

Willamette Scene

*"Relating Contemporary
Willamette University"*

GROANING PAINS

- ★ —revitalization and frustration (p. 2)
- ★ —governance and communication (p. 2)
- ★ —finances and planning (pgs. 4-5)
- ★ —teaching and student evaluation (p. 6)



Prelude to "Town Meeting"
photo by Gerry Lowin

GROANING PAINS

"America is not the nation it set out to be. And we will never get back on course until we take some tough, realistic steps to revitalize our institutions. That won't be easy or comfortable. Institutions don't enjoy the process of renewal. But we had better get on with it."—John Gardner

WILLAMETTE UNIVERSITY is taking some tough, realistic steps to revitalize itself. It isn't easy. It isn't comfortable. It's not particularly enjoyable. But Willamette is getting on with the process, and the frustration is apparent.

Starting with the implementation of a new University Planning System in the fall 1970, proceeding to issues in the realm of student affairs, and most recently with the release of five faculty members and a flap over the editorial and news slant of the "New" Collegian student newspaper, Willamette hasn't lacked volatile issues.

Coupled with these and other assorted issues, the age-old bugaboo of "communication" (or the lack thereof) surfaced as a major culprit in the milieu of misinformation, misunderstanding and mistrust. Rumors ran rampant. Concerns grew, particularly over the issue of faculty hiring and firing procedures, and "people got upset enough about the malaise to do something about it," said student body president Bruce Botelho.

That "something" turned out to be a "Town Meeting," jointly approved by the student body and University administration as essential in "clearing the air." On Monday, March 15, about 200 students, faculty and administrators divided into 18 small groups to "clear up rumors and sharpen questions," the questions to be answered at the Town Meeting that evening by President Roger Fritz and key administrative personnel.

This issue of the Willamette Scene addresses itself to several issues of recent concern, namely the President's views on governance and communication (Presidential Priorities, page 2), the University's financial situation and proposed planning system (pages 4-5), recent trustee action in regard to tuition and student affairs (page 3), a report on the faculty-student conference on the improvement of college teaching and other academic highlights (page 6).

The remainder of this article will summarize the recent issues of faculty dismissal and "New" Collegian coverage, and summarize the high points of the initial Town Meeting attended by 500.

FACULTY DISMISSALS

Five faculty members received notice this academic year that their contracts would not be renewed. (Two others received notification last spring that this would be their last year at Willamette, Keith D. Evans, assistant professor of economics, and Steven E. Meredith, instructor in biology, on the basis of contractual agreements). The five are: David L. Eastburn, instructor in Spanish; Christine A. Gentzkow, instructor in German; Daniel Z. Kieszner, instructor in French; Miriam McClure, instructor in sociology; and William N. Powell, assistant professor of English.

While all of those released were told by the Dean of the College of Liberal Arts (Byron Doenges) the basis for the action, students sought public disclosure of the University's hiring and firing policies and the reasons for the particular dismissals. President

Fritz and Dean Doenges submitted a written statement to Student Senate on faculty employment and evaluation procedures, but both declined to appear at two open meetings that students requested to clarify matters related to the terminations and to the policies in general.

President Fritz said "I consider it inappropriate to discuss decisions related to individual faculty members in a public forum. These are confidential matters, discussion about which has and could continue to adversely affect the future of the faculty members involved."

Many students condemned the terminations as grossly unfair and arbitrary, pointing out that little student evaluation of the teachers had been weighed in the decision. The "New" Collegian branded the action against Mr. Powell as "racist," since he is a black professor. A petition bearing 450 signatures was presented to Dr. Fritz asking for a review of the faculty members' cases and a full explanation of the reasons for their termination.

Out of this action came the plan to hold the Town Meeting. In response to questions, President Fritz said the decision not to renew the contracts for Mr. Eastburn and Mrs. Gentzkow was based on the anticipated decline in language enrollment in the event that a proposed Bachelor of Science degree program, not requiring a foreign language, is approved by the faculty. He said that five criteria are considered by the academic departments and the deans in deciding whether to retain or dismiss faculty members: (1) teaching effectiveness (2) counseling and advising duties (3) research and publications (4) internal relationships (committee work and campus affairs) and (5) external involvements (public service and community involvement.)

THE "NEW" COLLEGIAN

The editorial slant and appearance of the student newspaper (including the name "The New" Collegian) changed rather markedly in February with the appointment of new co-editors. The change didn't go unnoticed, as the paper received extreme comments both pro and con. President Fritz had to answer to some of the negative responses from alumni and friends for the sprinkling of four-letter words, articles in "poor taste" and seemingly "irresponsible journalism." When the reactions included and actually threatened withholding of financial support, estimated by the President at reaching "six figures," he called a meeting of the student body officers and publications board manager.

"I asked that group for some recommendations on what steps, if any, should be taken in regard to the paper in light of the reactions to it," Dr. Fritz explained. The student leaders recommended that "circulation of the newspaper be limited for a period of three weeks to the community of students, faculty and administrators on campus, and those who subscribe to this publication . . . The purpose of the recommendation is to give students adequate opportunity to review the current state of the publication."

That review is in progress at this writing.

WILLAMETTE SEEKS PROVOST

In response to a question that "Is it true that the academic deans have been terminated and that the University will hire a provost?" President Fritz said:

"Dean (Arthur) Custy of the College of Law has resigned to return to teaching (see campus briefs, page 7), Dean (Byron) Doenges of the College of Liberal Arts has informed me that he is responding to inquiries as to his availability next year, and Dean (Charles) Bestor of the College of Music has been granted a sabbatical leave for continued study on his doctorate at the University of Colorado.

"We are actively seeking candidates for the position of Vice President for Academic Affairs and Provost."

QUESTIONS RAISED ON GRADUATE SCHOOL

Questions were raised at the Town Meeting about the proposed Graduate School of Administration, first revealed in 1965 as part of the University's seven-year, \$12.5 million development campaign.

Will the Graduate School be built at the financial jeopardy of the other three colleges?

"We would not establish the new Graduate School at the expense or sacrifice of any existing facilities," said Dr. Fritz. He indicated that \$4 million would be needed to build and endow the facility, with \$1.5 going for construction and \$2.5 for endowment so "it wouldn't drain existing resources."

Initial reaction to the Town Meeting from several students indicated that "it was a beginning" in gaining better understanding about several important concerns on campus. Most felt additional meetings of this kind would further help dispel some of the misinformation and mistrust that has been generating the past few months. — RCW

Presidential Priorities

Governance and Communication

(Ed. Note. The thoughts conveyed in the following article by President Roger Fritz were expressed in a speech to students and faculty Feb. 22, serving as a "Report to the University Community" on the basis of his first 18 months of service. He used the occasion to announce recent decisions of the Board of Trustees (see article page 3) and to comment on communication and governance within the University.)

WHAT DOES GOVERNANCE REQUIRE?

Effective governance of even a small university is a complex undertaking requiring enormous data, diligent study, and perseverance. The complex and special nature of institutions of higher education results necessarily in forms of governance which are unique to these kinds of institutions. Within this framework, private institutions have an overriding responsibility to maintain their strength, to guard their independence, to keep their standards high, and to be a fruitful source of innovation and leadership.

Higher education has recently come under serious attack from many quarters in this country because leadership has been so diffused that a majority of people both inside and outside of the University are bewildered, disorganized and confused. More and more studies bear this out and indicate that public respect and moral support for higher education has deteriorated. The public is saying, I suspect, that our colleges and universities must first assure themselves that they are governable from within before they can expect more favorable response and assistance from external sources.

I'm fearful that, as Dr. Howard Bowen of Claremont has said, "the public is sometimes acting shortsightedly toward higher education. In anger, large sections of the public are temporarily forgetting that learning is the principal resource of our country."

