. The further lure of a homemade ice cream feed drew him to a gathering of about 25 students and faculty where he stressed the importance of communicating feelings, a point he developed in his Willamette Lecture Series address entitled "Coming Home."

The 42-year-old professor of law, who has been called the "prophet of the nation's youth," said his next book will show how rock music lyrics are leading the younger generation to a return to a personal "feeling" life, away from the impersonal alienation associated with the machine age.

Calling alienation "the deepest ill of society," and a factor in any issue of concern in this country, Reich said that we have been cut off from our feelings during the emergence of the corporate state.

He traced the trends of music from the early 40's to the present rock and said the modern poets are telling young people to preserve the good things which technology provides, but to "take off our space suits" and reach out and share real feelings of humanness. "The authenticity of feelings is the key . . . feelings are what we can communicate and we must express what we feel."

As one listener noted, "The older generation should be grateful for his (Reich's) understanding that the hope for the future lies not through violent resentments or artificial escapism, but through the renewal and strengthening of human contact."

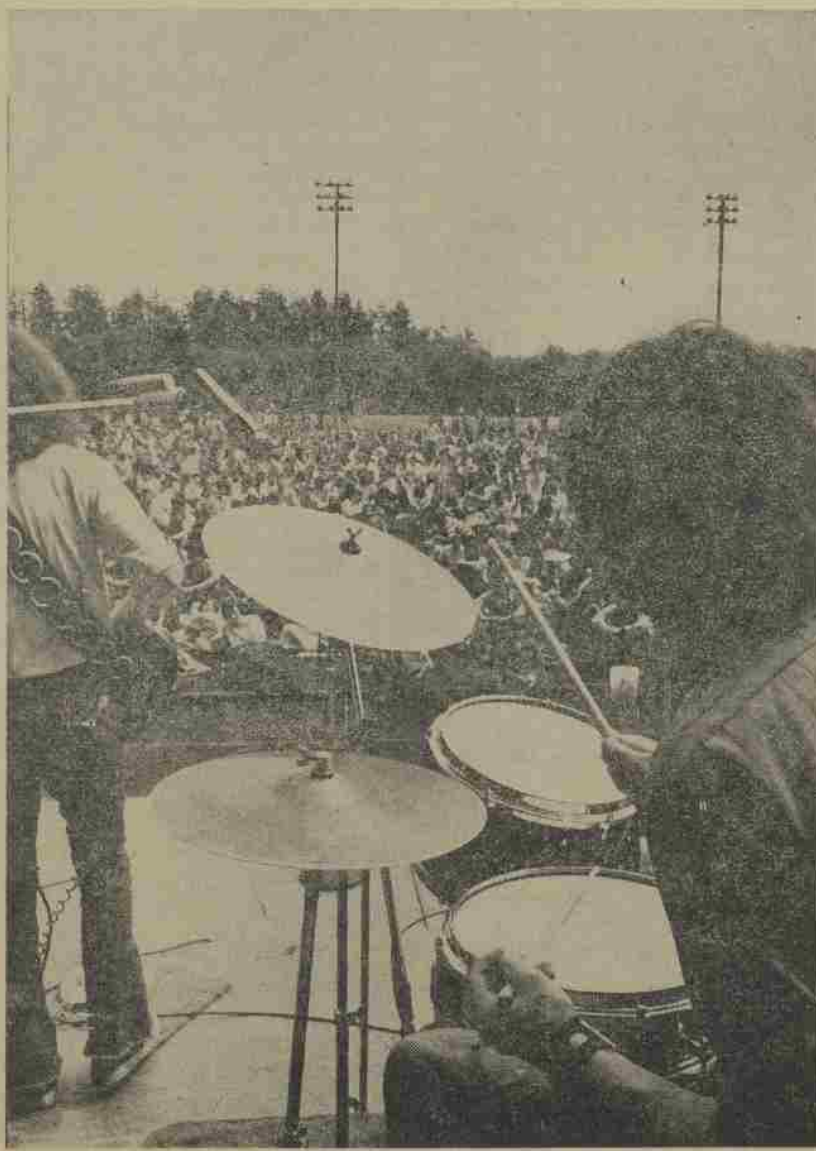
Faith Festival Attracts 5,000

While some who heard Reich were wondering if much of his message was that of Christianity without the label, the Willamette Christian Body used the means of rock and human contact to get across the strong message of Christianity.

Unveiling an eight-hour free "Faith Rock Festival" entitled "Sweet Jesus Prince of Peace Rock Concert," the Christian Body of about 100 Willamette students attracted nearly 5,000 people to McCulloch Stadium May 1 to hear six well-known rock and folk groups which had donated their services.

The positive, inspirational message of the festival quickly dispelled an uneasiness felt by many in the community. Another Woodstock? Another Vortex? At Willamette? As the *Oregon Statesman* noted in an editorial, "It looked like a rock festival. It sounded like a rock festival. It was a rock festival, but there were some major differences. . . ."

After noting that while many enjoyed the hand-clapping and "beat" of the music and the message, the editorial said that "many groups of young people were seeking to convince others that it isn't necessary to use mind-altering chemicals to achieve harmony, togetherness and peace. The entire thrust of the eight-



MUSIC WITH A MESSAGE was provided for eight hours at Willamette's McCulloch Stadium during the "Sweet Jesus Prince of Peace Rock Concert" sponsored by about 100 student members of the Willamette Christian Body in May.

hour marathon session was that the 2,000-year-old Christian concept of selfless dedication can provide the "trip" necessary to match young people's actions to their ideals."

