



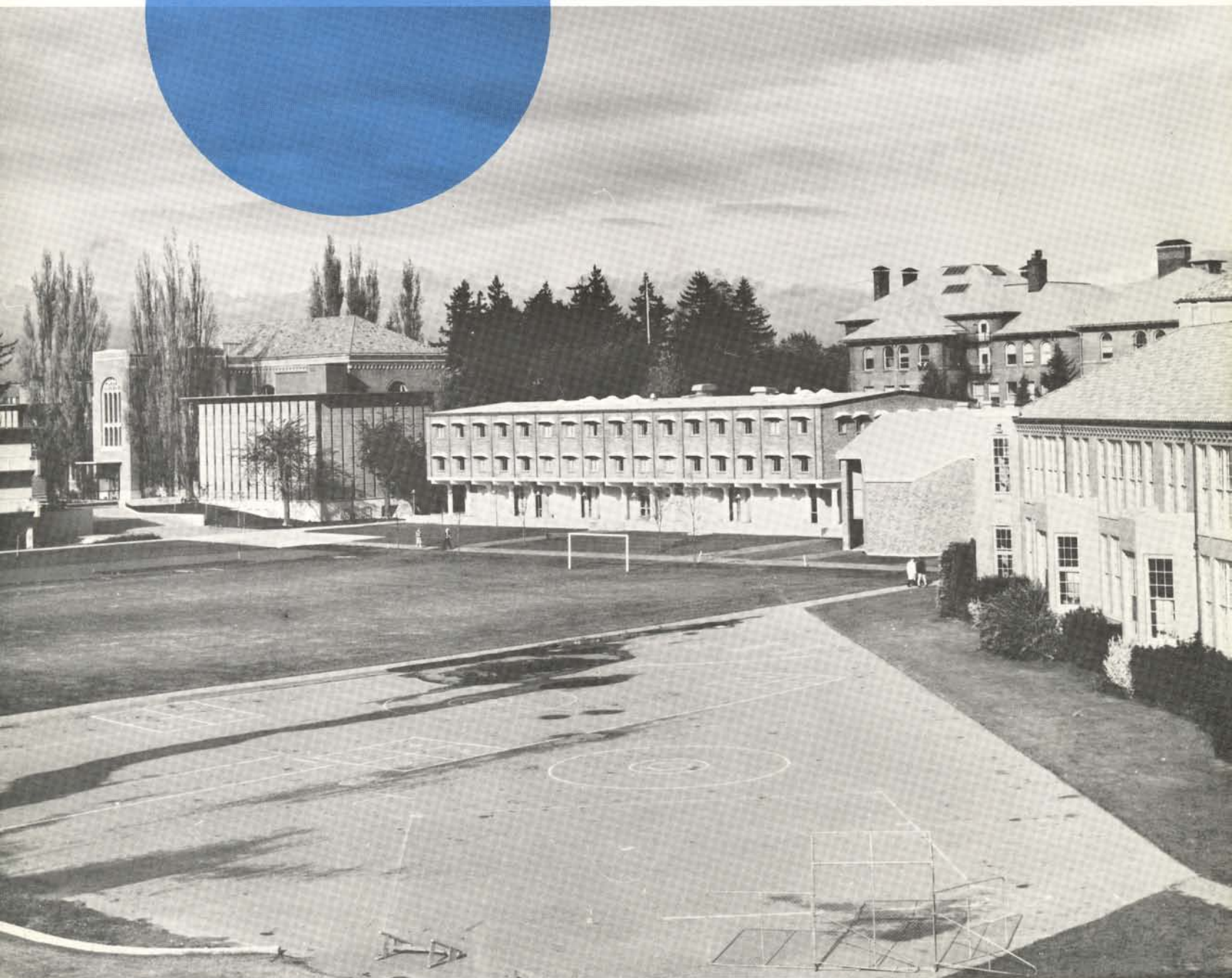
KLIPSUN1964

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This is the College . . .





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President's Message

What are the words which always have been, always must be, written in year-books? Goodbye. Nice knowing you. Good luck. Keep in touch. So I say too, as we put the KLIPSUN under our arms and get ready to depart - - for a week, a summer, a year, forever. It is a book to jog memories, painfull, poignant, piquant, pleasant; but our hope is that as the years pass, increasingly will the time at Western seem to have helped lay a foundation for a full and abundant life.

James L. Jarrett

"Dr. Jarrett Resigns"

Three weeks into Winter Quarter, a rumor hit Western's Campus. It fluttered from table to table in the coffee shop, out into the halls, through the lounges, into the dormitories, and across the campus.

On January 24, the *Collegian* verified the rumor in bold black type: "Dr. Jarrett Resigns." Western's president, James L. Jarrett, would give up his position at the College and accept a post as associate professor in the College of Education on the University of California's Berkeley campus.

Jarrett had served as president of the college for five years. He came to Western from Chicago where he headed the Great Books Foundation in 1958 and 1959. In June, he will wind up a three-year term as chairman of the Research Advisory Committee of the U.S. Office of Education.

"It will be a considerable change on my part, both in duties and in the way I spend my time," Jarrett said. "Primary in my decision was a chance to be more directly involved with research. There was too much scattering of my energies as president."

During Jarrett's five years at Western, the college gained a new respect in the state Legislature. The president made many trips to Olympia and, with the assistance of his assistant, Harold Goltz, fought to the wire for every dollar that has been poured into the campus since 1958.

"For some time now I have realized that I didn't want to spend all my days in this type of position. The change in focus is what I'm looking forward to most. Philosophers have too long neglected the field of education. I would like to do some research with graduate students in the area of philosophy.

"Although I have kept a hand in teaching here at Western, I look forward to working with the students again. I would like to put my philosophical mind to work on some of the problems facing education today."

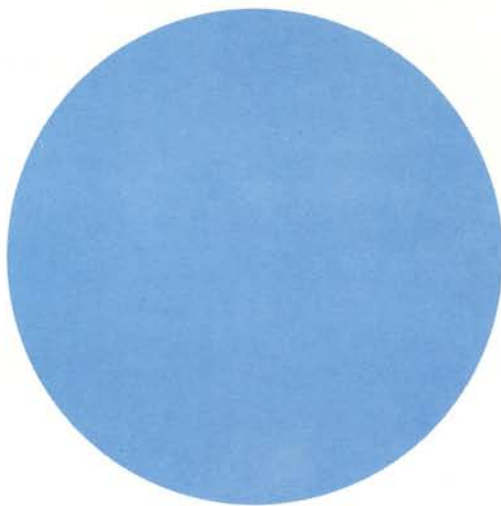
Besides construction, which has doubled in the past five years, Jarrett has concentrated much of his effort on improving the faculty.

"I have constantly believed that the quality of the faculty is surely the most important ingredient in making a fine college. I think that my own work in obtaining and sustaining the faculty is my greatest contribution."

When Jarrett came to Western in 1959, the administration and the Board of Trustees said:

"We believe that Dr. Jarrett will make a distinctive contribution to the northwest and to the nation's education. Under his vigorous leadership we hope to attain even greater national prominence in the training of teachers."

When Jarrett leaves in August, those goals will have been realized.



What place is this?" It is a college. But beyond that it is a different place for everyone who attends. We are either here for a reason, or because we do not yet have a reason. For some of us the college is a means of security; for others it is a search, and for others it is a means of escape. We can only try to say what it is. In this section of the 1964 Klipsun, we have let you speak for yourselves as much as possible. This is the college, not in its totality, but as we know it; a good class, a rough exam, a Friday. The measure of a man is how he lives. The measure of a college is the lives of its students.

"Whereby personality is formed and maladjustments avoided."

—Catalogue

"...let's go to the coffee shop"





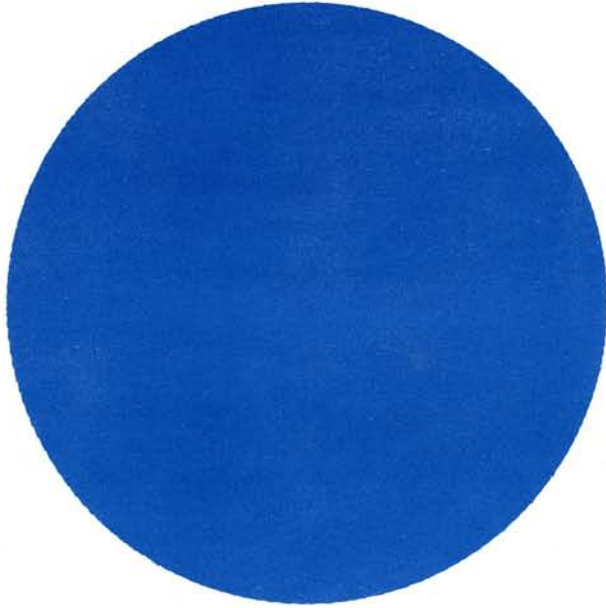
It was a little windy; hard to read in the wind. She looked up every now and then, when the sun was too bright, or the wind too strong, or the sentence too boring.

Classes, every day classes; every week, more classes. Wish they would turn on the fountain. Sounds nice. Hmmm! Wonder who he is? Is that the bell already? Better study. "The formation of implicit units predominated the first period." Oh! I'm sure. And it seemed so interesting in the catalogue. Oh well, this quarter's almost over. If I can just get through the mid-terms. If I could take some classes in my major. Next quarter I'll take a language — maybe. Now, let's see, "The first period." Monday's not bad. At least I didn't take any eight o'clocks. Beautiful weather, even in the morning; so hard to study. Depressing when it rains, hard to study when you're depressed. Next quarter I won't take any of these dull classes. Be through with Education anyway, just finish up my major. It gets harder every year. Nice here though. A little windy. Lay still book. Now, "In the first period, until the dichotomy . . ."



"...and rain"





The student is an adaptable and impressionable person. He has to be. He is faced with many problems in college life, but with ingenuity and a little skill in self-survival, and ability in line membership he can graduate in four years. His first contacts with the new quarter help to build stamina.

"Well, I'm afraid that the class is closed." "But I have it for my major." "All your general education classes out of the way?" "Yes, I was advised to take them early." "Well, over to your left is a list of the remaining classes." "Let's see. Art, History, Greek."

The student must develop a callous sweeping attitude toward money. The first day of every quarter he spends all he can make in months. Keeping in mind the immeasurable benefits to be derived, he walks boldly to Carver Gym to pay his fees.

"Hi kid, did you have a good vacation?" "Yeah." "Boy, I didn't study Independent Psychology. Did you?" "Yes, I did." "I just slept, and read some, and had a wonderful time. It's hard to come back." "Yes, it is." "But I really like school. I'd get so bored just staying at home." "So would I." "Hey! what's the date? Oh, never mind, I already wrote it in." "Did you see that boy? He stood in the wrong line; stood there for half an hour." "Last quarter the whole thing only took me twenty minutes." "Next, please."

After paying fees, every student purchases his books. ***"This is also part of the education."***

Excuse me. Could you tell me where to find the Humanities books?" "Good God, Jane, look at this, there must be hundreds." "No, I don't think we have any used books left." "Excuse me, could I get through here?" "Well, when do you think they will be back in?" "Twenty-eight fifty. Thank you."

Western is many things to many people. To me it is an alarm clock ringing in the tired darkness of a morning. It is a line, one long continuous line, into the Registrar's Office, into Carver Gym, at every meal. It is Fall, when piles of golden snow drift against the trees. It is a shelf of library books that I've never read. It is a reading list I can never hope to finish. It is an evening in France, Germany, or Poland via the foreign films. It is cool nights; clear, or foggy days. And rain. It is a professor who convinces me that I like science. It is an impulsive, "Let's go to Gus's." It is long nights studying. It is a class let out early. It is Christmas caroling and finals, the Snow Festival and finals, the Spring Sports Informal and finals. And finals. It is the roommate who leaves you notes. It is weeks without mail. It is a house-mother's welcome when you're late. It is laundry every week with the washers always full. It is walking by the rain-forest on a warm Spring day. It is finally understanding why two things of equal weight land at the same time, if you throw one out and drop the other. It is measuring beans, writing French papers, ad-libbing answers, and memorizing lists of dates. It is an accumulation of lists, stuck on the bulletin board; do homework, go to concert, read for tomorrow . . . It is the knock on the door when the girl down the hall wants to talk. It is both success and failure. For now it is my life. As a memory, who knows how glorious it might become?







Neil Murray
A. S. President



Judy Shaw
A. S. Secretary



Terry Gallagher
Executive V. P.
Acting President



Mike Boring
Program V. P.



Noel Cimino



Linda Green

Committees, controversy and a dash of comedy could be found in full swing any Monday afternoon in the Viking Union where Associated Student legislators held their weekly meetings.

Led by A.S. President Neil Murray, the men and women in blue kept the air circulating with debates over such topics as disaffiliation with the National Student Association, investigation of election procedures, and handling of money in the Student Contingency Fund.

Beneath all the furor, however, a quiet but influential change was taking place that created an entirely new system of organization in the legislative branch.

The two key elements of the new system, which was created according to Murray "to make the government more responsive and receptive to students," were the establishment of a five-committee legislative grouping and the creation of an independent judicial system.

The five committees, set up by Murray, were designed to group legislators under a specialized organization. Thus each lawmaker was given more time to devote to his particular area instead of having to concentrate on all areas covered by student government.

The first of the committees to yield substantial success was the Academic Standards Committee. By the end of fall quarter that group had succeeded in setting up a school-wide Student Tutor Society with some 40 student tutors offering academic aid in 28 areas.

Equally successful was the Constitution Revisions Committee. It played a major role in securing an amendment to create an independent judicial system for the first time at Western.

*Despite some petty bickering,
student government had
one of its best years.*

"AN



Ron Huddleston



Ron Stephens



Dave Mousel



Terry Thomas



Ralph Munro



Bruce Osborne



Ron Holert



Mary Wakefield



Alan Morse



George Toulouse
Acting P.A.C. Chmn.

The Disciplinary Procedures Committee sought throughout the year to bring an end to the double jeopardy policy that has existed between the college and town officials regarding student discipline. Successes were few, but according to Murray, it was not about to give up. "This problem must be solved," the A.S. President insisted in an address to Legislators winter quarter. "We must be direct and prompt in our attempts to do so. And we will!"

The final two committees, dealing with responsible leadership and student welfare, had little to show — but high hopes.

House visitations and frosh elections were the chief duties of the Leadership Committee, whereas the welfare group spent its time working with Bellingham merchants

in hopes of securing a ten percent discount for Western students.

In addition to the five main committees, legislators also served on the Book Store Board and the Food Service Committee and kept a sharp eye on the college-owned Lakewood recreation area and on the second branch of student government, the executive officers.

Of the three officials, Murray had the most extensive duties, which included serving as ex-officio of all legislative committees and as chairman of the Legislature.

His executive officers, Mike Boring and Terry Gallagher, had more specific but equally demanding jobs.

As head of the Program Council, Vice President Boring sponsored the Snow Festival, the College Bowl and brought the folk-singing Smothers Brothers and pianist Peter Nero to campus.

INFLUENTIAL CHANGE..."



*Advisors Dr. Laurence Brewster
and Richard C. Reynolds.*

Gallagher, in his job as Executive Vice-President, was in charge of the Public Affairs Commission, which brought such notables as Governor Rosellini, Dan Evans, (Candidate for Governor), Negro Civil Rights speaker James Meredith, plus others in the sphere of national and international affairs to Western's Campus this year. Gallagher also served as A.S. President during winter quarter.

Completing the picture of student government is the newly independent Judicial Board.

Chief Justice Joel Lanphear got the Board off to a bright start early last fall when he delivered its first decision as an autonomous group.

The decision, which cleared the Elections Board from a charge of violating election procedures, was read by Lanphear from a written declaration — a procedure demanded by the Legislature to insure a thoughtful judiciary system.



