



WILLAMETTE SCENE

April, 1973

A Second Grade Looks at Alumni



Mr. Simmons is responsible for 9,000 people. He is the Director of Alumni Affairs. He sends out magazines to people who are Alumni of Willamette University.

A Second Grade Looks at Alumni

Ed. note: John Simmons visited his daughter's second grade class at Morningside School in Salem to tell them about his work with Willamette alumni. The students got a clear message of who alumni are and what he does . . . even down to the lunch break! John, who serves as Associate Director of Development as well as Director of Alumni Relations, didn't discuss his development work. Perhaps he's waiting until their allowances are bigger.

Dear Mr. Simmons

Thank you for coming.

I learned about Alumni

and I learned about what you do too. and you do hard, hard work.

Love Lisa Serrano

Dear Mr. Simmons

Thank you for coming to talk to us about Willamette. If I come to law school I hope I'm one of the best.

Love

ERIC

Dear Mr. Simmons,

Thank you for coming.

I did not know they send letters to all around the world too. Your job is pretty important. love karen



Dear Mr. Simmons

Thank you for coming to talk to us. I hope you come again and I like you and alumni was a funny word and when I go to your school in Willamette University I will remind you that you came to morningside school and reunion was a good word too. Love

Nick Young

Dear Mr. Simmons,

Thank you for coming. I'm interested in your career. Love,

Lisa W.

A Year To Remember



President Corson

Drawing by Chris Merkle

WILLAMETTE SCENE

Vol. 6
1973

No. 6
April

Published January (twice), February, March, April (twice), July, September, October (twice) and November by Willamette University, Salem, Oregon 97301 for constituents of Willamette. Second class postage paid at Salem, Oregon 97301.

Editor

Robert C. Woodle

Assistant

Jan McMillin

Contributing Writers

Ralph Wright

Steve Wynne

Wayne Larsen

John Simmons

Dr. Ross Runkel

Rev. Willis Ludlow

A headline in last April's issue of *Willamette Scene* read "A Month to Remember." Under the strain of low morale and the open controversy that eventually led to the termination of President Roger Fritz, one trustee wrote and said "A Month to Forget" would have been a better choice for the summary article.

Perhaps he was right, as the memory of that turmoil has faded fast in the light of "a year to remember" under the leadership of Interim President James Corson.

Good will was evident when Corson assumed duties July 6, 1972, but few will deny that the appointment of this former college dean and retired school administrator produced some skepticism. How would one man, past retirement age, hand-picked by the Chairman of the Board of Trustees, and out of the mainstream of college life for 13 years possibly pick up all the pieces of broken trust, rejuvenate sagging morale, and lure competent personnel for several key openings through all of this apparent instability?

Those kinds of thoughts pre-judged Jim Corson. He is one man, but he knows how to work with and for others. His energy and lively interest in people and solutions to problems dispel prejudices aimed at his 67 years.

And what about Willamette's problems: the mistrust, sagging morale, personnel vacancies? Answers to these are what make this a year to remember. Read what senior editor Larry Given of the *Willamette Collegian* wrote in a March 1, 1973 editorial:

"Last spring, Guy Stephenson, ASWU President, described the crisis at Willamette as a problem of 'morale.' The morale of the University, generally, has improved, and the atmosphere is more positive and more conducive to learning. During the present academic year, the destructive forces and negative feelings, which pervaded Willamette's environment last spring, have been transformed into constructive aims and positive accomplishments. Many questions which were not answered completely last year concerning, for instance, the future of the College of Music and the Graduate School of Administration, have been answered. The campus community which last spring deplored, and mistrusted the intentions of its President, has renewed its respect for the President of the University, and, as the Student Bar President declared, 'trust is rampant' between the President and the campus community.

"Certainly, the transformation which has taken place is the product of numerous dedicated individuals who attempted to actualize a common goal, but it is inconceivable to us that this transition

could have taken place, if, during the current academic year, James Corson had not provided the University with, what Chairman Atkinson described as 'tremendous leadership.' The importance of the leadership James Corson has given to the students at Willamette is, perhaps, best exemplified by a plaque which was awarded to President Corson by last semester's ASWU Executive Officers for his 'willingness to listen to the students and to discuss issues in a frank straight-forward manner.' The plaque was also presented to James Corson in appreciation for the 'humanness which he infused into an office where a business-like authoritarianism had always been the prevailing attitude.' President Corson revived the spirit of Willamette by approaching problems openly, practically, and sensibly; and his wonderful sense of humor managed to mold the most tedious incidents into very tolerable situations.

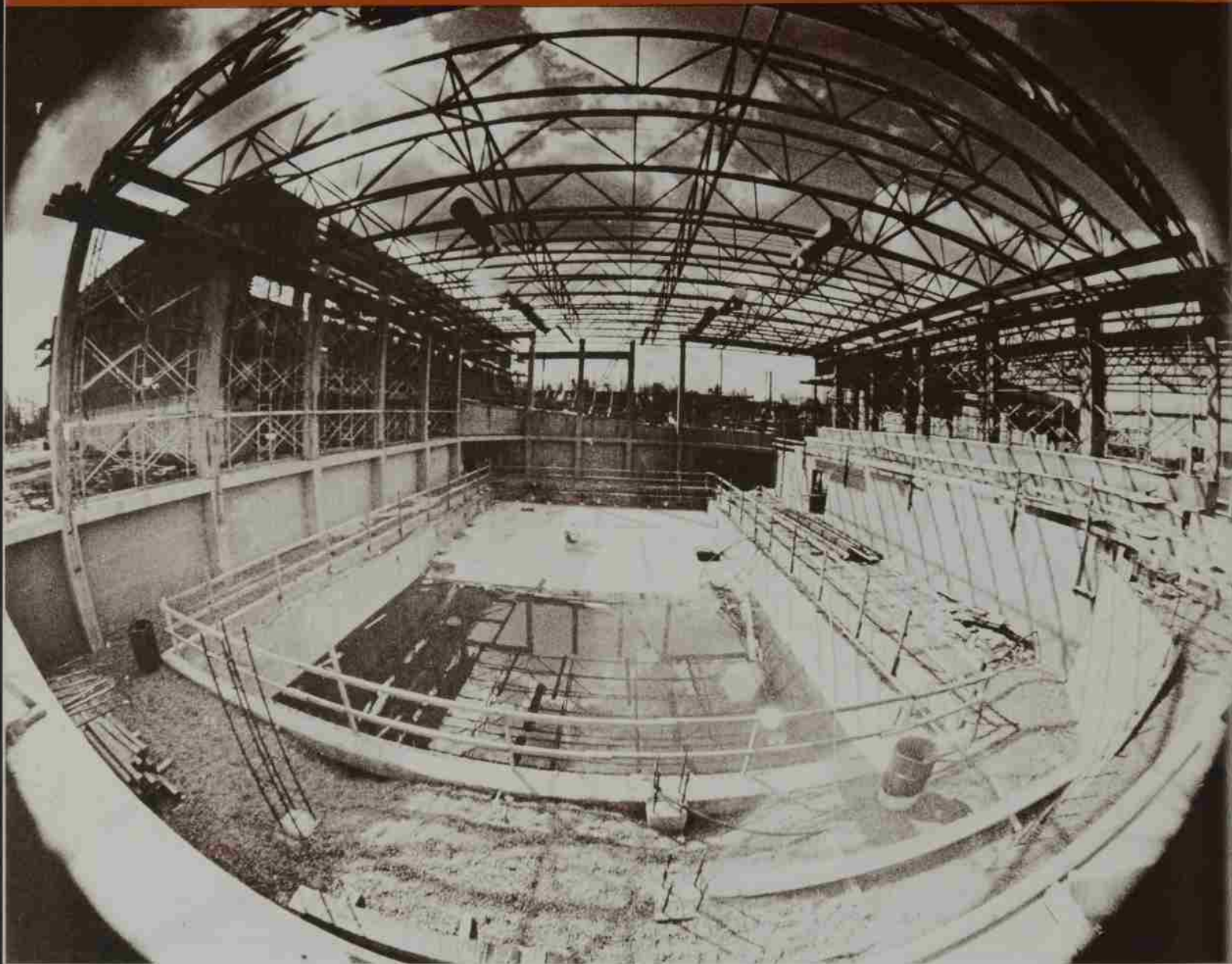
"Willamette is being re-created; the former structure of the University is being translated into dream-fresh ideas and achievements. Although Willamette has certainly not transcended its 'mountain' of difficulties and uncertainties, the progress which has been made is significant by any standards. The man inextricably instrumental in creating this new state of affairs at Willamette is James Corson, a man to whom the entire University owes its deepest appreciation for attaining such an unexpected degree of success with a most difficult task. This task was such an immense challenge that only a few months ago it appeared so incomprehensible and so diverse that even partial completion seemed possibly a year away. It is doubtful that so much could so quickly and so comprehensively have been achieved if Willamette had not had the 'tremendous leadership' and invigorating influence which James Corson has provided. If the 1972-73 academic year is examined in the future, President Corson will be described as he is now, truly, 'Willamette's Man of the Year.'"

We agree.

A review of the 1972-73 accomplishments will be detailed in a publication this summer, but since some preliminary interviews are being conducted for the next President of Willamette and since Jim Corson indicated that "I can slip out anytime a new person is ready to take over," the *Willamette Scene* didn't want Corson to "slip out" without knowing that his sacrificial efforts, good will, candor, friendliness, thoughtfulness, and general character have been greatly appreciated at Willamette this year.

He may slip out, but he won't go unnoticed. RCW

A Place to Swim in the Place to Play



A fisheye lens shows progress on Willamette's first swimming pool

SPARKS CENTER TAKING SHAPE

Long gone are the piano store. The lumberyard. The trucking firm.

These places of business and commerce have given way to a place to play — the \$2.6 million Lestle Sparks Physical Education and Recreation Center that is taking large shape on the southeast side of campus at the corner of 12th and Mill.

Progress is "right on schedule" for the 72,000-square foot facility due for completion in January, 1974. The walls are up on the field house and gymnasium and will soon enclose the natatorium. Accumulated rain water in the six-lane, 25-yard pool has heightened the campus' anticipation for its first swimming facility. As a play-instruction area, swimming, diving,

water safety, life saving, water polo and scuba activities will be on campus for the first time. An aquatics director and swimming coach will join the staff in January to direct the natatorium.

Just two of the four handball courts will be finished in January and the sauna facilities will be deferred until funds are secured to finish them and the final two handball courts, according to assistant business manager John Lindbeck who is working closely with contractor Willis A. Hill and the Payne, Settecase, and Smith architectural firm.

Other rooms will be completely finished and furnished, including a multi-purpose room for wrestling, floor exercise,

WILLAMETTE SCENE



The 120x150 foot Edwin E. and June Woldt Cone Field House (left) bordering 12th Street will seat 3,000. The convertible facilities include the main basketball floor, 3 tennis courts, and instruction areas for archery, bowling, football, soccer, field hockey, track & field, baseball (hitting) and golf (driving). The 120x130 foot Chester Henkle Gymnasium (below) has room for two basketball, eight badminton or three volleyball courts and will be the instruction area for gymnastics, dance and fencing.

judo and self-defense; an exercise area with weight-training equipment; locker-rooms for men and women; a training room with therapy equipment; the 80-seat Gale Currey theatre-classroom; and staff offices.

What effect will all these new facilities have on the Willamette community? Dr. Charles Bowles, Director of the Department of PE and Athletics who will coordinate use of Sparks Center, sees it as a tremendous education and recreation tool.

"We will have seven teaching stations and 20 of the 27 activity courses now offered in PE will utilize the new facilities, twice as many as we can now offer in our present gym," said Bowles.

He sees quite an expansion in pure recreation for campus and community and far greater flexibility and opportunity for individual and team participation in intramurals for both men and women. Facilities for intercollegiate basketball and swimming competition will be improved greatly by Sparks Center, and the wrestling squad will have ample practice quarters for the first time. Basketball players will move from the present court which is 10 feet too short to a new Uni Turf floor.

The floor surface, springy and durable for basketball and indoor tennis, will also withstand the scuffling of convention crowds, dancing, and other non-athletic events.

The facility won't come any too soon for Willamette's grand old man of sport, Lestle Sparks, in whose honor the building was named. He wistfully eyed the rising field house the day his opening match of his 47th year of tennis coaching was rained out. Three indoor courts would have been a welcomed alternative to wet outdoor courts.

Sparks was around when the old gym was constructed for \$80,000 in 1923. The fate of that 50-year-old facility is still being considered. The departments of theatre, music, art and PE have expressed interest, as has the maintenance staff for additional storage space.



Support Needed to Complete Funding

As of April 1, some \$2,112,895 toward the \$2.5 million goal of the Sparks Center fund campaign had been received or pledged. The University must raise nearly \$300,000 before Dec. 31, 1973 to match the last \$100,000 challenge grant of the Collins Foundation which, together, would bring the campaign to its original \$2.5 million goal.

An additional \$100,000 will be sought, however, to cover the full cost of construction and equipment for the facility estimated at \$2.6 million.

Several naming or memorial opportunities remain in the facility, including three major portions, the natatorium (pool and building) for \$250,000; the pool only for \$100,000; or the building only for \$150,000. Development director Guthrie Janssen said several naming opportunities remain in the \$10,000 to \$100,000 range.

Trustees and foundations are the major donors to date. Some 53 trustees have given \$621,832 and ten foundations have provided \$595,000. A total of \$357,489 has come from 184 alumni; \$148,097 from the Salem community; \$48,122 from business and industry outside Salem; \$18,187 from faculty and staff; and just over \$18,000 from parents, students and other friends of the University. The John Lewis Memorial Fund for the Center has reached \$5,668 from 205 gifts.

"We certainly appreciate the generous support to date for this much needed facility," said Janssen, "and we're hopeful that other friends of the University will respond before Dec. 31 to assure total funding for the project."

Gifts are tax deductible and may be sent to the Development Office, Willamette University, Salem, Oregon 97301.



THE UNIVERSITY

Tuition and Budget Up

A seven percent increase in tuition and room and board fees was authorized by the Trustees for next year and over \$115,000 in reserves were transferred to meet the 1973-74 budget expectations.

Tuition will go up \$140 per semester starting in Spring, 1974. Room and board rates are up \$55-\$80 per year depending upon meal plan. A full-time student in a double occupancy room on full board will have the following fees for 1973-74:

Tuition & fees	\$2,139
Room & Board	1,080
Total	3,219

The general financial plan for 1973-74 reflects the hard economic fact of increased costs of goods and services and the reality of an unexpected and substantial drop in enrollment last fall. The desire and decision not to cut back personnel or academic programs for 1973-74, coupled with the increasing costs, lower enrollment projections, and the intent to minimize the tuition increase led to the transfer of \$115,257 of reserves in funding the 1973-74 budget of \$5,775,337.

This year's estimated full-time equivalent enrollment of 1,520 is 65 less than budget projections for 1972-73. The resultant drop in tuition income of about \$130,000 (65 students x \$2,000) was largely offset by increases in gift income and considerable budget cuts. The anticipated deficit for 1972-73 has been reduced to about \$10,000.

Some of the significant factors included in budget projections for 1973-74 are: enrollment projection of 1,500, increase in student financial aid (see right), salary increases of 2.7% or better, a 12.1 percent increase in expenditures for library books, increased operating costs associated with the opening of the Sparks Physical Education and Recreation Center, and the operation of two off-campus study programs in Japan and France.

Financial Aid Up, Too

To cushion the effect of cost increases next year, several policy changes and a boost in funds have been approved in the area of student financial aid. Total disbursement of aid (scholarships, grants, loans, and campus employment) to students is expected to reach \$1.25 million, over a 10 percent increase from last year.

