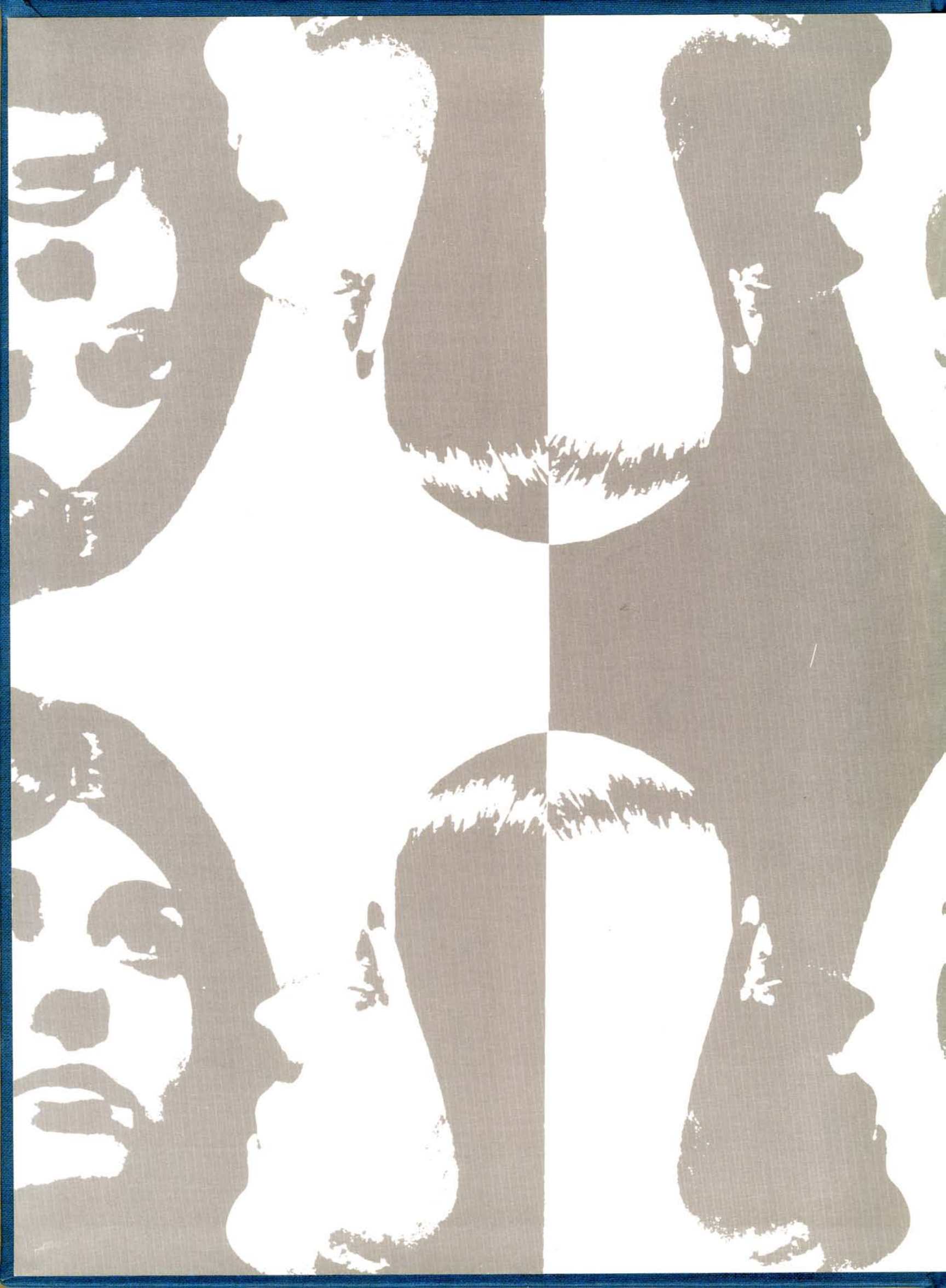




**KLIPSON**











69

western washington state college



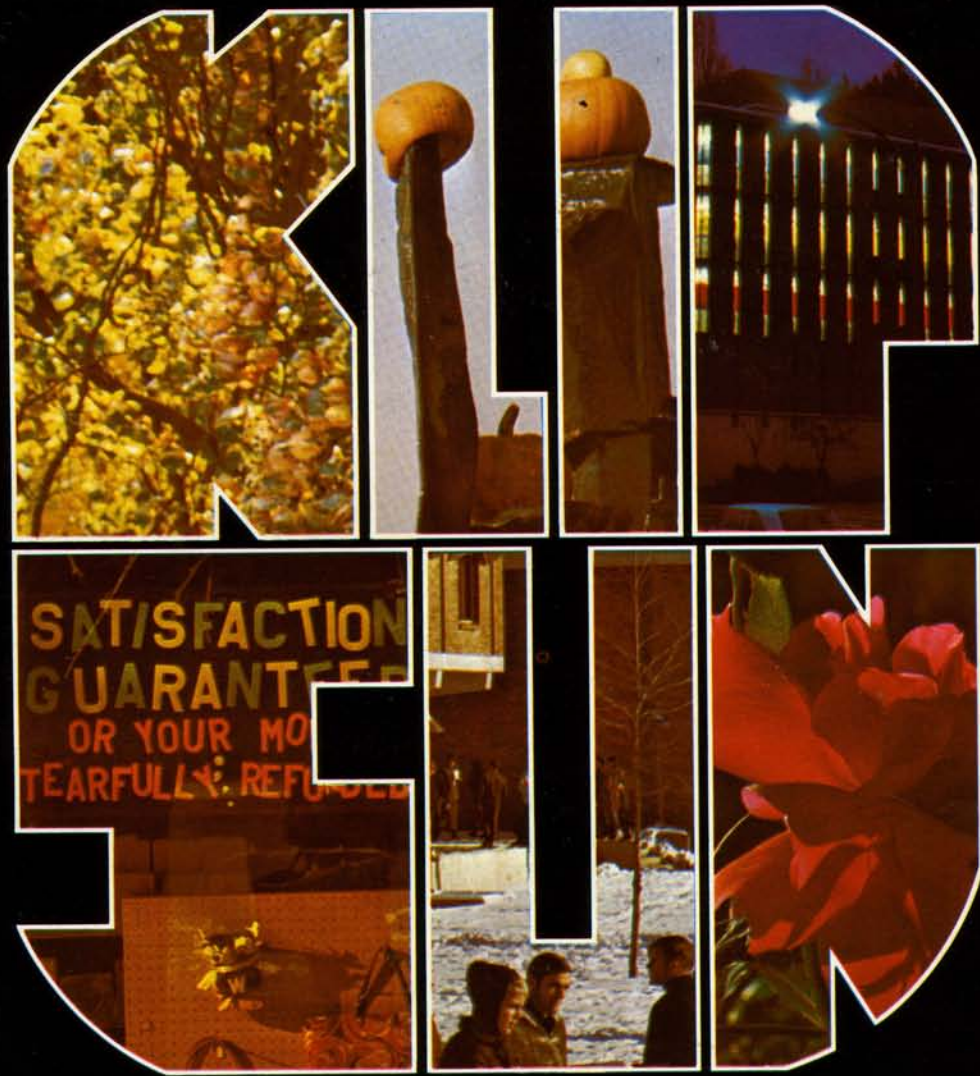


Your copy of the 1969 Klipsun is not the "We came! We saw! We conquered!" type of Yearbook, rather it is an attempt to personalize your year at Western. The person and not the school is the focus of this year's annual.

The tradition that has in the past produced great yearbooks at Western, has been on vacation the last few years. You'll find that it returned this year.

The Klipsun of 1969 will be your memoirs of year; the year students came of age. In ten years I hope that you can find some beautiful vibrations between these covers.





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GUARANTEED  
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TEARFULLY REFUNDED







**7 DEAN MCDONALD**



**88 RED SQUARE**

















# DEAN MCDONALD

This year's Klipsun annual is dedicated to one of the most outstanding men on campus—Dean McDonald. Dean Mac first came to Western in September of 1946. At that time the college was small enough so that he was hired as both basketball coach and Dean of Men. As the college grew, he became the full-time Dean. His long service, however, is not the reason we have decided to dedicate the annual to him. The reason is simply that we want to show appreciation to the person we think to be the best Dean of Men around.

It is easy in an institution that is rapidly expanding, to forget the individual. Impersonality and mass shuffling are ruts easily fallen into by administrators. It is seldom that students get a Dean of Men interested enough in students to learn their names, hail them in the halls, and be truly interested in them and their ideas. Western is lucky in this respect—we have Dean Mac.

Red tape is also a danger in an expanding institution. Sadly, too many administrators forget that rules and regulations were made to help individuals and not to hinder them. Dean McDonald realizes this, and if you have a problem, Dean Mac can always be counted on to go all out for you.

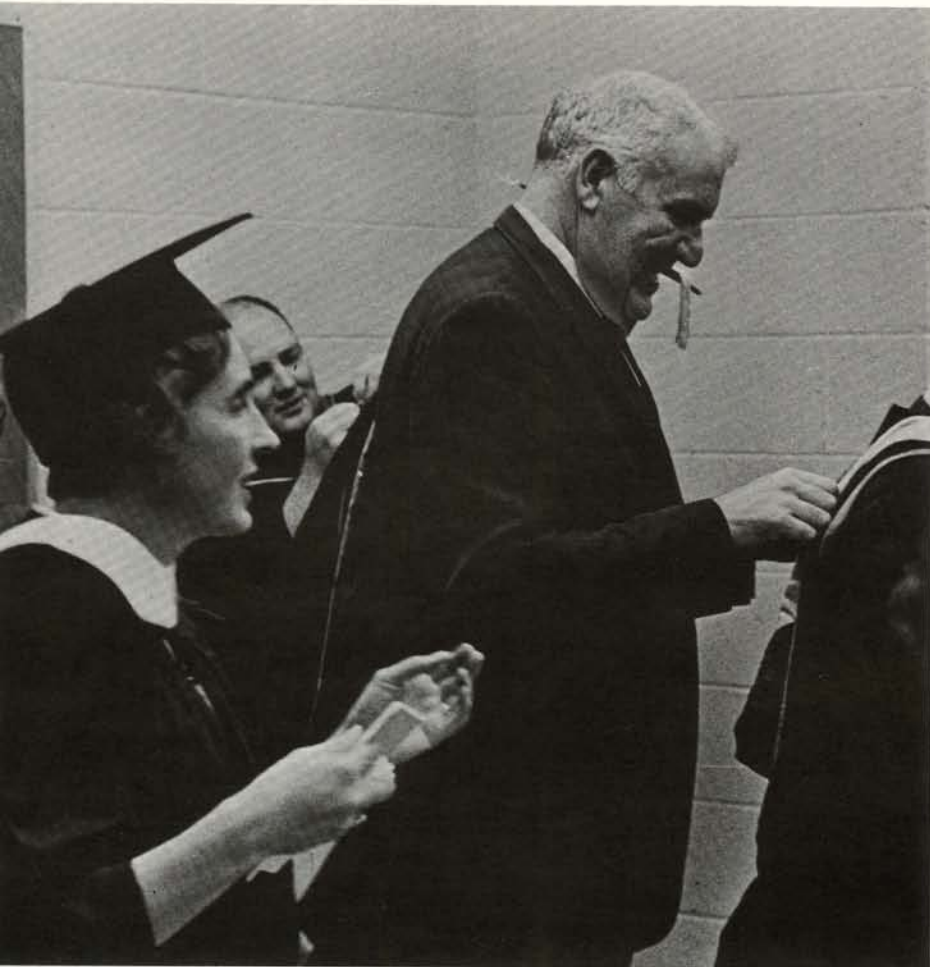
Dean McDonald will do anything to help students and organizations. Some of the things he has done include a wrestling match with Dean Taylor and riding a tricycle across the stage during the New Dawn concert last year. He is a dedicated administrator, a ham, and a fine person. Therefore we of the Klipsun are dedicating this volume to Dean Mac in recognition of his many years of assistance and devotion to the students of W.W.S.C.