*Dr. John Hebal,
Advisor*





“The legislature is a training ground...it helps the participants to understand governmental functions, while at the same time providing a valuable service to the school and the student body...”

—A. S. President Neil Murray





Western's Clubs and Organizations



- | | |
|---------------------------------------|---|
| ALPINE CLUB | LUTHERAN STUDENTS
ASSOCIATION |
| ASSOCIATED WOMEN
STUDENTS | MATH CLUB |
| ASSOCIATION OF
CHILDHOOD EDUCATION | MODEL UNITED NATIONS |
| BACHELOR'S CLUB | NEWMAN CLUB |
| BLUE BARNACLES | NORSEMEN |
| CANTERBURY CLUB | PI KAPPA DELTA |
| CHESS CLUB | PROFESSIONAL PHYSICAL
EDUCATION CLUB |
| CHRISTAIN SCIENCE | PSYCHOLOGY CLUB |
| COLHECON | RHEBA D. NICKERSON
SCHOLARSHIP SOCIETY |
| COLHECONOMIST | SKI CLUB |
| DAMES CLUB | STUDENT WASHINGTON
EDUCATION ASS'N. |
| DESERT CLUB | UNITED CAMPUS CHRISTIAN
FOUNDATION |
| EPSILON PI TAU | USHERS |
| FORENSICS | VALKYRIE |
| FOLK AND SQUARE
DANCE CLUB | "W" CLUB |
| FRENCH CLUB | WESTERN PLAYERS |
| GERMAN CLUB | WOMEN'S RECREATION
ASSOCIATION |
| HELMSMEN | VIKING RIFLE CLUB |
| HUI-O-HAWAII | VIKING SOUNDERS |
| INTERNATIONAL
RELATIONS CLUB | VIKING YACHT CLUB |
| INTERVARSITY CHRISTIAN
FELLOWSHIP | YOUNG DEMOCRATS |
| KAPPA DELTA PI | YOUNG REPUBLICANS |



"...Senior Barb Sivesind, Queen Sigrid XXVI"

"...hot start with annual bonfire"

*"...Viking Squad
easily downs P. L. U."*



Veterans' day was given a new twist at Western last fall when it became a day for remembering not only the nation's military men, but the school's alumni as well.

When students returned from their three-day holiday, the annual Homecoming festivities got under way.

A combination kick-off-presentation assembly held in the auditorium that night welcomed students back, gave them a preview of the week's events and presented the stars of the week, the royalty candidates and the football team.

Clad in "bus driver" pants and hat, sporty coach Jim Lounsberry got the evening off to a humorous start as he introduced his team.

Continuing the coach's humor, senior halfback-turned-emcee Dick Nicholl introduced the 23 candidates for the Royal Court and kept up a pithy patter as they paraded before their public.

The next evening, election results were quickly tabulated and the nobility was announced. As one lone spotlight revealed the winners, freshman Lynn Johnson, sophomore Darlene Bloomfield, junior Kathy Failor, and senior Judi Munson were elevated to Royalty.



Chosen to rule over the pretty princesses and the Homecoming activities was senior Barbara Sivesind, Queen Sigrid XXVI.

Activities got off to a hot start again Friday night when Westernites swung into action at the annual bonfire, during which Dr. William Tomaras managed to get thoroughly soaked. From there they tromped across campus to Skit Night. Once again tradition was firmly upheld, as students combined jokes on drinking and sex with the Grecian theme to produce an almost authentic replica of a Greek orgy.

Greeted by a misty morn, Viking fans piled out Saturday to view a damp but delightful parade of floats, freezing Grecians and sinister slave masters gliding down the main streets of town.

Westernites next headed for Civic Field to watch an inspired Viking squad easily down their Tacoma rival, Pacific Lutheran University. The 32-to-6 victory was sparked by halfback Dick Nicholl who tallied 19 points for the home team.



*"Parade...
Coronation...
These contributed
to making
Homecoming '63
the biggest
and best ever."*





The victorious Vikings then came back to campus for a smorgas-board dinner put on by Saga Food Service before attending the last of the festivities, the Queen's Ball.

A final note to homecoming was heard a week later at the A.S. Legislature meeting. There Co-chairmen Judy Shaw and Elizabeth Diers were congratulated by A.S. President Neil Murray for having directed "the most successful and profitable of all recent homecomings."



Even before the annual pilgrimage of students spilled over the campus in the fall, athletics were under way. The football team was going through its early practices as the heavy afternoons of August melted into the hazy evenings of September.

Pre-season polls predicted that the Vikings would drop their share of games, but little did the crystal ball predict momentum rebellion against the sideline sartorial melange of head coach Jim Lounsberry.

The coach's clothes received little attention as the Viks opened with two straight victories, but once the squad lost a few mid-season games some comments were dropped about the coach's personal game wardrobe.

Taking the broad and vocal hint, Lounsberry donned a white shirt, tie, suit, and London Fog raincoat; gone were the gray "bus driver" pants and the dirty-green "fisherman" raincoat.



The season ended on a pleasant note as the Viks blitzed the PLU Knights to wind up the year with a 5-4 record. But it was hard to tell whether the fans were more pleased with the team's performance or with their neat and fashionable coach.

While football was grabbing most of the notices, a relatively new sport to the campus was becoming more active and gaining stature. Led by player-coach Wayne Tyler, the Viking soccer team compiled a 1-2 record against the more experienced squads of the University of British Columbia, Skagit Valley College, and the University of Washington. Never a sport to retire because of inclement weather, its advocates continued on through the winter and into the spring.

While the football coach waited for the fans to speak to him, the basketball coach took great pains to speak to the fans. Before each tough game in the early stages of the season, coach Chuck Randall could be counted on to bewail the thought of his small and "inexperienced" Vikings competing against some of the bigger and more "talented" teams.

As the campaign wore on, Randall had to change his pattern because his Viks beat such teams as the University of Idaho, a major college team, and UPS, which at the time of their loss to the Viks were ranked fifth in the nation by the NAIA. After the Vikings posted wins over these impressive foes, Randall was forced to give up his pre-game moaning. Besides, the opposing coach-

es by that time were complaining about the power and ability of the Vikings and there wasn't room for two pessimists in the same paper.

The Vikings were keeping mistakes at a minimum on the basketball court but somebody wasn't so careful when it came to putting uniforms on the players. The colors were cheerful and matched nicely, the shirt and pants were in style as far as those things are ever in style, but those bold letters across the players' chests read VIK'S. It's nice to be possessive but what did the Viks have that other teams didn't? That was probably a secret between the team and the uniform designer.

The mistake of putting the apostrophe where it didn't belong obviously was done by someone outside of the college. At least that's what the coaches said. A school noted for producing excellent teachers simply doesn't make a grammatical mistake and then parade it throughout the entire Pacific Northwest. But then, as one sideline commentator asked, how many grandstanders noticed it?

The wrestlers kept pace with their basketball counterparts in the record department, as coach William Tomaras produced an exciting, winning combination in the sport's third year on campus. Swimming also enjoyed a good year, with the Viking tankers swimming well throughout the season to give the squad its best record in two years.

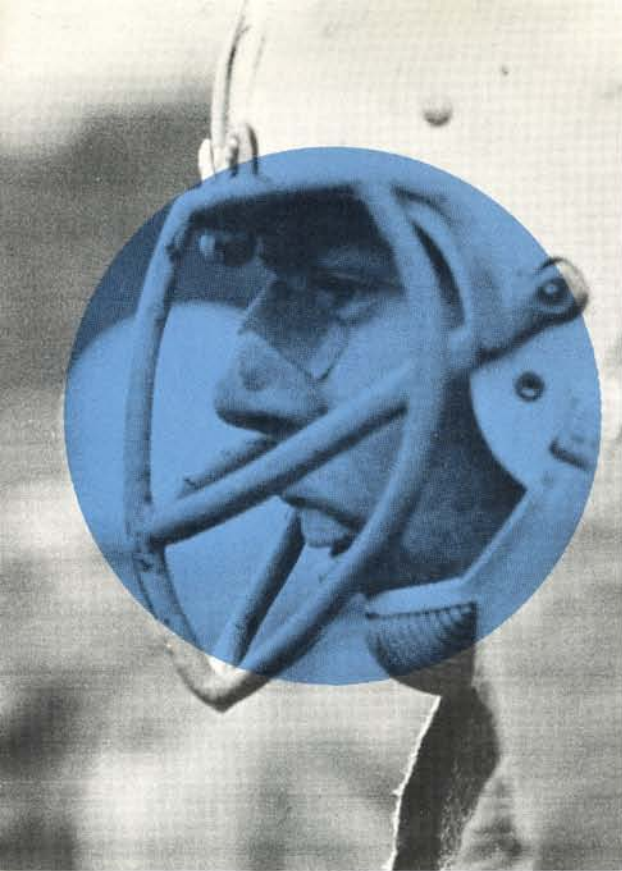
Spring sports have always been the forte of Western and this spring proved no exception. Baseball, golf, track, and tennis all had a solid nucleus of talented veterans returning. Baseball and golf had the biggest percentage of lettermen, but track and tennis have been improving in quality and quantity over the past few years.

As the freshness of spring glides into the exuberance of summer, athletes and fans can gaze back at the past year with satisfaction and fondness and look ahead with hope and excitement to the start of a new cycle of Viking sports.



*“Bus driver” pants
didn’t matter as Western had
a winning season...”*





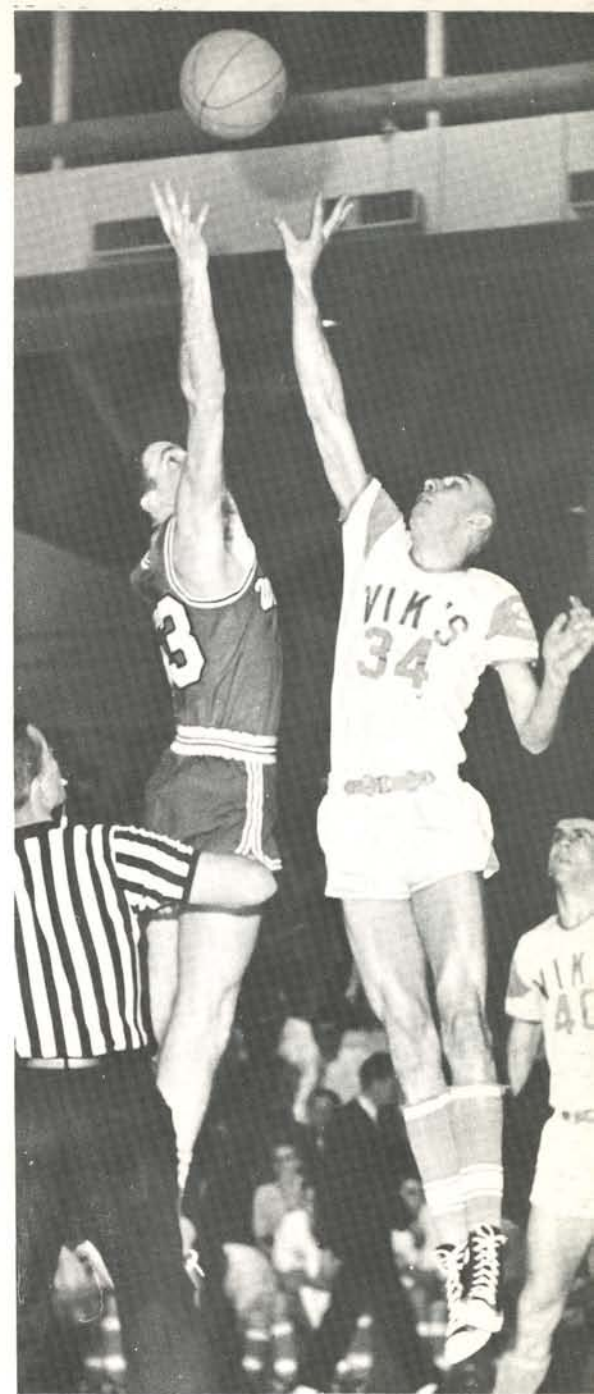


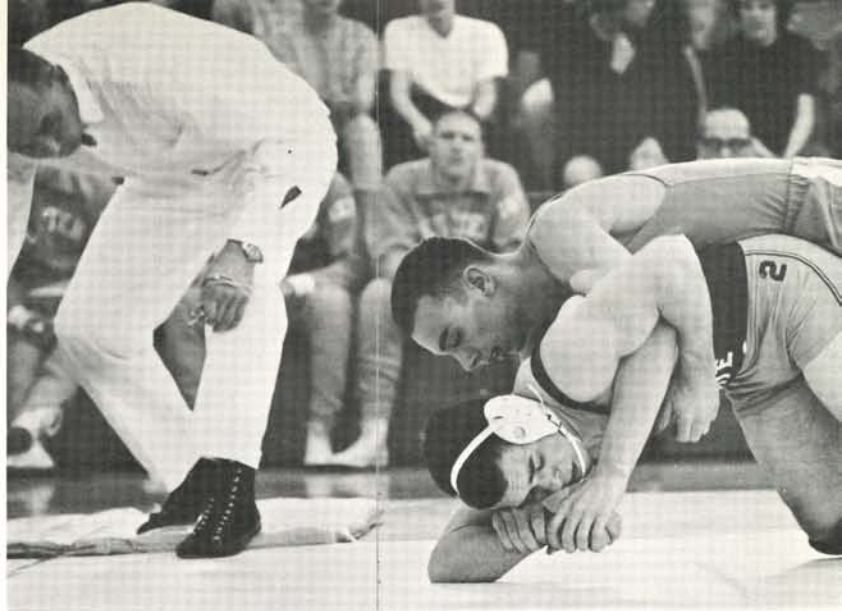
“Despite dire warnings by coach Chuck Randall,



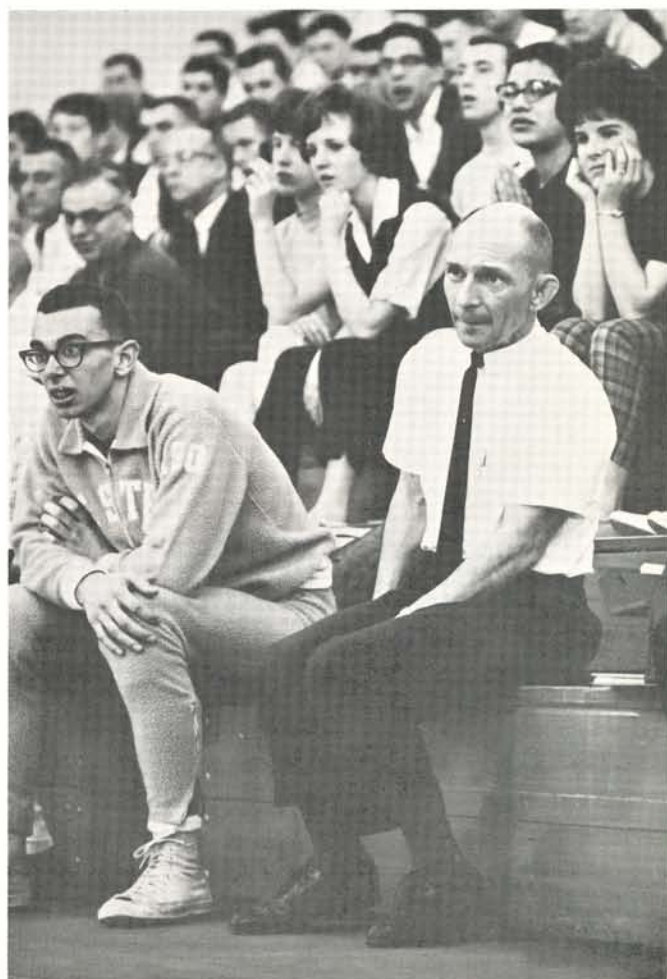


*the Viks did very well in the
Evergreen conference race,
finishing in second place."*