Of particular significance is a decision to meet 100 percent of a student's need as determined by the College Scholarship Service based upon the Parents' Confidential Statement. To do this, a priority system has been set up, ranking students with need on the basis of (1) probable academic contribution to the University, (2) probable personal (non-monetary) contribution; and (3) financial need. "Whereas this past year 100 percent of the students with need received an average of about 75 percent of their need, next year we project that 80 percent of the students with need will receive 100 percent of their need," explains Jim Woodland, student financial aid director.

While acknowledging that this policy does exclude some students from receiving any financial assistance, the attractiveness of answering full need for most students is expected to increase admissions acceptances and retention of present students. The priority system of awarding aid is expected to enhance the overall quality of the student body.

College of Music and Theatre Gets Trustee Approval

The College of Music will have a new performance partner as soon as a Dean is appointed to help develop and implement curricular plans for a College of Music and Theatre.

That trustee decision followed a lengthy study of the organizational structure and relatedness of the Colleges of Music and Liberal Arts. Under the proposal, drama, dance and other elements of theatre

would join the existing College of Music program. A committee has been formed to find a Dean "whose experience and interest includes the performing arts of music and theatre."

Consideration in the Trustee study was given to continuing the present structure, merging music and liberal arts, and forming a new college of fine arts or performing arts. The ultimate recommendation to have an undergraduate professional school was made. Its thrust will be primarily twofold, and to provide opportunities for professional development in music and/or theatre, and to provide opportunities for academic enrichment and creative expression for students in the College of Liberal Arts.

No time schedule has been adopted for the implementation. Theatre will remain a department in the College of Liberal Arts until the educational objectives and plans of the College of Music and Theatre are fully developed.

Law School Hosts Judges

The first of what will hopefully be an annual Oregon Judicial College was held at the College of Law in late February under the co-sponsorship of the law school and the Oregon Judicial Conference. About a dozen new judges in Oregon attended the week-long program which was designed as an orientation to their new responsibilities. Seminars led by WU law profs and tours to several state institutions for conferences with administrators and staffs were well received by the judges.

Japan, France Approved

Willamette Semesters in Japan next fall and France next Spring were approved by the Trustees. Waiting lists have formed for both programs according to Japan director and economics Prof. Richard Gillis and France coordinator and history Prof. William Duvall.



CHARGES by students that Lausanne Hall is a fire trap prompts freshman Mark Bierly to check one obvious — but not too safe — escape route, a leap from the third floor. See page 29 for story. (Dave Pearson photo)

Twenty-five students will accompany Gillis to the International College of Commerce and Economics, Willamette's sister-college in Kawagoe (near Tokyo). A like number will go with Duvall to the University of Caen in Normandie. Cost to the students is the same as a semester at Willamette, plus travel and incidental expenses. This semester, several Willamette students are studying in England and Mexico as part of the expanded off-campus study options.

Academic Listeners Due in Fall

The curious public will have access to Willamette classes this fall for a nominal fee through a new "Academic Listener's Program."

With the professor's permission, individuals may sit in on classes for \$15 or classes and laboratories for \$25 per semester. Senior citizens (over 65) may enroll as listeners for \$5 and \$15 respectively.

"We have no idea how this will be received by the public," noted Dean of Admissions and Registrar Buzz Yocom, "but we can see some definite benefits to our students through greater age diversity in the classroom; the listeners will be able to up-date knowledge in selected fields or develop new knowledge; and our faculty members may find a good resource in the listeners, depending upon their experience and backgrounds."

RESORTS Scheduled For New Students

Willamette hasn't been mistaken for a summer resort, but RESORTS is the name of the third annual orientation program in July. It's actually an acronym for Relax, Enjoy Student Orientation-Registration This Summer.

Two sessions are offered in July for new students and their families, July 5-7 and 9-11. Parents don't have to attend, but the program is designed to acquaint them with the campus, too. The past two summer orientations have been well received. By breaking the number of entering stu-

dents into smaller groups, greater attention can be given to individual concerns, notes director and Dean of Students Larry Large. A third orientation option is scheduled Aug. 29 for those who can't attend in July.

Gift Totals Up

Gifts to the University are up 29% from last year, with \$1,434,584 the total to April 1. Among recent gifts are a bequest of \$148,605 from the Aubrey Watzek Trust (unrestricted); \$24,495 from the United Methodist Church; \$20,797 from the Oregon Independent Colleges Foundation; \$10,000 to establish the Mary A. and Martin J. Dietz Scholarship Fund; \$10,000 from the Robert Lillig Memorial Scholarship Fund; and \$8,000 from the Southern Pacific Railroad Foundation.

The Campus Once-Over

A number of candidates are still being considered in Willamette's presidential search. Preliminary interviews with the search and screening committee started in April; leading candidates will return for more extensive interviews. ■ John Kenneth Galbraith was expected to attract a large crowd for his Atkinson Lecture presentation April 27 on "The Economics of Rational Change." ■ A faculty proposal to discontinue grade point calculations and to substitute an "Honors in a Major Program" for the present cum laude designations was sent back to Committee for reconsideration of the entire grading system. ■ Trustee Isaac Hunt was elevated to Life Member status last February and honored by his fellow trustees for 29 years of dedicated service, most of which came as chairman of the endowment committee. ■ Basketball coach Jim Boutin will direct the only NBA recognized Professional Basketball Sports Camp in Oregon on campus Aug. 5-25. Boys 8 to 18 may attend a week-long session that will be staffed by pro players for \$155. ■ Summer jobs for Willamette students are needed; notify the alumni office or office of student financial aid if you have a job to offer a Willamette student.



Faculty Rejects Recommendation to Retain English Professor

The faculty voted 47-32 against its Grievance Committee's recommendation that non-tenured English teacher Donald Zimbalist be retained for the 1973-74 school year.

Zimbalist, advised last December that he would not receive his third year-long contract, had petitioned the Grievance Committee to investigate a contention that his academic freedom had been flagrantly violated.

After lengthy hearings, the six-member committee recommended faculty approval of four statements:

(1) That the lack of formal procedure available to the faculty in determining the separation of Professor Zimbalist has infringed rights implicit in the concept of academic freedom. (*Faculty voted 40-40*);

(2) That these rights belong to all faculty members in the University regardless of tenure status (*approved 66-15*);

(3) That Professor Zimbalist's current status be continued for the academic year 1973-74, and that the recruitment of a Renaissance scholar be deferred unless additional funds are now available (*rejected 47-32*); and

(4) That adequate procedures protective of the academic freedom of all faculty members be adopted and used (*approved 75-6*).

All of the votes serve as recommendations to the Administration.

The dismissal of Zimbalist was originally recommended by English department chairman Richard Lord to make room on the nine-member staff for a Renaissance scholar. Six other members of the English faculty supported Lord's decision and submitted a memorandum to the faculty objecting to numbers 1 and 3 of the Grievance Committee recommendations.

Zimbalist raised objections to his dismissal on matters of cause and procedure. As published earlier in the *Willamette Scene*, Zimbalist said "I am charging flagrant violations of academic freedom

THE FACULTY

through illegal use of secret files, failure to follow established departmental rules and regulations in regard to curriculum priorities and the proper use of teaching evaluations, among other things."

An ad hoc committee of the Faculty Affairs Committee is presently at work on statements to be adopted and used regarding procedures that will safeguard academic freedom in dismissal proceedings.

Athletic Posts Juggled

Dr. Charles Bowles is the new Director of the Department of PE and Athletics and Tommy Lee the new head baseball coach in a reorganization of duties following the death of Athletic Director and baseball coach John Lewis Jan. 31. Bowles will continue as track and cross country coach and Lee will still be assistant football coach. The Department is looking for a man to serve as head wrestling and assistant football coach next fall and a person to head the aquatics program next January when Sparks Center opens. Football coach Joe Schaffeld will give up the head wrestling job.

Canning Wins Rounds Award

Philosophy professor Jerry Canning has won the 2nd annual \$500 Nelson Rounds Award for Teaching Excellence. A committee of faculty and students selected him for his proposal on how he would use the grant to increase his teaching effectiveness.

Dr. Canning plans to attend two week-long summer programs, the Esalen Institute in California for a workshop on developing leadership skills in group situations and retreat at the Western Academy of Church Life and Mission in Modesto devoted to how Christians make their beliefs relevant to their professions. He also intends to experiment with equipment in the campus Media Center to broaden his knowledge of teaching techniques. (See page 39 for letters commenting on Dr. Canning's article in the last issue of *Scene*).

APPOINTMENTS

Dean of the Graduate School of Administration, *Dr. Stephen H. Archer*. From Prof. of Finance and Statistics, University of Wash. Graduate School of Business Administration. B.A. (1949), M.A. (1953) and Ph.D. (1958) University of Minnesota. Author (five books), consultant, journal editor, president-elect of American Financial Management Association. First Dean of GSA; will implement GSA program for 1974.

University Chaplain, *Dr. Philip S. Hanni*. From campus minister, Central Washington State College. B.A. Univ. of Kansas (1955), B.D. Kenyon College (1961), S.T.M. Yale (1963), D. Rel. Chicago Theological Seminary (1971). Served as campus minister at Bowling Green State Univ. (Ohio), Valdosta State College (Ga.), Oregon College of Educ., and CWSC. Fills vacancy left by departure of Dr. Phil Harder last year.

Professor of Sociology, *Dr. Walter M. Gerson*. From Scarborough College, University of Toronto. B.A. (1957) and M.A. (1958), U. of Montana; Ph.D. U. of Wash. (1963). Taught at Stanford, U. of Minnesota, and Toronto. Author "Social Problems in Changing World: A Comparative Reader." Replaces Miriam Carlson.

PROMOTIONS

To Prof. of Health & PE, *Dr. Charles Bowles*

To Prof. of Education, *Dr. Wright Cowger*

To Prof. of Law, *Dean Larry Harvey*

To Assoc. Prof. of Law, *Dr. Joseph Dellapenna*

To Assoc. Prof. of Law, *Dr. Carlton Snow*

To Assoc. Prof. of Music, *Dr. James Cook*

To Assoc. Prof. of Economics, *Jack Leonard*

To Assoc. Prof. of History, *Kent Markus*

To Assoc. Prof. of Physics, *Dr. Dan Montague*

To Asst. Prof. of History, *William Duvall*

To Asst. Prof. of English, *Dr. Carol Long*

To Asst. Prof. of Music, *Bruce McIntosh*

To Asst. Prof. of Law, *Shirley Ngai* (law library cataloger)

SABBATICAL LEAVES

Fall, 1973, Prof. of Law *Henry Bailey III* to complete a multi-volume set of books on law of products liability;

Spring, 1974, Asst. Prof. of Spanish *Raul Casillas* to research and write an anthology on contemporary Spanish poetry;

Spring, 1974, Prof. of Music *Josef Schnelker* for study in Europe on the historical organs and musical literature written for them.

LEAVES OF ABSENCE

Fall, 1973, Asst. Prof. of English *Adele Birnbaum*
Spring, 1974, Assoc. Prof. of French *Paule Drayton*
1973-74, Assoc. Prof. of Law *Joseph Dellapenna*
1973-74, Assoc. Prof. of Law *John Mylan*

TENURED

James Bjorkquist, Asst. Prof. of Sociology

Raul Casillas, Asst. Prof. of Spanish

Dr. William Devery, Assoc. Prof. of Psychology

Dr. Ross Runkel, Assoc. Prof. of Law

Dr. Grant Thorsett, Assoc. Prof. of Biology

BOOKS

Dr. Sam Hall, Assoc. Prof. of Math, *About Mathematics*, Prentice-Hall, 1973

William 'Red' Duggan, Diplomat-on-Campus, *A Socioeconomic Profile of South Africa*, Praeger Publishers

GRANTS

Dr. Noel Kaestner, Prof. of Psychology, \$1,500 National Science Foundation 5-week institute on Computer Science in Social and Behavioral Science Education, U. of Colorado.

Dr. William Devery, Assoc. Prof. of Psychology, \$1,500 NSF 6-week institute on Experimental Psychology at Williams College (Mass.).

Art Prof. Hess Makes Things and Students Come Alive

By Wayne M. Larsen '74

"I think there is a creative process in all of us and it's natural to want to make things. Only the desire has to be there, the technique is teachable. All one has to have is the will to reach a certain level of achievement."

That, according to the popular new Associate Professor of Art Robert H. Hess, is the only prerequisite of the aspiring artist.

Hess himself in many ways typifies what he regards as the fundamental characteristics of an artist. Born in Brooklyn, New York, Hess first attended Brooklyn College as a pre-med student before he decided to turn his attention to art.

"Not becoming a doctor is probably the most humanitarian thing I ever did," he claims. After studying art in New York for several years, he became a wall-separator designer in California. The firm went bankrupt and he returned to New York where he set up a studio to paint. Hess was employed by two galleries to do continuous paintings, landscapes, still-lives, etc. and received a number of commissions to do religious paintings for churches. Mornings were spent copying great old master's paintings at the Metropolitan Museum of Art where "I learned how bad a painter I really was."

A turning point in his life came in 1966 when one of the galleries sent him to the obscure village of Clovelly near Cornwall, England, to paint English landscapes. While working on some landscapes in the



FINISH WORK is all that's left for art professor Robert Hess on three different versions of a primitive drummer. He files on the drummer in bronze, while the two in the background are in oak and iron. Two showings of Hess' work are scheduled on campus in October and November. (Gerry Lewin photo).

one-time smuggler's port, he took frequent trips to the galleries in London where he studied the sculptures of Henry Moore, Barbara Hepworth and Kenneth Armitage whom he greatly admired. The sculpting art seemed to be such a natural extension of his painting that at the age of 31 Hess decided he wanted to become a sculptor.

Aided by a scholarship, Hess began his formal training at Indiana University. "It was just like starting all over," he observes. "I believed my obligation was to drain the teacher dry. Sometimes I went to class with long lists of questions I wanted them to answer. I don't think I was very popular at school."

After obtaining his BFA degree, Hess went on to the University of Notre Dame for his MFA degree. He studied with the sculptor Konstantine Melonadis and, as a teaching assistant, taught classes in sculpture, drawing and painting.

After graduation Hess and his wife, Candace, eyed the Northwest. He sent out portfolios to schools in Montana, Washington, and Oregon. A call from Willamette, a flight to Salem, and a tour of the campus convinced him to accept a position teaching beginning sculpture, advanced sculpture, structural design, and fundamentals of design. Next semester he will also teach oil painting, jewelry, independent study, and advanced study.

"This is a small school, and the art department is small, but we are working for a time when this department will be one of the finest in Oregon for a basic groundwork in art," he says.

In his teaching Hess has noticed a way of distinguishing the good art student. "There's a certain amount of ambition good art students show in their work. They immediately make demands upon themselves. They experiment more with ideas. They take a situation and play with it — running a greater risk for failure. Very often they'll hand back several answers to a particular problem. The average students won't."

A visit to Hess's office finds student art projects clinging to various perches around the edges of the room and some of Hess's ongoing projects stationed imposingly at the back of the room.

"I like to keep three or four things going on at the same time. I keep very rigorous studio hours because sculpture is so long in the making. One idea will take many months of hard work. I like to make materials come alive, particularly stone, bronze, brass, and hard woods like oak or teak.

"There gets to be a point when it isn't physical work that matters but the mental behind it. Sculpting or any other art is a process of using the language and saying things with it — that's what it's all about," he says as he uncovers one of three different versions of a primitive drummer he has been working on. "These figures were designed to be seen along side each other and depict people caught up in an event outside themselves but which is reflected in their inner body tensions.

"I really would like to be a good sculptor. I have been working hard at it and would like to reach that goal."

Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

Section 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Section 3. This amendment shall take effect two years after the date of ratification.

The ERA era

Law Professor Ross Runkel Analyzes the Equal Rights Amendment

The Equal Rights Amendment (ERA), providing for equality of the sexes under the law, is well on its way to ratification. If ratified, it is destined to be a great lever in the quest for equal treatment of the sexes.

What will it do?

Stated in broad terms, the ERA will prevent the federal and state governments from legislating sexual inequality. The amendment will not directly prevent private or non-governmental sex discrimination.