At Willamette, we are not yet realizing our potential institutional strength in governance or communication, but we are identifying our shortcomings and working to correct them. We are confident that the result will be a reshaping of our governance structure and procedures in ways that should ultimately enhance our mission of providing the opportunity for continued quality education.

All internal constituencies are beginning to become involved in depth with the development of our major planning effort. Faculty have been asked to devote increasing amounts of their time to general University matters through committee work and special assignments. Students have attended and are now involved with practically all committees within Willamette and certainly on all of those with major ongoing responsibilities. The close working relationship which has developed between the campus and trustee committees on student affairs is a fine example of effective governance.

But more needs to be done. I will, in the near future, appoint a special committee to prepare a recommendation on how students and faculty should be further involved in the decision-making process. I will ask that special emphasis be placed upon a type of structure which will be as representative as possible and will maximize interaction between students-faculty-administration and trustees.

We must remember as we begin, however, that decision-making means problem-solving and problem-solving essentially means hard work.

Effective input by students is handicapped by frequent change of representatives. Those who become involved, therefore, should do so with their eyes open to the realities of the effort required.

Continuity of effective student representation remains, perhaps, the key problem in the entire issue of student rights and student involvement in governance. Nothing discourages representatives of the other groups more than student representatives who have not done their homework and who are not prepared.

EFFECTIVE COMMUNICATION

One of the inherent strengths at Willamette, given our size, ought to be effective communication: that is, at least an awareness of and concern about each other as people and knowledge about those matters which affect us as a community and individually.

In matters of communication, I believe that we are fundamentally faced with three crucial obligations at Willamette:

1. We must convince our students that their responsible action and behavior is truly related to our capability to attract the financial support beyond tuition charges which is essential to our academic and financial well being. We will not build a stronger

continued on page 6

WILLAMETTE SCENE

Vol. 4, No. 4 February, 1971

Published October, December, February, April and June by Willamette University, Salem, Oregon 97301 for constituents of Willamette University. Second class postage paid at Salem, Oregon 97301.

The Willamette Scene is also published for the combined circulation of the Oregon Statesman and Capital Journal newspapers of Salem, Oregon. Willamette University is solely responsible for the editorial contents and letters should be addressed to Editor, Willamette Scene, Willamette University, Salem, Oregon 97301.

Editor, Robert C. Woodle
Assistant, Janice McMillin

Editorial Advisory Board: James S. Triolo, Roger K. Kirchner, Dr. Howard Runkel, James Close, Donald Scarborough and David Weston.

Trustees Hike Tuition, Liberalize Social Rules

Willamette University's 50-member Board of Trustees adopted an amendment to the University's Standards of Conduct Code which has led to the liberalizing of several student social regulations. At the February 19 meeting the trustees also approved a tuition increase of \$125 for 1971-72, approved three sabbatical leaves and six promotions, abolished the ministerial courtesy tuition discount, and authorized the investigation of the possibility of having faculty and students represented in the affairs of the Board of Trustees.

Following is a summary of the Board actions:

Standards of Conduct Code Approved.

The Trustees removed the provisional status of the Standards of Conduct and approved the following policy development procedures in the general area of nonacademic student affairs:

1. The Student Affairs Committee, composed of seven students, five faculty members, the two personnel deans, and the Vice President for Student Affairs who serves as chairman, will initiate and formulate rules and regulations relating to student life outside of class.
2. Recommendations of the Student Affairs Committee will be referred to both the Student Senate and to the Faculty. If there is approval by each body, such recommendations shall become effective in sixty days unless:
 - a. The President of the University signifies approval of the recommendations at an earlier date.
 - b. The President of the University disapproves of the recommendations.
 - c. The President of the University refers the recommendations to the Board of Trustees through its committee on student affairs for consideration and action.

The net effect of this action places responsibility for decisions in these matters with the President rather than through the full Board of Trustees as was previously the case.

With this new authority, President Fritz approved the following changes to the Standards of Conduct which had previously passed Student Senate and the Faculty:

1. Abolition of signout procedures for women. Previously, women stu-



Intervisitation

dents had to indicate their destination and expected time of return whenever leaving their campus residence in the evening.

2. Extension of card-keys to freshman women, effective March 28, thereby eliminating residence closing hours for all holders of card-keys. A card-key is a magnetically coded card which unlocks the holder's residence door after hours. Card-keys are issued upon parental approval in concurrence with the Dean of Women. Previously, women were not eligible for card-keys if they were on academic probation, but that restriction was also lifted by President Fritz. Senior women were issued card-keys two years ago, junior and sophomore women became eligible last year. The system has been responsibly accepted, said Dr. Fritz.

All but three of Willamette's 18 residences have accepted maximum hours under the newly-revised intervisitation policy which allows residents to have visitors of the opposite sex in their rooms during prescribed hours. Junior Rick Miller, Newberg, and Elise Bowcock, Los Altos, change records, while Sue Gilpatrick, Spokane, and Dave Wilson, Phoenix, visit in a room at Matthews Hall, a freshman women's residence. President Fritz approved three changes in Willamette's social regulations following the February trustee meeting.

3. Intervisitation — the right to have visitors of the opposite sex in the private rooms of campus residences — has been extended from a maximum 18 hours per week to 87 hours per week. The option to accept this maximum between the hours of noon to midnight Sunday through Thursday and noon to 1:30 a.m. Friday and Saturday, rests with each residence. Hours are established by two-thirds vote of the residents by secret ballot.

Tuition Raised \$125 for 1971-72

An increase of \$125 in tuition and fees will become effective in the spring of 1972, raising the 1971-72 total to \$1,870 from the present \$1,745. The decision came after "a careful review of the external economic forces acting upon the University, our rising operating costs, especially for faculty sala-

ries and benefits, new faculty and student services, and projected income from gifts to the University." President Fritz indicated that tuition and fees pay about two-thirds of the actual educational cost per student. The other third is financed by private gifts to the University (see article page 4).

Six Faculty Members Promoted

The following faculty members received promotions:

To associate professor — Dr. Frances Chapple, chemistry; Paule Drayton, French; Larry K. Harvey, assistant dean, College of Law; and William T. Vukowich, law.

To assistant professor — Sue Leeson, political science; and Tung-Chia Wong, assistant law librarian.

Three Sabbaticals Granted

— Charles Bestor, Dean of the College of Music, to complete advanced study leading to a doctorate degree in music composition at the University of Colorado, 1971-72.

— Dr. Norman Hudak, professor of chemistry, to study bio-chemistry under a post-doctoral plan at Oregon State University, 1971-72.

— Theodore Ogdahl, associate professor of physical education, to continue study for a doctorate in education and health education at OSU, spring, 1972.

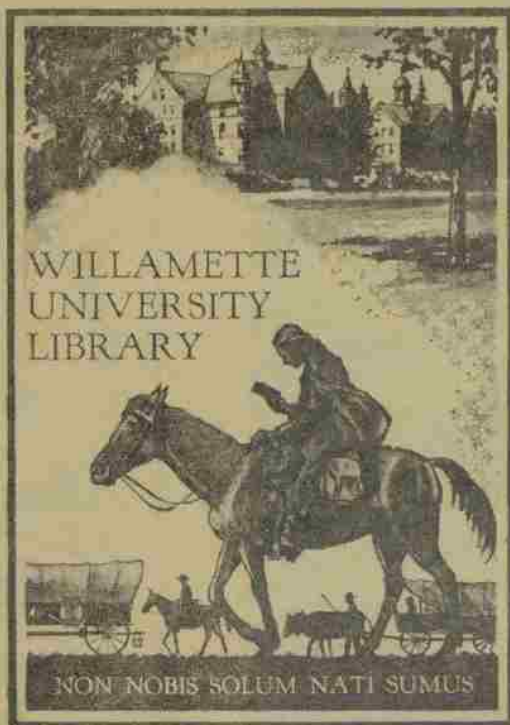
Ministerial Courtesy Tuition Discount Phased Out

The ministerial courtesy discount of fifty per cent on tuition for undergraduate students who are (a) ordained ministers in active church relationship, (b) dependent children of ordained ministers, (c) licensed ministers who are serving as pastors of congregations, will be phased out over a three-year period beginning with the 1971-72 academic year. Such students will be awarded financial assistance on the same basis as all other students (financial need, academic record, and citizenship).