## A STANDOUT IN ANY CROWD







# President

# Flora Raps:

Editor's note: The following is an interview between President Flora and Dan Windisch, assistant editor of the Klipsun. Increasing student involvement, PhD programs, Huxley College, and student apathy are covered in this taped interview.

Dan: This year has shown a tremendous energy on the part of students for a role in determining college policies pertaining to themselves. What are your opinions on the new desire to share in the decision making?

President Flora: Western Washington State College should be regarded as a community. Now it is a community of scholars, but it is a community. Now, this community involves various segments. There are some very large segments that we are all quick to realize. There are the faculty, there are the students, there are the administrators, and there are what I refer to as the staff employees. Now, most people don't understand the term "staff employees." That involves the secretaries, ground keepers, technicians employed in the sciences, etc. Nearly 400 of these people who are members of this community.

I think what we should try to do in this college is to develop a single college government. One government—we can call it a senate or we can call it whatever we wish. But whatever we call it, it should involve the word college or community to give the idea that it is a government that relates to all segments of the college. If you are going to have such a government, it is clear that the various elements contained within the college must be represented. And I feel very strongly that faculty in significant numbers, students in significant numbers, administrators and staff employees must be



related to this government such that it can function as an institutional government.

We have developed a functioning committee . . . it's called the ad hoc committee on college government. It has, I think, three students as full-voting members, it has three faculty as full-voting members, and two administrators as full-voting members. It has a chairman who is from the faculty. It has two ex-officio, non-voting members from the old Broad Committee which you may recall was working on the matter of government—government and administrative reorganization of the college. And it will now have an observer from the staff employees council. Alright, we might regard and I hope we regard this most important committee which in my opinion does not report to the faculty council and does not report to the Associated Student Body Legislature but regard this new committee as a Constitutional Convention.

Where it is now going to sit down and draft for Western a new constitution which will bring into being a new government which I hope very much will be able to represent this entire community. Thus, if we have a particular problem, speaking of it selfishly from my own viewpoint, if we have

a problem which should properly involve students, faculty, staff and whatnot. Instead of being forced to go to a variety of different governing agencies within the institution, we can go to one. We can feel then that it has been given the college-wide scrutiny that it requires and that Western has spoken.

I am talking about the government—of the official governmental structure. Perhaps it is called a senate, as I said earlier. I feel that students should be represented on that senate in significant numbers because clearly their viewpoint is a powerful one—it's an important one.

Dan: What do you consider significant numbers of students on this academic senate?

President Flora: I'm not going to say. I think that's the task of the committee. My first concern was that the students be adequately represented on the committee that are working with this problem and I think they are adequately represented there. In fact I would hope that no students feel that they are not. Right now I look to this committee to come up with figures and approaches and ways.

I am also aware that students are in a great hurry and that one aspect of the generation gap that is commonly mentioned is that the older folk who are typically administrators and faculty tend to be much less in a hurry. It seems that things are backwards sometimes. The young people who have much longer to live you would assume could go slower—the older people should be in a great hurry because they have less time. But nevertheless the students want things done very quickly. And thus we see for example a press right now, a very strong press on the part of the students, to have full membership in significant numbers on our academic council which is a curriculum agency for the college, to have voting members, full participatory members on the tenure and promotions committee and on and on and on. I happen to believe that we ought to take a look at the full



spectrum of Western Washington State College and ask ourselves the question "In what way can we best solve our problem?" By utilizing students, faculty, administrators, staff employees—whatever the members of this community—that's what I am hopeful that this ad hoc committee on college government is going to do. That rather than the piecemeal approach and then in terms of this governmental structure say to ourselves, "Wherein should students be involved completely 100% of the membership, wherein should they not be involved at all?" I think there are functions in this institution that you could argue a good case, and students would agree that they really don't have any reason to be involved. And other situations, I think, where faculty have no reason to be involved. And similarly with administrators, etc. I would hope that we would take a look at all the varied functions of this college and ask ourselves the prime question, "What is it, that committee is charged to do? What is its function?" And since the college exists to utilize reason, logic, persuasion and these various arts in search of truth to solve its problems, let us ask wherein the greatest probability of finding people appropriate to that task may be found. They happen to be students—Great! we use them. I would hope that this would be the institutional viewpoint but I would hope that the students are not so incensed with involvement that they want to be involved just for involvement's sake. I would rather hope that they would seek to be involved in order to make this a better place.

Dan: What are some of the things that you don't think students should be involved in?

President Flora: I don't personally feel that students should be involved on the tenure promotion committee. I think student opinion is terribly important in the tenure promotion process and I think that their views must be fed into the mechanism but the business of actually sitting down now and saying "are we going to promote this guy or not promote this guy?", I don't think that decision ought to be made by students nor do I think students ought actually to participate in making of that decision. I think that the assessment of a person for tenure, the assessment of a person for

promotion is an enormously careful, very careful study by well seasoned academics who are able to look at all the various kinds of evidence and among those evidences should be the student aspect and assess the role of these and finally conclude whether an individual should be promoted. I personally feel that that should not involve students at the decision level, but at the informational level indeed I think students should be involved. I feel similarly with regard to the Academic Council but it looks as if I might lose that one. Don't tell anybody—this is a classified tape I presume.

Dan: What do you think will be the next area of expansion at Western?

President Flora: I think in the area of environmental sciences, as you perhaps know, we have this concept referred to as Huxley College after the great T. H. Huxley. It's a tentative name incidentally. We recognize that Western is in a location unique. I am hard put to think of any other college in this land which has a location so well suited to offering studies in the study of the environment. Looking at the problems of pollution, looking at the problems of contamination of the environment, looking at the problems of urban sprawl, etc. I think that we are here uniquely qualified by reason of our environment to put on a program in environmental sciences that will not only bring us great credit over this land, but render great service to this land. And I would point out that this idea is apparently captivating enough that we have now had, I believe, 341 applicants for the deanship of Huxley College.

If what I'm saying is true, that we do have the environment, that we do have the interest—we do have the capability to offer something significant in the area of environmental sciences. It strikes me as incongruous to think we are going to do this starting with the freshman level and we're going to whopp it off at the Masters level. Because the kind of capability I'm talking about justifies an extension far beyond to the doctoral level and the post-doctoral level. I think there we could argue a strong case.

Dan: Is there any other area that you think should be covered in this interview?

President Flora: I think that there are hundreds of them. Our greatest problem is somehow effectively communicating with all those who ought to be communicated with. And I suppose there is a greater number of people today that feel they ought be communicated with than ever before in the history of this college and in fact throughout academia the same problem is true. I simply cannot communicate with everybody as I should. I would urge, incidentally, students to take more advantage of the free hours we have in this office. It's a bit discouraging that so few come in Tuesday at eight and you may say "why do you set Tuesday morning at eight?" I set it at Tuesday morning at eight because that's when I can afford to spend some time. Also twelve Thursday noon. And the numbers of students who actually come in and talk about the things, they are not many, and if they're really concerned to be informed this is a marvelous opportunity I think. I am not a bear—I am not going to eat 'em up. I am very pleased when students come in. I try however to answer every question they ask. Similarly the opportunities to get around and talk to groups. I'm sorry I don't have more opportunity to do this, but I know that our administrators are always eager

and ready to appear before groups and talk of various concerns and answer questions. I think the students should avail themselves to more of this rather than sitting back protesting that they don't know what's going on, because I think the avenues in this college are wide span for students to know what's going on if they want to seek the initiative. For example, talking about having membership on the Board of Trustees. How many times have you, sir, attended a Board of Trustee's meeting. Tell me.

Dan: Zero.

President Flora: Never have. Why? Do you think students ought to be involved in the Board of Trustees?

Dan: I think that the student that is interested (interrupted)

President Flora: Do you think they should be?





# President Flora Raps:

Dan: Yes I do!

President Flora: Why don't you go to a board meeting once in a while. They are public meetings.

Dan: Because (interrupted)

President Flora: 90% of the board meetings there is never a student there. Occasionally someone from the *Western Front* appears to write a news article. But in terms of just general information very few students attend. That doesn't strike me as being terribly interested in what goes on there.

Dan: But don't you think that there should be representation of what the students' idea is on the board? As a member or do you think (interrupted).

President: I think that the student viewpoint needs to be made available to the board better than we are now doing it. But I do not believe that students ought serve as voting members on the Board of Trustees. Nor do I feel that faculty should. Nor do I feel that administrators should. This is, students from this college, faculty from this college, administrators from this college. I think that there's some real problems on this that haven't been thought through.

Dan: Like the conflict of interest?

President Flora: Well that is one of them. But I don't know whether that's the problem. Let me cite for example that full-voting member student on the board of trustees. You have an Associated Student Legislature.

That is supposed to be the spokesman of the students of Western. Now if you're down here in a group, perhaps a minority group and you are a dissident, you are mad about something and you really want to get something changed and you've got your head on straight. How are you going to do it?

People are going to go to the individual. They are going to circumvent internal operations of the college. And I think there are some real problems in that. I think conflict in interest is one kind of thing, but I think this kind of concern is another. And I have a feeling that this really hasn't been thought through greatly and carefully.

And another problem there is, of course, is that talking of limiting as you must with students. He would not serve the post six years as the other members do. And I would observe that it takes a long time—a whole year before he is sufficiently familiar with the complex problems that come there so that he can really respond.



## PRESIDENT BOURASAW SPEAKS:

... was not just a Freudian slip.

1969 was the year that students stopped playing games with administrators and faculty at Western. The abolition of game-playing came after about three years of effort.

In those three years, Western escaped rapidly from most confines of "in loco parentis," a term describing the college's action as a surrogate parent or nourishing mother.

During this time, there was a general awakening—at Western, as at other U.S. campuses—of the students' feeling that the university was their institution. A logical extension of this thought is that if students can actually participate in making decisions for and in the name of the institution, then the university can be used as a platform from which students can accomplish reform in other institutions: educational, political, social, disciplinary, etc.

By the fall of 1968, there was little doubt on campus that students were utilizing available resources to gain and possibly usurp power which they felt they were denied.



Tom, with administrators and faculty. There was a marked effort by 1969 was also a year in which student "leaders" stopped playing "Uncle

promotion, curriculum and college administrative practices.

in which they could influence hiring and firing of professors, tenure and

More relevant to education were attempts by students to gain positions

campus.