Section 1 is intended to make ineffective all laws which treat the two sexes differently. Thus, it will nullify laws which reserve certain occupations for members of one sex, laws which provide benefits to only one sex, and laws which impose duties upon only one sex.

Private discrimination unaffected

Private or non-governmental relationships will not be directly affected by the amendment. Contrary to the claims of some ERA detractors, it will not require women to take jobs outside the home, and will not abolish traditional private courtesies. Private clubs which limit membership to men only or women only will not be affected. Private companies which have tougher credit policies for women will not be affected. In short, the ERA does not prohibit sex discrimination by private individuals and companies. On the other hand, the ERA prohibits the government from requiring private discrimination.

The draft

The ERA, unlike the equal protection

clause, will apply directly to the federal government as well as the states. Thus, it seems clear that the military draft laws will have to apply to both men and women. The specter of drafting young women into military service has stimulated considerable resistance to the ERA. Proponents point out, however, that military service is often a substantial opportunity for persons who are poor or under-educated, and should be open on equal terms to both sexes.

Employment

The laws of many states require employers to treat women and men differently. Most notable are the "protective" laws which bar women from jobs which require heavy lifting. These laws may have been designed to "protect" women, but in fact they prevent all women from entering certain jobs which many women are perfectly capable of performing. Not all women are unable to hold a job which requires lifting 20 pound packages. (And not all men are able to.) The ERA will prevent the government from imposing such sexual stereotypes.

Another form of "protective" law requires employers to provide special facilities and work breaks for women. Such a law may make it more economical for employers to hire only men, and thus have the effect of encouraging discrimination. Such a law also discriminates against men, who may not be entitled to the same kind of special facilities and breaks. Under the ERA, the legislature will have to either extend the benefit to men or else eliminate the benefit.

Other laws

Many states now enforce sex discrimi-

nation in areas outside of employment. Some examples are: child custody, alimony, property rights, education, welfare and government insurance programs. The list appears to be endless. The ERA will require the government to treat the sexes equally in all areas of the law.

Congressional enforcement power

Section 2 of the ERA gives Congress the power to enforce the guarantee of the first section. Thus, Congress will be able to provide for civil remedies and to make violations of the amendment a federal crime. In fact, a number of federal statutes now on the books which were designed to remedy violations of other constitutional rights will be available to cure ERA violations. But more federal legislation may be in the offing.

Lag time

Section 3 establishes a "lag time" of two years after ratification before the amendment goes into effect. This delay period will give the state and federal governments time to comb through their laws





and amend the ones which offend the amendment. The two year provision is recognition of the huge number of discriminatory laws which must be changed.

Who needs it?

Considerable resistance to the ERA comes from individuals who want things to stay the way they are. The idea is that the sexes are different, and should therefore be treated differently. Advocates of this view agree that some laws (especially employment laws) should favor men, and that other laws (especially the draft) should favor women.

More surprising is the resistance which comes from individuals who do want to establish equality of the sexes. They emphasize that the equal protection clause of the fourteenth amendment should eliminate sex discrimination by the states, or encourage solution of the problem through statutory revisions.

Fourteenth amendment

Many people believe that the Equal

Rights Amendment is unnecessary because the fourteenth amendment already contains a provision which prevents the states from denying "equal protection of the laws." If everyone is already guaranteed equal protection, why is it necessary to adopt a specific amendment which deals with equality of the sexes? The answer can be summarized by pointing out that the equal protection clause appears to follow George Orwell's famous quotation that "all animals are equal, but some animals are more equal than others."

A "double standard" of equality has been applied by the United States Supreme Court. In most cases the Court recognizes that all laws discriminate. Thus, only licensed physicians may practice medicine, and people living in different parts of town must comply with different zoning standards. Normally, such discrimination is permitted if it has a "rational" connection to some state purpose.

In some special situations — notably in racial discrimination cases — the Court imposes a "more equal" standard, and permits discrimination only when "absolutely necessary" to carry out some very important state purpose.

In the area of sex equality, the Court routinely has failed to apply its more stringent "absolutely necessary" standard. For example, the Court once refused to upset a state law barring married women from practicing law. In 1908 the Court approved an Oregon law which limited working hours for women (but not for men), saying, "Woman has always been dependent upon man." And in 1948 the Court approved a law which made it much more difficult for a woman to become a licensed bartender than for a man. These and other sexually discriminatory laws met the Court's "rational" standard.

The Court seemed to modernize its approach in 1971 when it struck down an Idaho statute which preferred men over women in selecting probate administrators. In doing so, the Court found the law to be "irrational," and failed to apply the more egalitarian "absolutely necessary" standard. The message seemed clear: the Court will strike down sexually discriminatory laws only if they are wholly irrational. Obviously, those who seek elimination of legal discrimination on the basis of sex could not accept a concept of "equal protection" which in fact permitted unequal protection. Thus, the need for a formal amendment of the constitution became increasingly apparent.

Statutory amendment

A frequently heard argument against the ERA is that sex discrimination can be

cured by statutes — without amending the nation's central legal document. Proponents of this view point to a number of existing statutes which require equal treatment of the sexes. Most notable is the Federal Civil Rights Act of 1964 which prohibits sex discrimination in employment; the Act covers most workers, but not all, and since mid-1972 applies to employees of state governments. Critics point out however, that the Act does not cover the federal employees at all, and that a simple majority of Congress can change the Act at any time. Further, critics say, the Civil Rights Act covers only discrimination in employment; left untouched are laws relating to child custody, alimony, education, the military, and a host of other subjects.

Opponents of the ERA further point out that every single law which discriminates on the basis of sex can be (and perhaps should be) amended by the state legislatures to eliminate the discrimination. ERA proponents counter by citing the simple fact that the state legislatures are not making the necessary statutory amendments. Only by amending the constitution can the discriminatory impact of these laws be eliminated.

History

For several decades women's groups have attempted to secure a constitutional amendment to eliminate discrimination on the basis of sex. The first real "success" came in 1946 when a proposed amendment received a majority vote in the United States Senate, but fell short of receiving the necessary two-thirds vote for adoption. Proposed equal rights amendments passed the United States Senate in 1950 and 1953 by the necessary two-thirds vote, but each time the measures were sidetracked by the House Judiciary Committee.

The proposed amendment suffered another set-back in 1963 when the first Commission on the Status of Women reported that a special amendment was unnecessary because the fifth and fourteenth amendments already provided for equality of rights on the basis of sex.

In 1970 the House of Representatives became the champion by forcing a proposal out of committee and passing it by an overwhelming margin. Then the Senate did a turnabout and permitted the proposal to die.

The Equal Rights Amendment was passed by the United States Congress on March 22, 1972, and submitted to the states for ratification. Oregon was the 25th state to ratify the proposed amendment, and to date 28 of the required 38 states have ratified it.

Individuality and Goulash

**A mini-report on the
University Conference:
"Directions in
Time of Transition"**

On April 4, more than 75 faculty members, students, administrators, trustees, and alumni took part in the annual University Conference. It is obvious from the attendance figure that the majority of the campus community did not participate. And, for sure, a portion of those who did attend will say that it was a waste of time — we do a lot of talking but nothing happens. Yet there are some who see the value of thinking about our problems because, even if no direct action is noticeable, the food for thought of those seven hours of conversation can creep into the classroom, into inter-personal relationships, into campus committee work, and into the running of our University.

The subject of the University Conference was: "Willamette University: Directions in Time of Transition." The 16-page insert that follows, "Can We Save the Individuality of Our Colleges?" doesn't, by its title, suggest that it is too closely related to the subject of our Conference. But it is. Those who were at the Conference will see the connection.

The four Conference group discussions were about planning, accountability, a master plan, and the student (Does who he is have an effect on what we do?). In all of these discussions, one was conscious of an overriding concern that Willamette, like other excellent private schools, was by no means invulnerable to the pressure toward "dull conformity." At least three specific concerns came to the surface:

1. Available dollars may not be sufficient to provide the needed programs and services and to maintain a sufficient difference between Willamette and other colleges.
2. The University does not have a visible master plan which provides action guidelines for faculty, students, and administration so that all of us work toward the same goals and objectives.
3. In spite of the essential quality of the faculty and student body and the desire for inter-personal contact, there is not sufficient integration of the academic and living communities.

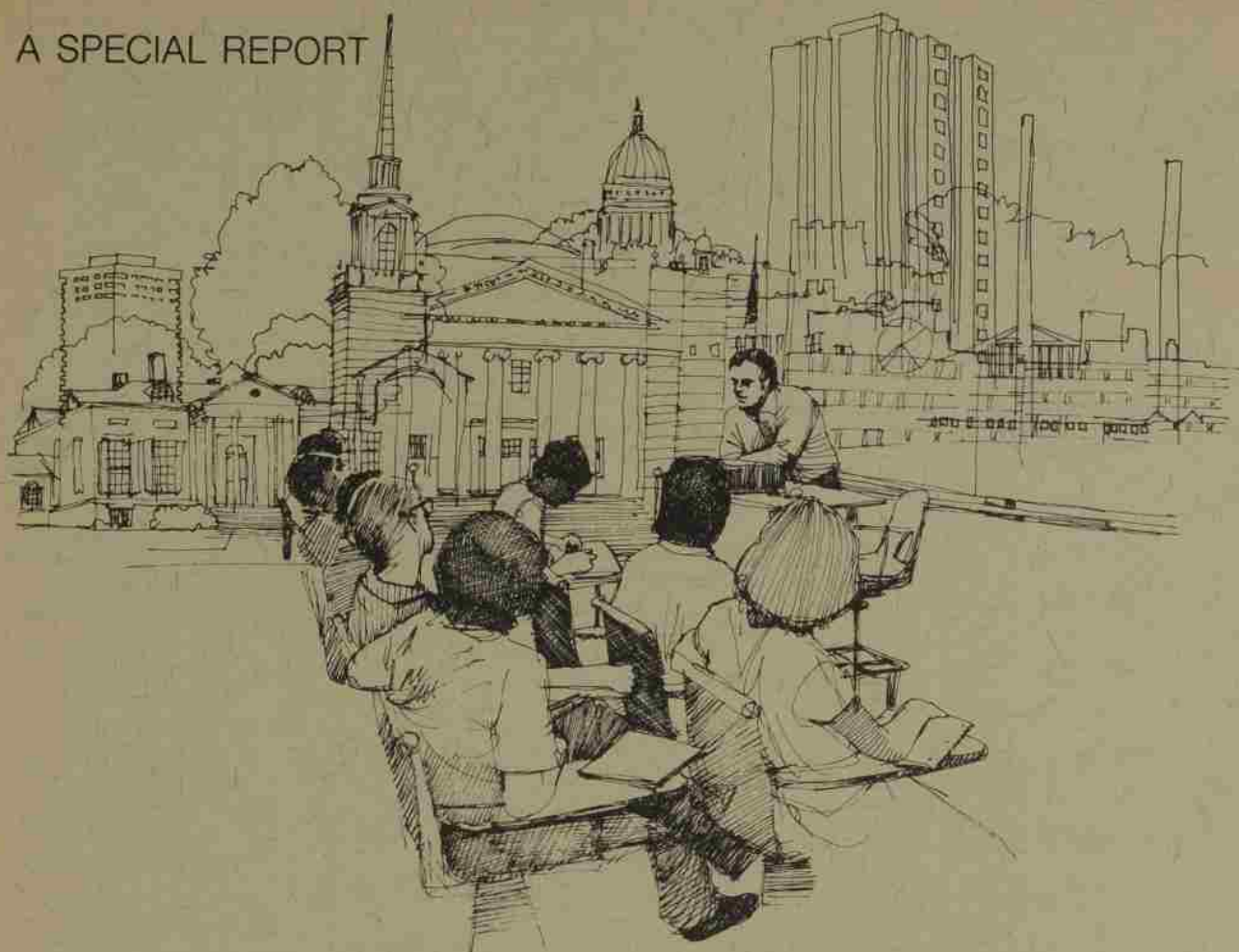
These expressed concerns do not necessarily represent the views of the majority. Perhaps many would disagree that these were the noticeable concerns of those at the Conference. Nevertheless, the indication is that those in attendance were concerned with matters you will read about on the following pages. The individuality of all colleges and universities is threatened. Willamette is no exception.

After dinner, Edward Kormondy, provost of Evergreen State College, and Stanley Vance, professor in University of Oregon's School of Business, spoke and fielded questions. Dr. Kormondy was bombarded with queries about Evergreen — a college that has no standing committees, that can trace all decisions to an accountable person, that has no tenure, that has participation but no voting. Some of his descriptions of how the college operates had heads nodding, both in approval and disapproval. There was certainly some skepticism that this college so dependent on faith and trust could survive in anywhere near its present form. But the interest in innovation and individuality was apparent.

Dr. Vance set the stage for the evening by describing the offerings of any college as goulash. What every college offers is higher education, but higher education, like goulash, varies. And some students like their goulash one way, others prefer another taste. This is why each college must strive to maintain its individuality. Dr. Vance says the key to the kind of goulash served by a college is the chef — that is, the president. He is the one who must prepare the goulash through the efforts of everyone in the campus community. Dr. Vance urged us to get rid of the short-order cooks and work together with the chef.

Willamette will soon have a new president, a leader who will determine the kind of education this University will offer, the way Willamette will seek to maintain its individuality. It behooves all of us to think how we can help him or her direct us in this time of transition. The University Conference helped. Reading the following pages will also help.

A SPECIAL REPORT



Can We Save the Individuality of Our Colleges?

Or will powerful pressures,
on and off the campuses,
homogenize higher education?

AMERICANS have long prided themselves on the individuality of their colleges and universities. The special ambiance of each campus. The combination of people and purpose. Spirit. The sounds and smells that make it different from all others.

And more:

... The autonomy of each institution that enables it to choose freely its own goals—and the programs to attain them.

... The peculiarly American genius for promoting the existence, side by side, of *public* and *private* colleges and universities.

... A "system" of higher education, in the best sense of the word: a group of interacting, interrelated, interdependent elements, existing in a more-or-less harmonious relationship. But intensely individual, nonetheless. Certainly not "systematized," if the word implies a lockstep, or central control, or dull uniformity.

The result is one of society's major miracles: more than 2,600 colleges and universities, each one different from all the rest. Different, yet committed to the com-

mon idea that through diversity and individuality the needs of the culture will be met.

BUT NOW we are encountering forces that threaten the survival of all that. For the first time in a century, serious questions must be raised about the ability of our colleges to maintain their individual distinctiveness—and of the system to maintain its diversity.

The historic immensity of what is happening is only beginning to be clear. After an era of unprecedented confidence and expansion throughout higher education, there is now a widespread questioning of higher education's place in our culture, and of its claim on our resources. And growth—which for decades has been the hallmark of our colleges and universities—is decelerating.

With these developments have come crises of size and money and quality affecting the great diversity of our system of higher education—and the individuality of each college and university within it.

Individuality and the Changing Student Population

FOR the past 100 years, American higher education has been growing at an accelerating rate. Enrollments doubled every 15 years until World War II; since then, they have doubled every decade.

That is not likely ever to happen again.

The Carnegie Commission on Higher Education predicts that enrollments will increase only by one-half between 1970 and 1980, and not at all between 1980 and 1990. In the last decade of the century, they will go up by only a third.

Enrollments in private institutions actually will drop, the federal government estimates, between 1977 and 1980.

By the end of this decade, say statisticians in the U.S. Office of Education, private education's share of all college enrollments will fall from 22.3 per cent in 1972-73 to 17.5 per cent in 1980-81.

These reductions in growth hold profound implications for all colleges and universities. Notes Princeton's President William G. Bowen:

"This battle for survival [private vs. public colleges and universities] has very serious implications for American higher education in general, which draws

much of its strength from pluralism; that is, from the presence of many strong private and many strong public institutions working in different ways together.

"If this diversity were to be eroded, American higher education would suffer significantly."

THERE is more at stake than survival: the serious question. Survival for *what*?