*"Wrestling...where personal proficiency
alone can result in victory..."*





*Western's swimming team
had one of its most
successful seasons
in recent years.*





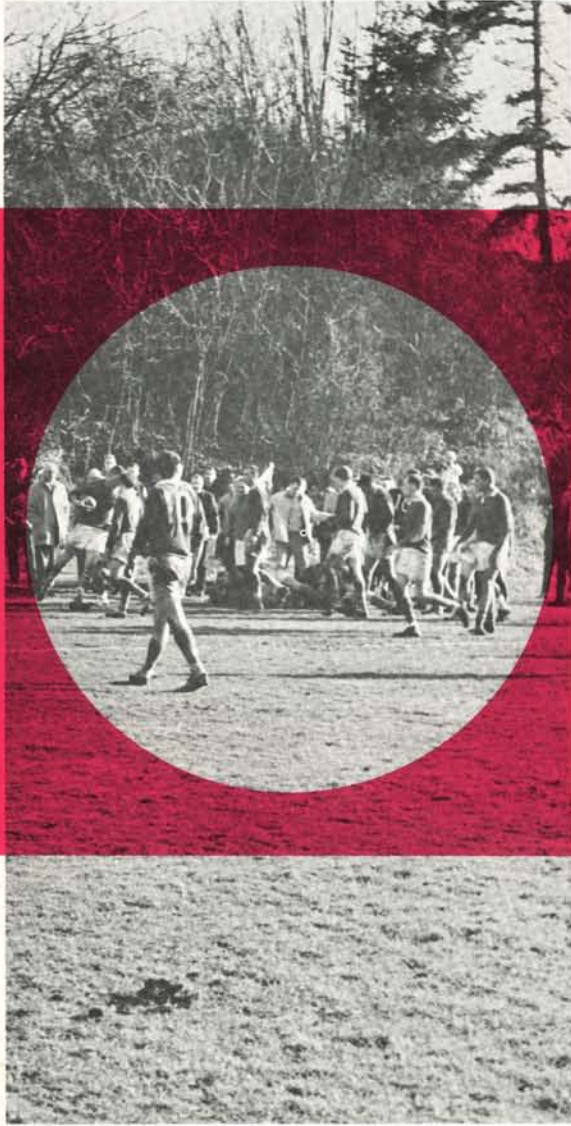
*"Soccer...
a new sport
on Western's
Campus..."*





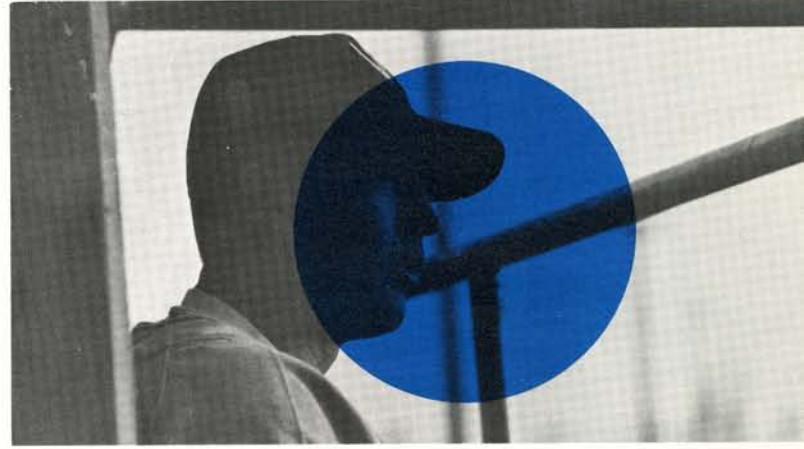
*"Golf and Tennis teams
look ready as they
prepare for 1964 season."*





“Rugby...Western’s most popular sport.”







*...at press time Western's
baseball team was
undefeated in conference
play...prospects for a
conference championship
were excellent.*

*"Track prospects best in years,"
says coach.*



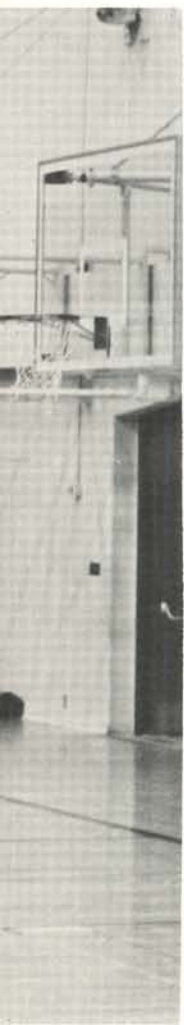
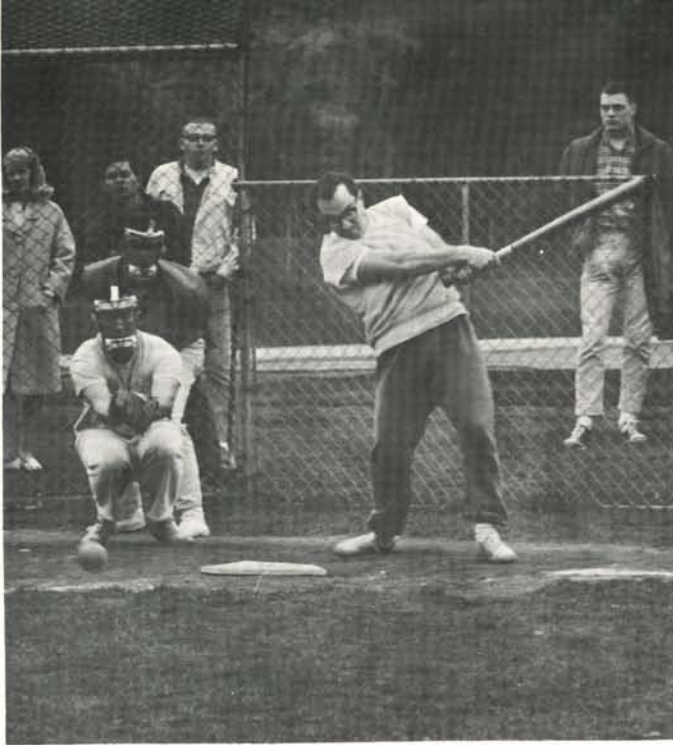
*Track, as life, is
a series of hurdles...
Competition helps to
overcome them.*





*Intramurals
play a large role
in the overall
training received
at college.*





Confucius, the epic Chinese philosopher and educator, once propounded: "Far must thy researches go; Wouldst thou learn the world to know . . . Buried deep truth ever lies" His proverb applies as much in 1964 A.D. as it did in 500 B.C.

Western's faculty, along with a number of undergraduate and graduate students, has been shoveling away the soil of ignorance in their quests for the buried gold of truth gained through research.

Western has changed from an institution of relatively little research activity a few years ago to an institution of ascending research both in the sciences and humanities programs.

Dr. Herbert Taylor, chairman of the Bureau for Faculty Research, has attributed one reason for the rapid research change to monetary grants from outside agencies interested in research and education. These totalled nearly \$500,000 last year alone. However, not all faculty and student research was financed by outside grants. Some independent researchers have panned for their gold with only meager means or none at all.

Some outside sources that granted Western researchers a generous helping hand were the National Science Foundation with \$332,000, the Department of Health, Education and Welfare with \$64,197, the Atomic Energy Commission with \$16,900, the City of Bellingham with \$8,000, the American Chemical Society with \$5,550, and the Licensed Beverages Corporation with \$3,500.

SCIENTIFIC RESEARCH

By **Raymond E. Burke**

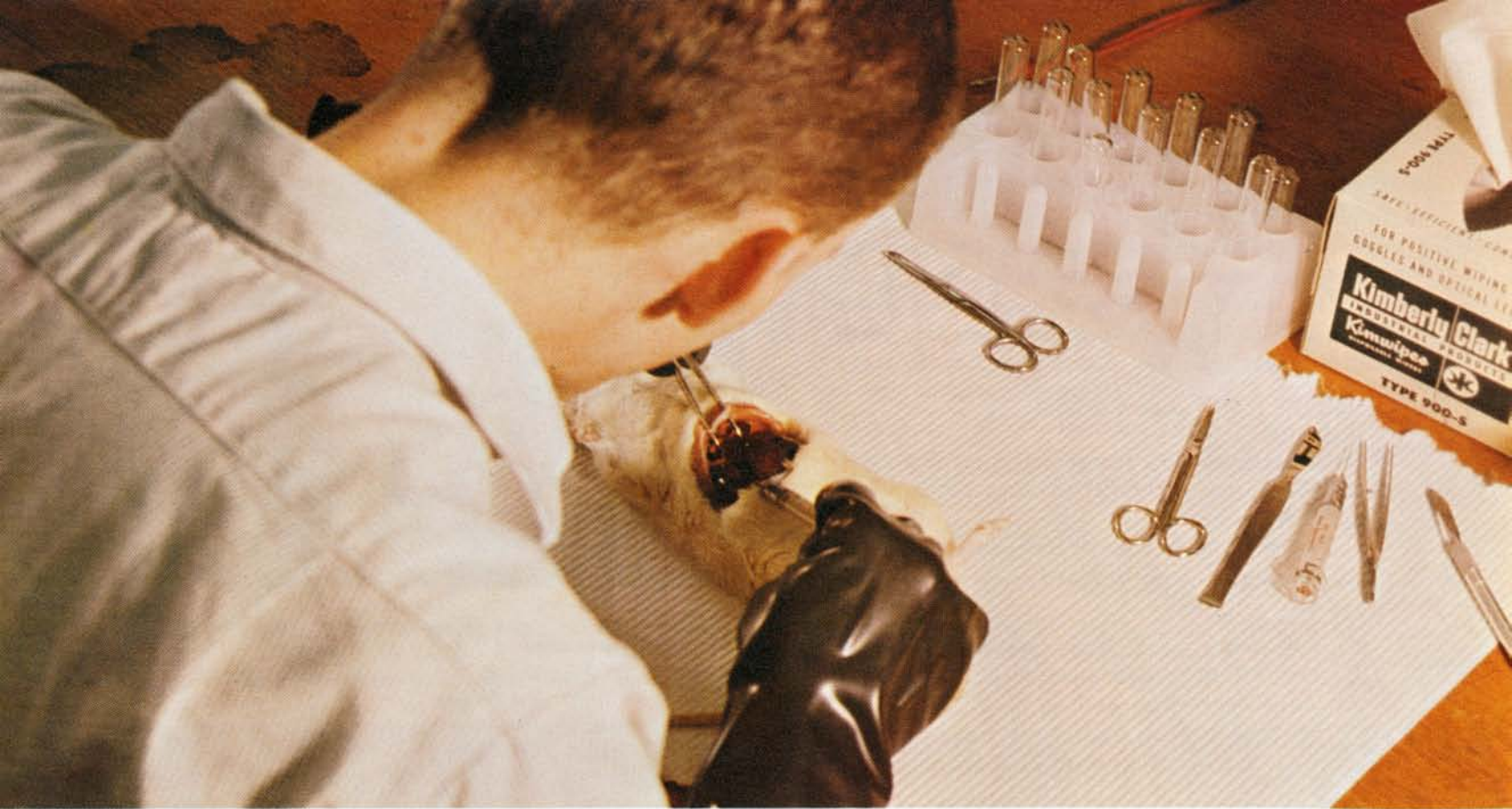
One of the most productive authors last year was Dr. John Wuest of the Government Department, who wrote, had published, or obtained contracts for four books about various governmental systems. Dr. Wuest worked on one of these books with professor Randall Nelson of Southern Illinois University and another with Dr. Harvey Hiller, Western history professor.

One of Dr. Wuest's books, *Primary Sources of American Government*, is used by several government classes at Western and at other universities and colleges throughout the nation. It is already in its second edition. "The book is written in a lively style . . . it is ideal for courses in political science — American Government, Constitutional Law, and American Foreign Policy," one critic wrote. Another evaluation read: "This is an excellent readings book . . . it is adaptable to any approach to American Government."

Like Confucius, who stated that "truth lies buried deep," Dr. Wuest explained that he devotes a considerable amount of time to research and writing. "Through writing for publication I help Western's reputation, keep up with my discipline, and improve my teaching. Royalties are secondary purposes," Wuest quipped.

Dr. Wuest said he was indebted to many people for his successes including Western's Bureau for Faculty Research, Dr. Taylor, and especially his wife Lydia, because "we often forego vacations which allows me time to work on my books."

They had long hair underneath like a mechanical street sweeper, a growth of hair on their faces like a beard, a body 15 inches long, and a long tail. They wore armor-plated skin, had tiny pink noses and had delicate ears. There were four of them, one pregnant. They were Western's four adult, "nine-banded" armadillos that Dr. Carol Diers of the Psychology Department used in her research.



Bill Chambers (above) assisted Dr. William Dittrich in dissecting rats to obtain blood samples. The samples contain Zinc 65, a radioactive tracer used in the general study of the zinc metabolism of the rat.

Dr. Diers' research uncovered information about armadillo behavior. She isolated one of the four identical offspring born of the pregnant armadillo to see how it would behave as compared to the other three. Included were instinctive behavior, general development, adult behavior (later), and general intelligence.

While watching the energetic creatures scamper about their cage and scale the wire mesh wall holding them in, Dr. Diers remarked: "Armadillos are strange creatures. Just looking at them is interesting." About their diet she smiled and said: "They only eat 'Pard' dog food."

Dr. Diers also wrote or co-authored four articles for psychology journals during the year. One, "Acquiescence and Measures of Social Desirability," was a study to determine whether acquiescence (the tendency to answer true rather than false) is a significant source of variance in personality tests.

She attempted to find out whether the tendency to answer true or to answer in a socially desirable manner was more important in answering items in a personality test. Her research was based on a personality test administered to a group of students at Western in 1961.

"Social desirability seemed to be more important as a determinant of a typically human response," she said.

Social relations or interactions as computed with statistics and mathematical formulas is the basis of Dr.

Herbert Kariel's research, "Spatial Aspects of Student Enrollment at W.W.S.C." Dr. Kariel, a member of the Geography Department, is "tempting the dark abyss," as Confucius advocated, by his study of the locations and spatial distributions of Western students' original geographical homes and the students' destinations. A random sample of 462 freshmen was used along with formulas, slide rules, and computers.

"I'm interested in the pattern of students in spatial relationships," he explained, "in describing and analyzing the information to understand the students and where they come from." The primary question was: "Why does a student choose Western?" Dr. Kariel has considered several variables in his research including human social contacts, natural barriers such as mountains, the international boundary between Canada and the U.S., and intervening factors such as nearby colleges and/or junior colleges.

One specific aspect of the study is the examination of the telephone company's data on the number of calls between Bellingham and other cities which would give some indication of the amount of social interaction between distant places and Bellingham. Dr. Kariel attempted to develop a workable equation that would enable him to predict future student enrollment at W.W.S.C. as related to students' original

geographical locations.

Two aids for his work are a model of "population distances of social interaction," and an "interactive hypothesis" that a scholarly geographer, Gerald A.P. Carrothers, established: "The gravity concept of human interaction postulates that an attracting force of interaction between two areas of human activity is created by the population masses of the two areas, and a friction against interaction is caused by the intervening space over which the interaction must take place." The formula reads:

$$I_{ij} = \frac{f(P_i, P_j)}{f(D_{ij})}$$

When asked if this was a strange way of studying a geographical problem, Dr. Kariel admitted that it was a technical method.

"But equations are easier to understand than words, i.e., mathematics is a tool and adds precision to proving hypotheses."

As Confucius stated, "Thou must tempt the dark abyss, Wouldst thou prove what *Being* is." So strives Dr. Wallace Heath of the Biology Department who was probing for answers to physiological adaptation of fish to a 24-hour cycle and deviations from it.

Dr. Heath conducted research with hatchery trout and crabs to determine whether or not they could adapt to various changes in their environment including temperature, sunlight, and water salinity.