for liberalized drinking regulations and eventual liquor outlets on

by liquor. So students stopped hiding this fact and openly bargained

for liberalized drinking regulations and eventual liquor outlets on

More relevant to education were attempts by students to gain positions

1969 was also a year in which student "leaders" stopped playing "Uncle

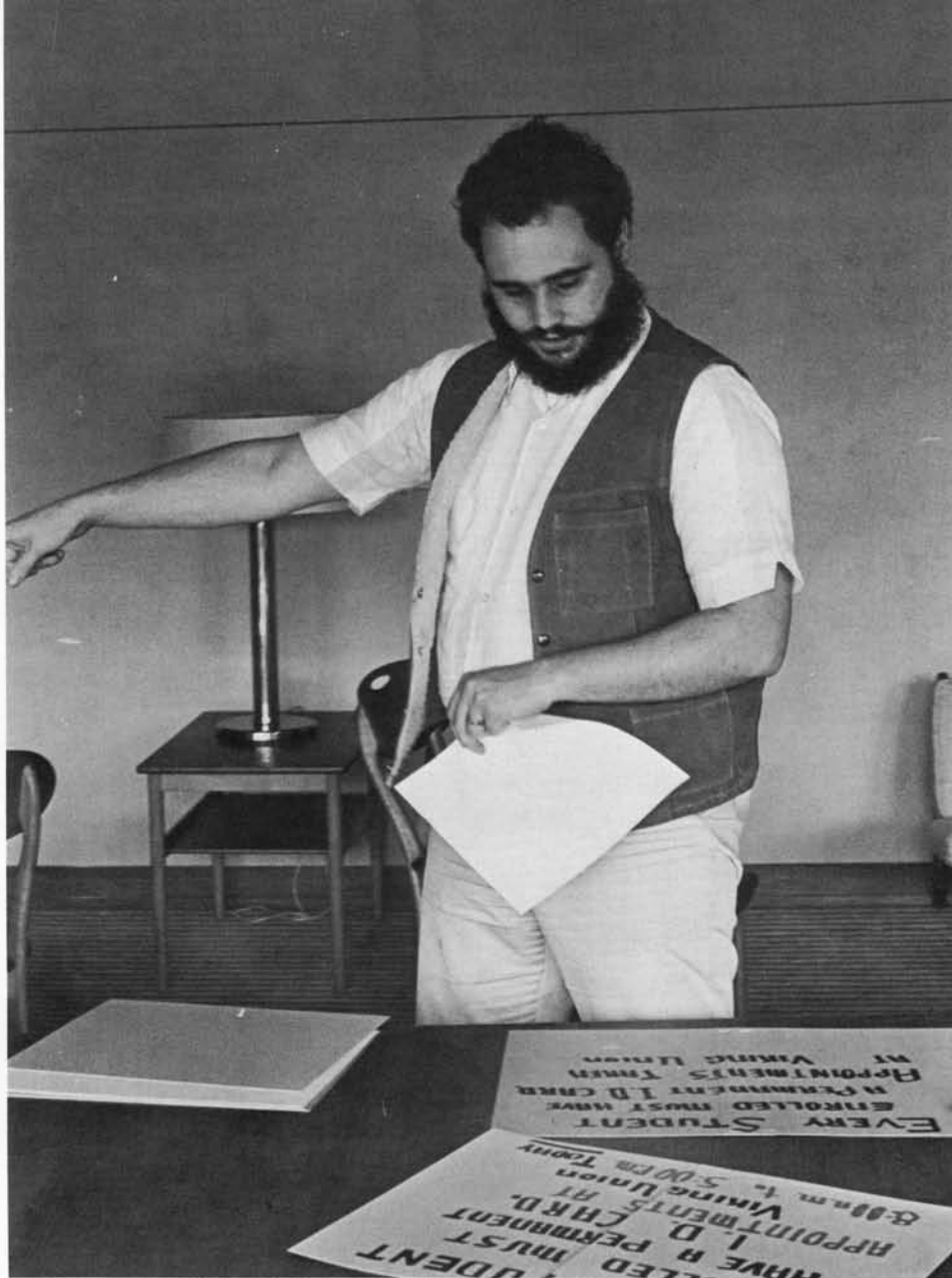
It was also the first year in which a wide spectrum of activity was noted

There was also a healthy rejection of apathy by small groups of people

After a hectic year of extreme centralization and an unexpected surge of

The woman on Western's campus also bloomed in 1969. Many relevant

The Student Academic Advisory Board made its mark in 1969 as *the*



Their highlight of the year was obtaining voting student positions on the powerful Academic Council.

1969 was definitely the year of the liberal and radical and less so for the moderate. Conservative ideas were not vogue, particularly because a liberal slate of officers was elected starting with the executive offices in Spring '68 and continuing each quarter with legislature elections.

The Free University became the center and experimental location for educational reform. Starting as an outgrowth of the executive campaign in summer, 1968, it had more than 500 students by spring, '69 and had a full-time co-ordinator. Students hired for their co-ordinator a professor who had been both chosen teacher of the year by students and not hired by Western in Spring '68.

The Free University also became a meeting ground for interested citizens from Bellingham, the county, the college and local institutions. Through people-to-people forums which started in winter, 1969, the Free U. introduced many people to educational reform and ways for a real community of people to solve problems.

Probably the most significant thing about 1969 was the rejection by students of the bandaid effect of reforms. In other words, this meant that



students were much less inclined to confront just the symptoms of a disease or keep a lid on a problem. They were more inclined to confront the source.

An item in fact is the Dean of Students and Student Services in general. For three years, student government and representatives of other student pressure groups had succeeded in alienating and blocking effective relations with the Dean of Students. Upon his resignation, the students decided to determine the reason why his position in the sub-institution of students services bugged or annoyed them. One way they did this was to attack the problem at their Rosario Merge Conference in February 1969.

In three days, they explored countless aspects of communication and the students' part in education, specifically. They came to conclusions which were then communicated to administrators responsible for these services. The conclusions were given substantial consideration since they were the collective effort of students and faculty of both conservative and liberal, activist and non-activist character.

One of the most important results of the Conference was the feeling of community which wrapped everyone into a delicate cocoon for three days. They firmly rejected mass-movement answers to problems in favor of small-group action.

Examples of ideas which were presented to the campus were optional curriculum for those who did not want to major in a particular subject, experimental living conditions, abolition of the lecture system for those who could not learn from it, a union of untenured faculty and students, and methods for retaining untenured professors who students especially liked.

The biggest failure of student government in 1969 was the continuing schism between Bellingham and the college. Two methods were employed to solve this problem: public relations and community work, and speaking frankly to local clubs and organizations. The former worked better but was not an effective enough catalyst for friendship. The latter annoyed audiences even when they expressly invited speakers to explain educational reform.

Generally it was a comfortable, refreshing and invigorating year for those of an activist nature. It was a year of paranoia and reaction for those who fear activists. Unlike President Nixon, there was no one in a position of student leadership who really cared to or succeeded in "bringing us together."

# DEAN HITCHMAN:

From 1966 to 1969 the student scene at Western has changed. While Western has usually been regarded as a college hospitable to new ideas, the last three years have witnessed alterations in student appearance and behavior chiefly characterized by dissatisfaction with the status quo. For some, this means a renunciation of society; for others, an active attempt to change it. At Western, most students have proceeded to study and earn a degree, but segments of the student body have drawn attention by use of drugs, demonstrations, vulgarity and sensationalism in programs and the student paper. However, the main student thrusts by which the past three years will be remembered at Western are the movement for more active participation in decision-making, concern for the disadvantaged at home and desire for peace abroad. The student quest for relevance has added a new vigor to the campus.

The faculty reaction has been mixed. Most faculty are silent, a few oppose the student movement, some encourage it and increasing numbers are agreeing with it. The administration has usually been flexible in dealing with students, and in most cases has helped make changes. Since so much that is happening is new, it is not always clear if faculty practice is in the best interests of the institution; it is not always clear when the administration is practicing appeasement or cooperating to improve the college community. Only time can tell. The college itself is changing. Concepts such as account-







ability for spending other people's money, office as a public trust, restraint in behavior and use of power, devotion to the college have been joined by such beliefs as use of office, money and press to promote certain interests, the college should be more relevant to society and more meaningful to individuals, and no one has to pay attention to anyone else. Where many persons believe college to be primarily a group of scholars gathered to rationally seek knowledge and understanding, now, some contend that college should help people be more humane to one another and that esoteric specialization in a discipline is irrelevant.

In conduct and curriculum the record of change exists. Conduct regulations stress due process and there is reluctance in the community to apply the regulations to violations. Students sit on curriculum and other college committees and want seats on a Senate and the Board of Trustees. Special arrangements have been made to accommodate minority culture students here. The grading system is beginning to change. A free university has started. The Associated Students, exercising their tra-

ditional independence of action, have initiated many programs such as the Lakewood recreation facility, Educational Reform Week, Black Culture Week, scholarship drives, peace in Vietnam panels, students on the Academic Council, a co-op store, tenant union, teacher evaluation. Many stimulating entertainers and speakers have been brought to campus. Most of the students' additions have culminated during 1968-69 and they participate more fully in the cooperative venture of running a college.

Other changes have been indirectly caused by students. Growth in student enrollment has induced the college to build a variety of residence halls and union facilities, with attendant new programs. The Health Services have been increased. Fairhaven College has become the first cluster college in the State. Western has decided to give emphasis to environmental sciences and has sought authorization to offer a doctor's degree. The Computer Sciences program, with sophisticated computer equipment, is another indication of rapid development at Western.

The college is growing, and soon Western's traditional stance of an open society without social organization may find itself beleaguered by a more intense set of communication, decision-making and alienation problems. The college may need some smaller units of social organization in order for the individual to find more fulfillment and identification.

The splintering trend will probably persist as people continue to reject old principles of authority and seek new ones. Nevertheless, there is a great need for faculty and students to think not only of the individual and group point of view, but to consider the whole college and the long-range consequences of an act. Some necessary ingredients for a sense of community at Western are trust of others, awareness of what is going on, a willingness to participate in college affairs. Too often this field of endeavor is abandoned to others and the few appear to speak for the many. The best way to prevent an unheeding bureaucracy or faction dominating the scene is to take an active interest in college issues.

Some students and faculty are unwilling to abide an executive type of administration, and urge governance by forum or by impulse. Such government is neither effective nor democratic. Government by clique and pressure is no more attractive than

anarchy or dictatorship. Small factions will continue to unbalance Western until the majority enact their will after debate and deliberation. With a college Senate composed of students, faculty, administration, staff and an executive branch headed by the President, perhaps Western would enjoy an adequate internal government. Over this arrangement, the Board of Trustees would continue to be the necessary legal authority of Western's governance, subject to the State of Washington. Thus the interests of all parties would be represented in effective government.

In comparison to other schools that are dominated by campus disruption or placidity, Western seems to be adaptable and viable. Western's liberal tradition, the backgrounds of students and the pressures of a technological society are some reasons for this condition. Also, the size and diversity of the college assist a diffusion of interests and energies. However, the main reason Western has survived any serious malady is the willingness of leaders among students, administration and faculty to discuss issues and reasonably reach agreements.

It is hoped that in the future Western can achieve reforms where needed, maintain scholarly inquiry into subject matter, be valuable to students, and graduate men and women who will make the world a better place in which to live.





Hello there,

This subjective snot has been blown in the hope. Now I know you're all saying "whose hope, what hope and where's hope" (The three W's of ninth grade journalism class) and that's just real good. These random reflections on the utilization of musketry are probable. Therefore take them with a grain of radium without squirm or squeal.

It was Hermann Hesse who once commented that water is stronger than stone and love is stronger than hate and force. Just the day after *The Journey to the East* the crevice in the ancient cement staircase of Old Main made me laugh as I contemplated Mark Rudd's campus visitation privilege. It was rainy and windy that autumn evening and no one seemed to know where Mark Rudd was but at long last he did. A sil-

ver haired professor objecting to Rudd's appearance had allegedly been given permission to defend all from the lying onslaught that the ringleader of the Columbia student riots would spread with his very tongue, teeth, and other tainted articulatory organs. The "Archliberal" (a Rudd-attached epithet), our faculty chaperone, was stoned with verbal spitwads as he punched the wrong jukebox buttons. Many considered his musical selections to be in very bad taste. The question was: how can we dance to that old crap? Perhaps it was for that very reason that he was termed an "asshole" by one of the bolder dissident vocalists as the speechwriter spoke of freedom of speech and assembly and all those other good things that certain smiling liberals do love to talk about. I thought I almost felt hot tears as I saw

the stunned terror in the gray pupils of the political writer that had probably fought in the war for freedom and spent many minutes penning letters to his congressman.

One wanted to believe such a man who out of baffled bewilderment resorted to calling Rudd a coward. But then Mark Rudd, all a-grin and robed in leather jacket and rough urine colored cords, spoke of how he had the taste of cop saliva upon his very knuckles. Cop saliva seemed to be extremely narcotic; like a puppy that has just had his first taste of blood he now knew he could never stop slaughtering the neighbors' chickens. I envisioned Rudd in the back of the dogcatcher's coach, his destination the gas chamber, still laughing and licking the warm blood from his paws. He waved his fists.

# Burr!

Paul A.