In the period of expansion, a college or university could set its goals and be reasonably assured that enough students would be attracted by them. It cannot be so confident in a period when enrollments are stable and resources scarcer. The tendency in those circumstances is to standardize, to avoid setting goals that are offbeat, to try to be all things to as many men and women as possible. Under such conditions, mere survival is not an attractive prospect.

Decelerating growth and "no-growth" have other ramifications. If enrollment levels are to be maintained, some colleges and universities will be forced to accept students who do not meet the traditional criteria for college admissions.

"Low academic ability [measured by traditional means] will be the distinctive characteristic" of many such students, writes K. Patricia Cross of the Center for Research and Development in Higher Education at the University of California at Berkeley.

"We have not yet faced the full meaning of this prediction," Ms. Cross says. Such students will require major changes in the curriculum, major new sources of financial support, and faculty members specially trained to recognize and reward the non-academic skills they bring to the campus.

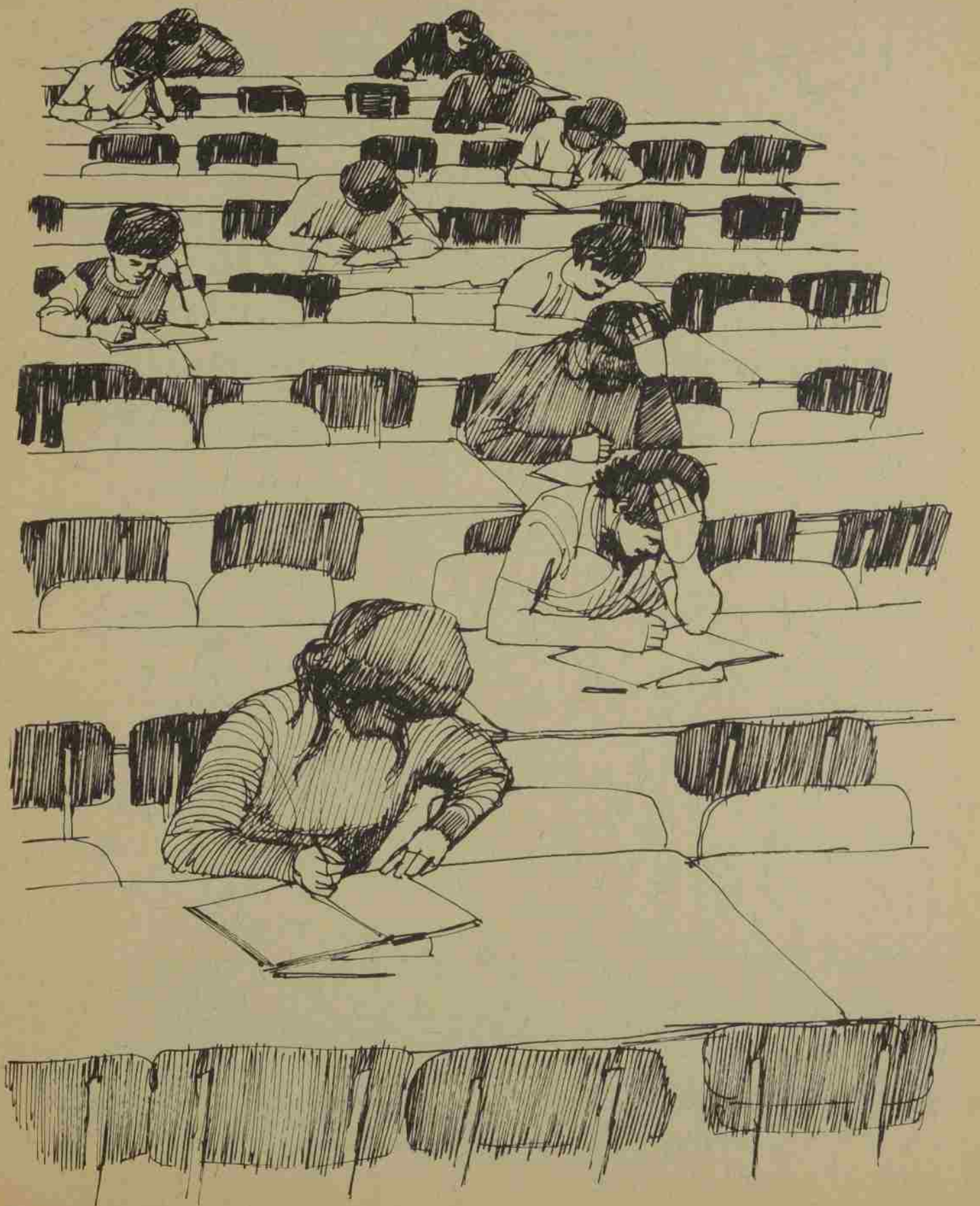
Another development—the growing pressure to educate a far greater percentage of adults than presently—will change the character of many a college and university. Already, a significant number of flexible arrangements are under way—"open universities," external-degree programs, "universities without walls"—to meet the needs of those who cannot leave full-time employment to earn their college degrees.

Alterations in the traditional picture of higher education will be extensive. Says Ernest L. Boyer, chancellor of the State University of New York:

"The old model of a scattered collection of isolated enclaves, each jealously guarding its resources and minutely regulating its students, who must remain in confinement for a four-year term, is giving way to a far more complex, dynamic image—a network of learning, resembling perhaps the human nervous system itself: intricate, continually pulsating, and totally interconnected."

The individual campus, as Mr. Boyer sees it, "is becoming less a fortress surrounded by its moat and more of a supermarket of ideas, a library with easy access, or a base of operations to coordinate learning, not control it."

Few would quarrel with the aims of such programs. They offer the possibility of lifelong learning for many





— citizens who have not been able to afford a college education in the past. They permit vast numbers of persons to earn academic degrees in less time with more options.

Yet many observers are concerned.

Supermarkets, they say, are not very friendly places. While you may meet your material needs there, your spiritual needs may be unfulfilled.

Without precautions, says Stephen K. Bailey of Syracuse University, such programs "can lead to a parade of academic horrors: cram courses organized by fast-buck proprietary schools, a deadly standardization of subject-matter, tutoring to the test."

State legislatures, others warn, could use the development of the new programs as an excuse for reducing support for the traditional colleges and universities.

Perhaps most serious of all, however, are fears that such programs might change the whole definition of education in our society. An individual experience, leading to the development of "whole men and women" or "good citizens," might become a purely utilitarian process of providing the credentials a person needs to earn a living.

One writer describes the new trends this way:

"We don't offer extracurricular activities; we eliminate most of the theory courses; we give practical applications; and we get the students through in one-third the time. We get them through fast."

Another observer deplores the prospect:

"This is the attitude of a new breed of educators, the big-business organizers, who are moving into education and turning out graduates on an assembly-line basis. Apparently they are being paid by the head count."

THERE are ways to broaden our commitment to educating as many people as possible, without sacrificing the best qualities of higher education that we have known in the past. They lie in *more* individuality for our colleges and universities, not less; *more* diversity in our system of higher education, not less. But, as we shall see, other forces—in addition to those accompanying the new era of no-growth—may be putting those qualities in serious jeopardy.



Individuality and the Trend Toward Central Control

HIGHER EDUCATION'S long period of postwar growth coincided with a long period of national affluence. As the economy boomed, tax dollars were more numerous than ever before in history—and, nearly everywhere, public colleges and universities received a top-priority share of them.

Most states still place higher education well up on their priority lists. But urgent new needs have developed in other areas—*e.g.*, health care, aid for the disadvantaged—and the competition for tax dollars has grown.

The result: Public colleges and universities have been subjected to unprecedented demands for "efficiency"—some justified, others panicky and unwise. And to achieve that efficiency, many states are dramatically reorganizing their structures of public higher education.

Once-autonomous institutions, each seeking its own goals, are finding themselves incorporated in larger and larger "systems" of public colleges and universities, often statewide in scope. Decision-making is centralized. Duplicate functions are eliminated.

From an efficiency standpoint, the trend makes sense. "It seems to us," argue Paul L. Dressel and William H. Faricy of Michigan State University, "that higher education must be regarded as a national resource, that the roles of institutions must be determined by social need, and that resources must be allocated according to a plan and their actual use accounted for."

They add:

"In moving in this direction, we are permitting the public and politicians to make decisions about the character of institutions—and their decisions may not always accord with the views of those involved with higher education."

In 1959, fewer than half the states had formal, legal mechanisms for statewide coordination of higher education. Now 47 states have such mechanisms. "Besides this dramatic increase in numbers," writes one observer, "statewide coordinating boards have increased in power in their areas of influence and in coercive potential."

The trend away from campus autonomy and toward central planning is likely to encompass many private institutions as well, when—as is happening in many states—they receive increasing support from public funds.

"Why," asks one observer, "should the non-public institutions receive tax dollars and not be subjected to the same planning and operating constraints and criteria for accountability as the public institutions? While the initial small, indirect aids may call for a modicum of state control, once the amounts become substantial, the institution can be treated in no other way than as an integral cog in the coordinated state system."

It may even be that some national system of higher education will emerge from the upheavals now occurring. Clark Kerr, chairman of the Carnegie Commission, says that education is becoming a "quasi-public utility"—especially since it, like electric power and other utilities, has become essential in the lives of people. Just as utilities require regulatory agencies to protect the public interest, say some observers, so the prospect of government regulation of higher education cannot be ruled out.

WHAT happens to the colleges' individuality and diversity, in the wake of such developments? The president of one public institution in Ohio, Miami University, says that as the state system has developed, "we have witnessed a lockstep progression, statewide, into a common calendar, into a





common subsidy formula, into a virtually common fee pattern." He warns:

"If diversity is coming out of the public system and is replaced with a pale, insipid sameness, and if there is a simultaneous withering of the private sector, one can question what the future holds for the very fiber of our system of higher education."

The movement toward more centralized authority, however, seems inexorable. It is clear that the public and its elected representatives are no longer willing to let the colleges and universities, alone, decide what is educationally best for the society. "Education," says an observer, "is too important, and too expensive, to be left entirely to the educators."

How, then, can colleges and universities learn to live in the larger systems, while preserving their diversity and individuality? They must be ingenious enough to develop mechanisms to preserve flexibility within a highly structured whole—and that poses one of the major challenges for higher education and its supporters in the years to come.

Individuality and the Unionization of Faculties

UNTIL RECENTLY, the prospect of faculty members' joining unions and engaging in collective bargaining seemed foreign to both the spirit and the reality of life on most campuses. Colleges and universities were serene havens far removed from the materialism and economic competition of the industrial world, and faculty members were thought of (and regarded themselves) not as "employees" but as individual professionals.

Although thousands of faculty members and college

administrators still recoil from the notion of faculties organizing in collective-bargaining units, unionization—and all that goes with it—has made major gains on the campuses in the past five years. Most observers expect the trend to quicken rather than to slow down.

Already, the faculties at nearly 300 colleges and universities have won bargaining rights. More than half of the institutions are two-year colleges, but unionism is also gaining significant footholds in many four-year institutions, as well. Faculties at the State University of New York and the City University of New York are organized collectively, and the California legislature is considering a move to permit public employees to organize in that state.

The movement toward faculty unionization was speeded by a recent decision of the National Labor Relations Board that private institutions with annual budgets of \$1-million or more fall under its jurisdiction. In the past, the NLRB excluded such institutions, so that only the public colleges and universities in states that had laws permitting their employees to organize could develop unionized faculties.

THESE occurrences have combined to make the debate over *whether* faculty members should join unions irrelevant. The issue now is, What impact will collective bargaining have on the character of our colleges and universities—and on the relationships between faculty members, administrators, students, and governing boards?

"Almost certainly," says one observer, "collective bargaining in higher education will move to statewide or system-wide levels and, in the process, destroy much of the autonomy of the separate campuses." He adds:

"Collective bargaining in a state system of higher education will ultimately promote centralization of decision-making. Collective bargaining will contravene the individual and departmental autonomy for which many faculty members have battled so long."

Collective bargaining's advocates disagree vigorously. "In fact," says one union official, "bargaining is a response to that trend. The only way faculty members can play a role, when policies are established on a statewide basis, is through bargaining and political action. Otherwise, it will just be done over their heads."



In addition, union leaders point out, they have vigorously opposed such steps as the setting of statewide work-load standards by some legislatures.

Nonetheless, warns William B. Boyd, president of Central Michigan University, the administration of a collective bargaining contract, "with its emphasis on legalism, its grievance-laden tendencies, and its use of adversary proceedings, will almost inevitably change the tone of university administration. The last remnants of collegiality are apt to disappear. Personal relationships are almost bound to change when personnel relations are altered so fundamentally."

Can the traditional character of a college or university survive such strains? Or will the changes wrought by the unionization of faculties be a further cause of declining individuality and diversity?

Individuality and the Money Crunch

THE FINANCIAL CRISIS in higher education has replaced student protest as the "big issue" in the eyes of the press and public. Where once the headlines told of 100 students arrested for their roles in demonstrations, they now tell of 100 colleges and universities confronting the prospect of financial disaster.

The money crisis is real and of major proportions. Some private institutions face the possibility of extinction.

The existence of other institutions—public and private—is threatened. The Carnegie Commission predicts that nearly two-thirds of the nation's colleges and universities are in financial trouble or headed for it.

One spectacular case is that of New York University—the nation's biggest private institution of higher education. After several years of backbreaking deficits, N.Y.U. announced last fall that it planned to eliminate more than 200 faculty positions, sell one of its campuses to the public system of higher education, and insist that, henceforth, every academic unit within the university be able to pay its own way plus its fair share of university overhead.

Higher education's financial crunch came on the heels of several years of student disruptions—and some observers have attributed the crisis to the loss of faith in colleges and universities that followed. But the roots lie deeper—in the end of the era of growth.

In its simplest terms, higher education's crisis has developed because costs kept rising while income did not.

(There is a limit to the amount of tuition a college or university can charge and still remain competitive.*) At major universities, large research programs were initiated with federal funds. Those funds have grown scarcer as the government's priorities changed, leaving those universities with commitments they cannot afford.

The increasing costs hit both public and private institutions.

One observer says that the huge growth during the 1960's was itself one of the main causes of higher education's money troubles. Colleges and universities were all the more vulnerable, he says, because they were "undercapitalized, overextended, and moving into increased areas of responsibility without permanent financing."

Yet—while the financial crisis is real, and some institutions have been forced to close their doors—for the vast majority of colleges and universities, survival itself is not in question.

Even at New York University, with its appalling problems, President James M. Hester believes that the draconian steps he has taken will assure the university's survival.

"The disease has been diagnosed, the prescription has been made. We are taking the medicine," says Mr. Hester. "It is very painful, but it is possible."