"What happens when man leaves a 24-hour cycle to travel in space and other planets where different cycles are in existence and cosmic radiation is different than on earth?" This is one question puzzling Heath. Another is this: "Would man fall apart if all cycles were removed?" Dr. Heath explained that two biological theories exist about human physiological regulation. One theory states that man is regulated by a built-in internal system or clock. "The main point in my research is not whether or not there is a clock inside or out, but how the organism actually responds or adapts to the cycled changes."

The fish and crabs were put through a series of cycled changes of temperature, light, and water salinity. "We found that the fish lost their coordination at higher temperatures (86°F). Of the series of light cycles (6, 12, 24, 36, and 48), the 24-hour cycle was the best for tolerance, i.e., variation in adaption, vigor, and growth," he explained.

Dr. Heath commended the excellent cycling equipment designed and constructed by Western technicians with money from the Bureau for Faculty Research and other agencies.

Naught but firmness gains the prize, naught but fullness makes us wise," was another of Confucius' sayings. Firmness and fullness of research in economics was fostered this year by Byron



(Above) Dr. Herbert Taylor peruses historical documents of Pacific Northwest Indian populations.

(Below) George Garlick (left) and Alan Eggleston (right), examine plankton specimens from Lake Whatcom.

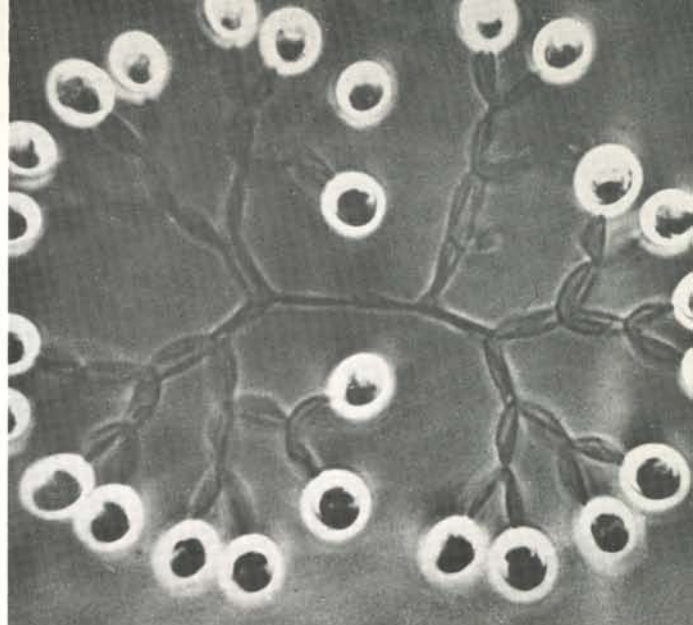


Haglund of Western's Economics Department.

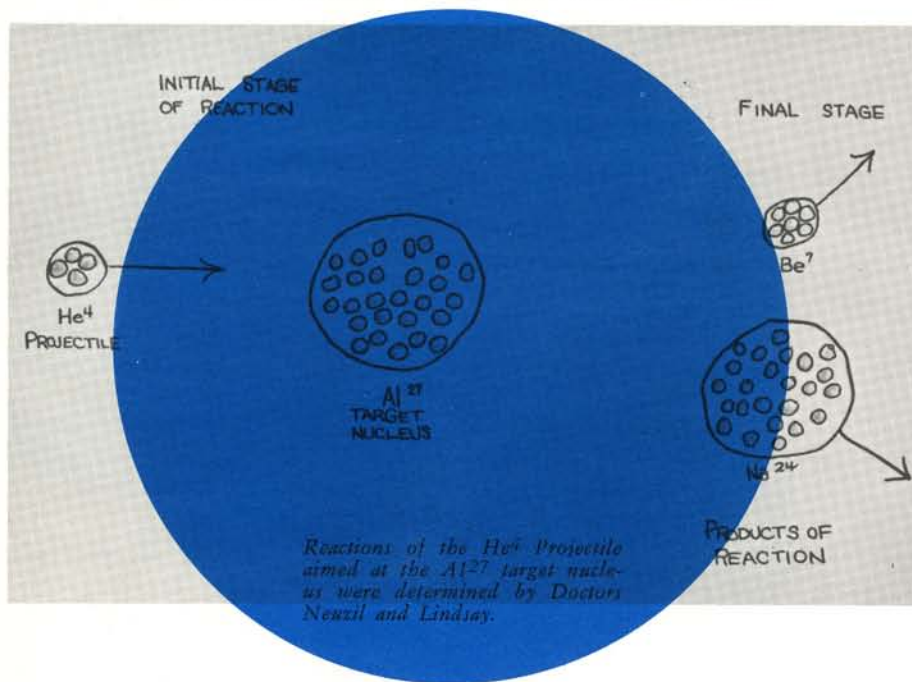
He probed the question confronting many business management groups today: "Shall I recommend a capital outlay for approval and how will I compute my future revenue, costs, and profits from such an outlay of capital?"

Haglund worked out a method and a relatively easy-to-follow graph that reduces the rate of time needed to exist about human physiological regulation. One theory compute the discounted rate of return on a capital investment. Instead of the outmoded (although accurate) "Discounted Measurement" method, Haglund said his new "Instantaneous Discounted Rate-of-Return" method is quick and still accurate. An article on his research was published in *The Journal of Accountancy*.

In a book, Haglund described methods a small business could use for organizing financial records before sending out information to nearby data service centers. Research for this book, *Accountant's Data*



A nematode of the genus *Parasitorhabditis*, studies by Dr. Benjamin Chitwood.



Processing Services, led Haglund to various data processing service centers in Seattle, New York, Portland and Minnesota for interviews and observations.

"Thou must tempt the dark abyss, Wouldst thou prove what *Being* is," advised Confucius. Tempting the dark abyss of the Hudsons Bay Company's archives and records, Dr. Herbert Taylor uncovered some pertinent information about past Indian populations of the Pacific Northwest. His research was published in an article, "Aboriginal Populations of the Lower Northwest Coast." Dr. Taylor critically examined anthropologist James Mooney's estimates of Indian populations in the Pacific Northwest which were compiled in 1928. Taylor came up with what he termed, "More reliable population estimates for the area." Taylor examined some of The Hudsons Bay Company's censuses, other historical

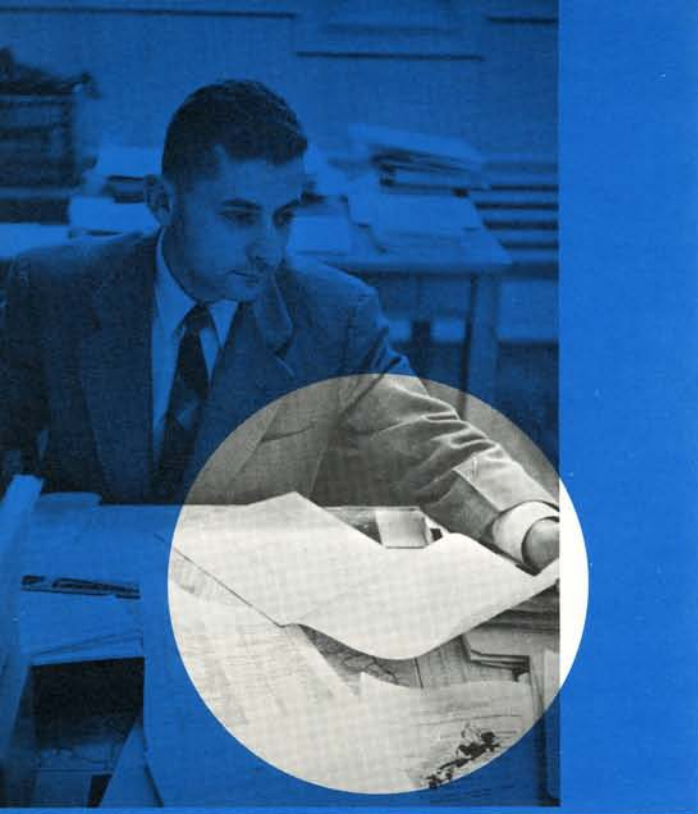
documents and archeological surveys which Mooney probably did not have access to. Taylor considered smallpox, syphilis, "intermittant fever" epidemics, and the writings of such men as Sir George Simpson, and Sir James Douglas. In almost all his estimates, Taylor wrote that the Indian populations of this area were considerably higher or lower than either Mooney or the Hudsons Bay Company had stated. For instance, Taylor said that the Vancouver Island Salish Indians in 1780 numbered about 15,500, not 8,900 (Mooney) or 7,093 (Hudsons Bay Company) and the Chinook Indians numbered 5,000, not 22,000 (Mooney) or 2,585 (Hudsons Bay Company).

One critic said that Taylor's research work was "particularly valuable for those of us who are concerned with the history of the fur trade in the Pacific Northwest."

Another "dark abyss" confronting Taylor and his interest in research was attracted on an archaeological field trip to the wilds of the Cascade Range by the Milk Creek near the Cascade Trail. Taylor and 28 students learned more about early man, traces of migratory routes into the Northwest coastal region and the diet patterns of the Ozette Indians.

Probing the mysteries of the atomic nucleus and its constituents were Dr. Richard Lindsay (Physics) and Dr. Edward Neuzil (Chemistry). "We are trying to state some general laws based on our research," Lindsay said. "The experiments we have been conducting alters the structure of target nuclei in an observable way."

Lindsay explained that he and Neuzil use high energy particles — protons or helium ions — from the University of Washington's cyclotron, the linear accelerator at USC or Minnesota, the highly energized particles were positioned to allow them to collide with



Dr. Herbert G. Kariel studies the spatial patterns of student origin to answer the question: "Why does a student choose Western?"

an array of atomic nuclei (in the form of a thin foil). The targets used by Lindsay and Neuzil were magnesium, aluminum, vanadium, cobalt, and copper.

"The resulting collision caused a nuclear reaction in which the particles were scattered from the atomic nuclei or were absorbed with a heavier particle being re-emitted," Lindsay explained. "The heavier particle that we looked for was Beryllium Seven (Be^7) and was easily observed by gamma-ray spectroscopy because it is radioactive and emits a single gamma ray."

The target of atomic nuclei after bombardment contained the products that followed a nuclear reaction and were radio-chemically analyzed for the Be^7 in Western's laboratory with the 400 Channel Analyzer. The Atomic Energy Commission helped purchase the analyzer with its research grant.

The nuclear theory of visualizing the atomic nucleus as an evaporating liquid droplet is incorrect, according to Lindsay. This was one conclusion of his research. "In examining the competition of the emission of various kinds of clusters of nucleons such as Be^7 , Helium 4, and Helium 3, we have found that the nucleus in a highly excited state will emit the heavier clusters almost as frequently as single nucleons in giving off extra-energy," Lindsay said.

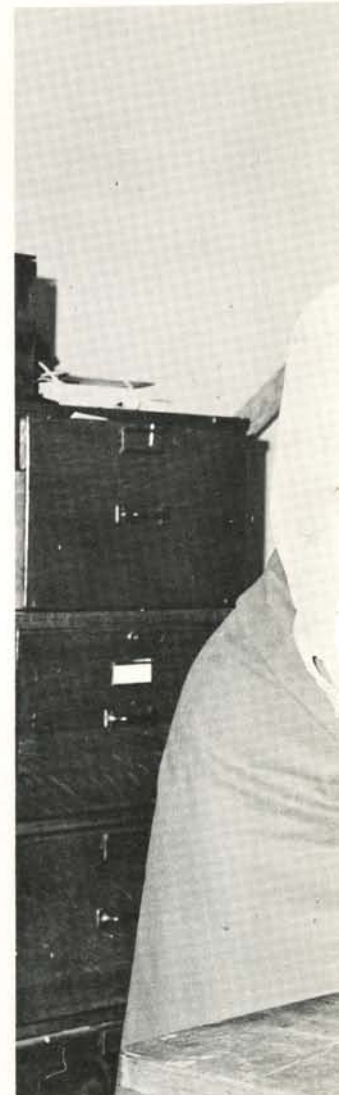
"The water droplet, on the other hand, emits one molecule at a time. That is, it does not emit clusters." Neuzil and Lindsay admitted that the theoretical ex-



Dr. Wallace Heath is working with the study of physiological adaption of fish and crabs to cycled changes.



The atomic nucleus and its constituents are of prime concern to Dr. Richard Lindsay (left) and Dr. Edward Neuzil (right) in their research experiments.



Dr. Carol Diers restrains one of Western's "nine banded" Armadillos that are the subjects of her present psychological studies.



planation of this behavior was incomplete. "However, the basic reason that the atomic nucleus emits clusters of nucleons while the liquid droplet emits only single molecules, is a simple matter of the differences in statistics which the two systems obey," Lindsay said.

Western's Lake Whatcom Project, carried out by the Institute for Freshwater Studies, is in its third year of research under the sponsorship of the City of Bellingham.

Deep beneath the surface, near the surface and on the surrounding shore, answers about the physical, chemical, biological and radiological facets of the lake were being uncovered by Dr. Gerald Kraft and Dr. Charles Flora (on a leave at the University of British Columbia). Specific areas of study included the lake's oxygen content, water volume fluctuations, current and sedimentation patterns, plankton and pollution. Early research determined that Whatcom is actually three lakes in one.

The project has been called "the most detailed

study of its kind in the world" since it includes several different studies. "One hope is that Bellingham, which draws its water from the lake, will benefit from the Institute's work," Kraft said. He explained that Washington's Department of Game decided to draw water from the lake's surface rather than from the lake's lowest layer after advice from the Institute. Now the Game Department's Whatcom Falls Fish Hatchery near the lake can keep fish in the hatchery the entire year. In the past, the fish couldn't get enough oxygen from the lake's water during the summer months.

One of the biological phenomena in Lake Whatcom — nematodes (tiny round worms) — is being studied by Dr. Benjamin Chitwood of the Biology Department. Chitwood also has been doing research on a new species of the nematode genus, *Parasitorhabditis*.

A research project in educational psychology was started this year by Dr. Peter Elich and Dr. Charles Harwood of the Psychology Department under a \$64,779 grant from the U.S. Office of Education. The research consisted of two groups of students, one group attending regular classes, the other involved in a program of independent study. A final comprehensive examination was given at the end of the experiment to determine the effectiveness of the two programs. The courses are Personality and Adjustment, Child Development, Human Learning, and Measurement and Test Construction.

Some of the others involved in research were Dr. William Abel, director of the Academic Year Institute in Mathematics, with a \$68,600 grant from the National Science Foundation; Dr. William Dittrich, working on laboratory experiments on radiation biophysics (physical and biological effects of radiation) and radiation dosimetry (measurements of radiation deposited in living and dead material) and two lecture classes with \$10,000 from the Atomic Energy Commission; and Dr. Lowell Eddy, working on a petroleum research project on Nickel IV complex compounds with \$5,550 from the American Chemical Society. Dr. Stanley M. Daugert of the Philosophy Department edited a book, "Vedic Philosophies," while Dr. D. Peter Mazur delved into mathematical problems on predictions of fertility in a study entitled, "A Demographic Model for Estimating Age-Order Specific Fertility Rates."

These are some of the most significant researchers and programs. Many others were involved in a wide variety of projects, digging away the soil of ignorance toward the prize of knowledge. While credit is due them, their numbers are beyond the scope of this article.

"The Campus School, under the direction of Dr. Francis Hanson, is shaking the traditional and pushing the experimental."

Western's Campus School *...the need to know*

Rousseau's famous educational advice, "present interest . . . that is the great motivator, and the only one which leads surely and far," was stressed in more than one classroom in Western's Campus School during 1963-64.

The Iliad, The Aeneid, Plutarch's Lives, Beowulf, Morte D'Arthur and the *Book of Ruth* from the Bible were some examples of the books studied by sixth grade students as part of the Campus School's new experimental humanities program.

Leslie Crawford, sixth grade Campus School teacher, instigated the new humanities program in his classroom. It is part of an entirely new experimental concept of inquiry in educational methods initiated by the Campus School.