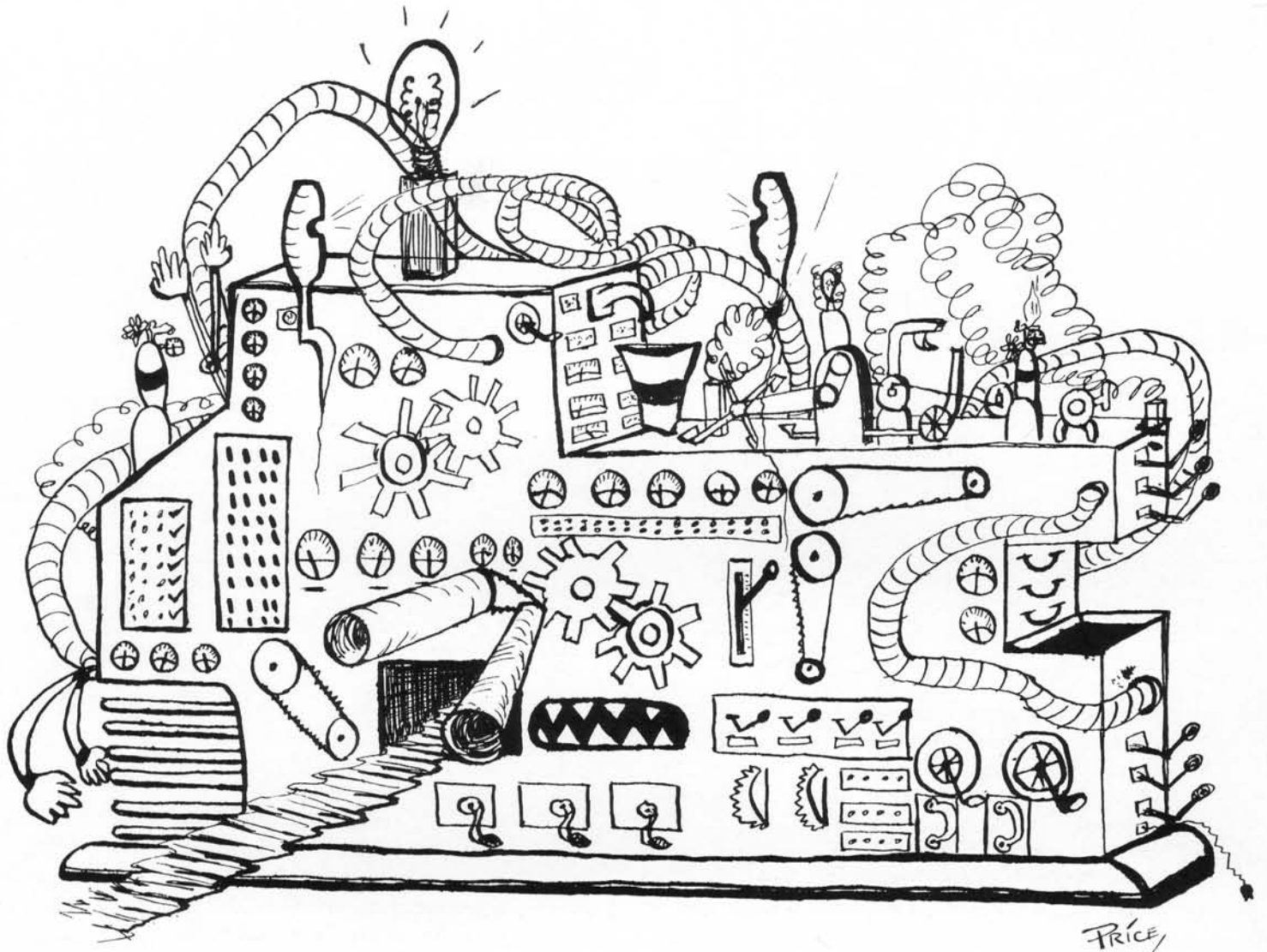
He had big fists. I sat quite amazed. Such an idiotic incident was enough to make one want to run home and commit self-psychosurgery by burying a blue nineteen cent BIC pen deep into one's right nostril until smiles reigned.

It would be an understatement to observe that in the minds of most students student government is a frivolous farce. Breaking with a cherished tradition Perky Noel and associates have not been content to suck the traditional fetid lollipops provided by the Administration. Perhaps this is one reason why certain college administrators fume when student leaders burn their Double Bubble gum bonus cards in protest of placebo governments. Imagine the nerve of the Student Legislature in refusing to dismiss Naughty Wally at the Dean of Student's request for commit-

ting such a heinous crime as distributing anti-war literature when the long arm of the military was busy kidnapping seventeen and eighteen year olds on the same public property. As James Farmer said of the blacks, "We've won the hot dog but . . ." student leaders at Western may now say from first hand experience (with pride, please). "Graffetti also appears on the ex-faculty can walls."

Was the Bourasaw power game played with muskets to the tune of "Up Against the Wall Mother"? Perhaps. Or was it merely a mimic of the techniques traditionally used by the masters of education? Maybe turn about's fair play for once. In any case, it's an awfully big crack in Old Main's staircase. I wonder how it happened? Maybe tomorrow it will rain for a pleasant change.  
Goodbye now.





The past year has been a period of great activity on campus, and at times Western Washington State College has tended to be like a great Rube Goldberg machine where every component is expertly designed to conflict with the action of every other component. As a rather inactive cog of this ponderous mechanical masterpiece I have sat quietly rusting, but continually observing: The

Radical Coalition taught-in, sat-in, demonstrated, argued, and pleaded in the pursuit of peace, social change, draft law revision, and governmental reform . . . while A.M.S. strived to "broad"en our interests by sponsoring an ogle-in for a Hefnerian nymph whose mother was apparently frightened by a cow during the late stages of pregnancy . . . while the Silent Majority wore red-white-and-blue ribbons to prove they exist (but apparently do very little else) . . . while student activists clamored for increased student participation in college administration, the Activities Commission quietly con-



tinued its program to decrease the students' power to govern their own campus organizations . . . while students and faculty demanded classes with greater social relevance, Western's P.E. department steadfastly maintained its belief that every college student must expand his mind with six quarter-hours of touch football and beginning badminton. But as an observer of the past year's activities and events, I have seen a panoramic view of the young people of our society, and have formed some personal opinions about my generation. In spite of occasional disappointment and

disillusionment at seeing worthwhile efforts being continually impeded by apathy, intolerance, and extremism, I find that my viewpoint is always colored by a faint glow of optimism and I look toward the future with enthusiasm.

Some will surely disagree, but I see the recent increase in political activism as an encouraging trend. The far-reaching influence of American youth was clearly demonstrated during the 1968 election; though the snows of New Hampshire have long since been melted by fresh blasts of bureaucratic hot air, the campaigns of Gene McCarthy and Robert Kennedy kindled a flame of unquenchable optimism for countless students who are now waiting to step into the framework of American politics. Though some of the activism on campus tends to be over-reactive, uninformed, and immature, much of the newly awakened political concern represents fresh new attitudes that may lead to more effective government. Tired of the time-worn platitudes dispensed by professional politicians in response to the challenges of a rapidly changing world, these new voices may succeed in updating an obsolete political system.

However, I tire of the endless stream of oratory from people who are unable to offer reasonable alternatives to the institutions they seek to destroy . . . and I am sickened by the foolish few who seek to counteract injustice and intolerance through violence and destruction of property, just as I am sickened by the use of violence as a means of political settlement in Europe and Southeast Asia. (And I find it disheartening that here on campus the *Western Front* will fill an entire page with a summary of the text of the new riot legislation while many worthwhile and constructive campus organizations and events receive little or no coverage.) Yet in the final analysis the political and social awakening among young people has pro-





duced far more beneficial results than harmful ones; the unreasoning extremism of a misguided few is certainly no worse than the widespread apathy and ignorance that was prevalent only a few years ago.

Some of our elders sweepingly condemn college students as radicals, but continued pleas for "Moderation" seem out of place in the face of a tragically futile war where time is measured in lives lost. Though many of us are being called traitors and cowards, we are at least following our conscience in the pursuit of peace. If our actions can hasten the end of this bloody slaughter then I believe the widely criticized draft resistance movements are justified. Hence I find the increased interest in pacifism and draft reform during the last year to be grounds for at least limited hope.

The 1968-69 year has seen an ever-increasing growth of tension and militancy within the American civil rights movement. Blacks and whites alike are finally coming to realize that the Afro-American can no longer seek to become only a dark-skinned WASP, and campus observers have witnessed the rise of a new and dynamic campaign to end racial injustice. I find this trend to be basically healthy, though the presence of irresponsible factions of both races keep the threat of bloody rioting suspended above us like a modern sword of Damocles. Therefore the urgent need for efficient communication is of utmost importance if we are to avoid the tragedy of self-defeating violence.

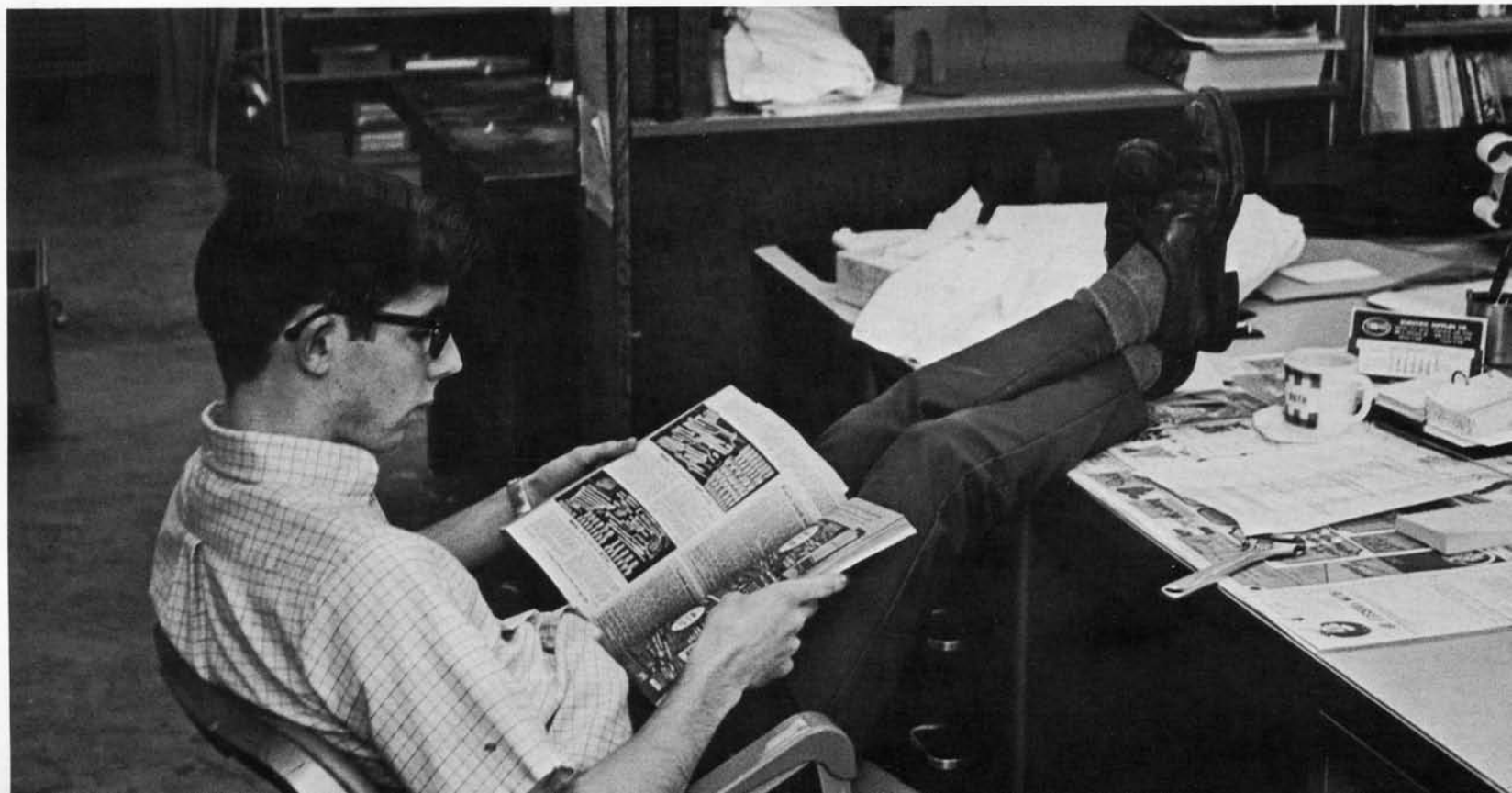
For this reason I find the high point of the 1968-69 year to be the appointment of Dr. Flora as Western's President. On numerous occasions, Dr. Flora has demonstrated his ability to achieve fruitful communication with all elements of campus so-

ciety, and his bridging of the student-faculty credibility gap will prove invaluable during future confrontations. With his sincerity, dedication, and open mind, President Flora promises to provide a much needed element of stability within Western's administration.