Edward D. Eddy, president of Chatham College, puts it thus:

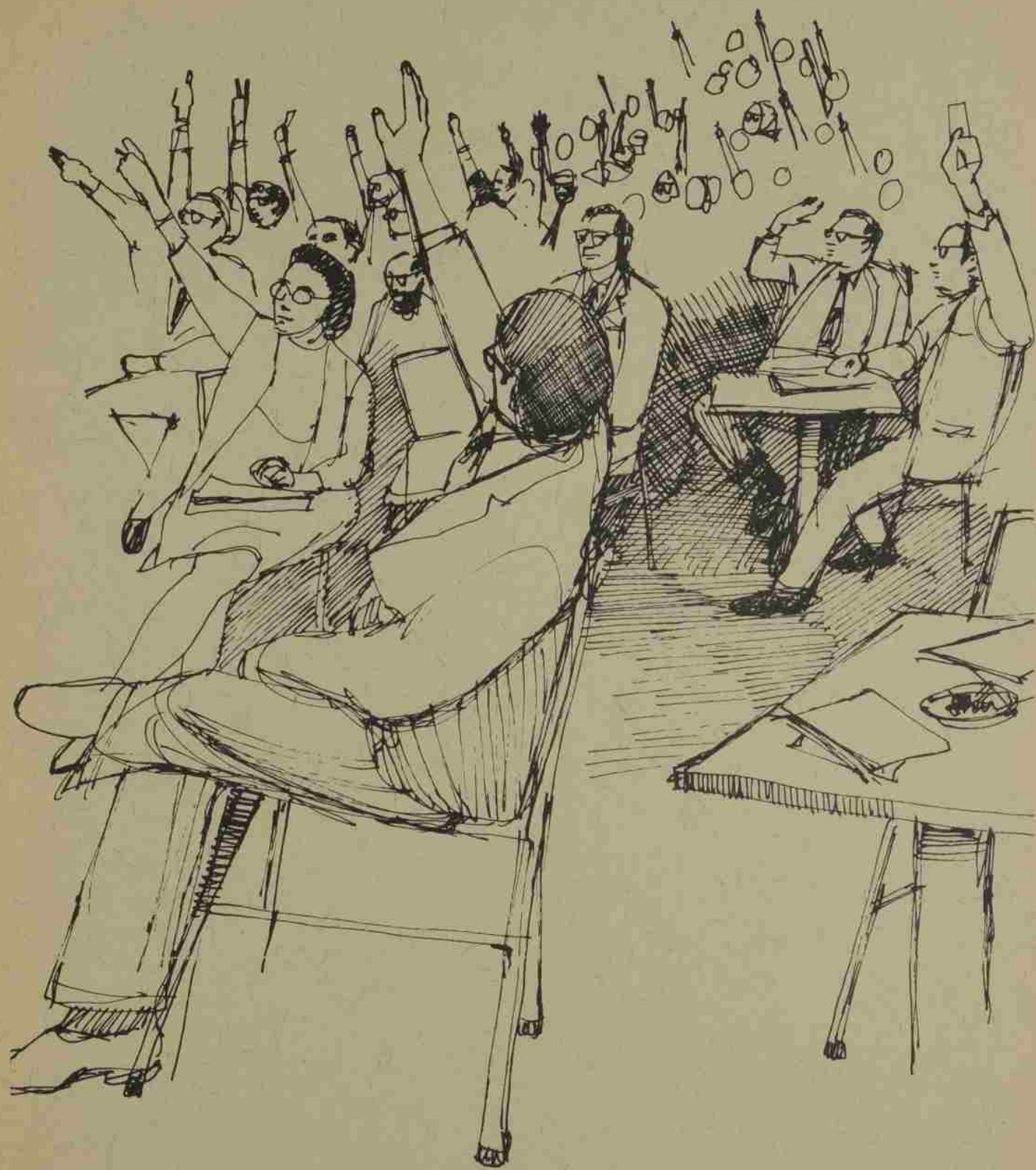
"Posting a death notice for all of private higher education is like shooting all the horses because some have the wheeze."

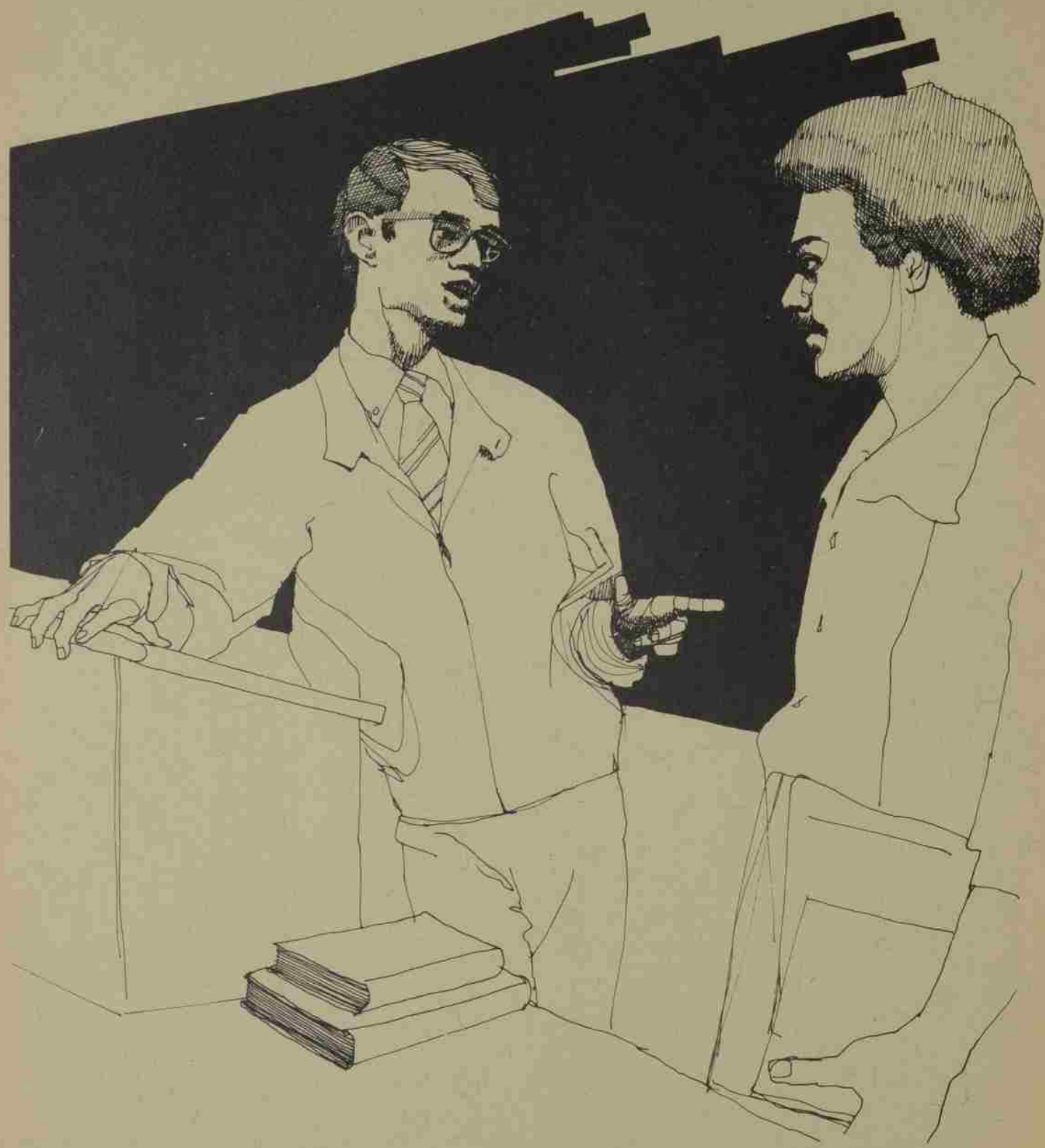
"The great majority of the institutions will survive," Mr. Eddy declares. "Despite the many predictions of their demise, surprisingly few have closed their doors. Institutions of higher learning do have a persistence and tenacity—but not necessarily a guaranteed quality. And there is the rub."

The nation's colleges, Mr. Eddy says, "by and large will survive. But the emerging question is clearly one of *spirit*, not just life."

THE economic crisis poses one especially nettling threat to the diversity of the system of higher education and the individuality of every institution: well-meaning but potentially damaging cries for heightened efficiency and productivity on the campuses. If taken too literally, such a movement could turn the nation's colleges and universities into faceless, spiritless factories.

* A recent study has shown, for instance, that in 1964-65 a group of representative private institutions was charging \$657 more per student than a group of representative public institutions. By 1971-72, the same private institutions were charging \$1,242 more per student than the public institutions.





Most observers agree that many colleges and universities can and must improve their fiscal policies. But, warns Paul C. Reinert, president of Saint Louis University, they cannot be run like businesses. "There is," he says, "more at stake than Kleenex."

"Efficiency in higher education remains a complex matter," warns Howard K. Bowen, chancellor of the Claremont University Center. "Society may be in danger of trying to restrict the functions of higher education too narrowly, and to convert institutions into mere assembly lines generating credit hours, rather than allowing them to function as centers of learning and culture."

"It would be a mistake, harmful to both education and to social welfare, to turn colleges and universities into credit-and-degree manufacturers and to judge them solely by their productivity in these terms."

Father Reinert sums it up: "We must keep in mind that there are substantive differences between a college and a business. Drive a corporation to the wall and it may make adjustments in its operations that enable it to bounce back. Drive a college to the wall and you can kill it."

EVEN more controversial than the cries for efficiency are issues raised by the variety of solutions that have been proposed for higher education's money troubles.

Virtually everyone agrees that major new infusions of public funds for both private and public institutions will be needed. But *how* those funds should be channeled—whether they should come from the federal or state governments, whether they should be in the form of institutional aid or grants and loans to students—produce deep divisions within the academic community.

The Carnegie Commission has argued against "lump-sum, across-the-board grants" from the federal government. They could lead to reduced state support and to the development of a "nationalized system" with strict government controls, the commission says. Instead, it favors basing federal support to an institution on the number of federally supported, needy students enrolled, with the states providing the bulk of the support.

Spokesmen for some institutions of higher education disagree. Direct federal grants to the colleges and universities, they argue, can make the difference between the survival and collapse of many of them.

Spokesmen for many other institutions have argued that new government support should come in two forms: outright grants to the most needy students and "income-contingent loans" to middle-class students. (Under such loans, how much a student must pay back would be determined in part by how much he earned after graduation.)

With most support going to students, these educators argue, both public and private institutions could raise their tuitions to a point that would more nearly pay for the actual cost of providing an education.



Such a system would best preserve the diversity of our system of higher education, says an economist from the Brookings Institution. We need, he says, "a shift to public support of students rather than the excessive reliance on institutionalized support that characterizes current public support programs." He goes on:

"Such a program of portable aid would free institutions to develop their own conceptions of the curriculum required to produce better people and, more importantly, would give student-consumers a right to choose among alternative conceptions. The government could and should scrutinize the academic offerings for which it is indirectly paying, but the nature of such investigations would change."

Officials at most public institutions oppose any major shifts of aid from institutional support to support of students. The necessary increases in tuition, they say, would end the nation's long-standing commitment to low-cost higher education, and would shift the major burden of paying for education from the society at large to the individual student.

That shift, they say, would represent an end to the belief that society as a whole—not just the individual student—benefits from the higher education of its citizens.

Switching from institutional support to loans and grants "constitutes a definite shift away from public decisions and responsibility for the support and control of higher education and toward a philosophy of private responsibility and private enterprise, with major consequences," says Clifton R. Wharton, Jr., president of Michigan State University.

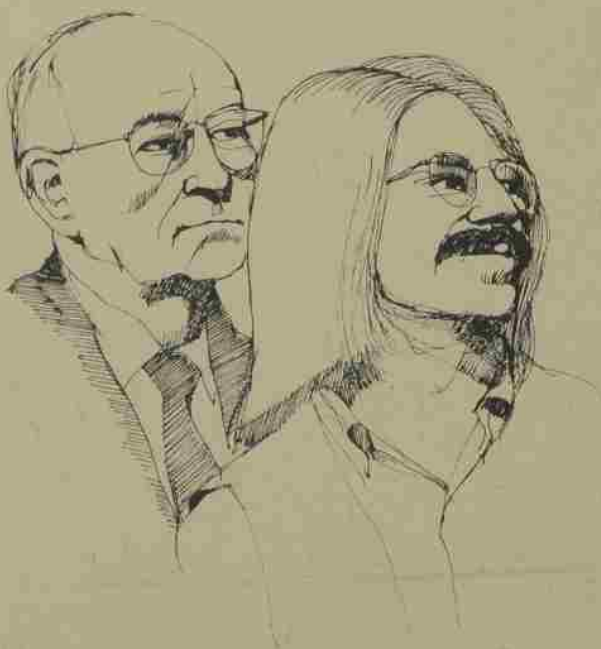
"The shift would transform the goals, values, and conduct of the entire higher educational system," he says.

Decisions to be made soon in Congress and the state legislatures probably will determine how much new governmental aid will be forthcoming and what form the aid will take. Alumnae and alumni concerned about preserving the qualities of higher education could do higher education no greater service than keeping informed about the alternatives, and advising their representatives of their preferences.

THE economic crisis in higher education is, in a sense, the cause of all the other forces moving toward the homogenization and standardization of our colleges and universities.

Many observers suspect that neither the movement toward statewide systems of colleges and universities nor the trend toward collective bargaining among the faculty members would have gone so far if the era of great growth had not ended. Suddenly, in the economic depression that followed, higher education was no longer society's favorite place to spend money.

How, under such conditions, can colleges and universities provide diversity and individuality? Must they sacrifice their autonomy and individuality? Or can they find ways to live with the end of growth without giving way to drab uniformity?



Individuality: All the Threats Combine

THE end of an era of growth, the scarcity of new resources, the increased competition for them, and the public's changing definition of higher education's role in society have all combined to produce a major challenge for the nation's colleges and universities.

The task before them now is to meet the challenges while preserving the best of the past.

It is easy to be pessimistic about the prospects. Doom-sayers abound. Here is how some severe critics have described current conditions on the campuses:

▶ "Respect for universities [faculties and administrators] has been replaced by distrust and surveillance."

▶ "Informal procedures and policies based upon mutual respect and confidence within the university have been replaced by insistence upon due process and by formalized codes."

▶ "Collegiality based upon unity in goals has been replaced by identification and resolution of conflict."

Such concerns are not limited to severe critics.

Theodore M. Hesburgh, president of the University of Notre Dame, speculates that "perhaps during that period of rapid growth, the institutions—the academic community—grew beyond the potential to be personal and human."

William C. McInnes, president of the University of San Francisco, says: "People will spend their money, contribute their money, pay their money for services and things in which they believe. What has happened in many cases is that people don't believe in education the way they used to."

As a result, many institutions feel more threatened than ever by the challenges before them.

One consequence has been that the conflicts between public and private higher education have been exacerbated. Once the expansion of the entire higher educational system ceased, the happy state no longer prevailed in which everyone was prospering. Now, one institution's gain may well be another's loss. Public and private education now often view progress for one as a possible threat to the other.

Says a former official of a state system of higher education:

"The pleadings of the private segment for state financial aid are gaining ground—not nearly enough to save





(B+D)

them financially, but sufficient to reduce the direct level of funding for the public institutions."

Warns the head of a major educational association: "I am firmly convinced that the gravest danger facing us is the possibility of a serious division between the public and the independent sectors of higher education. Relatively dormant for well over a decade, as might be expected during a period of economic expansion, signs of divisiveness are again appearing as we move further into the stringent '70's."

The situation looks confused and troublesome. Higher education has reached a state where it enjoys less public confidence, has less confidence itself about what its purposes are, and faces unprecedented competition for a place on America's priority list.

Yet the need for new curricula, and for new educational commitments to new kinds of students, was never greater. How can colleges respond in innovative ways, when they must tighten their belts and curtail their functions?

Kingman Brewster, president of Yale University, sees this paradox: "Although all universities badly need funds in order to experiment with new techniques of learning and study that go beyond the library, the laboratory, and the classroom, most of the ideas for massive central government support threaten to impose a dead hand of bureaucracy, central planning, and red tape on local initiative."

Colleges and universities thus face major dilemmas:

- ▶ How to continue to be effective in a time when they need major new sources of outside support; and
- ▶ How to keep their distinctiveness in an era that requires economy and ingenuity.

Individuality: Can We Save It?

Do colleges and universities—as we have known them—have a future? Or are we headed for some massive, standardized, nationalized system of higher education? Need a new vision of higher education—as a public utility that everyone can use—produce an impersonal assembly line?

Put another way:

Can *private* colleges and universities survive in a form worth preserving? Can *public* institutions avoid the "pale, insipid sameness" that some see looming on the horizon?

No one can be blindly optimistic. But many thoughtful observers feel that the present critical stage poses not only problems for higher education, but unparalleled opportunities. The long period of expansion, they argue, put a premium on graduate education and research, and higher education made enormous gains quantitatively. Qualitatively, however, the improvement may have been insignificant. On the undergraduate level, indeed, what a student received from his institution may not have been much better than what was provided to his predecessors in earlier generations.