The experimental humanities program was designed to determine whether or not humanities concepts could be presented effectively at the elementary school level. "In the past, children's capacities have been underestimated," Crawford said.

However, most of the books used were simplified versions commensurate with the students' abilities.

During the year, the humanities program dealt with classical, medieval, renaissance and modern cultures. Major religions of the world were studied, including Judaism, Islam and Christianity. Several religious authorities spoke to the class.

During the study of the *Book of Ruth*, the students discussed the ideas of honor and devotion, and how a similar message would be written today — like a romance novel.

Civil law during Hebrew and Roman eras, and English common law were studied and compared to the contemporary U.S. system of law as part of the program.

The students also read several mythological books as part of the work. "I felt that mythology was an important part of the humanities program," Crawford explained.





One example of this study included the Egyptians' fear of the gods as compared to the Greeks' admiration.

During their study of Greek myths and other literature, some of the students learned words like transformation (applied to the gods — like Athena,) allegory, abyss, omnipotent, reconciled, incarnated, and invincible.

When asked whether or not the students who studied the Greek literature would be bored if they were required to read it later in college, Crawford replied, "Most of the students will want to read it again. They enjoyed it as they were caught up in the romantic action."

The study of mathematics was introduced as another idea in the experiment. When the children studied about Egypt they learned to add and subtract the Egyptian numbers up to one million. They also learned to add and subtract Roman numerals, and compared the

Phoenician and Greek number system to the present Arabic system.

"Is man civilized?" was one question brought up by the students after the study of the Greeks. Some of the students thought Americans and most cultures in the last few decades were relatively civilized as compared to the Greeks who threw babies over the walls of Troy as they attacked the city. Then Crawford asked the students about the Second World War atrocities. The students replied, "Civilization is an ideal that people are striving for."

After the study of Greeks and Romans, the humanities program was shifted to the study of the Middle Ages and covered the Renaissance and the Industrial Revolution. "The purpose of the humanities program was to present an overview and appreciation of various cultures," Crawford explained. "It was not supposed to be



a pile of facts. We used 'time lines' to establish dates of important general events like Caesar and the Golden Age of Rome."

Crawford supplemented the humanities program with educational films about various art forms, including frescoes, Corinthian pillars, the Roman arch, Greek post and lintel system, and Greek and Roman sculpture. The students also wrote research reports about the life of the Greek and Roman city folk, including bronze manufacturing. The students even used the traditional note cards and outlines for these papers. "I was well pleased with these reports. The children did a very good job," Crawford said.

Students also made simulated religious mosaics using tile, rock and glass. They made paper from papyrus plants as the Egyptians did. "The students came up with paper like gray cardboard instead of parchment," Crawford said. "They also made clay Egyptian houses, wove cloth, drew mythological scenes, and danced and played ancient games."

Crawford said that the children made a castle and shields with various coats of arms, during their study of the Middle Ages. A Middle Ages drama was enacted, which gave the students an idea of how drama







evolved from a religious theme to contemporary entertainment.

Along with the specific experimental humanities situation in Crawford's classroom, the entire Campus School underwent some rather extensive experimental changes in 1963-64. Since three to four thousand people traveled through Western's Campus School during 1962-63 observing classroom activities and using facilities such as the children's library, this year's observations were cut back. Observers were no longer allowed into the school unless they had special permission from Dr. Frances Hanson, Campus School Director.

The reason for the change was because the Campus School was redesignated as an elementary school for research and experimentation. "We attempted this year to provide leadership in the improvement of learning experiences for children by means of research and experimentation," Dr. Hanson stated.

She explained that three or four thousand outside observers in the school during a year was too great a disturbance for classes. "We have important work to do and can't be entertaining everybody," she said. However, some observers were allowed inside the school, but on a very limited basis.

"No, the children were not guinea pigs," Dr. Hanson replied when asked about the nature of the experiments. "We did nothing that would interfere with the learning processes of the children, although the school has a dual purpose of teaching child development and learning about teacher education through research and experimentation."

Dr. Harold Chatland, Academic Dean, worked closely with Dr. Hanson on the new Campus School program. He agreed that the children were not guinea pigs. "The idea of children being used as guinea pigs stems from some peoples' conservative and provincial ideas about changes in educational trends. We are trying to find effective ways to teach children," he said. "The Campus School exists for the youngsters, not for school experimentors. If it's not an experimental school we should drop the idea because it is expensive in both space and money. We have two objectives: first, to make sure youngsters are well educated, and second, to determine the best method to achieve the first objective." He said that modern educators are concerned with the teaching of new concepts in mathematics, reading and writing from kindergarten on up.

Mathematics, for example, is now being taught in the Campus School from an understanding point of view as opposed to the traditional "rote" method, according to Chatland. "In mathematics we not only want students to learn to calculate with reasonable proficiency, but also to learn the understanding or the 'why' of working mathematical problems," he explained.

Writing is another major area for concern in the Campus School of today, according to Chatland. Project English, a federal government sponsored experimental program, was launched this year in the Campus School. It was designed to improve children's writing through reading of children's literature classics and instruction in structural linguistics.



Sometimes it's like the Battery Street tunnel in Seattle. You're driving along and suddenly you don't see anything except rows of pale green lights and you hear a loud roar of engines, then, woosh — you're out and moving again only the scenery is a little different than before.

...and that year came swiftly

by **Richard F. Simmons**

That's college sometimes. It's really a big thing when you start, with colored lights and people walking around and cars all over the place. Then for four years or so you're going through this tunnel, but it's not really a tunnel, it's more like another world, then — woosh, you're back with all the people and the colored lights. You blink a couple of times and say, "What was that all about again?" You feel different, sometimes sad, sometimes happy and lonely at the same time, but different, always.

They like to tag names on that feeling: "educated," "mature," "prepared" or maybe a combination of all three. It's funny, the beginning and the end aren't really important. They remind you of a book cover. The binding doesn't make the book good or bad, but the few hundred pages inside may relate a terrific or a rotten story. Sometimes you get "something" out of a book, sometimes you don't.

That's like Western. You start at the beginning, proceed until you come to the end, and then start all over again. Sometimes you get "something" out of it; sometimes you don't. But the important part of the story comes between enrollment and graduation . . . THE BETWEEN DAYS.



"The leaves have fallen and the trees are starting to look bare . . ."

Fall can be a terrific time of year. There's a certain day when everything's autumn and you know that summer's gone. Did you ever notice the trees along the walk up towards Old Main — right when the leaves are all brown and gold? When it's wet, the walk is slippery. You walk along carefully and something will brush against your face or land in your hair and you look up and see leaves like little feathers falling everywhere. It looks kind of funny when the groundskeepers rake them up. Half the lawn will

be bright green, then there will be a line where the grass ends and the leaves start. A few guys will be standing there with rakes rolling back the blanket of leaves. It's as if the lawn just woke up and started to pull back the covers slowly so the cold-shock of the morning wouldn't be too great.

Remember that part in Camelot where Goulet sings "I've seen how you sparkle when fall nips the . . . ?" Sometimes that's the way you feel during the fall—sparkling. Usually just after you get an 'A' or 'B' in an earth science or humanities test. Maybe you feel like picking up a handful of leaves and chucking them at some girl then grabbing her hand and running through a big pile of leaves and kicking them everywhere.

That's what makes college tough. Not the studies so much, but the hundreds of patterns you're expected to fit into. Everyone knows you will act a certain way, and you do. You can't just go running through a pile of leaves with some girl . . .

"Hey look at that guy over there running through those leaves with that girl. What a creep!"

One time last fall I had just walked out of

"the Gestapo treatment . . ."





"When two girls get together they are often talking about the same things guys talk about when they get together . . ."

the Library to go over and take a biology test in Haggard Hall. It was raining and I was bugged anyway because this guy in the Library who checks books at the door really gave me the C.I.A. treatment.

"Let me see that book in your notebook there."

He was persistent so I showed him. It was a pretty dirty book that this guy in the dorm lent me. That's why it was in my notebook. Some people are really nosy. Did you ever think that you have a dishonest face?

It was raining as I stepped out of the door, but you know what? That damn Rain Forest thing doesn't bother me too much, but that day it did. Why don't they turn a fountain off when it starts to rain? It was about that time that I decided to be a non-conformist. Sort of a neo-dadaist. Did you ever wish you could say to hell with everything and start turning yourself on to individualism?

One time I took out this girl that I met in one of my reading sections. We got talking about this individualism non-conformity idea. That was before I decided to try it. Once she said that lots of college girls would like to chuck everything but they have to keep up appearances. Some girls would like to put a different colored rinse in their hair.

She did say one thing that bothered me a little bit. She said that when a girl sees a good looking guy she probably thinks the same thing a guy does when he sees an attractive girl. "What



"I sat by this guy who had a beard . . ."

would he (or she) be like in bed?" That bothered me.

Whenever I see a girl looking at me or I see a couple of girls talking in the lounge or in the Coffee Shop I guess they aren't always talking or thinking about new styles or hair-dos.

Anyway, during the middle of fall quarter I decided to go on this non-conformist kick. **A**You really have to respect some of these guys you see around campus. It really takes guts and a tough chin to grow a beard. They scratch like hell. Sometimes it's a little embarrassing to wear an old smelly sweatshirt all the time, but if you want to be an individual and a non-conformist it's the only way to go.

I told my roommate that I was going to grow a beard and start wearing old grubby sweat-shirts to class. I remember he just layed there on his bed and said, "That's a dumb idea."

My roommate that quarter was a guy from Tacoma, a real jerk. He said he was going into engineering but he quit Western at the end of winter quarter. I figure you have to expect a guy like that to put you down for being an individual.

After my beard grew for a few days I decided to go down to the Web in the basement of the UCCF house. It's a pretty swinging place. Once in a while somebody will read poetry. Most of the time everybody just sits around playing chess or cards or just talking.

The whole place was pretty dark except for a few candles on the tables and a blue light which was glaring through this fish net. I sat down with some guys who looked like they might be sort of avant-garde. Four guys — three with beards. Now you look at a group like that and you say to yourself: "I bet they're really having an intellectual discussion about art or poetry." But you know what they were talking about? This girl on the other side of the room. This guy with a real ratty beard said: "Why don't we get some beer and that chick and all get drunk?"

Well I started talking to these two guys who were in my English class, just regular guys, and we discussed this story by Conrad called "The Secret Sharer." One guy asked me why I didn't shave. I gave him a bunch of crap about individualism. I think he knew it was crap too. I wish he had asked me why I grew a beard instead of why I didn't shave.

After that night at the Web, I decided to knock off the non-conformist stuff. Not because I worried about getting ranked, but because there was this girl in my English class that I wanted to take out, Lynn. I joked with her a couple of times before class. She was tall with very deep auburn



"The library is really crowded on Friday and Saturday nights . . ."

hair. She didn't move around a lot when she walked. Whenever I saw her out of class she never looked like she was going anywhere in particular—just walking.

Did you ever wish you could strike up a conversation with somebody and really snow them? Sometimes I think that I'm overly shy. That's how I felt about Lynn.

One afternoon, a couple of days after I shaved off my beard I walked into the big reading room in the Library. I noticed this girl down at one end of the room that looked a lot like Lynn from English 102. For some reason my legs automatically turned that way and started

walking towards her. Sure enough it was Lynn. Sometimes you feel scared and brave at the same time — that's how I felt I sat down right next to her.

"Hi, how's English class, Lynn?" That was a pretty stupid thing to say.

"Fine, Bob. What did you think about that story by D. H. Lawrence?" I hadn't read the story yet, so I was kind of stumped.

"Oh, I thought it was pretty good. His description was terrific. How did you do on the mid-term?" I figured I'd better turn the conversation.

"Ever notice the people who eat at SAGA?"



"'B', How did you do?"

"I got a 'B' too. Did you ever wonder just how important grades are?"

"What do you mean, Bob?"

"Well, remember when we first came to Western they gave us a bunch of bull about how you shouldn't think in terms of A,B,C,D,F, but in terms of knowledge gained and the intellectual experience. Then you have to work your tail off for grades. If grades aren't important why do they bother to pass them out?"

I really messed that one up. Every time I start talking to someone I really screw up. I kind of wished we would start talking about D. H. again . . .

"I know what you mean, you work your . . ." Lynn paused, I flinched. ". . . head off and you think more about the grade than the experience of learning."

We talked a little more about grades then I asked her if she would like to eat at SAGA with me that night. She said sure. I found out she lived in Edens.

Admittedly SAGA isn't the most romantic place to dine with a girl, but when you're forced to buy those meal tickets, you haven't got much choice.

Did you ever notice the slobs who eat in SAGA? You'd think that some guys attending college would have a certain degree of culture. But no. Maybe that's why they call it the trough sometimes, because of all the slobs who eat there. Anyway Lynn and I sat down at this table with four slobs. It was really embarrassing. They were sitting there talking about some girl who was supposed to be hot stuff. You'd think that they'd have some respect since Lynn was there and everything, but no, they just went on describing this girl:

"She's really stacked and lives up in Alpha."



"I wondered whether she wore pajamas you could see through, or maybe left her shades open when she dressed . . ."

Did you ever wonder what would happen if you went back in time about fifty years, walked up to some college guy and popped off with "I know this chick who's really stacked and lives up in Alpha?" I bet he'd think you're crazy. It's strange how each generation builds it's own vocabulary.

After dinner we went over to the Library and studied. I read that story by Lawrence, but pretended I was re-reading it. About an hour before the Library closed we decided to go look at house displays. It was Homecoming week. I asked her if she would like to go to the Homecoming dance with me Saturday. I was really surprised when she said she didn't have a date.

Lynn was the first girl I'd met who thought

about something besides the mundane trivia of life. She had a pretty face, sort of oval with a few freckles around her nose. She puffed her hair out a little. What really got me was her mouth. Did you ever see a girl's mouth that you wanted to kiss? Lynn had these eyes that actually seemed to sparkle. Later I found out she had contacts. Sometimes she wore little purple or red bows in her hair. Anyway, we were just walking along and she said:

"Did you ever wonder why you're in college?"

It kind of stopped me. "I suppose because I want to get a good job."

Did you ever wish you hadn't said something, especially sometimes in class when you really say something stupid? Well that was one of those times. Then she asked me if I ever wondered why



*"Some of the people there
were pretty drunk, or at
least they were putting on a
good act . . ."*

I exist at all. What do you say when someone asks you, "why do you exist at all?"

Lynn told me that she goes up to her room at night, turns out all the lights, opens the curtains and stands there looking at all the colored neon signs in Bellingham.

I must be a real clod, because you know what I thought when she said that? I wondered if she just wore her pajamas or even less when she looked out the window. She really had a fine figure.

The Homecoming game was pretty good, but I didn't think the queen was too hot. This guy in the dorm bought me a bottle and I got pretty plowed for the dance. Lynn told me earlier that she drank once in a while, so we went to this party before the dance at this guy's place I know who has an apartment.

After the party we went to the dance. I swear, everybody there was pretty drunk or putting on a pretty good act. As usual, I messed up. I ran into this guy who I know and called him Jeff. Actually his name was Al. I just hope he was drunk enough not to remember.

Lynn and I went out a couple of times after Homecoming but never got too serious. She didn't come back winter quarter.

Did you ever wonder what happens to people when they leave school? You'll know somebody



"She was the first girl I had known that I just wanted to talk to . . ."

one quarter then you'll never see them again. Often you don't realize it until you look through an old annual or something. Lynn went to work in an insurance office in Seattle.

I don't remember too much about winter quarter. I moved in with a guy in upper Highland named Tim. We really had a good time. A couple of times we almost had to see Dean Mac — once for having beer in the room and another time for putting a wastebasket full of water outside a guy's door so when he opened the door all the water flooded his room. Actually the whole thing was pretty damn funny.