Participation of Faculty and Students on Board

The Student Affairs Committee of the Board expressed belief that the affairs of the University can be better served by the participation of students and faculty at meetings of the Board of Trustees. A resolution was adopted authorizing a study on how best students and faculty may be represented, with consideration and action to come at the next regular meeting.

Library Memorial Fund Expanded To Include Books in Tribute



The Willamette bookplate used to designate books purchased through the Willamette Memorial Fund recalls Willamette's pioneer heritage in the days of the circuit rider. The drawing was done by Portland artist Dean Pollock, Willamette, 1922.

A new dimension has been added to the Willamette Memorial Fund which increases the holdings of the University Library through gifts designated for books.

When first adopted in 1960, the Memorial Fund provided a means of useful expression as a memorial upon the death of a relative or friend. A bookplate is placed in each volume purchased as a gift bearing the name of the deceased and the donor. A facsimile bookplate is sent to the donor.

Now, the Fund has been expanded to include acknowledgment of gifts for the purchase of books in tribute to living individuals on birthdays, anniversaries, graduations, and other special occasions.

Bookplates inscribed with the name of the person honored and the donor(s) will be placed in each volume purchased with the gift. An acknowledgment commemorating the occasion, together with a facsimile of the bookplate and the inscription, will be sent to the person honored.

A descriptive folder on the fund and gift envelopes are available at the University Library or at the Development Office in the University House for anyone desiring to provide a fitting tribute to a relative or friend, and, at the same time, bolster the current holdings of the library.

Stability and Planning Bolster Willa

"The Wolf isn't at our door, but we know he's around" quipped financial officer Milo Harris.

Willamette hasn't been in the red since 1953-54. The projected 1971-72 budget of \$5.2 million is in balance. "I'm not entirely sure what measures were placed on the colleges in the Carnegie report and the exact definition of 'in financial difficulty,' but I'm reasonably certain that Willamette wouldn't be included in the 'two-thirds' estimated to be in or headed for financial trouble," Harris said.

Harris, whose businesslike exterior belies his dry humor and candid quips, made the difficult transition from business and government administration to higher education very smoothly. He became Vice President for Planning and Finance last April after serving in the Oregon Executive Department as administrator of the program planning division. Prior to 1962 he was with the Carnation Company for 12 years. One of his colleagues describes him as an "unruffled and efficient administrator with a solid grasp of the purposes and objectives of higher education."

A "juggling act"

He has been charged with implementing a long range planning system, weighing university objectives against sources of revenue. It's a juggling act at best and one that will undoubtedly speed up his hair-graying process.

Before detailing stability indicators for Willamette, Harris said, "It's important to understand that higher education in general and private higher education in particular operate under different economic ground rules than most business enterprises. In business, rises in wage and other costs can at least partially be offset by increases in productivity for which there is a monetary return. Education at a university is a special relationship between a professor and a limited number of students. Productivity may be measured in terms of the increased quality of education for students and increased value of new knowledge for society, but these bring no direct monetary return to the university. Yet, our costs go up each year because the prices we pay are set mainly by the general economy."

Costs on the rise

And costs will go up in the future. "The nature of our university is to maintain high quality, to innovate, contribute and respond to the rapid expansion of knowledge. In order to achieve these ends it is necessary to pay competitive salaries to attract and retain topflight faculty and staff and to acquire those facilities and services necessary to the effective performance of university personnel," he explained further.

"Our statistical analyses indicate that we can expect a 27 per cent increase in operating costs within a five-year period if we consider only the inflationary trends which have been in existence for the last ten years. With this in mind, it becomes obvious that our sources of income will have to be expanded merely to stay where we are."

Income sources expand

Fortunately for Willamette, sources of income have expanded along with rising expenses. These sources are essentially tuition and fees, private gifts and grants, and endowment income, all important factors in Willamette's current financial stability.

In the near future, Willamette will increase its efforts in the area of deferred giving — wills, trusts, annuities, insurance, etc. A trained specialist in the field will be added to the staff to call on people interested in making testamentary gifts to the University.

How Financially Stable Is Willamette?

Balanced budgets

Not once in the past 15 years has Willamette failed to operate in the black. Audited figures for 1969-70, exclusive of auxiliary enterprises, show the following approximate percentages for major categories of income and expenditures:

Income	Per Cent
Tuition and fees	67.5
Endowment Income	11.2
Gifts and Grants	16.8
Other	4.5
	100.0
Expenditures	Per Cent
Adm. and General	19.5
Student Services and Student Aid	22.1
Instructional and library	48.0
Physical Plant	10.4
	100.0

Low debt

Voluntary gifts, which have reduced the need to secure loans, have allowed Willamette to expand facilities without incurring much long term debt. Government loans have been utilized primarily for campus residences, which are self-liquidating through student room charges. Willamette's long-term debt amounts to \$2,629,000.

High endowment per student

As of May 31, 1970, Willamette's endowment funds had market value of \$14,590,833, second highest among private institutions in the Northwest. Willamette's endowment was about \$9,000 per student at a time when the market was extremely low.

Excellent giving record

Gifts and grants from foundations, corporations, alumni, parents, the

church, friends of the University and the federal government, have amounted to over \$1.25 million in each of the last six years. Excluding the exceptional year of 1969 when gifts totaled \$4,530,000, the average amount given in the past six years has been nearly \$1.4 million annually.

The importance of private giving is evident in an analysis of cost per student, which at Willamette is currently about \$2,400. Tuition and fees account for about 70 per cent of this total with gifts and endowment income making up most of the difference. In other words, without this income, the university would have to charge at least \$2,400 to cover current operating costs.

Gradual enrollment increase

With a high percentage of fixed costs, enrollment is a very important factor in the overall financial situation of any private college. Willamette has been able to provide the facilities and services for a gradually rising enrollment which reached a record high 1,713 last fall. Projections indicate an enrollment of about 2,150 by 1980.

Upgraded physical plant and facilities

Willamette has been implementing an orderly program of repair and upgrading of plant and facilities in recent years. More than half of the 33 existing buildings have been built in the past 15 years, including such major facilities as the Smith Auditorium and Fine Arts Building, the Truman Collins Legal Center, Bishop Memorial Health Center, Walton Hall (languages and library addition), George Putnam University Center and 12 residences. A campaign to raise \$2.5 million for a physical education and recreation center is over the \$1 million mark, with the new facility to replace a gymnasium built in 1923.