Now that the pressures for growth have eased, colleges and universities have an opportunity to be *truly* individual; to set for themselves specific, achievable goals, and to pursue them effectively.

In an era of no-growth, it is the institutions that know what they want to be, and how they are going to be it, that will survive and prevail.

Both public and private institutions will be among them. Steven Muller, president of the (private) Johns Hopkins University, notes:

"Privacy means relative independence. We have at least the freedom to choose among alternatives, restricted as that choice may be, rather than to have our decisions dictated to us by public bodies.

"Our privacy as a university thus exists only as a narrow margin. . . . Our task is to preserve that narrow margin and to make the best possible use of it."

Phillip R. Shriver of Ohio's Miami University (state-supported) speaks from the public-institution standpoint:

"Each university ought to be able to develop its own personality and uniqueness. Each ought to have its own strengths. Each ought to be encouraged to develop its own individual programs."

The first task, then, for every institution of higher education—public and private—must be to develop a firm sense of what it ought to be and how best to achieve it.

Each institution must know, and believe in, its own personality and uniqueness.

A foundation official says:

"The time has come to take a total look at each of our institutions in some systematic way which relates energy and material input to learning output, and relates behavioral objectives to social needs. If we do not strenuously undertake this task and succeed, then our present troubles in a variety of areas will become far worse. Indeed, I see the specter of government or even industrial control of our colleges and universities."

Sir Eric Ashby, a distinguished British educator who has served as a member of America's Carnegie Commission, says:

"The gravest single problem facing American higher education is the alarming disintegration of consensus about purpose. It is not just that the academic community cannot agree on technicalities of curricula, certification, and governance; it is a fundamental doubt about the legitimacy of universities as places insulated



from society to pursue knowledge disengaged from its social implications."

Ending that fundamental doubt, says Sir Eric, will require "a reevaluation of the relation between universities and American society."

IN SHORT, the American people must rebuild their faith in the colleges and universities—and the colleges and universities must rebuild faith in themselves. In doing so, both parties to the contract can assure the survival of both the vast system's diversity and the individuality of its parts.

Many colleges and universities have already begun the necessary reassessments and redefinitions. Commissions on the future have been established on scores of campuses. Faculty members, students, administrators, trustees, alumni, and alumnae have been enlisted to help define their institutions' goals for the years to come.

Those new definitions, now emerging, recognize the end of the era of expansion and come to terms with it. Some institutions have chosen to remain small, some large. Others have chosen to focus on specific missions, *e.g.*, ecology, health services, the arts. Still others are moving into the preparation of teachers for the two-year colleges that, in the years ahead, will attract many new students to higher education. For their part, many two-year colleges are resisting pressures to expand into four-year institutions, electing to concentrate on providing the best possible educational opportunities to their own non-traditional student constituencies.

Whatever the role they define for themselves, such colleges and universities are seeking ways to make education more individual and more rewarding.

COLLEGES and universities still have a long way to go before they adjust to the financial stresses, the changing market conditions, the demands for reform that have beset them. Those that adjust most effectively will be the ones that survive as distinctive, individual institutions.

Chatham College's President Eddy notes that our institutions, "swinging into the troublesome '70's from the unusually affluent '60's, resemble a middle-aged and slightly portly man who discovers that he is panting heavily after climbing a quick flight of stairs. He doesn't have yesterday's bounce."

"He has a choice. He can become a first-class hypochondriac and, in all probability, bring on the attack by discouragement and tension. Or he can diet, cut out smoking, and start some consistent, sensible exercise. He must convince himself that life is worth living—and living to the hilt—despite an occasional long flight of stairs."

The end of the era of growth has opened once more the great debate about the role of higher education (or any education, for that matter) in the lives of individuals and in the health of society. The future, in many ways, is up for grabs.

Those who care deeply about the diversity and individuality of our colleges and universities must assure that—regardless of what they become—they preserve their distinctive spirit in the changing future.

"There is little profit in licking our wounds or feeling sorry for ourselves," says Father Hesburgh of Notre Dame. "We still represent the best hope for America's future, provided we learn from our own mistakes and reestablish in the days ahead what has so often testified to the nobility of our endeavors in times past.

"All is not lost. We are simply beginning again, as many always must, in a world filled with ambiguities, the greatest of which is man himself."

This report is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the members of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization informally associated with the American Alumni Council. The members, it should be noted, act in this capacity for themselves and not for their institutions, and not all of them necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Members: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial Projects for Education; CHARLES M. HELMKEN, American Alumni Council; JACK R. MAGUIRE, the University of Texas; JOHN I. MATTILL, Massachusetts Institute of Technology; KEN METZLER, the University of Oregon; JOHN W. PATON, Wesleyan University; ROBERT M. RHODES, Brown University; VERNE A. STADTMAN, Carnegie Commission on Higher Education; FREDERIC A. STOTT, Phillips Academy (Andover); FRANK J. TATE, the Ohio State University; CHARLES E. WIDMAYER, Dartmouth College; DOROTHY F. WILLIAMS, Simmons College; RONALD A. WOLK, Brown University; ELIZABETH BOND WOOD, Sweet Briar College; CHESLEY WORTHINGTON (emeritus). Illustrations by GERARD A. VALERIO. Editors: JOHN A. CROWL, CORBIN GWALTNEY, WILLIAM A. MILLER, JR., MALCOLM G. SCULLY.



THE STUDENTS

Students Protest Housing Policy

The mandatory on-campus residence requirement and "administration's insensitivity" to the "firetrap" at Lausanne Hall were the object and example for a mild protest by students April 6.

"Our housing policy is alienating students," charged student body President John Leonard who organized the sleep-out protest. An estimated 300 students showed up for the entertainment portion of the sleep-out, but just 11 sleeping bags were counted on the quadrangle at 7 a.m. the next morning.

Leonard confronted trustees in February with fire marshal reports on the fire hazards at Lausanne, now a men's residence for 135 students. Some heat and smoke detectors have been installed and direct alarm hookup with the fire station is being considered, but the extent of remodeling and/or final fate of the 51-year-old brick and wooden structure is still under study.

Prior to plans for the protest, a subcommittee of the campus student affairs committee had been working on a report regarding objectives of Willamette's residential concept, how well they are being met and how they might be changed to better serve the campus needs.

"We expect to have some significant changes in our housing program after the report is made in late April," said Dean of Students Larry Large.

Freshmen Attitudes Surveyed

A profile of 355 freshmen at Willamette has emerged from a survey administered by the American Council on Education. Following are some of the results showing how Willamette freshmen compare with freshmen in general at 246 other four-year colleges in the nation: (Willamette percentage listed first, national percentage in parenthesis).

Political leanings and social attitudes

The Federal Government is not doing enough to control pollution, *Agree* 91.6 (90.2); The Fed. Govt. is not doing enough to protect consumers from faulty

goods and services, *Agree* 77.1 (76.4); Marijuana should be legalized, *Agree* 56.0 (45.8); Women should receive the same salary and opportunities for advancement as men in comparable positions, *Agree* 96.3 (92.3); An individual can do little to bring about changes in our society, *Agree* 33.3 (41.9); College grades should be abolished, *Agree* 38.4 (38.4); Students from disadvantaged social backgrounds should be given preferential treatment in college admissions, *Don't Agree* 65.2 (60.6). Place yourself on political spectrum: Middle-of-the-road, 41.1 (46.3); Conservative, 15.9 (16.1); Liberal, 41.4 (34.3); Far Left, 1.4 (2.6); Far Right, 3 (.7).

Personal expectations considered "essential" or "very important"

Develop a meaningful philosophy of life, 85.2 (74.6); Having friends with different backgrounds and interests from mine, 73.6 (64.1); Helping others who are in difficulty, 70.2 (69.7); Keeping up to date with political affairs, 63.9 (52.1); Becoming an authority in my field, 61.1 (61.7); Planning to obtain an advanced degree, 73.1 (59.4); The chief benefit of a college education is that it increases one's earning power, 39.6 (54.0).

The survey also revealed that one-third of the Willamette freshmen don't need financial help for college; 60.8% ranked themselves in the top quarter of their high school class; 83% were reared in the protestant, catholic or jewish faiths (though 25% list no religious affiliation); why did the class of 1976 choose Willamette? Willamette has a very good academic reputation, 70.9%; I wanted to live away from home, 34.5%; I was offered financial assistance, 31.8%.

Seniors Win, Frosh Wade

Freshmen got a damp start in Freshman Glee competition. The class of '76 waded through the Mill Race on Blue Monday following the seniors' victory in the 65th annual Glee April 14. The sophomores were second and juniors third in the song and marching competition.



The Way to Spread The Christian Message

A Satanist warned, "stop publishing or else!"

The "or-else" threat was tamed rather dramatically, says freshman Mike Schley, originator of a student written and produced and "Holy-Spirit-edited" weekly publication entitled *The Way*.

"That Satanist is now a Christian and one of my good friends," says Schley, who sees *The Way* as filling an evangelistic role and ministry to campus Christians under the auspices of the Willamette Christian Body. Since its October genesis, *The Way* has a free circulation of 700 on campus and 45 subscribers. Funds to cover the \$8 a week production costs through the campus copy center are provided through a University account. Two commercially printed newspaper issues of *The Way* were published at Christmas and Easter.

A resident of Solvang, Calif., Schley felt the need for greater communication among Christians and outreach to non-Christians when he attended fall orientation. He is joined by sophomore Rob LeChevallier, Lake Oswego, and freshman Diana Morrissey, Portland, in production; freshman Bill Uyesugi, Portland, artist, and freshman Gail Hutter, San Marino, secretary. They seriously attribute editorship to the Holy Spirit through Romans 8:27 and prayer.

Reaction to articles in *The Way* is mixed. "It has been termed an 'insult to my intelligence' and 'a well done testimony of Christian faith'," notes Schley.

The four page (8 1/2 x 14 single fold) issues are mailed weekly to subscribers as far away as Mexico and Canada, and Schley says they hope to expand the mailing list next year. Donations are presently covering the mailing cost for the free subscriptions. Correspondence is received in Room 107 of Lausanne Hall on campus.

Fantastic Learning Experience

Enthusiasm, praise greet seminars on government for high school students

If you combine curious high school students with the fascinating process of state government and add a taste of campus life, you've got the makings of a "fantastic learning experience."

At least that's the general consensus of the some 250 Oregon high school juniors and seniors who attended one of the eight week-long seminars in politics and government at Willamette this spring.

Conceived by political science department chairman Ted Shay and administered by part-time instructor Cari O'Donnell Gabiou '64, the seminars have focused on many aspects of the current Oregon legislative session. For the nominal fee of \$38.50 each, about 30 students lived on the campus for a week to gain a greater understanding of the processes, policies, and people in Oregon government. Enthusiastic reviews attest to the success of the venture into such topics as taxation and education, consumerism, land use and the environment, criminal code revision and corrections, human resources, and mental health.

Student evaluations of the program revealed several common feelings; that the men and women of Oregon government are open, honest, friendly and hard-working; that each individual is partly responsible for the success or failure of state government; that classroom studies of government pale in comparison to on-the-scene and behind-the-scenes views; and that the freedom and fun of campus life is a refreshing break from the high school scene.

Armed with new knowledge and insights, many of the students couldn't wait to get home to spark greater interest in

some of the measures coming before the legislature and eventually before the voters.

One student commented, "the notes I took will help me show my parents the light on the government. My parents don't vote; they aren't even registered. Maybe this program, with the notes I took, will encourage them to vote."

Another expressed his views publicly in a letter to the editor of the *Oregon Statesman*, advising citizens to take the time to become better informed on the proposed tax plans and school funding issues.

The week's experience was worth as much as three previous years of high school in the estimation of one senior. "The program was excellent," he said. "I was really surprised that the group was not under restraints. I felt that this taste of college life was really great and the week provided a fantastic learning experience. I would recommend the program to anybody. I'm sure I've learned more this week than in my past three years of high school. Getting to know the legislative process was very easily done here and everything was good. It should be continued."

Access to and conversation with the Secretary of State, State Treasurer, Attorney General, Senate and House majority and minority leaders, key agency administrators, lobbyists, members of the press, and various Willamette professors will have a lasting impression on the participants. "I am going away with a much

more positive view of our state government," noted one coed. "The people we met seemed really interested in our views and concerned with what is going on. I thought the blending of professors and political personalities was really good." Another student said "I liked seeing who and what influences decisions — lobbyists, constituents, different personalities."

Cari Gabiou is amazed with the overall response to the program. "We thought it would be well received, but had no idea it would generate the excitement and enthusiasm that these students have shown." Cari had a week between each seminar to catch her breath before ironing out details on housing, panel discussions, hearings, photo sessions, tours, entertainment, lectures, and sundry other items for the next.

That high schools throughout the state welcomed this program was obvious from the first response to the idea. "Our initial proposal called for just four programs," said Dr. Shay, "but when principals started writing and wanted to reserve 30 and 40 spots just for their school alone, we doubled the number and set some limitations."

The benefits were mutual rather than exclusive. The students learned, the office holders met many 18-year-old voters, Willamette filled some vacant rooms, and the admissions office kept its doors open.

All in all, it was the kind of program that led one to ask, "Why didn't we think of this before?"



CLAY MYERS takes time out from his duties as Secretary of State to chat with participants in Willamette's Seminar in Politics and Government for Oregon high school students. Students in eight separate week-long sessions had access to State administrators, legislators, lobbyists and others involved in the governmental process. (Gerry Lewin photo)



Sugar 'n Spice 'n Sports

When Willamette's first girl's basketball team blossomed forth in 1902, the talk was about "the showing of bloomers in public" rather than the game. A few winning scores later, the crowd's admiration turned from the ruffled legs to the team playmaking and women's intercollegiate sports took hold.

The next five years, girl's basketball received as much student attention as any other major sport until the faculty made it known that they didn't share the student enthusiasm. In Nov. 1907, the faculty decided "if our girls are permitted to play basketball, that they be allowed to play before ladies only and not in intercollegiate games."

Several decades and a few set-backs later, women's intercollegiate sports have been re-rooted. Willamette women enjoy competition with colleges in four states and Canada in ten sports.

This didn't happen overnight. In fact, according to Jean Williams, Director of Women's Intramurals, the trend began within the last five years. Jean says the new emphasis in women's inter-collegiate sports is "due in part to the women's liberation movement."

"The heat is on and the men in athletics can't help but notice. Not only are the women coaches concerned but the girls themselves are getting tired of the low status of women in sports," says Jean.

Just in time to meet the demands of the new trend is Willamette's proposed Lestle J. Sparks Physical Education and Recreation Center due for completion in January, 1974.

Fran Howard, assistant professor of physical education and Director of Women's Athletics, explained that women's athletics has never had equal practice time in the gymnasium with men's athletics. Fran adds, "With this new facility, women are guaranteed equal time, which will make a big difference in our team's skill levels."

A recent re-organization in the athletic program has also given the women's department better status as far as finances are concerned. Their yearly budget jumped from \$500 to \$3,000 over the last three years.

Intercollegiate competition isn't the only thing on the department's activity roster. With four semesters of physical education activities required for each stu-

dent, the week is filled with classes in archery, badminton, bowling, folk dance, modern dance, golf, fencing, gymnastics, swimming, life saving, volleyball, basketball, water safety, tennis, track and field, field hockey, soccer, scuba, skiing, equitation, fitness, softball and soccer.

While Fran spends her after-class time with the "for real" intercollegiate teams, Jean coaches over 300 girls participating in the "for fun" intramural program.

Since junior high school, Jean Williams has known that she would be a physical education teacher. Now in her 22nd year at Willamette, she says she's glad to see the new trend toward women's intercollegiate competition but finds her greatest enthusiasm in the intramural teams.

"I want everyone to have the opportunity to play and enjoy themselves and at the same time become more physically fit. In intramurals, I have lots of opportunity to counsel the girls and find out their needs."