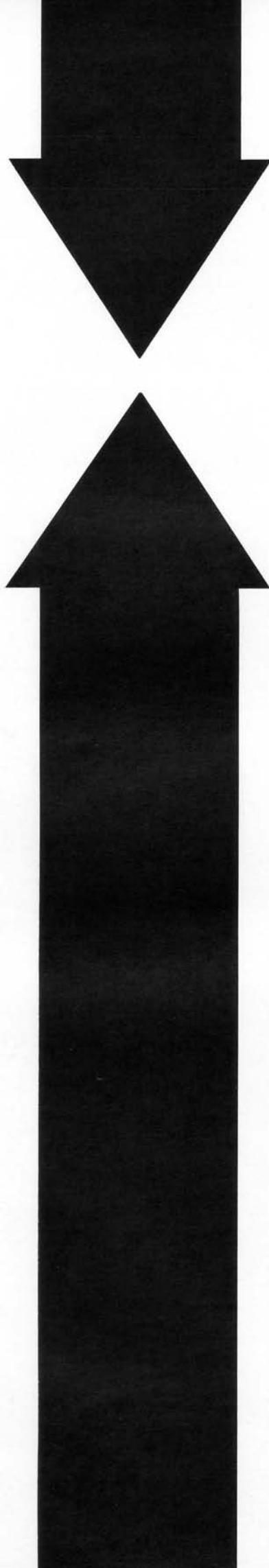
While cries of "Revolution" ring from the throats of a vocal minority there are many of us who silently "do our own thing" in a private attempt to create a better world. While our proposed methods are diverse, all of us seek a just and peaceful world, and most of us recognize a need for sweeping political and social change. The widely publicized efforts of a violent, aggressive few have tarnished the image of our generation just as the apathy of some students has caused us to be represented as irresponsible hedonists. However, the recognition of college students as a viable, con-

structive segment of society is just beginning and may be the foundation for productive efforts toward updating our rapidly evolving world.

In a time of countless conflicting proposals toward world betterment, it is up to the individual to construct his own philosophy of life and to dedicate himself to the defense of his own ideals. When each of us accepts his own personal role as peacemaker and soul-mate to mankind we can perhaps begin the march toward a better world. Our generation may have begun to make the first stumbling steps toward that goal—but like Robert Frost "we have miles to go before we sleep."







The problems that have troubled Western this year reflect similar conflicts in colleges and universities all across the nation and indeed throughout the world. Higher education is changing but the shape of the future remains unclear. The complicated interrelationships among students, faculty, administration and governing boards are in a state of flux.

The view that a college stands in *loco parentis* is under sharp attack everywhere. But whether a college can completely renounce its responsibility for the social and moral aspects of its students' lives is a question that will require clarification by the courts. Questions about the "relevance" of the curriculum repeatedly are raised but those who raise them seem unprepared to answer the next question: "relevant to what?" In recent years administrators have surrendered much of their responsibility for academic policy making to the faculty but now that students are demanding a share of the action the faculty in turn is under pressure to give up some of its hard-won gains.

During the current year all these problems have been complicated by the widespread concern over problems external to the campus: the Vietnam War, the continuing struggle for civil-rights, the rising crime rate, riots in the cities, and a growing threat of air and water pollution. Though these are problems for which the college is not to blame, and which it alone cannot solve, the diversity of opinions about them contributes to the tensions on the campus.

To many young men, the draft remains the number one personal problem. No generation has ever welcomed the prospect of being drafted, subjected to the rigors of military discipline, and sent off to fight, but the necessity was easier to accept in earlier wars when the security of the nation was more clearly at stake. Today, because the morality for our involvement in the Vietnam conflict is a subject of national and international debate, the young man threatened by the draft faces a moral dilemma and a psychological conflict which colors his attitude toward his education, and toward all those in authority over him.

Western has been fortunate in keeping most of its conflicts on the rational level. There have been a few sit-ins and demonstrations, there has been opposition to the presence of recruiters on the campus, but at least up to the time of this writing there has been no violence. In sharp contrast to the situation on many other campuses, here at Western no buildings have been burned, no property has been destroyed, no students or faculty members have been physically assaulted, and it has not been necessary to call in the police. Any of these things could happen at Western just as they have happened on other campuses but they are less likely here because of the general willingness of all the groups concerned to work out our problems in peaceful ways. Student leaders have worked effectively with faculty and administrative groups in bringing about needed changes, without resorting to violence.

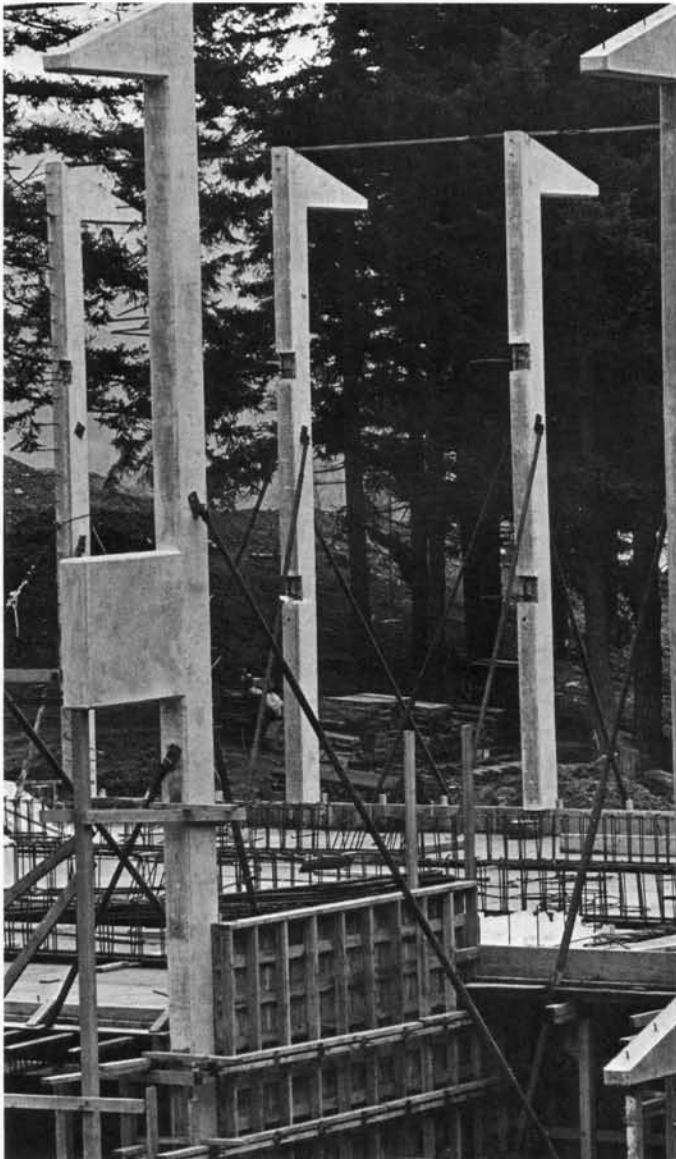
Here, as elsewhere, students want more power, control, or influence over the institution responsible for their education. Student leaders have demanded a voice in departmental decisions and seats on the faculty committees and academic councils which make policy concerning the curriculum and set standards for the admission and retention of students and for the retention and promotion of faculty members. Since these powers now are lodged mainly with the faculty rather than the administration, these demands bring students into conflict with faculty groups. It seems certain that the student voice will be more clearly heard and more frequently listened to — students will probably be granted seats on a number of committees and councils — but it is unlikely that the faculty will turn the major responsibility for policy making over to the students. Probably the majority of students will be satisfied to have the opportunity to make their voices heard.



One issue that has divided the campus has been the proposal to place a student on the governing board of the college. Governor Evans favors the proposal and a bill to provide for it has been introduced into the legislature. Since no poll has been taken of student and faculty opinion it is impossible to say whether the majority of either group favors the plan but the student leaders who have spoken out favor it while the faculty members who have expressed their views publicly oppose it on the grounds that a student board member would have too short a tenure to become effective and would face a conflict of interests.

Students at Western as in other colleges have just about won their battle for the right to govern their own behavior when outside of class. What remains in the way of rules is only a vestigial remnant of what was once a much sterner code. Only





All our problems are complicated by the fact that the rapid growth of the college has made communication more difficult. Thirty years ago, when the college had 800 students and 60 faculty members, the entire group met together in the auditorium at least once a week to hear discussions of college problems. Today, with 7,000 students and 400 faculty members, no building on the campus could hold them all. Consequently it is impossible for the president or any other administrative officer even to speak to the entire group and when there is no direct communication misunderstandings grow.

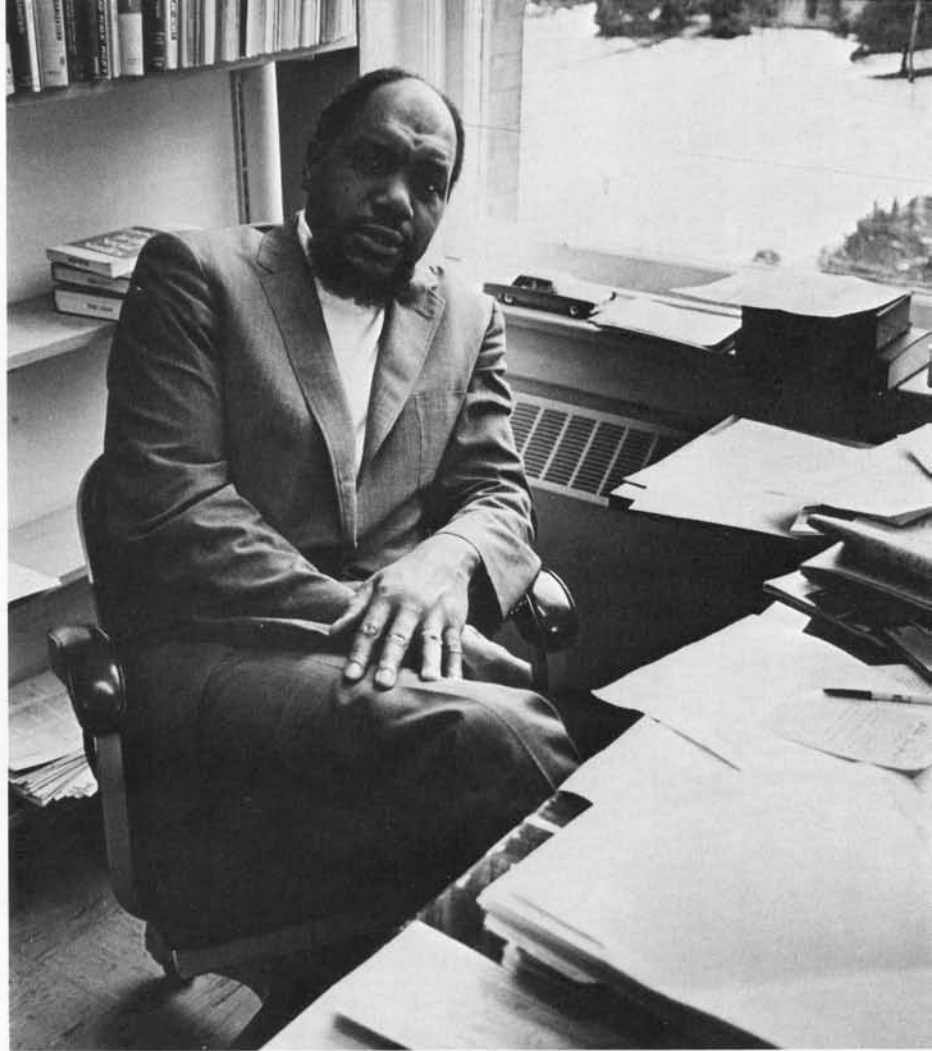
The ultimate solution will be to break the institution up into units or colleges, each small enough to be a true community in which communication among students, faculty, and administration officers is again possible. Fairhaven College, the first of such units, is off and running this year with 200 freshmen and ten sophomores who were a part of the student-faculty planning group last year. Next year Fairhaven will have its own living-learning unit in new buildings in Hidden Valley, just off the main campus, a facility large enough for a maximum of 600 students. If more than this number of students indicate a preference for being a part of a small college other "cluster colleges" will be developed for them.