"The nature of our university is to maintain high quality, to innovate, contribute and respond to the rapid expansion of knowledge"



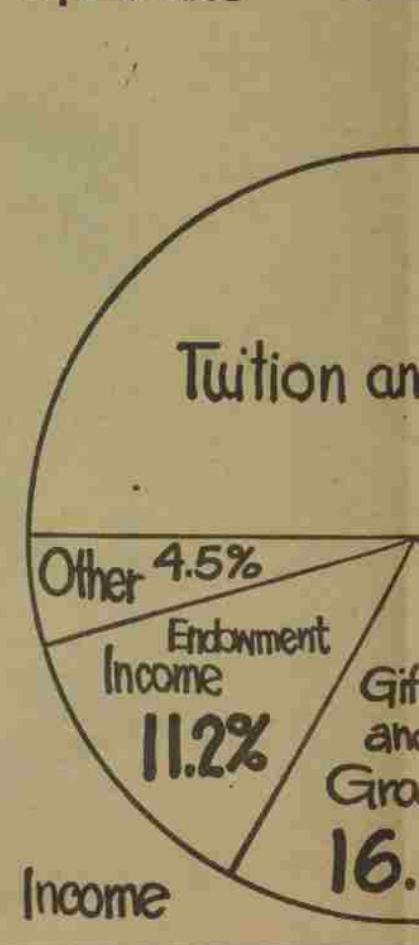
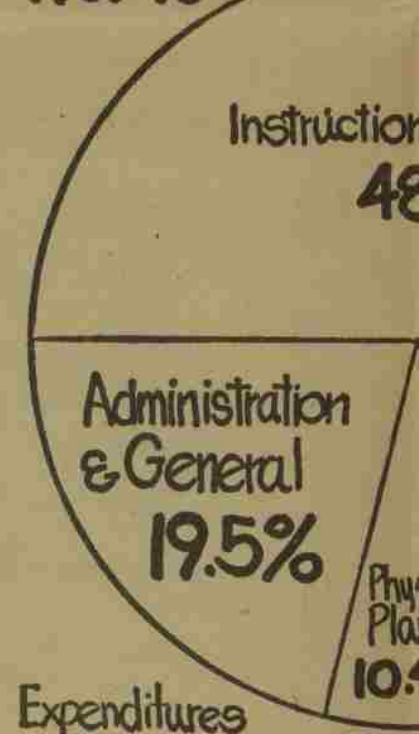
Milo Harris — Vice President for Planning and Finance

Nationally, the times of replaced by the hard time major concern of the public. The fiscal plight of higher education is described as "extremely serious" with trouble likely to get worse.

A widely publicized report on Higher Education shows that one-third of all U.S. colleges are "in financial difficulty" or "in trouble." The study's author, the University of California at Berkeley, says that if current trends continue, virtually all colleges will be in financial difficulty of some kind. He says the situation is "serious enough to be called a crisis."

What about Willamette at the door of the West's only private liberal arts learning? Just how financially stable is it? How can it resist the common

Willamette University Operating Budget 1969-70



Willamette as Financial Pressure Mounts

campus turmoil have been
es of campus cost as the
olic and private colleges.
r education has been de-
ious; a widespread crisis
orse before it gets better."

ort of the Carnegie Com-
ion noted that about two-
and universities either are
are "headed for financial
r, Earl F. Cheit of the Uni-
keley, predicts that if pres-
lly all institutions—includ-
ity—will be faced with cut-
also termed the problem
ed a depression."

University? Is the "wolf"
ldest institution of higher
ally stable is Willamette?
non financial pressures?

University
udget

n Library
3.0%

Student Aid
Services
22.1%

sical
nt
4%

d Fees
67.5%

ts
d
nts
8%

The Effects of Economic Pressures

Cost of instruction

Obviously, salaries represent the largest expense item in a university. Willamette projects salary and fringe benefit costs of about \$2.6 million next year in addition to student employment. Salaries have increased substantially in the past few years through a combination of inflation and "market" conditions within the specific academic fields.

"The University's commitment to educational excellence demands that we do everything within our power to attract and retain effective faculty," stated President Fritz. "Our salary policy reflects, insofar as possible, 'market' conditions for particular types of preparation and experience; inflationary trends; and, a judgment of effectiveness at Willamette. Increases for last year and for the coming year have been significantly above the cost of living index increase in this area," he continued, and "Willamette's salaries are competitive with other comparable institutions."

For the 1970-71 academic year, the faculty salary range and average fringe benefits at Willamette are as follows:

rank	salary range	salary median	staff benefits
Professor	\$11,000-18,500	\$14,700	\$1,918
Assoc. Prof.	8,800-15,000	11,400	1,639
Assist. Prof.	7,700-14,750	9,800	1,396
Instructor	6,700-9,200	8,300	1,120

Tuition

A survey of nearly all of the 762 private colleges and universities by the Association of American Colleges indicates that the most widely used method of avoiding deficits is to raise tuition. Although used with reluctance, the report notes, tuition and fee increases have been the most flexible and immediate source of increased income.

At Willamette, tuition and fees cover about 70 per cent of the educational cost per student. The 1970-71 total for tuition and student body fees is \$1,745 per year. Room and board costs for campus residents are an additional \$970, for a combined total of \$2,715, just slightly below the national average of \$2,722 for private institutions as reported by U.S. News and World Report.

In announcing an increase of \$125 in tuition and fees for 1971-72 (for a total of \$1,870) after the Board of Trustees meeting in February (see article page 3), President Fritz cited "external economic forces acting upon the University . . . rising operating costs . . . new faculty and student services," and the desire for "new and improved academic programs, facilities, equipment and financial aid programs."

He summarized the University's tuition policy as one "which protects the quality of educational opportunities offered while maintaining tuition at the lowest possible level . . . The educational viability of any institution is dependent upon fiscal stability. Therefore, implementation of this tuition policy requires year-to-year determination of the tuition level necessary to maintain institutional stability and development. The amount of tuition increase considered for any given year is related not only to our ability to control operating costs, but likewise to the availability of unrestricted gift income and return on endowments."

Private gift support

Nationally, private gift support to higher education has felt the pressures of adverse reactions to campus disturbances, a decline in the stock market, and the competition for foundation money with agencies seeking funds for "urgent and long-neglected problems" of society. At Willamette, private gift support is

fostered by the Development Office under the direction of Vice President James S. Triolo, one of President Fritz's first administrative appointments in October, 1969. A 20-year veteran of college development work (Stanford, University of Texas, Southwest Center for Advanced Studies, and the Salk Institute), Triolo acknowledges the pressures of raising money in these times and jokingly quoted Norman Cousins (Saturday Review Editor) who said "Even the future isn't what it used to be."

However, true to his personality and his profession, he looks to optimistic signs that gauge the current conditions. For instance:

- "There has been no major decrease in gift support to Willamette even though some of our supporters have been disturbed by recent developments on campus."

- "Students are beginning to realize that their actions may affect gift support and that a decrease in gift support has a direct impact on what the University must charge for tuition."

- "Emerging trustee leadership promises future involvement of other in-



James Triolo
Vice President for
Development

dividuals in Willamette's gift-procurement plans."

- "Staff efforts in development work are supplemented by the volunteer efforts of nearly 120 alumni, parents and friends in our current fund raising programs."

WU Planning Focuses on Results

Decisions are best made when the results expected are confidently anticipated. In an effort to project results and take much of the "guess" out of decisions, Willamette is in the process of implementing a broad-based University Planning System.

The purpose of a comprehensive planning system, in the words of President Fritz, "is to assure the development of innovative and effective programs and to enable us to focus the use of our resources to get the maximum educational benefits for our students." To do that, he reasons, "we must place great emphasis on the results of our efforts as compared to activities."

President Fritz and Vice President Harris believe a comprehensive approach to planning must provide answers to a series of difficult questions: What are our educational objectives? What techniques and methods could be used to achieve these objectives? Which combination of techniques and methods is best for Willamette? How do we develop the most effective programs?

"Finally, we must evaluate, in retrospect, the degree of achievement of our educational objectives," said Harris. "Professional planners recognize the relationship of these questions to the basic planning steps — objectives, alternatives, analysis, program development and implementation, and evaluation."

Complexity enters the picture, to be sure, when students, faculty, administrators and trustees grapple with articulation of clear, result-oriented objectives and determine the ways of measuring achievements. Since the planning system is tied to the budgetary process by necessity, "the most effective allocation of resources available demands not only clearly established objectives but methods by which progress toward those objectives can be evaluated," states Dr. Fritz.