"They also learn a lot about me and each other. You know the old saying, 'if you really want to know a person, play with them.'"

Three years on the Willamette campus has given Fran Howard a new challenge in her work. Not always involved in physical education, Fran studied dentistry in college but switched to P.E. realizing she wanted more of a physical and mental challenge.

Coaching field hockey, volleyball, basketball, softball and track and field, Fran finds participation of girls in team sports an important part in living. "Everyone should experience the winning and the losing in a team sport," she says.

In women's intercollegiate sports at Willamette, Fran feels "if you have an intercollegiate program, it's got to be good." And she means it. This year's basketball, volleyball, badminton and golf teams won the championships in the Women's Conference of Independent Colleges (WCIC).

To further the new-found enthusiasm in women's sports, the department is designing an awards system similar to the men's athletics. (JM)

A POLITICAL ODYSSEY



Beaten "worse than 2 to 1" for a Congressional seat, 1955 Alumnus Willie Ludlow writes about his "never dull" Idaho campaign and tells why "we didn't lose, really."

By Rev. Willie Ludlow '55

On January 25, 1972, I announced my candidacy for Congress in Idaho's 2nd District. It was a cold, windy day, and we felt it keenly because my press conference was outside the Pocatello Federal Building — headquarters for the local draft board and scene of many anti-war protests.

Nine months, \$13,000, 40,000 miles and 40,000 votes later, I made my non-concession speech. I was beaten worse than 2 to 1. The winner had won twice before. Orval Hansen, the incumbent, was an old friend of ours in Idaho Falls, a Mormon, and a Republican of the Nixon style. (A nasty thing to say about anyone. I don't say Congressman Hansen is corrupt. Wrong, yes. Liar and grafter, hardly.)

Once I asked my son Geoffrey what he'd think if I went down to ignominious defeat. No answer. So I said, "You know what 'ignominious' means, don't you?" He replied, "You mean, what if you get clobbered?" The headline in a local paper November 8th read, "HANSEN CLOBBERS LUDLOW."

Democrats in Idaho were glum on Election Night. But not the Ludlow for Congress people. We had a big celebration, a kind of wake. All kinds of people. Laughing and crying. We drank. We munched. We crowded around and listened to a terrific Country and Blue Grass

group of high school kids who, wearing Ludlow T-shirts, called themselves "Shirley, Goodness and Mercy". They had followed me all the (last) days of my campaign. They sang "that . . . old moon will shine like a spoon" and "Move on over, Orval, or we'll move on over you . . .".

The campaign was like that. Absurd odds, whimsical, serious, sad, high, low. Never dull.

It wasn't ambition that motivated my candidacy, although one editor asked if I felt qualms about receiving the \$42,000 a Congressman gets a year. My answer was, "No."

My motive was outrage at the mistaken, brutal, deceitful and genocidal directions of our country, and at the superficial and demagogic level of campaigns, coupled with an unproven confidence in the ordinary voters, given a real choice and encouragement to vote their hopes and better judgment rather than their fears, prejudices and special interests.

I developed four themes:

1. Congress should reassert its Constitutional authority and represent people rather than monopolistic corporations;

2. Peace. End the War, our aggression on Indochina. Unconditional amnesty. A world economy of justice rather than of exploitation. Congress' responsibility over war-making;

3. Change the economic system so it is of, by, and for the people not just multinational businesses. Oppose Value-Added Tax. Congress' "power of the purse";

4. Individual freedoms guaranteed in Constitution — free speech, press, assembly, petition, religion, right to privacy, due process, etc.

I vacillated on federal gun control and on whether a controversial dam on the lower Teton River should be completed.

I supported a person's freedom to choose regarding abortion.

I was the first to raise issues about the National Reactor Testing Station of AEC. Decriminalize marijuana.

For the United Farm Workers' Lettuce Boycott.

I argued against racism, male chauvinism and sexism, "consumptionistic materialism" (wasteful getting-and-spending-ism), militarism, "over-nationalism".

The encounters we got into!

In one tavern in a small town, a hawkish Vietnam veteran and I tangled over the War. He said, "They're ripping up pregnant women!" I said, "We're bombing everybody and everything." He said, "You've got to understand the Oriental mind." The owner of the place, an Oriental-American woman said quietly, "I've had it up to here with 'the Oriental mind'. I've got two sons. One's in the Marines.

The other has his Master's, teaches school in Oregon and considers his brother a war criminal."

At an ecology forum, a supporter asked, "Why should we expect you to be any different from all the rest of the grafters and incompetents in Congress?" (A political sign in Pocatello had scrawled on it, "Politicians Are Criminals".) Before I could figure out how to reply and still sound humble, he keeled over dead of a heart attack. I officiated at the funeral, where his long-haired son played bagpipes and charmed everyone, including two horses in a nearby pasture.

We had a far-out State Democratic Convention at Sun Valley. The McGovern and Chisolm people had far outnumbered all others in the legislative district caucuses.

The Ludlow campaign had no money, and needed publicity. So our "hospitality

center" was an authentic Native American Indian tepee, on the lawn.

Several of my close supporters were delegates or alternates to Miami. An omen: I got my picture taken with McGovern and Eagleton! The diversity of people at the Convention, our unwillingness to resist political manipulation, the humidity, and the overpowering presence of the television news industry — these stand out in my memory of Miami, 1972.

The press was cold to me, because in its eyes I stood no chance of winning. So the campaign took imagination and hard work. Until September, I wrote my own press releases, trying desperately to get them out beforehand, and then make them come true. I rode bicycles in parades, walked from door to door and down mainstreets. I'd drive hundreds of miles to get to a peace march or a Chicano rally. (The only groups that wanted me!)

My campaign manager, Mike Shepard,

who was a volunteer like everyone else, was an ex-ISU history professor. He suggested that we put out our own newspaper, since we could never get our story across in the "establishment press". So *Poor Willie's Almanack* came out, 60,000 copies each of the last five weeks. Door-to-door distribution. We did it. It was good.

Another gimmick: challenge my aloof opponent to "debates". He refused TV debates. But I showed up in front of his three District offices. That got some coverage.

How in Idaho's name did I get the Democratic Party nomination? "Viable" (buyable) candidates don't like to challenge secure incumbents. The most likely Democratic candidate — a conservative — switched to the Republican Party. In effect, he ran interference for me. I won because I had no opposition.

But the Governor of Idaho, a Demo-

continued on page 34



About The Author

Since 1967, *The Rev. Willis Ludlow* has been the campus Ecumenical Minister at Idaho State University in Pocatello. After graduating in history from Willamette in 1955, he earned his B.D. degree from Pacific School of Religion and married Anne Mellis '54. He did two years of postgraduate theological study at Southern Methodist University and Union Theological Seminary. He was ordained in 1959 and served United Methodist churches in Eastern Oregon, East Texas and Idaho Falls before going to ISU.

Willie and Anne have a daughter and two sons of their own and an adopted son. Willie has been an active Democrat since studying political science at Willamette and was a delegate to the National Democratic Convention in Miami last year.

(The *Willamette Scene* plans to publish additional articles by alumni in the future and would welcome suggestions from or about alumni who have interesting experiences to relate.)

THE LUDLOW CAMPAIGN . . . Anne with famous new friend . . . Willie on radio talk show in Burley . . . A self-propelled campaign appearance in Mountain Home . . . seeking views and votes from a Chicano family in Pocatello.

A Political Odyssey

Continued from page 33

crat, immediately sabotaged my campaign. He disagreed with me on abortion and marijuana. (He had publicly denounced the State Democratic Platform earlier in the year.) His opposition was published the very day I bid for the support of organized labor. I was pretty shook. Bannock County, a labor stronghold, supported me, along with George Wallace. (He was head of the Communication Workers Union local in Twin Falls.) Those who knew said I had no chance of labor's support even though I was more pro-labor than anyone else running.

I was the only candidate to get unanimous endorsement by the Idaho Environmental Council. I also got the backing of an anti-environmentalist ("ecologists are bird-watchers") weekly, *The Mackay Miner*.

The Peace and Freedom Party wanted to nominate me, too. I wanted that. A debatable ruling by the Democratic Attorney General held that votes cast in different parties wouldn't be added together. So that was out.

What was it all worth?

At least a three-year course in political science. I met thousands of interesting people in my home state. They deserve better than they're getting. An anonymous note after the election, "Politics is Applesauce - Will Rogers".

Very different kinds of people voted for me. Some who supported Nixon (which is beyond me) and Schmitz (which isn't) chose me for Congress. I wasn't a "yes man". Some who didn't agree with my views liked my candor. But my friends persuaded me to discard the slogan, "Ludlow - Unbought and Unsought".

IF is a big word. If I were someone else, somewhere else, some other time, I might have won. If the national ticket had been stronger, if the state party leaders had supported me earlier and better, if the press had reported my candidacy during the primary campaign, if we had the organization at the start that we did at the end, if a strong conservative candidate had run (as looked possible at one time) splitting the vote three ways - I might be in Congress now.

As it is, we didn't lose, really. That's why on election night we could celebrate. I think my political science teacher at Willamette, Mark Hatfield (whose politics helped make me a Democrat), and my history teacher, Dr. Ivan Lovell, might have been proud of my campaign. ■

Law Alumni Association Scholarships Top Priority

By A. Allan Franzke L52, President

Alumni of a College or University have real opportunities in many ways to make meaningful contributions to the growth, improvement and continued success of their Alma Mater. Furthermore, just as each of us owes some of our time and treasure to the nurture and improvement of our profession, so do we have an ongoing responsibility to the school which trained us for our livelihood to help and support it to the end that it will continue to develop and prosper.

The Alumni of the College of Law are no exception. I think it is fair to say they have accepted and discharged their responsibilities admirably. Although the Law Alumni Association has maintained a low profile it can point with pride to substantial accomplishments by its members in recent years in furtherance of the College of Law and the University. Tom Churchill is certainly entitled to gratitude and commendation for the time and energy he expended during his term of office and they are tendered herewith.

The Alumni have every reason to be very proud of their response to a recent call for help, the Law Library campaign which was successfully concluded in December. Just over three years ago, we were asked to assist the College of Law to overcome a problem of major concern. The Law Library required an additional 20,000 volumes by January 1, 1975, to meet new standards of the American Association of Law Schools.

Since the campaign began, \$217,300 has been contributed for that purpose. In the past two years more than 14,000 volumes have been added to the Library. We can be confident that the minimum standards will be met well in advance of the deadline. The Willamette Law Library is now a resource center of high quality and our Alumni have just reason to be proud of the accomplishment.

Our efforts will continue in other directions. A need now exists principally for money for financial aid for law students and for improvement in law faculty salaries.

In the past student financial aid has been sparse, if not totally absent. Perhaps the most important need of the College of Law at this time is money for financial aid to students so that we can attract and retain the best students available. It has been necessary to increase tuition for next year and the number of our students receiving Veterans' Benefits is decreasing. What financial aid programs there are within the College of Law are extremely limited. Additional funding here is a vital need.

Significant improvements have been made in law faculty salaries over the past few years due to the efforts of the University. However, sufficient money is not available from that source and the College of Law must turn elsewhere for assistance. It is vital that we be in a position to compete with similar law schools throughout the country for the best talent available for our faculty.

A Law Development Fund campaign will be undertaken this year. Oregon State Senator Wallace P. Carson, Jr. L62 is the chairman and we expect he will be assisted by representatives of each of our classes.

I emphasize that all money raised through the Law Development Fund campaign is used to support the College of Law. Additional information will be provided as the campaign gets underway and I am certain the Alumni will rise to the occasion in their usual commendable fashion.

Vote Due On Alumni Constitution

Ed. note. At the Annual Meeting of the Alumni Association, scheduled as part of Alumni Day activities, May 12, the general membership will be asked to vote on a revised Constitution and Bylaws.

The new document was developed by the Association's Long Range Planning Committee and has been approved by the Executive Board. There has been an intent throughout to streamline the existing Constitution and Bylaws and to bring them more in line with the current Alumni Association program.

The suggested new sections are bracketed; the suggested deletions are shown with a line through them.

CONSTITUTION OF THE

WILLAMETTE UNIVERSITY ALUMNI ASSOCIATION
College of Liberal Arts
College of Music

ARTICLE I NAME AND PURPOSE

Section 1.

NAME. The name of this organization is the Willamette University Alumni Association.

Section 2.

PURPOSE. The purpose of the Association is to promote the interests of Willamette University and to maintain and establish mutually beneficial relations between the University and its alumni.

ARTICLE II MEMBERSHIP

Section 1.

ELIGIBILITY FOR MEMBERSHIP. Any former student at Willamette University, in any classification in the College of Liberal Arts or the College of Music, who has been regularly enrolled is eligible for membership in the Association.

Section 2.

HONORARY MEMBERSHIP. Trustees of the University and members of the faculty who are not otherwise eligible for membership, and persons upon whom the University has conferred honorary degrees and who are not otherwise eligible for membership, are enrolled as honorary members of the Association.

The Association may, upon nomination by the *Board of Directors*, elect as honorary members other persons not eligible for membership. Honorary members are eligible for all privileges of the Association.

ARTICLE III MEETINGS OF THE ASSOCIATION

Section 1.

ANNUAL MEETING. The Association holds its annual meeting at the University on the Saturday preceding Commencement, with notification of the exact time and place sent to all members of the Association at least sixty days prior to the meeting.

Section 2.

SPECIAL MEETINGS. Special meetings of the Association are called on vote of the *Board of Directors* or on petition of fifty members. The *Board of Directors* determines the exact time, place, and agenda of all special meetings, and the Director of

Alumni Relations notifies members at least fifteen days in advance of special meetings.

Section 3.

QUORUM. Seventy-five members present constitute a quorum for the transaction of business at any meeting of the Association. A number less than a quorum may vote to adjourn that meeting to a later time.

ARTICLE IV ALUMNI CLUBS

Section 1.

ORGANIZATION. Alumni clubs are chartered by The Willamette University Alumni Association in cities and areas where there are sufficient interested alumni.

Section 2.

MEMBERSHIP. Persons eligible for membership in the Association are eligible for membership in Willamette University alumni clubs.

Section 3.

MEETINGS. Alumni club meetings should be held at least once each year. The University will cooperate in having a University faculty or staff member present whenever possible.

Section 4.

ACTIVITIES. Each club shall select its own name, maintain its own membership, elect its own officers and determine its own times of meeting. The alumni clubs should report regularly to the Director of Alumni Relations concerning its membership, officers, and activities. An annual report on alumni club activities is to be made to the Association.

ARTICLE V PROCEDURE

Section 1.

BYLAWS. Bylaws of the Association are established to cover details of organization and operation not appropriately included in the Constitution.

Section 2.

~~**FISCAL YEAR.** The fiscal year of the Association corresponds to that of the University, which ends May 31.~~

Section 2.

AMENDMENTS. This constitution may be amended by a two-thirds vote of the regular members who are present at any meeting of the Association, provided that the substance of the proposed amendment has been submitted to the membership with one of the notices of the meeting.

BYLAWS OF THE

WILLAMETTE UNIVERSITY ALUMNI ASSOCIATION
College of Liberal Arts
College of Music

ARTICLE I OFFICERS

Section 1.

NAMES. The officers of the Association are President, President-Elect, Secretary, and Director of Alumni Relations.

Section 2.

DUTIES OF OFFICERS. (1) The President presides at all meetings of the Association and the *Board of Directors*, and performs all duties ordinarily performed by the President of such an asso-

ciation, or those duties which may be assigned by the Association or the *Board of Directors*. (2) The President-Elect assumes the duties of the President in case of his absence or disability, and otherwise serves as a member of the *Board of Directors* until he assumes the office of President. (3) The Secretary keeps a record of all proceedings of the Association and of the *Board of Directors*.

Section 3.