Each of these colleges will develop its own personality and no doubt each will have its own problems but the problems will be far more manageable in a unit of this size than they are in a massive multiversity where the expanding echelons of administrative authority increasingly separate the student from those who make policy regarding his education. Many of the opportunities for participation being demanded by the students on the main campus at Western already are enjoyed by the students at Fairhaven, as they will be in other small colleges to be developed as a part of the cluster plan.



THE  
YEAR

# THAD SPRATLEN



The increased importance of student participation in the overall academic life of Western will probably stand out as one of the most significant changes of the year. Student representation on the Academic Council, membership on the Daugert Committee (charged with developing a referendum proposal on college government), and on numerous other committees in the College are indicative of this broadened scope of student responsibility and involvement.

Much of the credit for such changes must go to the students. It is their concerted effort and initiative which led to their acceptance by the Faculty and the Administration.

This academic year will also be marked by the introduction of State legislation to place students on college boards of trustees. In this instance, too, students took the initiative in making their case. (Interestingly, the bill to include both students and faculty members involved relatively little faculty effort or expression.)

The issue which will probably yet generate the greatest interest on campus is the proposal to establish a College or Academic Senate. The more tradition bound segments of the community seem to be using the term Academic Senate. It would tend to enhance support for relatively greater faculty influence in governance in relation to both students and the





Administration. A College Senate, on the other hand, would represent a departure from the more conventional collegial structure of governance. Very likely it would carry with it the expectation of a recognition of Staff as being distinct from Administration. The remaining months of this academic year will see this matter more widely discussed than at any time in the past.

Western, then, like colleges and universities throughout the nation and the world, is going through a period of rather significant transition—the first full year of a new Administration, a year of the State Legislature, challenges for an end to *in loco parentis* in relations with students, a

year of “the calendar incident,” of blocked discussion in the Faculty Council Forum of the issue of seeking doctoral enabling legislation, of consideration of the potentials and limits of student power . . . Although removed from the tension-ridden urban environment, the College nevertheless has experienced at least mild forms of unrest (sit-ins and demonstrations) on the part of groups of students. But without the customary political fanfare even a proposal on Ethnic Studies (with primary emphasis on Black or Afro-American Studies) was made and, in principle, accepted by the Academic Council. Details of curriculum and organization are expected before the end of the academic year.

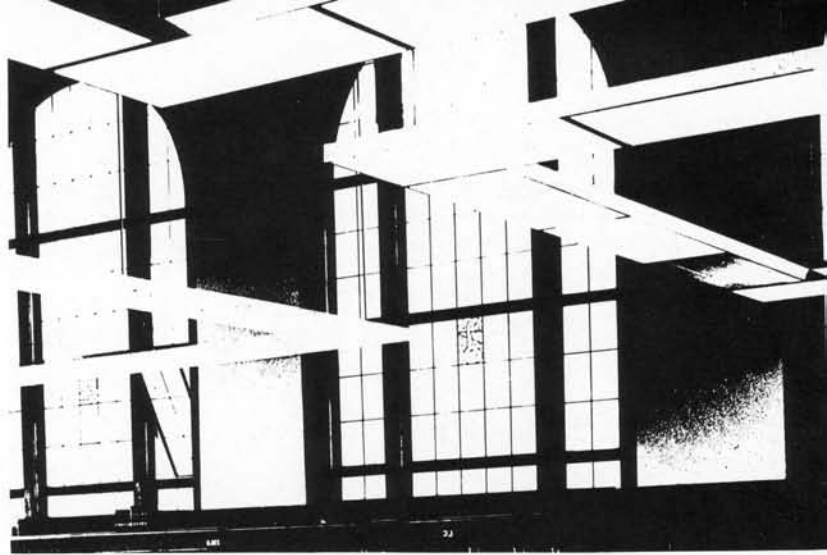
In reviewing some of the major events of the academic year in the area of student-faculty-administration relations, one can conclude that, for the most part, change seems to be accepted with reasonable grace and decorum. In fact this may well be one of the most valued attributes of Western as regards adaptive behavior: Students, Faculty and Administration appear to be willing to prepare for change which is, after all, a basic ingredient of institutional as well as individual learning.

An apology of sorts to Dr. Flora. The article was left as it was recorded in order that people who have never taken the time to visit your office or seek you out on campus can get to know you. We judge you not by your ability to orate at great lengths in the King's verbage, but rather by your honesty.

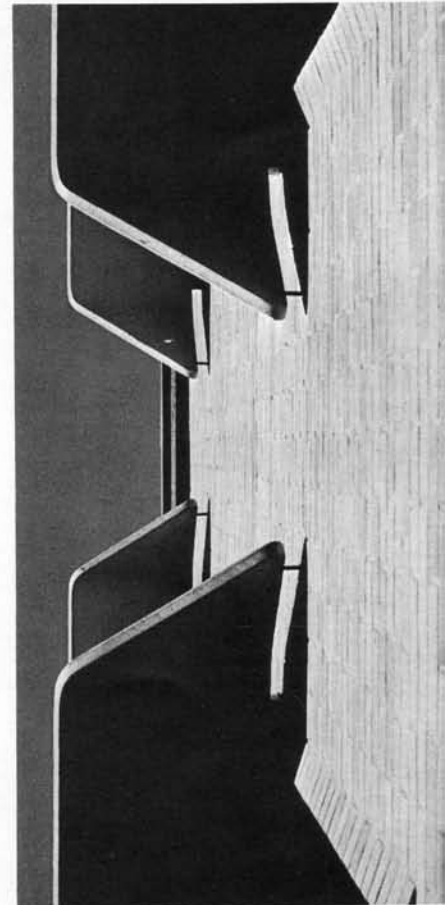
A good administrator anticipates needs and creates the machinery long before the student realizes this need exists. Your honesty, frankness, far sightedness, and bull headedness make you the type of administrator that can accept unnegotiable demands and turn them into action that is peaceful, inventive and with benefit to all of Western.

Noel: Mrs. Mizer says there are always a few like you. What you've done is made this college aware of its own damn feets.

An effluent nation is a cess pool.



## Editor's Grafitti





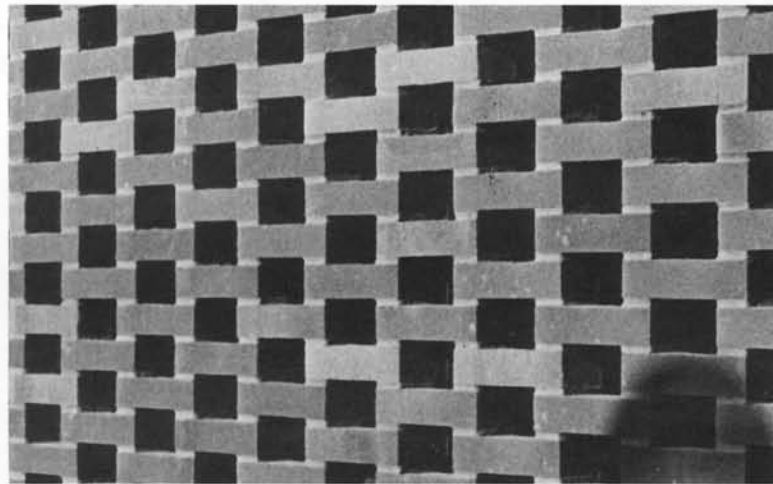


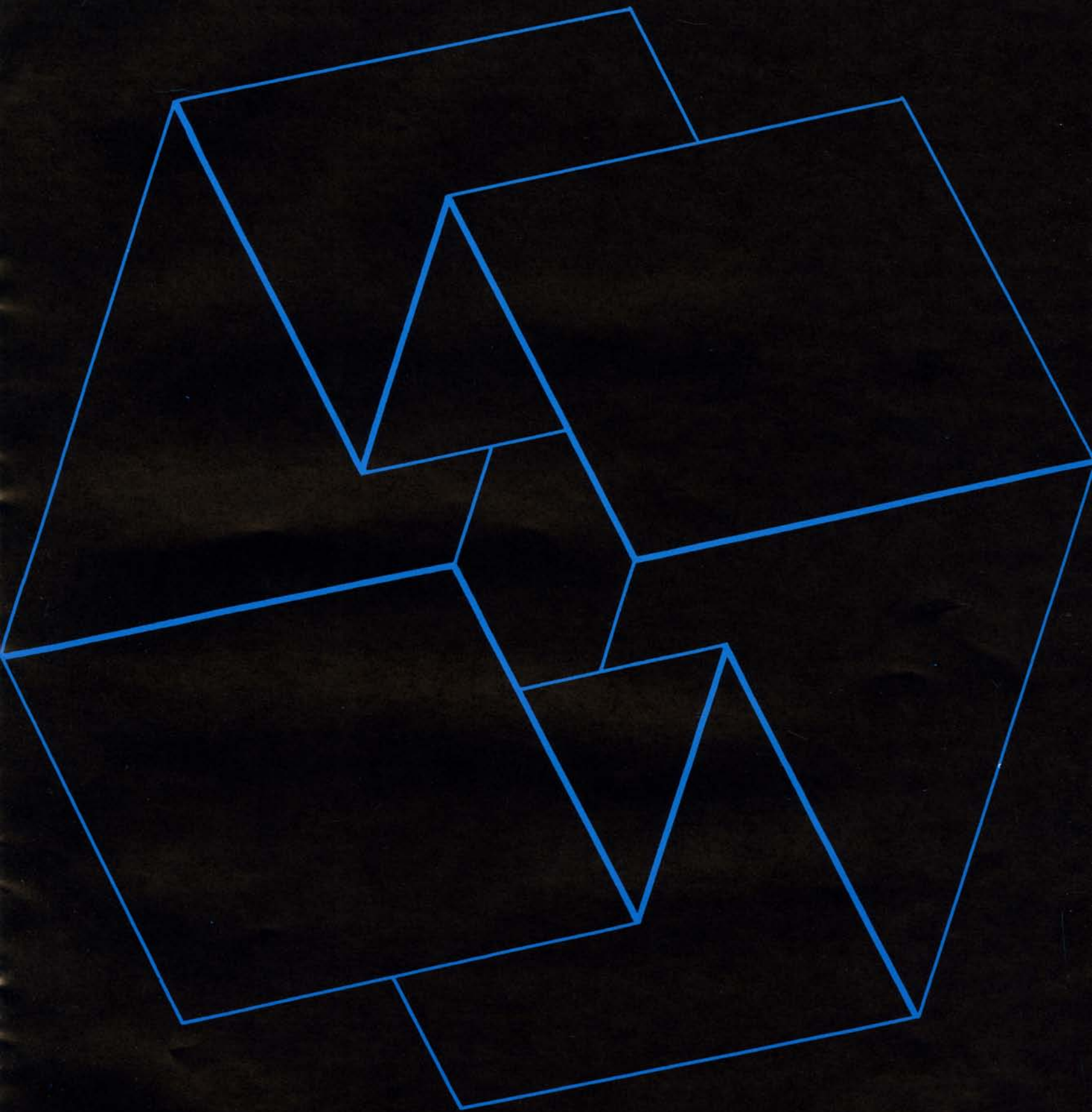
## Clean Water

to our friend G.P. Please not in *our bay*.