He points out how Willamette's planning system will be different from traditional planning efforts. The following seven facets of the Willamette system are listed with the traditional approach in parentheses:

1. Focus on results (Ad hoc projects or activities)
2. Comprehensive — institution-wide (Fragmented with project orientation)

3. Rooted in concerns of educational excellence (Focus on planning for specific activities)
4. Self-renewing — a system (A "study")
5. Fully articulated (Assumed traditional objectives)
6. Full faculty and staff participation (Special study groups and/or top administrators)
7. Automatically tied to the annual budget process (Related to specific development campaigns)

The kinds of questions that are being asked indicate the scope of the Willamette Planning System. Given limited resources, what are Willamette's educational priorities? How should the resources be allocated? What new programs should be started? Should some be abandoned? If so, which ones? Can Willamette try new ways of achieving some of the traditional and time-tested learning objectives?

An important arm of the Planning System is the newly created Office of Institutional Research "which will facilitate the development of projections of the budgetary and educational consequences of curricular, admissions, budgetary and financial aid decisions. Some rather sophisticated cost analyses are being developed as well."

"We want to avoid wandering into an academic or fiscal crisis unknowingly," explains President Fritz, "and in these few short months we already know more about these vital matters than ever before in Willamette's history."

Harris is charged with administering the Planning System, while Maurice Stewart, associate professor of physics, is director of the Institutional Research function. Currently, a committee is in the process of evaluating the first round of objectives submitted by the various departments or "units" within the University.

"When the planning system is operational it will facilitate trustee policy decisions concerning: (1) the educational level of excellence to which the Colleges of Liberal Arts, Law and Music should aspire; (2) the overall size of the institution, and (3) the broad distribution of resources to achieve the specified objectives of the University," concludes Harris.

How Can Teaching & Evaluation Be Improved?

Teaching is the communication of knowledge. Student evaluation is the evaluation of that communication. How can teaching and evaluation both be improved? That was the essential question at a day-long conference for faculty and students in February.

Dr. Kenneth E. Eble, director of the Project to Improve College Teaching based at Salt Lake City, keynoted the gathering which attracted over 60 faculty members and administrators and about 25 students. He spoke on the essentials of good teaching and how evaluation of teaching can be used to improve the quality of teaching.

"There is wide agreement on the particulars of effective teaching: an ability to make abstract ideas clear; to organize materials; to exemplify, demonstrate, and dramatize. There is similar agreement about the qualities effective teachers must possess: an openness to students, a sharp sense of audience, fairness in judgments and practices, a presence that gains respect," Dr. Eble said.

Beyond these traits, he listed some larger qualifications, namely:

Caring. "Teaching is caring greatly for the worth of what is being taught and for those to whom it is being taught . . . caring about making a difference in the lives of students . . . caring sufficiently to do the hard work of teaching at a level beyond what will merely get by."

Energy. "Perhaps beyond everything else, teaching requires raw energy. 'Being tired' is a chronic and legitimate complaint of teachers . . .

Traits of Mind. "Intelligence is not everything in teaching . . . mastery of fact, power of recall may get in the teacher's way . . . Quickness of perception, an ability to see relationships, imagination, common sense — these may be the most valuable mental traits."

Proportion. "A wise teacher grows in this respect. He knows more, has more to balance, and balances more skillfully. His teaching always goes beyond his subject matter, for it communicates lessons in making choices — which may be the fundamental learning for students and professors alike."

Many opinions were expressed in separate discussion sessions on how student evaluation of teaching can be improved, types of classroom visitation that might be helpful, and what are the most effective aids and incentives to encourage teaching excellence?

Previously published course critiques by students came under criticism for being "poorly constructed and limited to too small a sample of the student community." At the same time, however, several faculty members attested to the fact that criticism in the critique resulted in improvement of their teaching procedures.

A majority of the participants in the

discussion group on classroom visitation agreed that evaluation of faculty by faculty would be beneficial, and that if evaluation is to be made, it should be structured so as to be known in advance, be done frequently and extended over a period of time. Types of classroom visitation suggested included: (1) interdepartmental

evaluation by professors from a related area; (2) use of video tape; (3) small group of professors evaluating each other and then discussing ways of improvement; and (4) a senior member of a department evaluating a junior member.

A premise that "a close working relationship among faculty would be

invaluable in promoting teaching excellence" was offered as an aid if teachers would view the different teaching techniques of their colleagues with the end of improving their own individual methods of delivery.

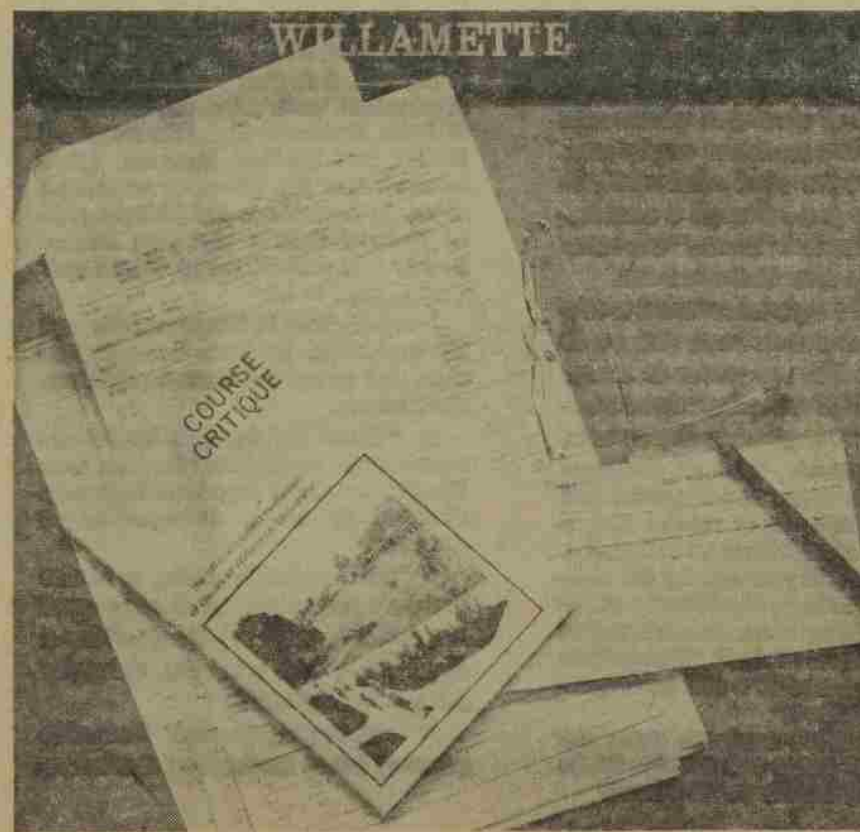
Along this line, the Faculty Affairs Committee announced that the Nelson Rounds Award of \$500 for Teaching Excellence will be given to the faculty member who submits the best proposal for self-development.

The concerns expressed and the ideas generated during the conference have been recorded to be examined for future implementation.

Dr. Eble summed up the process of improving college teaching by saying "the act of teaching must move toward openness toward a willingness of faculty and students to enter into an experience of mutual and shared learning. Teaching is so simple to do in a passable way and to keep on doing in such a fashion. But considering individual teachers and students, the conflicting interests of each, the manifold ways in which any lesson is learned, the myriad purposes to which learning may be put, teaching is a complex matter which needs maximum exposure if we are to do it well."

President Fritz noted after the conference that "In the future, I will make student evaluations of the instructional staff a basic component of the information reviewed in determining faculty employment, retention, promotion and tenure if students will provide a sound and continuing critique system."

★ ★ ★ ★ ★



Students first published a Course Critique in 1969, evaluating courses and professors. A new and improved publication is expected in April under the auspices of the student publication board.

Adding New Academic Programs

Along with emphasis on the improvement of instruction (story above), several new academic programs are currently at Willamette, including:

1. A Learning Resources function with a Director responsible for assisting the faculty to more effectively utilize WU's libraries, the Department of Education, the audio-visual materials and other available external resources. The director will encourage experimentation with new teaching methods; evaluate the climate for learning at Willamette; utilize more fully new kinds of instructional aids and equipment; and assist the faculty in a continuing analysis of their teaching effectiveness.