There were a couple of good parties during winter quarter. One time I was talking to this guy in the coffee shop and he asked if I wanted to go to a keg party that Friday night. It cost a buck a head and you could bring a girl if you wanted. I wasn't going with anybody at the time so Tim and I decided to drop in on it about 9:30. The party was on Garden Street. It was really a wild one too. There were three kegs in the kitchen and everybody was dancing and singing. This guy with a guitar was playing "Hey li lee li lee li lee." Some of the verses got pretty rank. Even the girls sang. You kind of wonder how phony some women are. When they get a little wiped-out they really change. Two guys got in a fight. One of them played football fall quarter. Somebody broke it up before it got too bad though. I guess people let off tension



*"We went to the show on
Sunday evenings — some of
those damn foreign films and
their subtitles . . ."*

in different ways. I remember a couple of guys almost got in a fight after the Homecoming parade.

Some of the mixers during winter quarter were pretty good. Did you ever feel that maybe you've grown out of something? Like rock-n-roll. When I first came to Western I really liked the Toggery dances, but now I like the regular Dance Band mixers just as well.

Towards the end of winter quarter I started going out regularly with this girl named Marie. I met her at the WUS Week gambling night. She was pretty nice and lived up in Ridgeway Kappa. She told me that sometimes the girls up in Kappa dorm felt that they were



*"Did you ever look at the
lights from Sebome Hill? – Up
and down in a steady
stream – I wonder how many
cars visit the 'hill' on a
Friday or Saturday night?"*

really far away from the campus. She reminded me a little of Lynn, only she had darker hair. Did you ever think about a girl and then think of a whole bunch of Champagne bubbles? That's how I thought about Marie. She enjoyed having fun and doing things. She smiled a lot and had very pretty teeth. Her lipstick looked purple and weird under street lamps. Marie had blue eyes and a sort of small nose, very attractive though. She reminded me a lot of Lynn. Once for no reason at all she asked me if I ever felt lonely.

I said "Sure, especially when I go home and see all my friends that I went to high school with. Most of them are working, some went into the service. Only a few went to college or the uni-

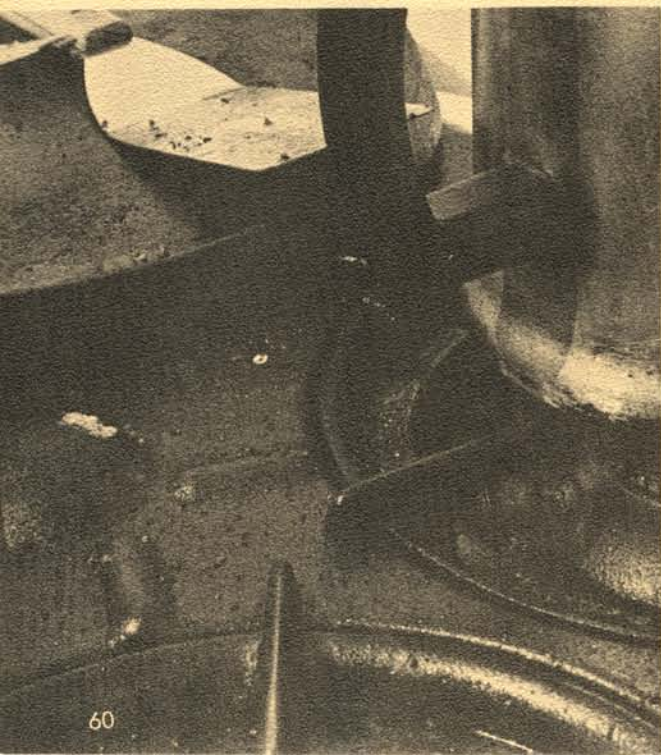
versity. For some reason I feel lonely every time I go back home."

Marie sort of stared off. We were standing on the balcony of the VU during one of the mixers. It was pretty warm for March.

"I feel that same way too," she said. "You think all of your friends will be about the same forever I guess, but when you see them all again they're somehow different. Some get married, some move away, but they're all different."

Did you ever want to talk to someone all night? I really wanted to talk to Marie that night but she had to be in by one. Those damn dorm hours really give me a pain. College is supposed to teach a person a certain amount of responsibility and maturity, but they don't even give you a chance to prove that you're responsible and mature. I bet that most girls would be in earlier than one or two a.m. if there weren't any hour restrictions at all.

"We had a gas stove and my mother kept writing to us about gas inhalation . . ."



"Ever get tired of beef stew out of a can? I sure did — It got so that I couldn't even stand to smell the stuff . . ."

Marie and I went to a lot of foreign films towards the end of the quarter. Those foreign films are great. After a while you don't even notice that they're in another language. Sometimes you can pick out words without even looking at the subtitles.

The grade point took a turn for the better at the end of winter quarter. I guess I studied a little harder. It helped because I didn't do too well fall quarter.

During the vacation, Tim and I decided to come up early and look for an apartment. The dorm is a nice place and all but it gets old pretty fast. Not much privacy and no place to store cold beer.

We found this place on Garden Street. It wasn't a bad apartment except that the toilet ran all the time and there wasn't much water pressure when the guys upstairs took a bath or something. Once in a while the lights went off and on and the wall paper wasn't too hot, but you have to expect that sort of thing. Sometimes I imagined that it



"She asked me what I thought about D. H. Lawrence — I thought that I'd better keep my mouth shut . . ."

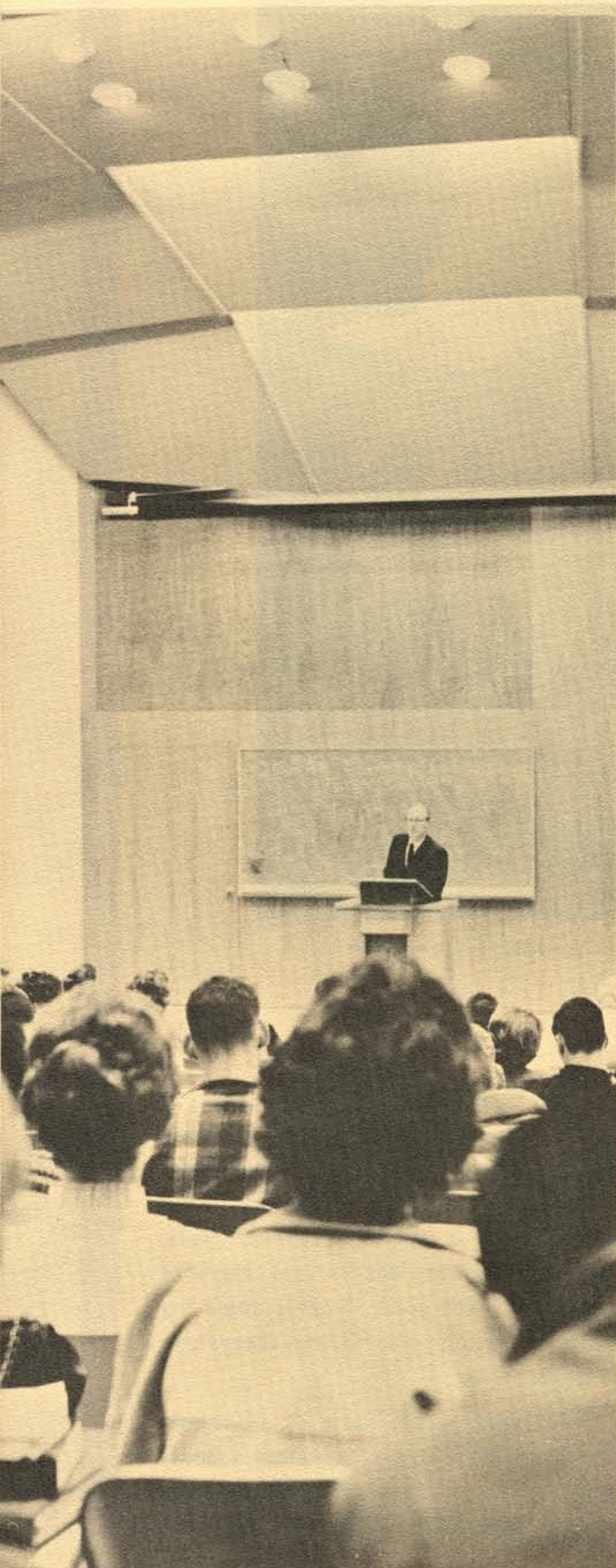
was an apartment on the left bank and I was attending the Sorbonne or maybe an apartment in Greenwich Village that I took as temporary lodging while I attended night classes at Columbia University.

We had a gas stove and my mother kept writing me letters about all the people who die from seeping gas fumes and how we should be careful and how I should keep an eye on Tim so that he didn't leave the gas on all night. I wondered if Tim's mother wrote him letters telling him to make sure I didn't leave the gas on at night.

It was a lot of fun cooking our own food. We

ate a lot of TV dinners and beef stew. Did you ever get sick of beef stew? Not just tired of eating it, but actually sick of it? Like you could never eat another plate of the stuff? That's how I felt about beef stew after a couple of weeks. Marie cooked spaghetti and meat balls for us a couple of times and it really tasted good. I never asked her if she could cook anything else. It was always spaghetti and meat balls.

Tim and I used to discuss a lot of things, mostly religion for some reason. Tim was a pretty religious guy, at least I thought so until he started taking out this Anne girl. One time Tim told



"Some profs really scare a person . . ."

me that his biggest shock in college came in one of his freshman sociology classes. He said that the professor was lecturing on religion and said:

There was a Jewish fellow named Jesus Christ who started a sect which developed into what we now know as Christianity."

Tim said that this bothered him for quite a while. But after the lecture he realized that Christianity wasn't the only religion and perhaps people in other religions had just as good a chance as he did.

I didn't say much at the time, but I thought a lot about the whole thing, especially at night. Did you ever notice how you can lay in bed and work out all your problems and put everything in perfect working order for the next day? You can rehearse an entire speech and know the perfect words. But in the morning you forget, or the words don't seem as good.

I think I'll start taking a tablet and a pencil to bed with me so that I can write everything down. I bet I could really come up with some good ideas. Probably bring up the GPA too.

Anyway, about the religion. I used to wonder what it would be like if I were in India or Arabia and some professor stood up in front of the class and said:

"There was this fellow named Buddha," or
"There was this fellow named Mohammed."

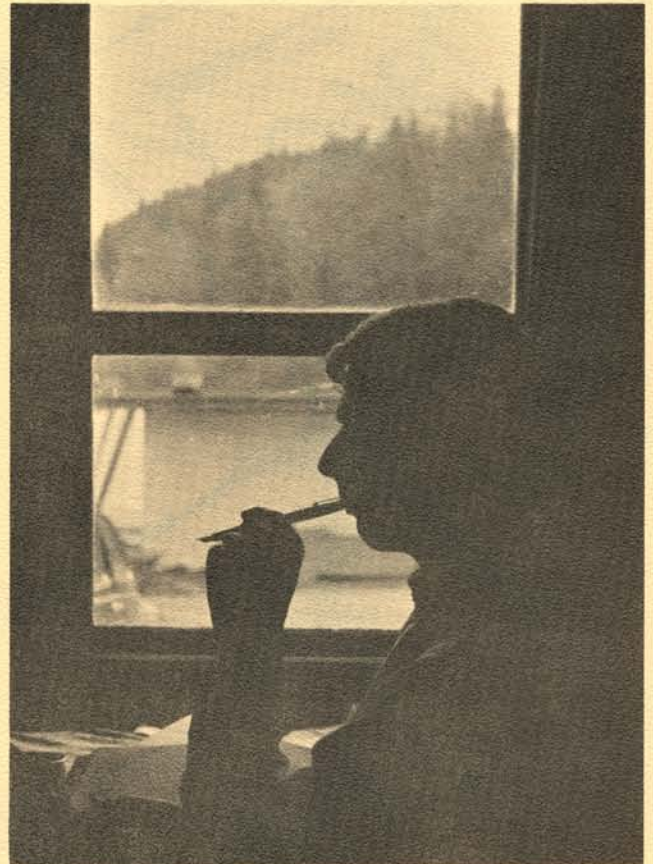
I guess there wasn't anything wrong with the professor saying that "There was this fellow named Jesus Christ." It's all a matter of how you approach the subject. Maybe Tim was too sensitive.

Tim and I had this system worked out where if one of us was in the apartment with a girl we would turn off the porch light and that would be a signal for the other guy to take off for a while or else knock and come back in about 15 minutes. I tried it once when Marie came over for a while after one of the foreign films, but it didn't work out too well. Not the light. Marie. So I didn't try it much after that.

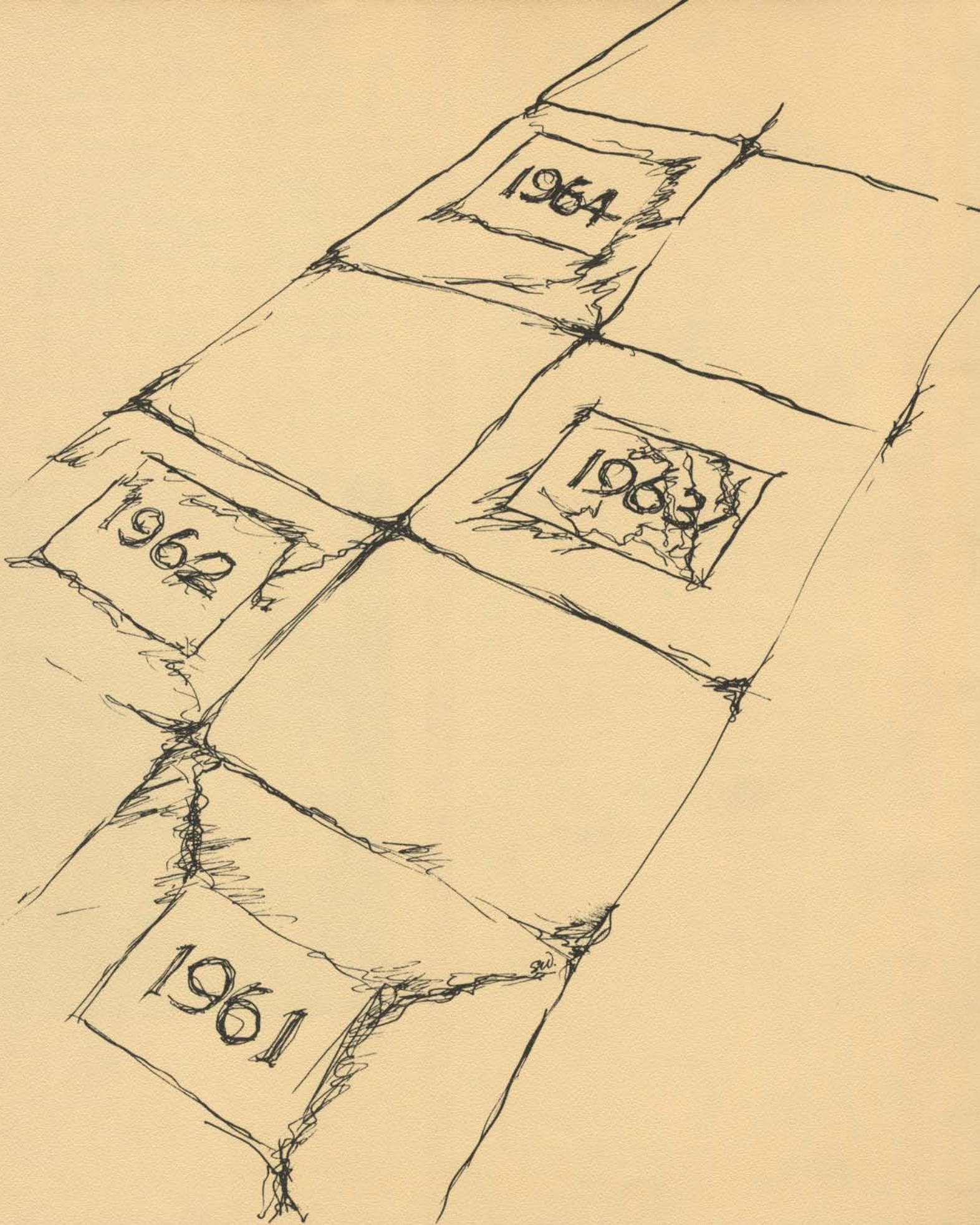
Tim met this Anne girl and they went out for about two months. It got so that every night when I came home that light would be off. After a week or so I told Tim that he had to knock it off because I needed the sleep with finals coming up and all. He said it didn't matter any more because he was going into the ministry. That really floored me. We talked about it practically all night and he told me how college was an immoral place and how most people didn't really know what they wanted. It's funny how everybody tells you how immoral college is but you never seem to run into the real vice dens around campus. I think most people who talk about the immorality in college are just engaging in a little wishful thinking.