Step on a crack and get a pix for mustoe.

Love is \_\_\_\_\_



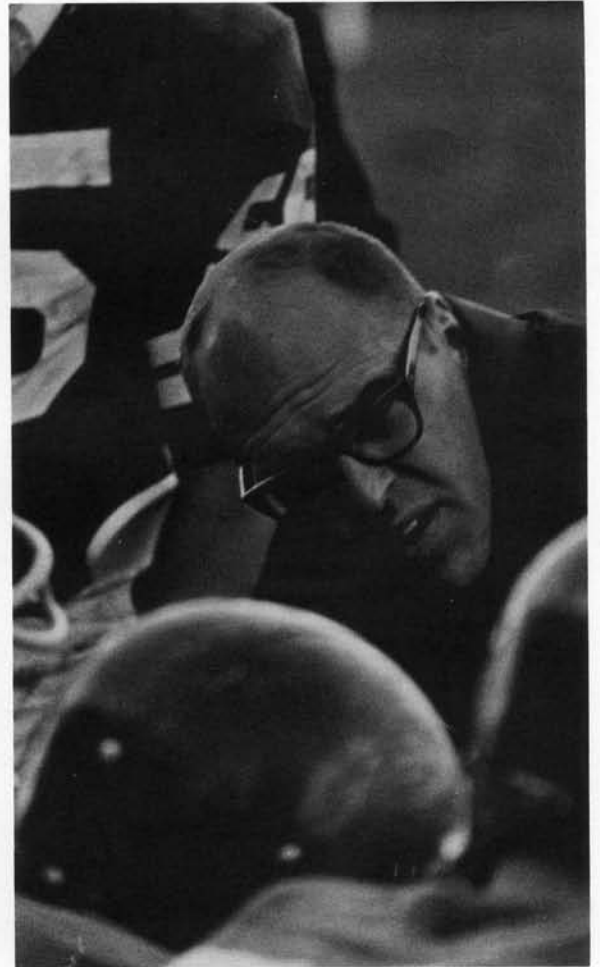




# Sports:

Football:







Rugby—fast moving, physically demanding, truly a man's sport.

This is hardly the sole meaning of Rugby at Western.

Western's Rugby Club was organized in 1966 and included close to 30 members with a half dozen or so knowledgeable ruggers.

The team recorded an amazing 14-7-4 record but was disciplined for antics on a trip to Oregon.

Back in good graces the following year, one of the major goals of the club was to get financial support from the school. This wasn't achieved until last year; a \$2,000 budget was acquired for 1968-69.

By the end of fall quarter the first team had a record of 7-0 (one forfeit was given to Western, when the referee could not find the field), and clinched the Bell-Irving Cup for the Vancouver B League.

Two teams had full-time schedules, and a third team was put into operation. Club membership swelled to about 75 members at one time or another.

Emphasis on winning, except to the first team, is not great. The main function of the club is to give as many students as possible a chance for hearty outdoor recreation, without high-pressure training procedures.

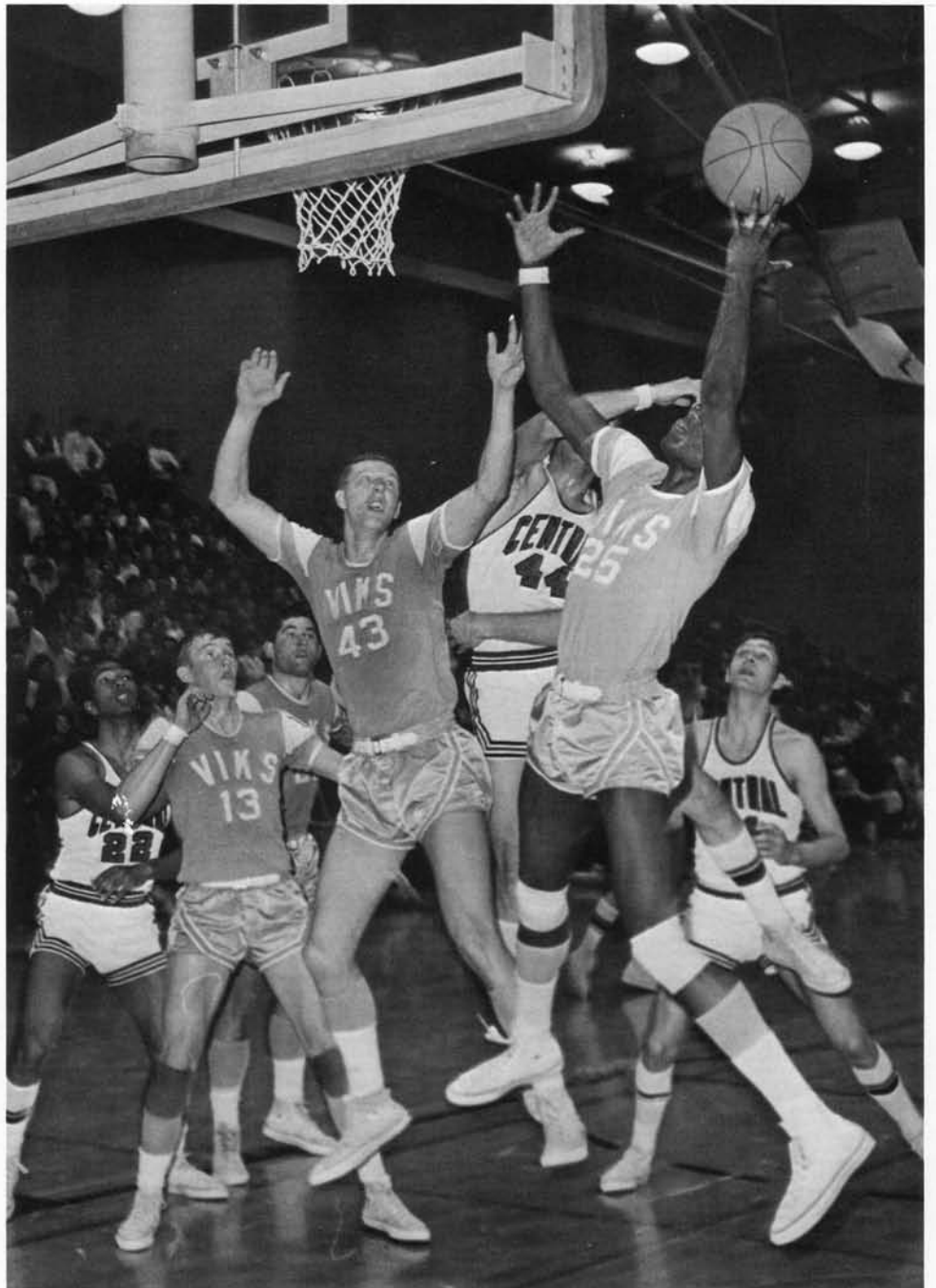
## Rugby:

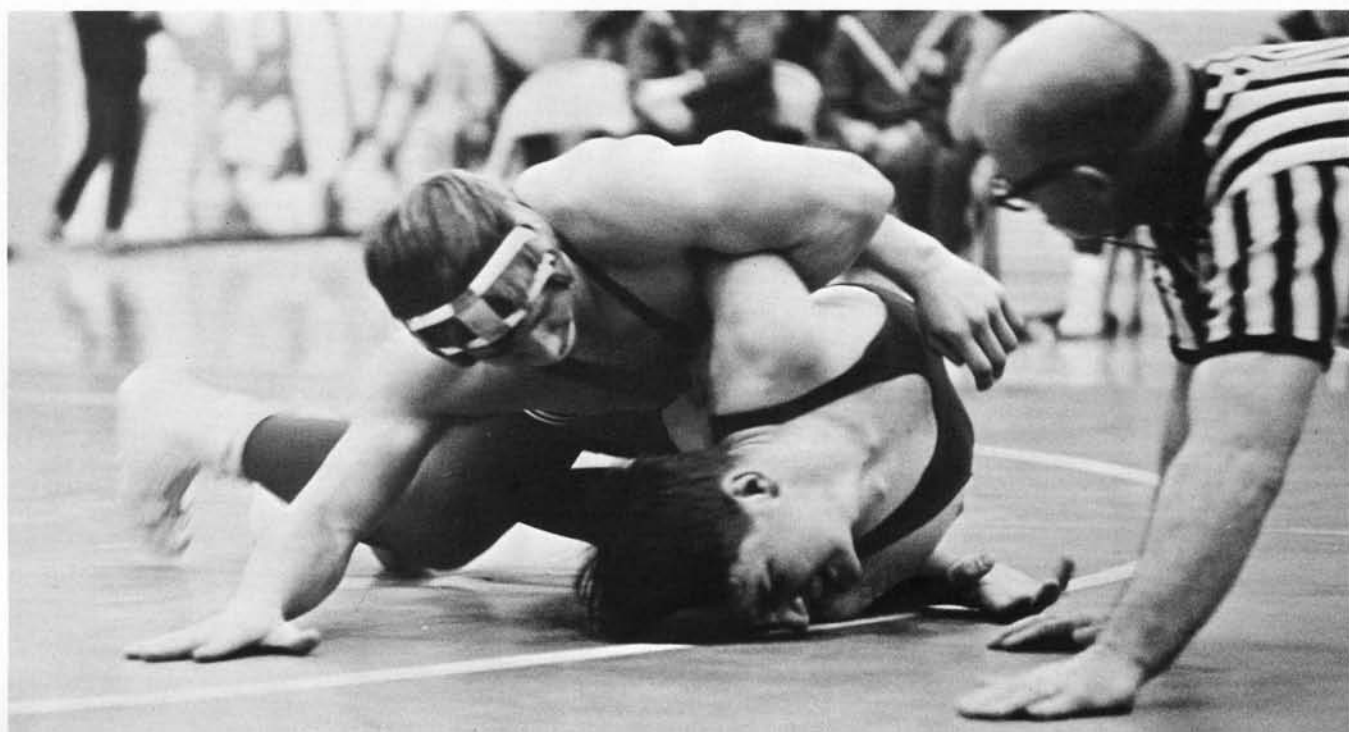
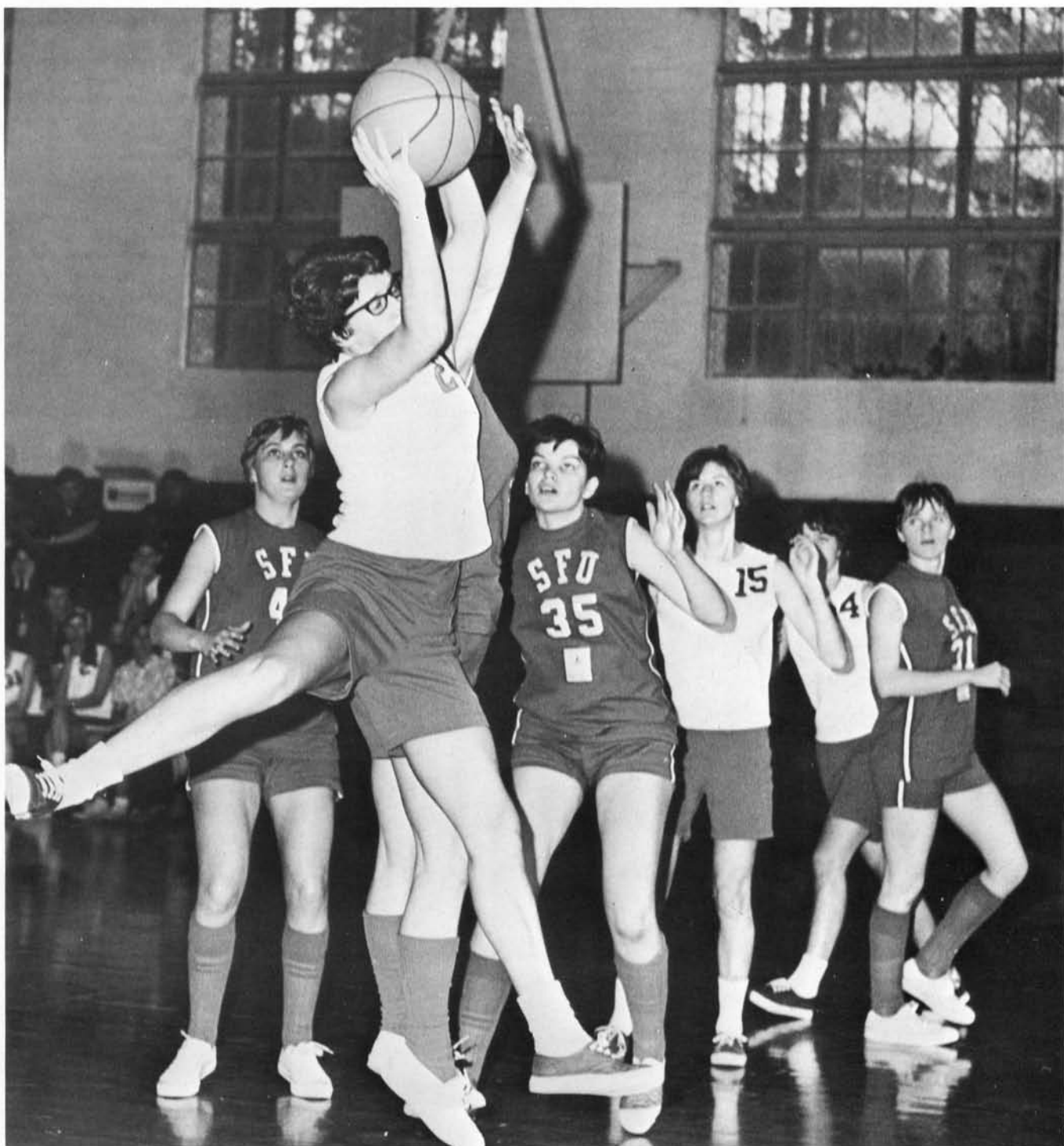