2. A new degree program in Environmental Science has been approved and an International Studies major is being considered. Discussion about a Bachelor of Science degree option which will not require a foreign lan-

guage is continuing in committee. Three visiting scholars in East Asian Politics, Middle Eastern Affairs and Russian History will be here next fall.

3. The Psychological Counseling services will be extended with the appointment of a full-time director in the fall.

4. Student aid will be increased in an attempt to assist qualified students in coping with rising educational costs. New scholarships are being established, including five National Merit Scholarships this year.

5. New curricular options, including: (a) semester and year-long exchange programs with other colleges; (b) use of residence halls and organizations to become a more vital part of the total educational effort, and improved counseling capability in coed settings; (c) increased offerings in the art department; and (d) new faculty positions in art, philosophy, history, education, psychology, political science and law. Other options to be

considered include: (e) more independent study courses and opportunities for credit by examination; (f) field learning experience including extended study in other countries and cultures; (g) work-study for credit in off-campus locations; and (h) increased offerings, especially evenings and summers, to meet the continuing education needs of Salem area residents.

7. Special student projects in institutional problem solving to help increase awareness of the types of problems Willamette faces each year. In some instances, joint faculty-student research on problems of institutional importance will be undertaken during summer months. Typical of the problems to be studied will be: (a) the University's student residence system; (b) student financial aid determination and administration; (c) causes for student attrition and retention; and (d) orientation and registration methods.

Presidential Priorities

"...willing to work together toward common goals"

continued from page 2

University by indicating that it is not now worthy of support.

2. We must convince our faculty that the importance of their effectiveness as teachers, scholars, and counselors must be much more clearly established and understood by them as well as by our other constituencies.

3. We must demonstrate to our trustees, alumni and the community that matters within the University are not always portrayed or interpreted accurately. More contact must be established with those who are not now frequently and regularly in touch with what is going on so that, based on personal observation, they can put the extremes that they read and hear about in proper perspective.

TOWARD COMMON GOALS

My style of leadership requires a type of delegation of authority and responsibility which must be met with a high degree of success. It requires

individuals who not only want but seek responsibility and prefer to be accountable for their action. It falters and perhaps fails when sought by or accepted by individuals whose efforts never get beyond the verbal or discussion stage.

In other words, for Willamette to become the type of distinctive university which I have in mind will require hard work. It will require much more homework—much more diligence—much more fact finding—much more documentation—many more uncomfortable questions.

There are no easy accomplishments given the complexity of the problems, the different views to be taken in account and the restraints imposed by limited funds.

I say these things with the full realization that the strengths of this or any other university aspiring to greater excellence rests in not only the legitimacy but the merit of dissent. It is the way in which this dissent is carried out which is proving to be one of the great barriers to progress at Willamette and

elsewhere. Decisions must and will be made. Someone must, in the final analysis, be responsible and accountable for the decisions. That man is usually called the President.

I have long accepted the fact that much of what I do will always be contrary to someone's interest or preference. I must, therefore, do my best to listen and to gauge the strength, depth and scope of the currents of opinion and judgment which ebb and flow in a dynamic and healthy organization. By the same token, I must be equally sensitive to the adage, "There are many paths to success but the route to failure is clear—try to please everyone!"

The major difference between average and outstanding performance is the extent to which leaders of the major constituencies of the University will be supportive. If they opt to establish separate or divisive channels, the institution will be the loser. Who on the outside of the University will support a school which, on the inside, is not willing to work together toward common goals?

Campus Briefs

Law Dean Resigns

Dean Arthur B. Custy of the College of Law has accepted a teaching position at the University of South Carolina School of Law. Dean Arthur B. Custy of the College of Law has accepted a teaching position at the University of South Carolina. He will leave his position at Willamette this summer after serving as dean for three years. In submitting his resignation, Custy indicated that he is returning "to the work I enjoy doing best, teaching."

Lecture Series Books Author

Author of the national best-seller "Greening of America," Charles A. Reich, will be the speaker for the 16th annual Willamette Lecture Series April 14 at 11 a.m. in the Smith Auditorium. The 42-year-old professor of law at Yale University has been called "a prophet for the nation's youth." His book speaks of a "new consciousness" by the nation's youth which can humanize society without violence. His appearance is sponsored by the Atkinson Fund.

Intern Program 'Best Yet'

Mutual benefit to students and state officials is once again being achieved through Willamette's political science internship program. Some 39 students are participating in one of three courses offering internship with State administrative offices and agencies, lobby members, or legislators. Interns earn course credit by writing a scholarly paper on their intern experience. Political science chairman Dr. Theodore Shay terms this year's program "the best functioning to date, affording the interns an educational opportunity of the highest value."

Portland Used as 'Classroom'

"To realize more fully the effect of urbanization on education" was the purpose of the University's 1971 Interim (between semesters in January) program. Twenty-one students and six faculty members used the city of Portland as their "classroom," covering five aspects of the city: the politics of minorities, the helping agencies, the ecological studies, the arts, and the educational institutions. "The decision - making, the give - and - take of living together, and the communication between the faculty and students provided invaluable examples of learning opportunities," said Chaplain Phil Harder, faculty coordinator of Interim.



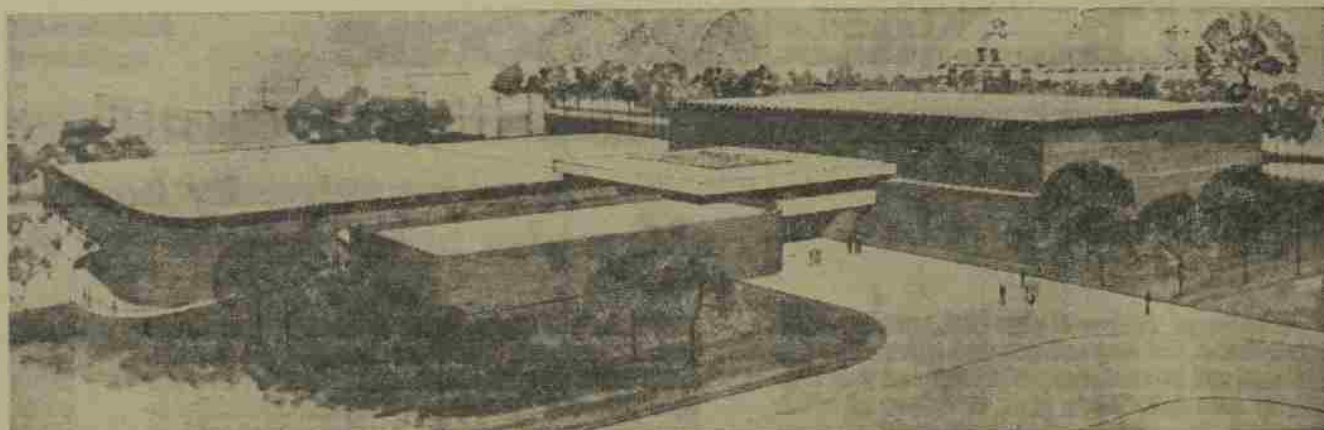
Walter Hinkel

1971 Commencement Speaker

Hinkel to Address Graduates

Walter J. Hinkel, former Secretary of the Interior and ex-Governor of Alaska, will deliver the 1971 Willamette Commencement address May 16. His appearance will be one of the highlights of an expanded Commencement-Alumni weekend program. The Rev. Theodore Loder, a 1952 graduate of Willamette, will be the Baccalaureate speaker. He is minister of the First United Methodist Church of Germantown, Philadelphia, which has been nationally recognized as a leader in church renewal.