Tim took off during the middle of finals week. I got a card from him during the summer and he said he was in basic training at Fort Ord. That didn't sound much like the ministry, but I figured he was going to try the service before he went into a seminary.

It's funny how you remember things that happened last year. It seems like it was five years ago. I guess I'm really sentimental sometimes because it makes me a little sad to think back on everything, even the funny things . . . I wonder if next year will be the same? ■



*"I wonder if it'll be
like this again next year?"*



Six diverse plays were offered by the Speech Department in the 1963-1964 season. The sets ranged from the palace dwelling of Medea, to the forest home of Little Mary Sunshine.

A pseudo-Greek drama, "Medea", opened the season. Medea is a woman betrayed in love who takes revenge on her lover. "I love the pain, so thou shall laugh no more," she says.

As a production, "Medea" was well acted, but it fell flat with most of the audience.

Old Main's small stage came alive with music and color during the December showing of "Little Mary Sunshine." Little Mary sang gaily in the face of adversity and "Looked for a sky of blue." Mary smiled and smiled and . . . smiled. But one must hand it to Little Mary. She was a sellout.

Gaiety was not the theme of "Waiting For Godot," who, incidentally, never did show up. "Time has stopped" was the theme of this existentialist play and two men wait in the insignificant world for an uncertainty. They see that "It is not worthwhile." This could not be said for the production itself, which was worthwhile.

"The Tempest," was a play of torment, trouble, wonder and amazement. Prosper, the Duke of Milan, is dethroned, tossed into the sea, and becomes magician-king of an island. Shakespeare's last play had music, dancing and magic.

George Bernard Shaw is considered by some to be the Shakespeare of the modern age. His play "Candida", was the third of the season to feature a woman. Shaw's brilliant style and intellectual humor were extremely well done.

Thornton Wilder's "Our Town", which produced a revolution in the theatre when it was first produced, was the season's final play. Wilder's use of narration, casual conversational style and minimal scenery, were all innovations in the theatre far beyond his time.

The theatrical season was a success, and attendance far surpassed all previous periods in Western's history.



"Medea"





*"Little
Mary
Sunshine"*



"Waiting for Godot"



*"The
Tempest"*





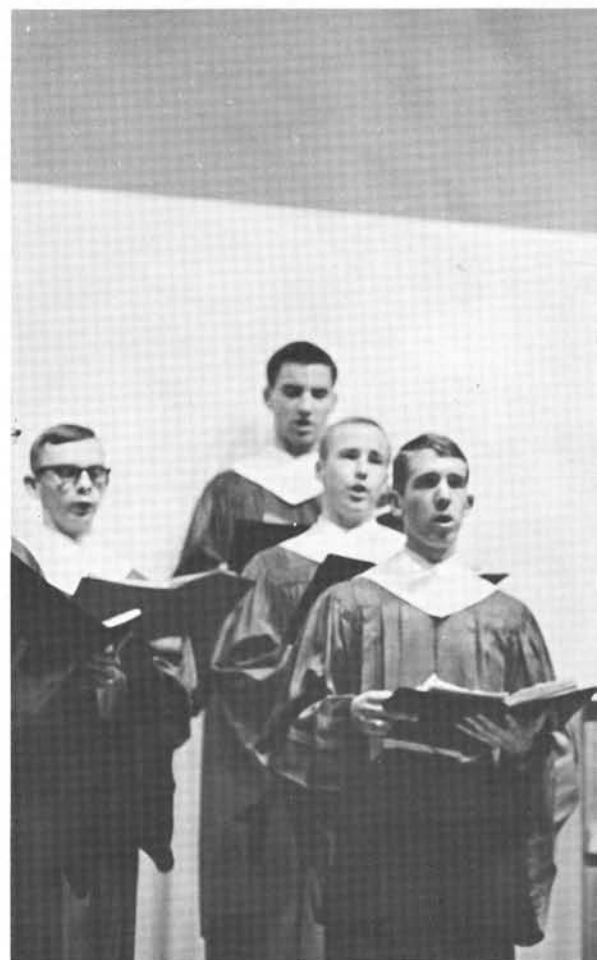
The goal of the Music Department is to give all students the experience of performing in a major musical organization. Under the leadership of Dr. Frank D'Andrea, department chairman, musical programming was directed at the average student as well as Western's 140 music majors.

The men's choir, the Western Statesmen, combined in concert with the women's group, the Coed Chorus, and the select Concert Chorale in performing Handel's *Messiah* at Christmas and Schubert's *A Major Mass* during Spring Quarter.

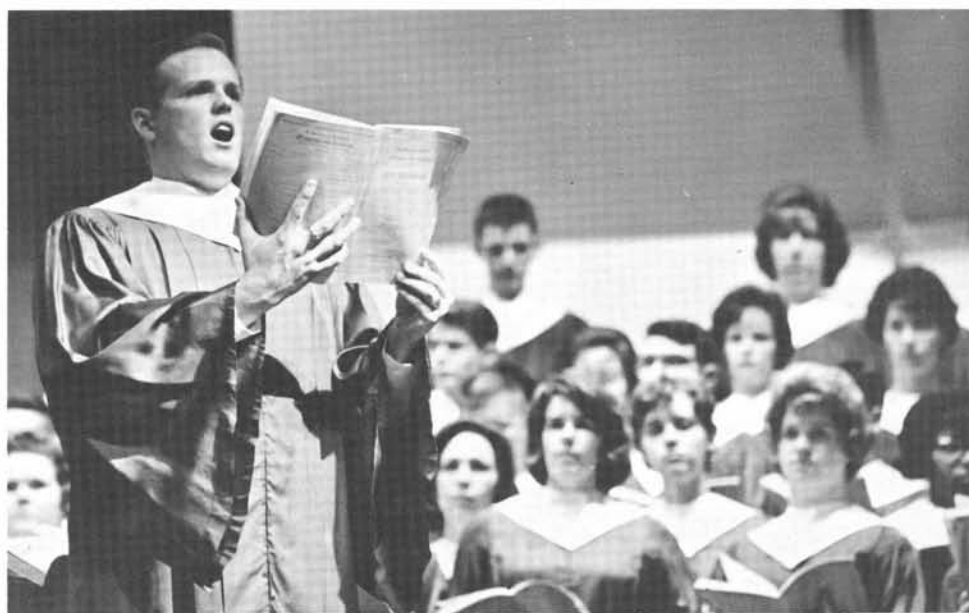
The Vocollegians, a subdivision of the Chorale, also performed in concert throughout the year. The Viking Band provided instrumental entertainment for athletic events with pep songs and half-time shows.

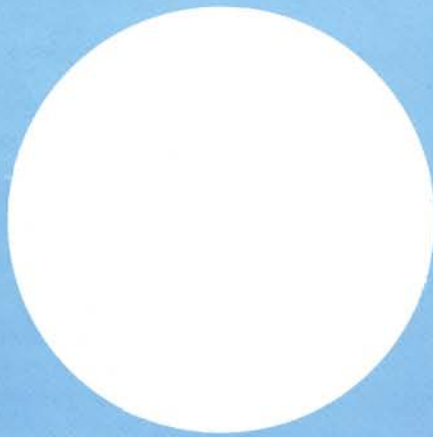
The music of the masters was the forte of the student orchestras. The String Orchestra specialized in chamber music, while the College Civic Symphony Orchestra combined the talents of students and townspeople.

Highlighting the year for many music students were the statewide tours between winter and spring quarters.



Musical Groups







*Senator Wayne Morse
Democrat, Oregon
Keynote speaker, Founders Day*

*Dr. Dean K. Crystal receives
the Distinguished Citizen Award
from Dr. James L. Jarrett, President*



*Dr. Arvid T. Lonseth,
1964's Distinguished
Alumnus of Western
Washington State
College*

Morse Calls for Federal Aid In Founders Day Address

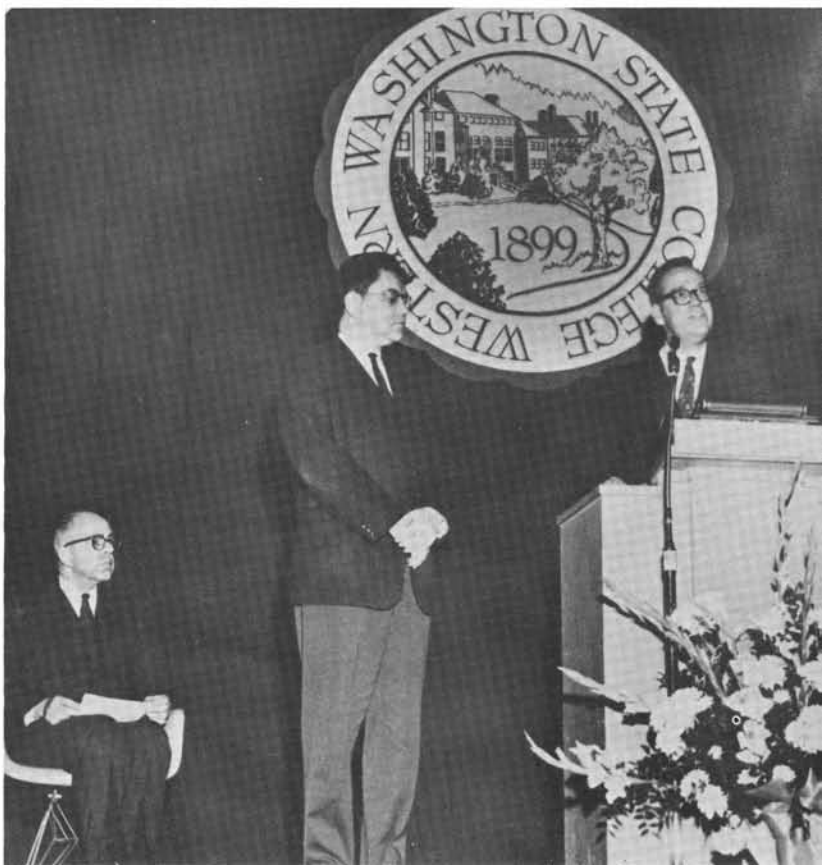
"Looking Ahead in Education," was the theme of guest speaker Sen. Wayne Morse (D-Ore.) at Western's second annual Founders Day Ceremonies.

Morse, chairman of the Senate Education subcommittee, stressed the importance of a system of federal scholarships as an "investment in our young people."

Founders Day, which commemorates the seventy-one years of growth since Governor John McGraw signed a bill establishing a "normal school" in Whatcom County, not only provides the opportunity for the College to reflect in the light of its past growth, but it is also a day of honor and recognition for an alumnus and a citizen of the state who have made outstanding contributions to society.

The "Distinguished Citizen" and the "Distinguished Alumnus" awards were presented respectively to Dr. Dean K. Crystal and Dr. Arvid T. Lonseth. Dr. Crystal is the chief of cardiovascular surgery at Children's Orthopedic Hospital in Seattle. He has been a pioneer in heart surgery in this state since 1946, and recently helped develop a new type of heart-lung machine for use in open heart surgery.

Dr. Lonseth is chairman of the Mathematics Department at Oregon State University. After graduating from Western in 1932, he continued his studies at Stanford and Berkeley. He was appointed a consultant to the National Science Foundation last summer. At present he is working on a "Galaxy Project," a research program on new techniques for digital computers.





*The Smothers
Brothers*

Elizabeth Schwarzkopf



“Lively and fascinating entertainment ranging from the zany antics of the Smother’s Brothers to the scintillating tones of Peter Nero’s piano; from Opera to Civil Rights and political awareness...”

(Continued)



(Continued)

Westernites learned from experience this year that variety is not only the spice of life, but the key to enjoyable entertainment.

Teaching this lesson were six national celebrities ranging from pop musicians Peter Nero and the Smothers Brothers to opera singer Elizabeth Schwarzkopf, conductor Milton Katims and the Seattle Symphony, Cornelia Otis Skinner and civil rights speaker James Meredith.

First to adorn Western's stage were the Smothers Brothers, a folksinging duet that brought melodies, merriment and money to campus as they attracted a sell-out crowd to Carver Gym.

Popular jazz pianist Nero followed the comedian-singers with equal success.

A more serious brand of music was later presented through the talents of Miss Schwarzkopf, soprano, and Katims, conductor of the Seattle Symphony.

In their separate appearances both encountered large and appreciative audiences.

The civil rights revolution of 1963 was reviewed by James Meredith, the first Negro to graduate from the University of Mississippi. Meredith told his 1200-member audience that the responsibility for solving the problems of racism rested on their shoulders.

The sixth celebrated visitor, Cornelia Otis Skinner, provided audiences with a delightful view of "The Wives of Henry VIII" and another fond memory of Western entertainment.



*Peter Nero
A night of piano antics*

*Cornelia Otis Skinner
Concert-Lecture Series performer*



*James Meredith
First Negro to graduate
from Ole Miss*

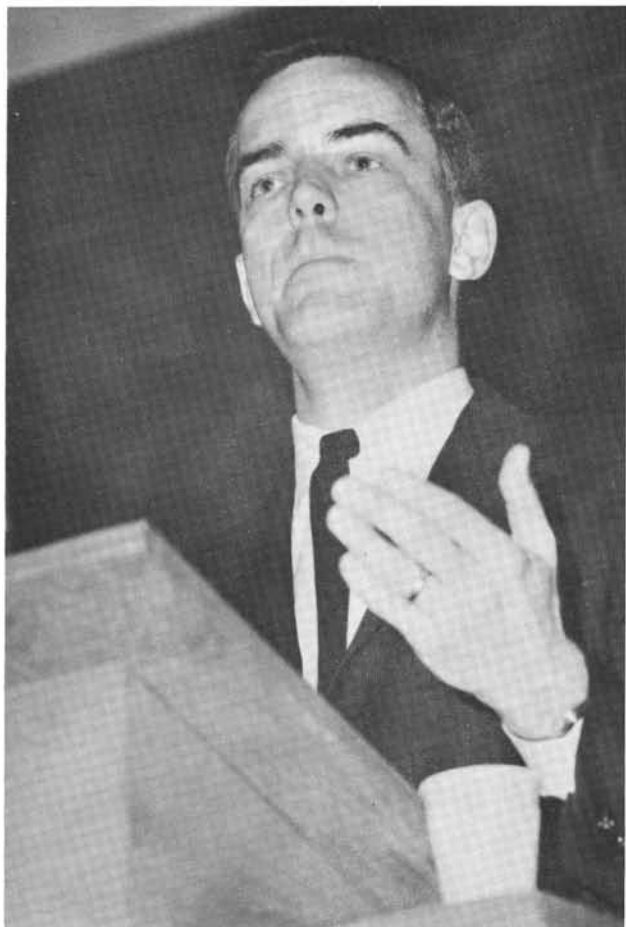


*Larry D. Abraham
A member of the
John Birch Society*



A panel of five Republicans and five Democrats participated in a discussion of the Role of Politics in Education during Political Awareness Week. Most of the participants were state legislators.