DIRECTOR OF ALUMNI RELATIONS. The Director of Alumni Relations is appointed by the University in consultation with the *Board of Directors* of the Association. He is a member of the University staff as well as an ex-officio officer of the Association, and is responsible to the Administration of the University. The Director of Alumni Relations maintains the Association office at the University, keeps the membership directory and files, and with the cooperation of the *Board of Directors* and the Administration of the University plans and implements the program of the Association. In the event of the disability of the Director of Alumni Relations or a vacancy in the office, the duties of the office are arranged for by the President of the University in consultation with the *Board of Directors*.

ARTICLE II BOARD OF DIRECTORS

Section 1.

COMPOSITION. The management of the Association is vested in a *Board of Directors* comprised of the officers, fifteen directors of the Association, two members of the University faculty, and two students.

Section 2.

MEETINGS. The *Board of Directors* shall meet at least once in the fall prior to Thanksgiving, once in the winter prior to spring vacation, at least sixty days before Commencement, and at such other times as may be called by the President of the Association or the Director of Alumni Relations. Ten members present and voting constitute a quorum.

ARTICLE III COLLECIAN

~~Any member of the Association who contributes fifteen dollars or more to the Alumni Loyalty Fund of Willamette University during any fiscal year will be entitled to receive the Willamette Colleague during the following University year.~~

ARTICLE III BOARD OF TRUSTEES

Each year, the Board of Directors shall submit the name of one of its members, who has been selected by a majority of the Board, to the nominating committee of the University Board of Trustees as a candidate for election to the Board of Trustees for a three-year term.

The Board of Directors by the affirmative vote of two-thirds of its members may recommend the removal of any of its representatives from the Board of Trustees.

ARTICLE IV NOMINATIONS AND ELECTIONS

Section 1.

TERMS. Each year five members (exclusive of officers, faculty, and student members) shall be elected to the Board of Directors by ballot of the membership of the Association. These members shall serve for three years.

The President, President-Elect, and Secretary are elected at the Annual Meeting of the Association and hold office for two years.

Section 2.

NOMINATIONS. Nominations are made by a nominating committee of five which is appointed by the President of the Association at least sixty days prior to the Annual Meeting.

A nominating ballot is included in the winter issue of the general Alumni publication and each member of the Association may nominate one member for each vacant office. Nominating ballots must be returned to the Director of Alumni Relations.

The Nominating Committee shall endeavor to nominate candidates who will generally represent the interests and geographical areas of the membership.

Section 3.

ELECTIONS. Ballots shall be mailed by the Director of Alumni Relations to each member of the Association at least thirty days but not more than sixty days prior to the Annual Meeting. Each ballot shall list the candidates and provide adequate space for write-in candidates. No candidate's name will be listed on the ballot without the candidate's consent. The ballots shall state that they must be returned to the Director of Alumni Relations before a date which shall be seven days prior to the Annual Meeting.

A faculty member shall be selected each year in the manner designated by the Faculty Senate of the University and shall serve for not less than two years.

The two student members shall be selected in the spring of each year in the manner designated by the Student Senate of the Associated Students and shall serve for not less than one year.

Section 4.

VACANCIES. Any vacancy occurring in the Board of Directors shall be filled by the affirmative vote of a quorum of the Board, provided the remaining term of the vacant position is more than one year. If it is less than one year, the position shall remain vacant until filled in the manner provided herein at the following annual election.

Section 5.

REMOVAL. Any member of the Board of Directors may be removed therefrom, for cause, by the affirmative vote of two-thirds of the members of the Board.

ARTICLE V COMMITTEES

Section 1.

PERMANENT COMMITTEES. The Association has the following permanent committees, whose chairman must be an existing member of the *Board of Directors*:

1. Alumni Loyalty Fund Committee
2. Special Events Committee
3. Records and Achievement Committee
4. Admissions Counseling Committee
5. Alumni Clubs Committee
6. Campus Relations Committee
7. Continuing Education Committee
8. Long Range Planning Committee
9. Publications Advisory Committee
10. Nominating Committee

Section 2.

OTHER COMMITTEES. Temporary and special committees are appointed as the need arises.

Section 3.

APPOINTMENT. Permanent, temporary, and special committees are ordinarily appointed by the President, or in his absence by the President-Elect, but temporary and special committees authorized by the *Board of Directors* may be elected by the Board at its discretion.

ARTICLE VIII AMENDMENTS

ARTICLE VIII - AMENDMENTS

~~These Bylaws may be amended by a two-thirds vote of the members who are present at any meeting of the Association, provided that the substance of the proposed amendment has been submitted to the membership with one of the notices for the meeting.~~

These Bylaws may be amended: 1) by a two-thirds vote of the Association at its annual meeting, provided that publication of the proposed amendment has been submitted to the membership at least 30 days in advance of the meeting; or 2) by two-thirds vote of the Board of Directors of the Association after approval by a majority of the members of the Board of Directors and then publication of the proposed amendment in the next issue of a general publication to the alumni at least 30 days in advance of the final vote by the Board of Directors.

Friends of the Library

Sometime this spring, alumni will be receiving a mailing from a new organization, the Willamette University Friends of the Library. The letter will come from the Honorary Chairman, Professor Emeritus Paul Trueblood, former head of the English Department. The letterhead will bear the names of Dr. Wright Cowger, Director of Learning Resources; Student Sue Crookham; Trustee and Alumnus Senator Mark Hatfield; Gertrude Johnson, Director of Reader Services at the Library; Professor Larry McBride; Professor Emeritus Dr. Chester F. Luther; Alumna Louise McMinimce; Professor Emeritus Dr. Cecil R. Monk; Professor Emeritus Dr. Helen Pearce; Dr. Trueblood; Student Sam Tucker; and Ralph Wright, Assistant to the President for University Relations.

The objectives of the group are: 1) To foster interest in the Willamette University Library on campus, in the community, and among friends of the University; 2) Through the Library, to enhance the cultural life of the campus and community, especially those who become affiliated with the organization, and 3) To help increase the holdings and overall facilities of the library. In other words, the group wants to help the library in any way it can. It wants the library to have more books and more space, to be more attractive as a place to visit and study, to be-

come a focal point as the University strives to continue its academic excellence.

Recent statistics reveal that the use of the library is declining. This suggests that many students are not finding the library a desirable place to study and are not finding it as necessary as it should be in the pursuit of learning. Compared to other colleges and libraries in the area, Willamette's probably could be labeled as average. However, the University has never sought to be just average in anything. Mere adequacy is not enough.

The Friends plan to publish a newsletter, to stage an annual banquet, and, as much as possible, to participate in and foster campus activities related to books and learning resources. The Friends of the Library will be to the library what the Cardinal Round Table is to the athletic program — a booster and a provider of direct help.

The Friends of the Library will be visible on campus for the first time on Alumni Day, May 12, with a special display (and free coffee and doughnuts) outside the bookstore. Look for it. And, just in case you and the alumni mailing don't get together, you can be sure that you are a member and receive all Friends communications (including the newsletter) by joining now. To join, fill out form below.

AN OPPORTUNITY

I (we) want to help make the Willamette University Library a distinctive place of learning.

Please enroll me (us). Check enclosed.* Send bill.

- Student Friend @ \$2
- Friend @ \$5
- Contributor @ \$15
- Family Friend @ \$20
- Sustaining Friend @ \$40
- Patron Friend @ \$100
- Lifetime Membership @ \$500

*Checks payable to Willamette University Friends of Library

Name _____

Address _____

City, State, Zip _____



To join Friends of the Library, fill out form, cut along dotted line, enclose in an envelope and mail to University House, Willamette University, Salem, OR 97301. You may send a check or be billed later.

From the Willamette Bookstore

Savings on Beautiful Regional Pictorials



Reg. Price \$25

Oregon
California
Alaska
Arizona
Cascade Range
Washington, D.C.

SALE PRICE
\$23.95

**Buy one and receive
FREE**

Chronicles of Willamette, Vol. II

Those eventful years of the
President Smith era — by
Robert D. Gregg
value \$4.95



Reg. Price \$22

Oregon Coast
Timberline
Ancients

SALE PRICE
\$20.95

Plus

JASON

The 1973 edition of
Willamette's Literary magazine
value \$.50

Please send me the book(s) I have checked at right. I have enclosed a check for the full amount. I will receive a free copy of *Chronicles of Willamette, Vol. 2* and the *Jason* with each book ordered.

Name _____
(please print)

Address _____

City _____ State _____ Zip _____

Date _____ Signed _____

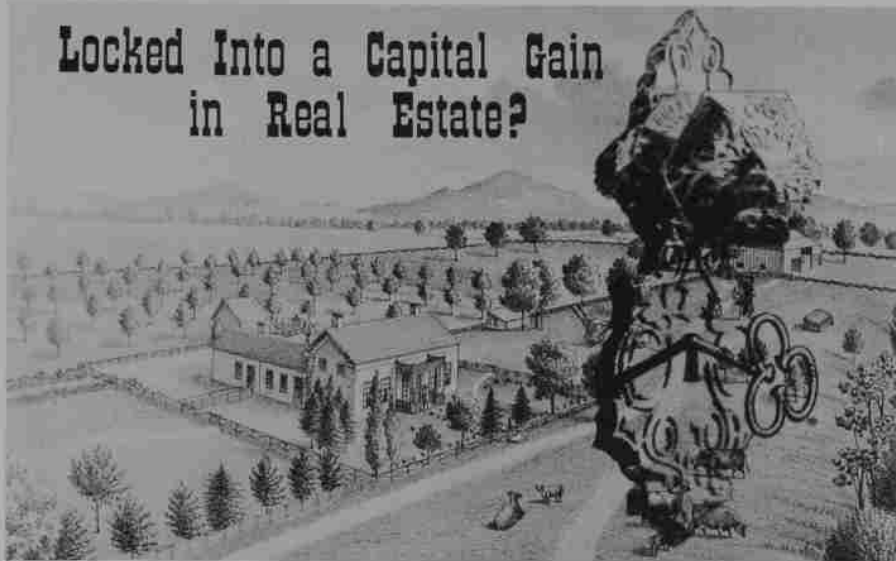
No.	BOOKS	AMOUNT
___	Wash. D.C. @ \$23.95	_____
___	Arizona @ \$23.95	_____
___	California @ \$23.95	_____
___	Alaska @ \$23.95	_____
___	Oregon @ \$23.95	_____
___	Cascade Range @ \$23.95	_____
___	Oregon Coast @ \$20.95	_____
___	Timberline Ancients @ \$20.95	_____
___	Wash. II @ \$17.95*	_____
	*available June, 1973	

ADD 75¢ POSTAGE FOR EACH BOOK ORDERED _____

TOTAL ENCLOSED _____

To return book order, cut out this form and enclose in an envelope with a check for the total amount of the order made payable to Willamette University Bookstore. Mail to the University House, Willamette University, Salem, OR 97301

Locked Into a Capital Gain in Real Estate?



Real estate values have gone up sharply in recent years. When you sell your house, farm or other property you may be faced with costly taxes on long term capital gains. **But there is a way out.** You can avoid all tax on long term gains and obtain higher income for life through a charitable gift in trust. There are other tax advantages, too. Let us furnish details.

Call or write:
Development Office
WILLAMETTE UNIVERSITY
Salem, Oregon 97301 503/370-6352

Alumni Bulletin Board

Former Alumni President Dies

A former National President of the Willamette University Alumni Association, John L. Gary '16, passed away April 3 in Vancouver, Wn.

Gary had been an educator in Oregon and Washington for 46 years, including 25 years as Superintendent of Schools in West Linn and another term as Superintendent of Schools in La Center, Wn.

Extremely active in community affairs, he served as Chairman of the Oregon State Republican Party in 1947, was President of the Oregon State Athletic Commission and for five years was a member of the Oregon Parole and Probation Board. In addition, he was a Past Grand Patron of the Order of Eastern Star.

Gary is survived by his wife, Marie '15,

and two daughters, Margaret Watson '39 of West Linn, and Audrey Allen, Portland.

Alumni Helping Admissions

More than 70 Alumni and Parents are actively involved in the Admissions Counselors program this spring, Frank Meyer, Director of Admissions reports.

Prospective students in the San Francisco Bay Area, Seattle-Tacoma, Portland, Denver, Southern California, Sacramento, Hawaii and Alaska are now being contacted by these people.

With the success of this year's program, the Admissions Counselors' effort will be expanded next year. Anyone wishing to help may do so by contacting the Alumni Office.

WILLAMETTERS

Dear Editor,

The February *Willamette Scene* which arrived at our home this week has evoked for Carl and me so very much pride in our alma mater that I must take time to pen our thanks to you. I thoroughly enjoyed Jeremiah Canning's book, *Values In An Age of Confrontation*, in a graduate class I took this last fall, but I didn't imagine that this same great humanitarian was part and parcel of Willamette's faculty. How ever did we manage to by-pass his logic course as undergraduates seven and eight years ago?

At this time I should also tell you that all of the faculty in student personnel at Miami University have now read with great interest my copy of *Willamette Scene* and it now resides on the faculty bulletin board. Thank you, Willamette, and especially thanks to Dr. Canning for the special kind of education that he is providing to Willamette students, an education rich in personal involvement, relevance, and innovative excellence.

I have enclosed \$2 in hopes that you will send us two more copies of the *Scene*. For Carl, a faculty member here at Miami University, and for me, with a new master's degree in personnel counseling, we feel we should read and reread pages 1-4 many times throughout our professional lives. In return we shall send our alumni check to the loyalty fund shortly.

Susan T. Schneiderman '66
514 Edgemoor Drive
Oxford, Ohio 45056

Dear Editor:

I enjoyed the February issue of the *Willamette Scene*. Please tell Jerry Canning that I'd like to join his students in throwing paper snowballs. Perhaps pelting a prof would help relieve some of the frustrations of middle age. Perhaps pelting teenagers would help even more!

I was sorry to hear of Dr. Kohler's death. Would you please check one item in the article, the dates he was chairman of the English department. I believe Dr. Helen Pearce was chairman when I attended Willamette.

Thank you for the news!

Marion Sanders Woodham '42
3500 Wolters Pl. N.E.
Albuquerque, N.M. 87106

(Ed. note: Thanks for the written snowball. You are so right. Dr. Pearce assumed duties as English chairman in 1939 and served until her retirement in 1955. Did you know that she was also the first woman graduate of Willamette (1915) to earn a Ph.D.? She is still active as a Professor Emeritus, lending her assistance to the Friends of the Library program (see page 37).

Alumni-Commencement Weekend May 11-12

Friday, May 11

Noon Accommodations available in University residences

Alumni Day, May 12

for Alumni, Parents and Friends

- 9:00 A.M. Registration — University Center
- 10:00 A.M. Alumni Tennis Tournament
University Courts
- 10:30 A.M. "Willamette on Display"
Campus Tours, Exhibits and Reception in
University Center
- Noon Luncheons
Class Reunions
Alumni/Student/Parent/Faculty Luncheon
- 1:00 P.M. Alumni Golf Tournament
McNary Golf Club
- 1:30 P.M. Reunion Class Meetings
(Individual class option)
- 2:30 Community Tours
- 4:30 P.M. Civic Center, Mission Mill Museum
- 6:00 P.M. Alumni Reception
University Center
- 7:00 P.M. Alumni Banquet
University Center

ALUMNI BANQUET SPEAKER

DR. G. HERBERT SMITH
President Emeritus, Willamette University

SPECIAL HONORED GUEST AT ALUMNI BANQUET

DR. JERRY WHIFFLE



Commencement Day, May 13

- 9:30 A.M. Buffet Breakfast
University Center
- 11:00 A.M. Baccalaureate
Smith Auditorium

BACCALAUREATE SPEAKER

JACK M. TUELL
*Bishop, The Portland Area
United Methodist Church*

- 3:00 P.M. Commencement
McCulloch Stadium

COMMENCEMENT SPEAKER

DR. ROBERT D. CLARK
President, University of Oregon

Immediately Following Commencement
Reception in Honor of Graduates
McCulloch Stadium