February, 1971



Willamette's Proposed Physical Education & Recreation Center

Architectural drawing of the proposed \$2.5 million Physical Education and Recreation Center (PERC) were unveiled at a PERC Progress banquet in February. The 78,000 square foot facility has three main areas, a gymnasium,

natatorium and field house. The advance gift campaign has reached \$1.1 million to date. The PERC will replace Willamette's gymnasium, which was built in 1923 for a student body less than one-third the present number of 1,700.

Free University Attracts 300

Over 300 persons, including 200 from the Salem community, are currently enrolled in the 18 courses of Willamette's Free University. In its third year, Free U. is a student originated and directed curriculum of "extracurricular" courses costing no money, offering no credit, and attracting considerable interest. Among some of the courses offered this spring are Culture Seminar; The Failure of Public Education; The Oregonian: Present Moral Dilemmas; Poetry, Photography and Sewing workshops; Environment; and the most popular course, Guitar, which attracted 50 "plunkers". Brad Knappe, Snohomish, Wash., is the student coordinator.

Film Director Visits

A two-day visit to the campus by famous film producer - director Robert Wise launched Willamette's "Distinguished Visitor Series" in mid-February. Mr. Wise, winner of five academy awards and director of such movies as "The Sound of Music," "West Side Story," and "The Sand Pebbles," spoke to several classes of theatre, English and art students and narrated two film clips of "The Sand Pebbles" and "The Andromeda Strain," his latest movie.

Summer Orientation Proposed

Hoping to better "personalize" orientation and facilitate the registration procedure for new students, Willamette will offer a summer orientation program in place of the traditional "freshman orientation week" prior to fall classes. New students will be able to select from among three two-day sessions in July or a single two-day orientation in September to become familiar with the University's curricular and extracurricular offerings. Faculty members and returning students will staff the sessions and a special program for parents of new students will be offered.

ulty members and returning students will staff the sessions and a special program for parents of new students will be offered.

Belknap Men Top Grades

The men in Belknap Hall emerged as the academic leaders on campus in the report of fall semester grades by residence. Belknap men combined for a 2.948 (3.0 is a B average) GPA to edge out Kappa Sigma fraternity at 2.947. Pi Beta Phi sorority topped the women with a 2.893 mark.

WU Chronicles Still Selling

Sale of the Chronicles of Willamette, Vol. II - "Those Eventful Years of the President Smith Era," has been steady according to Dave Larson, new manager of the Willamette Bookstore. "We fill about four or five mail order requests a day," he said. The book, written by Dean Emeritus Robert Gregg, can be ordered by mail through the bookstore for \$5.50. Requests have been received for copies of Volume I, the first 100 - years by the late Dr. Robert Gatke, but that volume is out of print and very scarce. In fact, the Alumni Office is seeking a copy and would be most grateful to hear from anyone interested in donating or selling a copy of Volume I.

Yearbook, 'Jason' Due Soon

Copies of the 1970 Wallulah, Willamette's yearbook, are finally expected off the press in April and will be mailed to the 1970 graduates. Another student publication is due off the press in April, the literary magazine "Jason," containing original poetry, art work, short stories and photography from student and faculty contributors. The "Jason" may be ordered by mail: send \$2 to The Jason, Willa-

mette University, Salem, Oregon 97301, along with name and address.

Bearcat Sports Summary

Senior Tom Williams, Pacific City, Ore., an outstanding defensive back for Willamette's football team for four years, was taken in the ninth round of the professional football draft by the New Orleans Saints, the first Oregon player selected. One other former Bearcat, Bruce Anderson '65, is playing with the Washington Redskins.

Willamette's basketball team tied for second in the Northwest Conference with an 8-4 record and lost a bid for a berth in the national tournament in the NAIA District 2 playoffs, bowing twice to Lewis and Clark who shared second with Jim Boutin's eagles behind champion Pacific Lutheran. Boutin was named basketball coach of the year in the District, and star guard Doug Holden, Portland, a junior, made the all - NWC and all - District teams. Willamette finished with an 18-11 season record, the best mark since 22-6 in 1959-60. Holden topped Ed Grossenbacher's ('60) season scoring record with 603 points, while senior forward Bob Lundahl set a new career scoring record with 1,641 points, 94 better than Grossenbacher's previous record.

Bearcat wrestlers finished fourth and the swimmers third in the league championship meets.

Spring sports prospects are good, with Chuck Bowles' track squad expected to put up a stout title defense; John Lewis' baseball team is expected to be among title contenders; Les Sparks, in his 45th year as tennis coach, has his entire championship team back; and Steve Prothero is grooming a golf squad that hopes to improve upon a second place finish last year.

Willamette Philosophy Graduate Finds Liberal Arts Very Adaptable

By David Pearson

Judging by my own experience, it is not altogether unusual for the Liberal Arts graduate to find himself employed in a work situation which has little or no direct relation to his undergraduate major.

This fact leads to the frequent question, "What does your degree (in my case, philosophy) have to do with your work?" (In my case, behavior modification with the mentally retarded). I have found that the best answer is that my education has nothing to do with my work and at the same time has everything to do with it.

An explanation for that seemingly contradictory answer follows along with my own evaluation of liberal arts education as a background for productive employment. First, I said that my degree had nothing to do with my work. In a narrow sense, this is an obvious truth. Many liberal arts majors lend themselves to practical application only following a course of post-graduate study.

For those who do not go on with schooling immediately, the general job market offers few positions which require the particular skills of a history, philosophy, or English major.

When I was offered a job in mental retardation, I accepted it even though it required only a high school diploma. Had I waited for a position requiring a Bachelor of Arts degree in Philosophy, I certainly would have starved some months ago.

My point, however, is not that all B.A. degrees are non-specific to practical situations. A degree in education or psychology would have noted significance in my own job, and some other degrees would doubtless be found to be specifically related to other work possibilities.

The point of the second part of my response, and of this article, is that the real value of a liberal arts education is in the very fact of its non-specific nature. You probably already noted the flaw in my reasoning. The flaw, of course, being that I implied that a major in philosophy meant I had taken only philosophy courses and so on with other majors.

This is emphatically not the case, and this emphatically is the strength of a liberal arts education. The major field simply serves to give focus and a point of reference to a diffuse education.

One reality which most people rapidly encounter when they become em-

ployed is that most jobs are to a great extent learned through practice. The nature of specific duties in all but a relative few technical fields are so diverse, this must be so. A liberal arts education, hence, has everything to do with nearly any field not because it is specific or technical, but because it provides a wide range of experience which forms the basis for rapid and productive adaptation to new situations.

The not so simple ability to communicate accurately and concisely complex and even technical information is inherent in an education with the broad liberal arts base. Organization and relation skills are sharpened and developed in several directions by the necessity for study in a range of areas, some of which have little interest for the student.

The important aspect of liberal arts education, then, is as much in the development of learning and adaptive skills as it is in the actual body of facts mastered.

Dave Pearson is a 1966 graduate of Willamette. He is currently fulfilling his service obligation as a conscientious objector by working as a psychiatric aide at Fairview Hospital. He has been accepted for graduate study in 1972 by the University of Oregon School of Architecture.

A major university becomes the first to experiment with a plan to let students pay their tuition over 35 years

• **Deferred Tuition:** A plan that someday could revolutionize the way colleges and universities are financed will be started experimentally at Yale University next fall. Yale's plan, variations of which have been discussed for years, would enable students to postpone part of their tuition by pledging to pay back a fixed portion of their future annual income for up to 35 years. Many other institutions are said to be interested in such an arrangement, and the Ford Foundation is spending \$500,000 in the next year to study whether a broader test should be made.

The idea is highly controversial. Proponents talk about making it easier for financially pressed colleges to charge higher fees. "Unless something is done," says Yale's president, Kingman Brewster, Jr., "either we lower our quality or we close our doors to those who cannot pay the increased cost of quality." The plan's chief critics, leaders of public higher education, warn against shifting too great a share of education's costs from society to the student.