(Continued)



*Daniel J. Evans,
Republican candidate
for the nomination
for Governor.*



*Richard G. Christensen,
Republican candidate
for the nomination
for Governor.*

(Continued)

Large crowds filled the V. U. during Political Awareness Week.



Thomas Miller, chairman of Political Awareness Week, listens to the last of P.A.W.'s speakers: Governor Albert D. Rosellini. The week increased the awareness of students of their political surroundings and created a new atmosphere of understanding.



Joseph E. Gandy, Republican Candidate for the nomination for Governor poses with Ron Stephens during his visit here.



Dan Gullicksen, Snow Festival chairman, crowns Peri Aiken Queen. This was one of the few activities that could be carried on as the snow came down in horrendous proportions and skiing ceased.



Snow Festival...Snowed In

Dubbing Western's annual frolic at Mt. Baker a "Snow Festival" turned out to be the biggest understatement of the year.

When some 250 Vikings reached their goal at the mountain lodge, the worst blizzard in recent history struck.

With icy winds and dense snow flurries, old man winter curtailed the skiing activities for most of the weekend and buried cars so deep many could not be located until mid-Sunday morning.

Enthusiasm for the Festival was undimmed, however, and as the exhausted chairman, Dan Gullickson, later declared: "It was the biggest success ever."

Reigning over the two-day meet were King Jerry Manley and Queen Peri Aiken, who were crowned Saturday night at the fireside-dance held in the warming hut.

Others receiving honors were top racers, Gene Eagen, Jim Stelling and Jay Ulland.



W. U. S. WEEK:

"All for a worthy cause"

Smoke filled the room as gamblers wandered aimlessly about — shuffling poker chips in their hands, watching the roulette wheels spin, and itching to test their luck at blackjack.

Thus the final phase of this year's World University Service festivities drew to a close after a week packed with activities which netted nearly \$1,300 for the international organization.

The WUS drive, held annually to raise money for needy colleges throughout the world, was highlighted this year by a new addition — the Baby Grande Prix.

The contestants lined up atop Highland Drive early Saturday and proceeded in spasmodic succession to soar, slide or stumble down the hill in timed heats. Coming out far ahead was the "Blown Goat" driven by Duane Monro and sponsored by the Bachelor's Club.

Topping off Saturday's events was the traditional gambling night, held in the Viking Union under the direction of WUS co-chairmen Ray Devier and Kathy Failor.

Announcement of the winners of the week's contests climaxed the final hours of the festivities.

Folksingers Joan Garber and Don Rieland were awarded \$25 for their performance in the Variety Show. Freshman Brian Hamel won the title of Ugly Man for collecting \$75 of the \$118 donated throughout the week in the contest.

WUS is under the direction of Terry Gallagher, Executive Vice-President.



*"itching to try their luck
at Blackjack — all for a
worthy cause."*



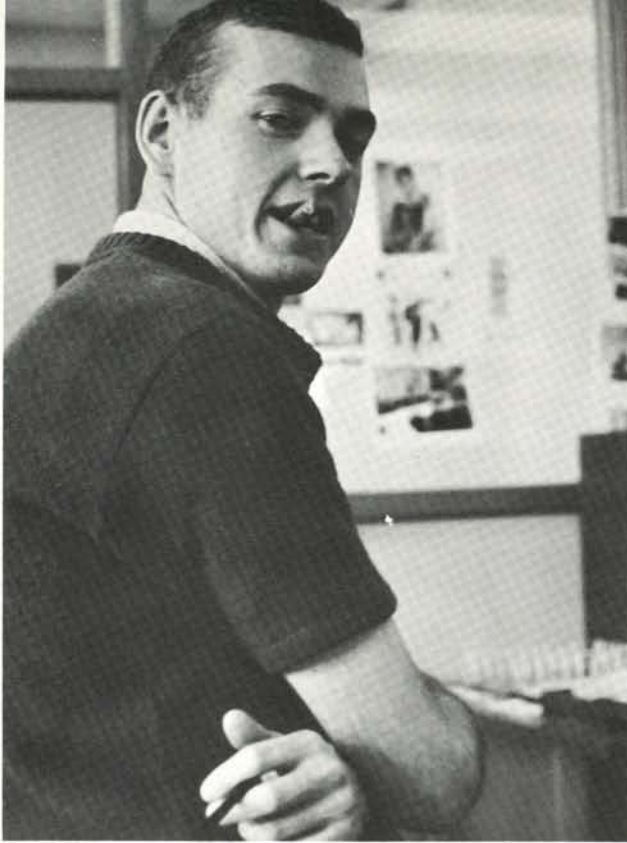


"Ray 'Freddy Freeloader' Devier was chairman of this year's gambling extravaganza. With the help of Kathy Faylor, Devier was able to stage the most successful WUS night in Western's history."



The Western Ugly Man contest brought laughs and chills to many during the annual talent show.





Dick Simmons
Editor, Collegian

*“To Comfort the Afflicted and
Afflict the Comforted”*

Controversy is the key word that described Western's two major publications this year.

The *Collegian*, with its editorial policy of "comforting the afflicted and afflicting the comforted" kept heads rolling as it constantly jabbed Student Legislators, College policies, and, in one special issue, the *Bellingham Sterild*, the city at the foot of Sehome Hill.

Edited by Dick Simmons, and managed by Dave Benseler, the weekly newspaper grew from eight to twelve pages, with the 44-page 'freshman issue' being the biggest on record.

Size was not the *Collegian's* only growth. From the weekly pamphlet of two years ago, the paper grew to a tabloid publication that won state honors as the "best undergraduate publication in the State of Washington," and in the middle of Winter quarter of this year received further honor with a 'First-Class Honor Rating' from the Associated Collegiate Press.

Equally controversial, but in format rather than editorial policy, was the 1964 *Klipsun*, edited by George P. Toulouse.

For the first time in Western's history, the yearbook veered from the traditional pattern of annuals to present modern magazine-style layouts with interpretative copy, a minimum of group 'set' shots, and a better report of the 1963-64 school year.

Advisor to both major publications is James H. Mulligan.



Staff meetings
are held to
review each
paper.



David Benseler
Business Mgr.
Collegian



"Just before the deadline . . ."



*George P. Toulouse
Editor, Klipsun*



*Ernie Smith
Managing Editor,
Collegian*



*Sue Weir
Asst. Editor
Klipsun*



1964 Junior Prom, "Brigadoon"

The Viking Union was transformed into the story-book land of "Brigadoon" for the 1964 Junior Prom.

Janice Etzel ruled as this year's Queen while students left the world of reality and crossed the mythical "Bridge of the Doon." Once across, they found themselves in a world of fantasy, where they were engulfed in imaginary and haunting Scottish moors.

The misty strains of Ken Cloud and his band provided the romantic but unhighlandish music for the lads and lasses of Western to kick their heels to.

The intermission was highlighted by traditional Scottish music played by Bill Patterson's Bagpipe band.



Queen Janice Etzel is escorted by A. S. President Neil Murray for the first dance after her coronation.

Graduating Seniors

Gary Anderson
B.A. in Mathematics



Richard Anderson
*B.A. in Education,
Geography*



Pat Adams
*B.A. in Education,
Elementary Concentration*



Brian Ayers
B.A. in Education, German



Shay Anderson
B.A. in Education, History



Katherine Andreas
*B.A. in Education,
Speech Therapy*



David Alfred
*B.A. and B.A. in Education,
Biology*



Judy Ayers
*B.A. in Education,
Elementary Concentration*



Norris Andreason
*B.A. in Education,
Physical Education*



Lynn Armstrong
B.A. in Government



Sue Allen
*B.A. in Education,
Elementary Concentration*



Sandy Bacon
*B.A. in Education,
Social Studies*



Margaret Arnott
*B.A. in Education
Elementary Concentration*



Don Ash
*B.A. in Education,
Elementary Concentration*



Alton Anderson
B.A. and S in Chemistry



Stan Barber
*B.A. in Education,
Industrial Arts*



Kent Ashworth
*B.A. in Education,
Government*



Steve Aspden
*B.A. and B.A. in Education,
Geography*



Dave Andersen
B.A. in English



Sue Barclay
*B.A. in Education,
Elementary Concentration*



Charlotte Assink
*B.A. in Education,
German*



Robert Austin
B.A. in Education, History



Dave Benseler
B.A. in Honours, German



Don Berger
B.A. in Education, History



Wayne Barsness
*B.A. in Education,
Business Education*



Larry Blume
B.A. in Economics



Betty Anne Berry
*B.A. in Education,
Home Economics*



Bruce Berry
B.A. in Education, English



Bruce Beaman
B.A. in Education, History



Dave Boeringa
*B.A. in Education,
Geography*



Carolyn Berry
B.A. in English



Becky Bueler
*B.A. in Education,
Elementary Concentration*



Clyde Beattie
B.A. in History



Mike Boring
*B.A. in Education,
History*



Pat Birch
B.A. in Education, History



Larry Bjorn
B.A. in Economy, Business



Dolores Bee
*B.A. in Education,
Social Studies*



Neville Bradley
*B.A. in Education,
Physical Education*



Dallas Blair
*B.A. in Education,
Government*



Jim Bloch
B.A. Mathematics



Fredric Beisse
B.A. in Social Studies



Clarie Brady
B.A. in Education, Spanish



William Bloch
B.A. in Mathematics



Janet Blum
*B.A. in Social
Anthropology*



Virginia Brown
*B.A. in Education,
Home Economics*



Roger Brumfield
*B.A. in Education,
General Science*

Vivian Braithwaite
*B.A. in Education,
Elementary Concentration*



Frank Cetesnik
*B.A. in Education,
Elementary Concentration*



Mrs. Roger Brumfield



Sharon Brune
B.A. in Education, French

Don Briggs
B.A. in Economics, Business



Jim Chatterson
B.A. History



Kathy Buckner
B.A. in Education, Music



Ruth Bunt
*B.A. and B.A. in
Education, Art*

LeRoy Brooke
*B.A. and B.A. in Education,
Industrial Arts*



Russ Christensen
B.A. in Geography



Ray Burke
B.A. in Education, English



Ron Burton
B.A. in History

Sue Brower
*B.A. in Education,
Government*



Alan Christopherson
B.A. in Education, English



Jerry Byers
B.A. in Education, Music



Ann Campbell
*B.A. in Elementary
Education*

Ted Brower
B.A. in Economics



Dave Claar
*B.A. and B.A. in
Education, History*



Bill Cannon
B.A. in Chemistry



Betty Carr
*B.A. in Education,
Business Education*

George Crighton
B.A. Economics



Phyllis Cronkhite
*B.A. in Education,
Foreign Languages*

Trudy Clifford
*B.A. in Education,
Home Economics*



Gary Debusschere
*B.A. in Education,
Mathematics*



Clay Crook
B.A. Business Economics



Mayo Cross
*B.A. in Education,
Library Science*

Dan Cochenour
*B.A. and B.A. in
Education, Psychology*



Carol Denny
*B.A. in Education,
Elementary Concentration*



Greg Cox
*B.A. in History,
Social Anthropology*



Marsha Cuizon
B.A. in Education, History

Erroi Collins
B.A. in Education, Biology



Raymond Paul Devier
B.A. in Education, History



Paula Cupland
*B.A. in Education,
Physical Education*



Hans Dahl
*B.A. in Education,
Industrial Arts*

Phyllis Compton
B.A. in Education, English



Gordon DeYoung
*B.A. in Education,
Mathematics*



Joan D'Allesandro
*B.A. in Education,
Physical Education*



Dick Danubio
*B.A. in Education,
Industrial Arts*

Ken Coupland
*B.A. in Education,
Physical Education*



Norman Dillman
B.A. in Education; History



Janice Davenport
B.A. in Education, Music



Phyllis Davis
B.A. in Education, Art



Jim Dixon
*B.A. in Education,
Physical Science*



Dennis Dobbs
B.A. in Education, English



Elizabeth Carrison
Dombrowski
B.A. in Education, English



Kathy Donoughue
B.A. in Education, Speech



Anita Dorsing
B.A. in Chemistry

Marcia Dowling
*B.A. in Education,
Elementary Concentration*



Bernard Durnan
B.A. in Government



Mary Ehlers
B.A. in Mathematics



Kent Ellwin
*B.A. in Education,
Industrial Arts*



Dixie Emerson
B.A. in Education, English



Russell Ensian
*B.A. in Education,
Industrial Arts*



Karen Dunlap
B.A. in Education, French



David Ehlers
B.A. in Physics



Valerie Eilers
B.A. in English



Ferrell Ely
*B.A. in Education,
Industrial Arts*



Nancy Skewis Ensing
B.A. in Education, English



Penny Ericson
B.A. in Education, English

Carrie Ervin
*B.A. in Education,
Home Economics*



Carolyn Fairbanks
B.A. in Education, English



David Fairbanks
B.A. in Education, English



Michelle Fayette
*B.A. in Education,
Social Studies*





Terry Gallagher
B.A. in Government,
Psychology



Gary Ferngren
B.A. in History



John Finlon
B.A. in Government



Martha Flickinger
B.A. in Education, English



Bruce Foster
B.A. in Economics



Kay Fredlund
B.A. in Education,
Physical Education



Carol Friske
B.A. in Education, English



Joan Garber
B.A. in Education, Art



Tom Geisness
B.A. in Political Science



Linda Johnson Gerken
B.A. in Education,
Social Anthropology



Myrna Gill
B.A. in English



Jan Friend
B.A. in Education,
Social Studies



William Gant
B.A. in Education, History



Lester E. Geer
B.A. in Education,
Mathematics



Merle Gebers
B.A. in Education, Speech



John Gibbons
B.A. in Education, Biology



Richard Goerg
B.A. in Education, Biology

Marta Goldstein
B.A. in Education,
Social Studies



Gerald Goodman
B.A. in Education,
Physical Education



Rex Graff
B.A. and B.A. in Education,
Industrial Arts



Sue Graham
B.A. in Education
Elementary Concentration



Gordon Granade
B.A. in Economics, Business





Don Grant
*B.A. in Education,
General Science*



Dolores Gross
B.A. in Education, English



Dave Grubb
*B.A. in Education,
Social Studies*



Dave Gufler
B.A. in Biology



Ann Hageman
*B.A. and B.A. in Education,
Government*

Larry Harnden
B.A. in Education, Speech

Bob Hall
*B.A. and B.A. in
Education, Biology*

Dan Hallgrimson
*B.A. in Education,
General Science*

Carol Hamblin
*B.A. in Education,
Elementary Concentration*

Kay Hanson
*B.A. in Education,
Physical Education*

Walter Hardy
*B.A. in Education,
Industrial Arts*



Sharon Hall
B.A. in Education, English



Sally Hallock
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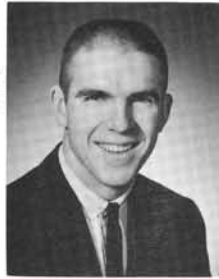


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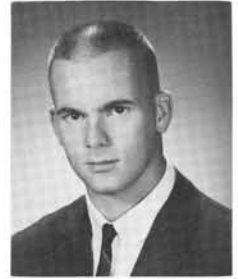
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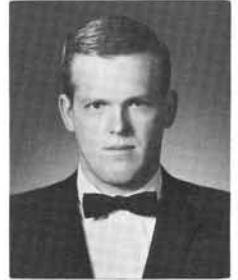


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Western's 1964 Klipsun is an experiment in photojournalism, a departure from the standard, stereotyped concepts in yearbook design that have plagued planners for years.

By switching formats to the more progressive, vitalized and energetic style, Western's yearbook joins with other college yearbooks in becoming a true depiction of the career of the student; not just the academic side, but the extracurricular aspects as well.

The members of the Klipsun staff hope that you will enjoy the book, not only today, but in the years to come.

A handwritten signature in cursive script, reading "George P. Fulsome". The signature is fluid and elegant, with a prominent initial "G".

Editor

1964 Klipsun