Freshman Eric Cohen, Palo Alto, who headed up the organization of the festival said "We're all real pleased and happy with the way it turned out." He indicated that radio station KROW, which broadcast the festival live, had received many complimentary phone calls and letters.

Cohen said that transportation and food expenses for the performing groups amounted to about \$1,400, "and we're about \$200 short of meeting expenses. People have been great, though, and we're sure that we can get some more donations."

Next year? Cohen thinks "there is a good chance we'll have another festival. We learned quite a bit from this one and I think we could have even a better one next year."

Grads Hear Hickel, Loder

"The Quality of Our Environment" entered not only into the theme of Willamette's Commencement Weekend May 15-16, but the "quality" caused commencement ceremonies to shift from rain-threatened McCulloch Stadium to the Armory Auditorium for the first time in seven years.

Despite that one schedule alteration, the events and the three keynote speakers for the weekend were well received, prompting one of the 304 degree recipients to remark, "I didn't think this (commencement weekend) would be any big deal, but I'm really impressed."

Former Secretary of the U.S. Department of Interior Walter J. Hickel provided candid responses to questions during an open forum on Alumni Day and then delivered the commencement address the following day.

He said "I believe we are witness-

ing a re-evaluation going on in the soul and spirit of America—a desire to walk on the positive side of the invisible line between the responsible dreamer and the negative thinker who only has reasons not to do things."

He spoke of "new voices" that are concerned about the human, willing to sacrifice individual material needs and develop a new consciousness of the needs of all people. "The new voices are asking 'where are the men who will speak out on principle, not out of political expediency? Where are the men who can feel for the needs of the minorities and the forgotten? Where are the men who can demand responsibility from industry, and yet not be prejudiced against it?'" Hickel challenged the graduates to be these men.

Baccalaureate speaker the Rev. Theodore Loder, minister of the First United Methodist Church in Germantown, Philadelphia, was also present for the two-day festivities, participating in a panel discussion on "The Ethics of Ecology" and delivering an inspiring address on the theme of "Hope."

He said that promises are one basis of ethical action . . . a link that joins hope and love.

"Is there a man among you who will offer his son — or his brothers and sisters — war if he asks for peace, slums if he asks for housing, hunger if he asks for food, discrimination if he asks for justice, pollution if he asks for a clean environment, disease if he asks for health, poverty if he asks for a decent standard of living?" Rev. Loder asked. "Whether we as a nation, whether we as a human species, have hope depends on the promises we make in the face of the problems and possibilities confronting us. What promises are you making as university graduates, as citizens, as religious people? That is the question — for all of us! Withdrawal into insulated privacy or the pursuit of personal ambitions will mean the evaporation of hope. We have the resources. We have the power. We have the

education. The question is, do we have the will?" asked Rev. Loder.

The first of the weekend speakers was Portland City Commissioner Neil Goldschmidt who addressed the alumni banquet gathering of 280 persons on the subject of the urban environment. He said that "the urban environment is becoming sufficiently hostile in some places to appear irretrievable . . . where the level of failure is unacceptable, the level of success fast becomes irrelevant. The level of our failures in urban life is clearly unacceptable for it threatens the very successes on which we depend to keep people of all kinds of life styles and economic levels in the cities."

Four men, including Hickel and Rev. Loder, received honorary doctorates at the commencement ceremonies. The other two were George Birrell, distinguished South Salem High School chemistry teacher, and Justice Edward H. Howell of the Oregon Supreme Court. Loder, Birrell and Howell are all graduates of Willamette.

Of the 304 degree recipients, a record 100 received doctor of jurisprudence degrees.

Campus Lures Summer Guests

Willamette will be a convention and conference headquarters for 11 separate organizations this summer, accommodating groups from 50 to 800.

The Conference schedule includes:
May 22-26 — P.E.O. Convention
May 30-June 5 — Oregon-Idaho Conference of the United Methodist Church.

June 12-19 — Oregon Girls' State.
June 14-18 — Oregon Small Schools Conference.

June 20-July 3 — Communication Arts Science Summer Institute.

July 5-13 — Willamette Freshman Orientation.

July 8-25 — Japanese Program with the International College of Commerce and Economics.

July 11-15 — Civitan Youth Citizenship Seminar.

July 21-23 — Pacific NW Conference on Higher Education.

July 25-30 — Presbyterian Synod Leadership School.

August 9-13 — Pacific Coast Society of Friends.

BRIEFS

Five Join Alumni Board

Five alumni were elected to the Board of Directors of the Willamette Alumni Association at the annual meeting May 15. The new directors are J. Philip Parks '66, L'70, Salem; Robert J. Miller '53, David S. Barrows '57, L'61, James R. Sitzman '59, and Stuart A. Hall '62, L'65, all of Portland.

Bearcats Third

Willamette athletic teams finished third in the standings for the Northwest Conference all-sports trophy based upon the order of finish in all nine league sports. Bearcat teams finished league play as follows: Cross Country, 1st; Track, 2nd; Basketball and Tennis, 3rd; Football, Wrestling and Golf, 4th; and Baseball, 5th. These finishes gave Willamette 68 points toward the all-sports trophy won by Lewis and Clark with 76.

Language Students Chosen

Celia Smith, Nehalem, a 1971 graduate in German, has received a \$4,800 Fulbright Scholarship for study at Tuebingen, Germany next year. Robert Gentner, a junior Russian major from Sebastopol, Calif., is the first Willamette student accepted for the University of Washington's Summer Russian Language Program at Leningrad State University in Russia.