The critics fear that deferred tuition could lead to reduced funds from government and private sources, especially if the plan were begun at the federal level, as some have urged. Yale and the Ford Foundation assert, however, that other forms of aid must continue and that deferred tuition is no cure-all for the colleges' money woes.

• **Federal Programs:** President Nixon and the 92nd Congress have started a debate on the shape and scope of federal aid to higher education. The President, in his budget for the next fiscal year, has

proposed more money for students and research but less for academic facilities and equipment. Overall, there would be a slight increase in funds. There are signs of strong opposition in Congress to Administration plans to restructure rather than extend existing forms of student aid. Some new legislation is likely to emerge in the coming months, since authority for many U.S. programs for students and colleges is scheduled to expire on June 30.

• **Fund Drive:** Private colleges and universities are stepping up their efforts to get more money from state and federal governments. A group of independent institutions has reorganized to press for financial aid to students ("so they may have a freedom of choice in the institution they will attend"), grants for operating expenses, and loans for construction. "The time has come for us to stop commiserating and apologizing," says one academic leader, "and to go on the offensive."

But times are hard and many state budgets for higher education are tighter than ever. State officials also report that legislators have become increasingly interested in campus "accountability" — a process that implies closer supervision by the legislatures over how the colleges spend state appropriations. Such policies now have their most pronounced effect on public colleges, since they are the ones receiving the bulk of the state aid. Where public funds are sought for private institutions, however, accountability could become even more of an issue.

• **Academic Goals:** A panel of leading scholars has told higher education that its chief purpose "must be learning." Research and public service are

appropriate when they contribute to learning, said the Assembly on University Goals and Governance, but institutions have not made learning "sufficiently central." The assembly charged that academic people needed to do a better job of scrutinizing themselves, and it urged colleges and universities to preserve institutional diversity — not to do things the same way.

• **In Brief:** The American military involvement in Laos came at a time when several peace groups and student organizations already were seeking to revive the anti-war movement. New demonstrations would have occurred in any event . . .

College placement directors are telling prospective June graduates to seek jobs aggressively. Surveys of employers and colleges have shown about a 20-per-cent drop in companies' recruiting activities on the campuses . . .

Two major programs for offering college degrees for off-campus study are being developed in New York State. The board of regents will award degrees on the basis of tests and the state university will set up a non-residential college . . .

Hobart College in Geneva, N.Y., has been declared innocent of charges that it failed to control students during a confrontation with police last June. The judge said the evidence was insufficient. The case is thought to be the first in which a college faced criminal charges over campus disorder . . .

The campaign to curtail graduate education is picking up. A knowledgeable U.S. official says that institutions probably will be discouraged from setting up doctoral programs in the 1970s.

Alumni Bulletin Board

Five new members of the Alumni Association Executive Board will be elected at the annual meeting May 15 to serve three-year terms. Nominations from Alumni for the vacancies should be submitted to Roger Kirchner, Director of Alumni Relations, University House, Willamette University, Salem, Oregon 97301.

The new concurrent reunion schedule will be in operation for the May 15 Alumni Day. Classes scheduled for reunions include:

- 1921 (50th - Golden) and 1946 (25th - Silver)
- 1923, 1924, 1925, 1926 (Concurrent)
- 1947, 1948, 1949, 1950 (Concurrent)
- Half-century Club (classes prior to 1921)

Classes having concurrent reunions will participate in separate class functions as well as the luncheon planned for all four classes. Since this is the transition year between the old five-year reunion system and the new system, the Alumni Office will help organize reunions requested by the classes which would have reunions under the old system, namely: 1931, 1936, 1941, 1946, 1951, 1956, 1961 and 1966.

A "Willamette Forum" for alumni, parents and friends of the University is scheduled at the Sheraton Motor Inn in Portland, Sunday, April 25, starting at 11:30 a.m. The program includes a no-host luncheon, an address by President Fritz, a choice of two out of four faculty lectures, a panel of University personnel to respond to questions about the University, and a no-host social hour.

Limited supplies of old Wallulah yearbooks are available free through the Alumni Office, including the years: 1950, 1951, 1952, 1957 through 1964, and 1966 through 1968. If ordered by mail, send \$1 (for postage and handling) to the Alumni Office, along with the year requested, name and address.

The Max and Susan deSully Memorial Fund has been established at Willamette by the deSully family in memory of their son (class of '67), who was killed in Vietnam, and their daughter, who was killed in an auto accident before she could attend Willamette. Contributions to the scholarship fund are being received by the Alumni Office.

ON THE WILLAMETTE SCENE

APRIL

3 **Freshman Glee.** The 63rd annual Freshman Glee, featuring original songs and marching formations by all four classes, will be presented at 8 p.m. in the Willamette gymnasium under the theme "Novelty" and sub-theme "Tomorrow Never Knows." The winning class receives the Freshman Glee banner and the losing class wades the Mill Stream on "Blue Monday," April 5, when all bets are paid.

7 **Music Faculty Concert.** Members of the Willamette College of Music faculty will be heard in the Ingolf Dahl Memorial Concert at 8:15 p.m. in the Music Recital Hall. The concert is open to the public, free of charge.

9 **Educational Film Series.** "The Gospel According to St. Matthew," by the controversial writer-director Pier Paolo Pasolini, will complete the Educational Film Series for 1970-71. The film tries to show the urgency with which Jesus preached. Curtain time is 7 p.m. in Smith Auditorium. Tickets will be sold at the University Center Ticket Office and at the door.

14 **Willamette Lecture Series.** Charles A. Reich, author of the national best-seller "The Greening of America," will keynote the 16th annual Willamette Lecture Series at 11 a.m. in the Smith Auditorium. His lecture topic is "Coming Home," dealing with the rediscovery of American heritage and what it means for a future society. The topic will be part of the Yale law professor's next book. The lecture is open to the public without charge.

15-17 **Drama Performance.** Peter Ustinov's "The Love of Four Colonels" will be presented by the Willamette University Theatre at 7:30 p.m., Thursday, April 15, and at 8:15 p.m. Friday and Saturday, April 16 and 17, in Smith Auditorium. There are no reserved seats and tickets will be sold from the University Center Ticket Office, the University Theatre Office and Stevens and Son Jewelers.

18 **Band Concert.** The Willamette University Band, under the direction of Maurice W. Brennen, will appear in concert at 3 p.m. in Smith Auditorium. The program is open to the public without charge.

21 **Concert.** A concert of chamber music will be presented by the College of Music at 8:15 p.m. in the First United Methodist Church in Salem. The program will include Bach Cantata No. 202 (for chamber orchestra and soprano), featuring soprano Carol Webber of the music faculty; the first performance of two new works by Music Dean Charles Bestor of electronic tape and instruments, "Improvisation I" and "Improvisation II"; and a Reger work for a flute, violin and viola trio. The concert will be made possible through the Recording Industries Trust Fund of the American Federation of Musicians. Open to public, free of charge.

23&24 **Dance Performance.** The annual "Willamette Dancers Present . . .", featuring student dance pieces, will be held at 8:15 p.m. in Smith Auditorium. Under the direction of Asst. Prof. of Theatre Ramona Searle, the performance is open to the public without charge.

25 **Choir Concert.** The Willamette University Choir, directed by Asst. Prof. of Music Walter Farrier, will perform in concert at 7:30 p.m. in the Fremont United Methodist Church (2620 N.E. Fremont in Portland). The concert is open to the public and \$1 tickets will be available, beginning April 1, at the Portland church and the University Center Ticket Office at WU.

30&MAY 1 **Drama Performance.** "An Evening of Theatre," including short plays and scenes produced by student actors and directors, will be presented by the University Theatre at 8:15 p.m. in Smith Auditorium. Admission prices are 75 cents for adults, 50 cents for non-Willamette students. Tickets may be purchased at the University Center Ticket Office, 10 a.m. to 5 p.m., Monday through Friday and at Stevens and Son Jewelers.