Basketball:



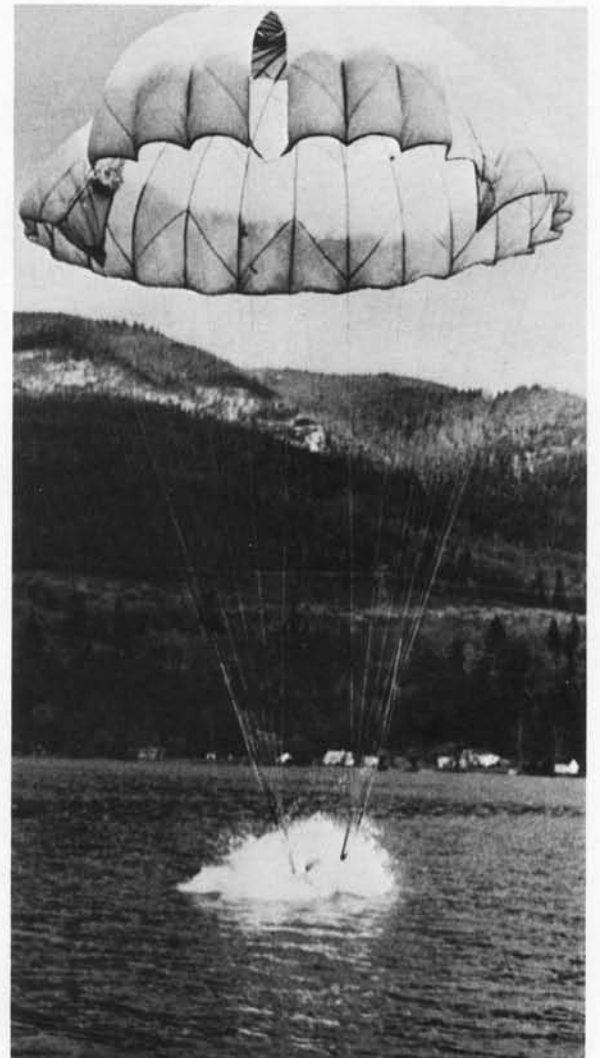


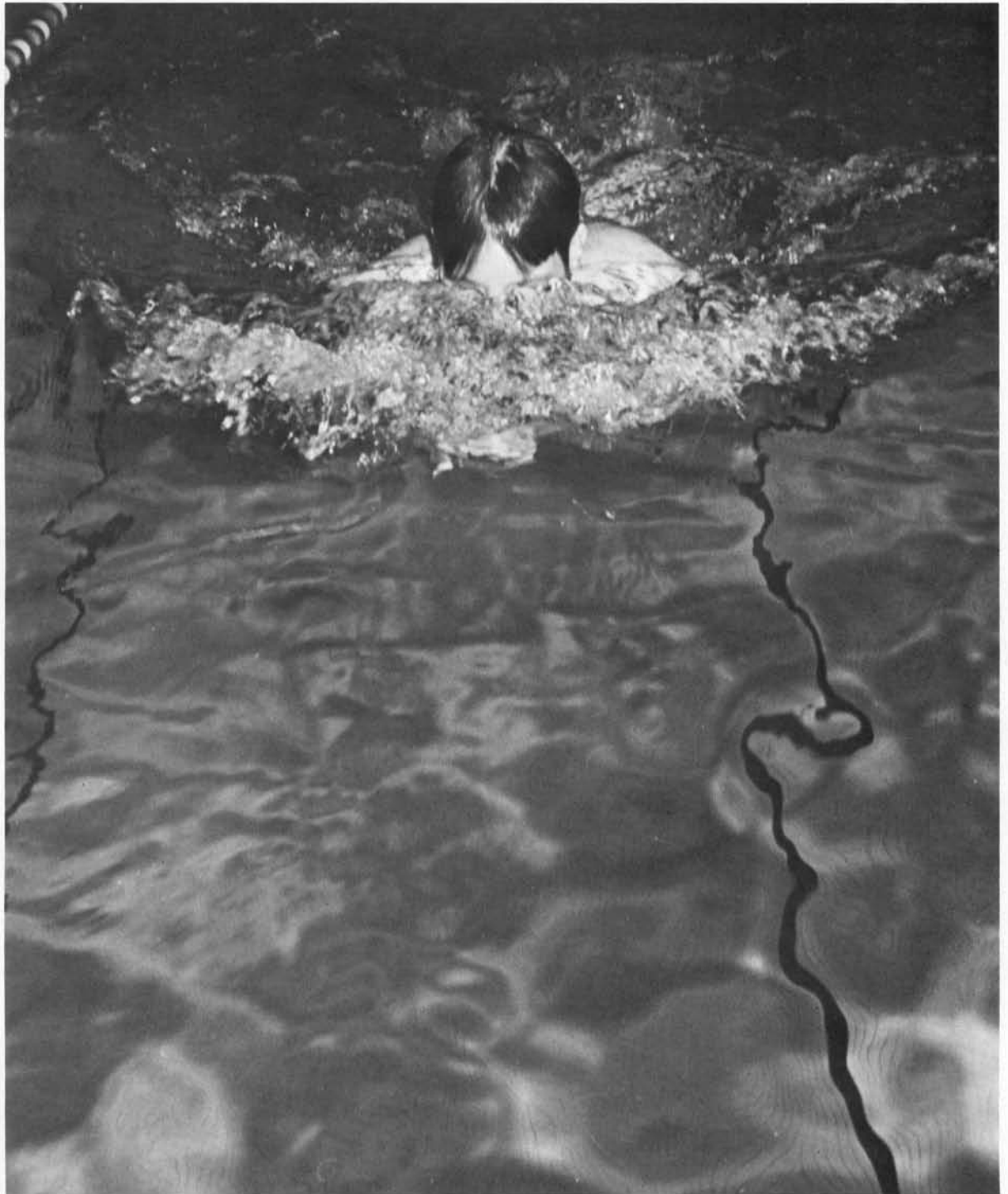


Soccer:



Water Sports:









The

# ED. ucation of U.S.



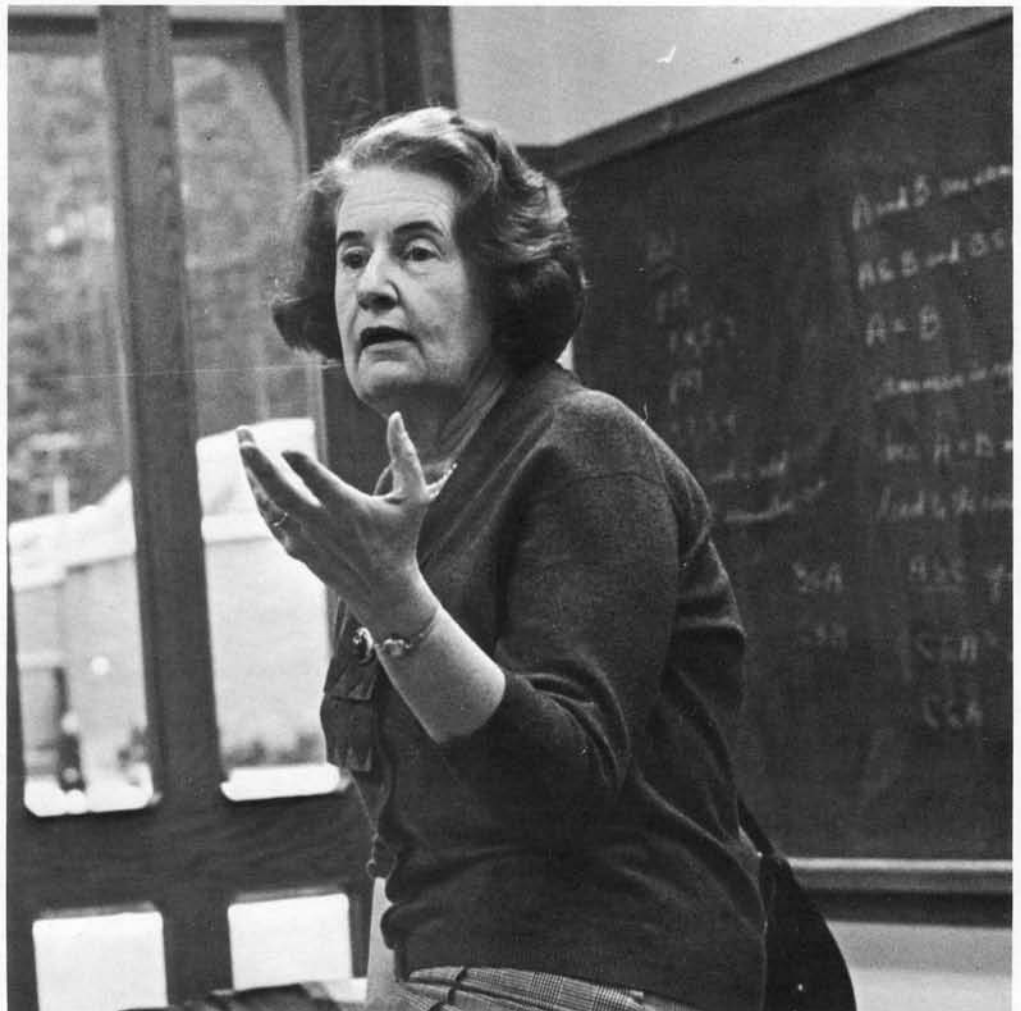
People are (is) what education is all about. The first impression that adsorbs people when they hit campus is that Western is education. We come here to learn the skills of our trade; the trade of education.



Involvement begins in observation; little kids, big kids, all people. We may tutor, or just be a friend. We will sit in Ed. 301 and get bored. Awakening once in a while when Bernice Johnson or some other real person bounces on to the stage.

We will strobe through a light show—and be a head of the game.

Student teaching stumbles in over the horizon and treads down a path scented in lamp oil and sprinkled not so very lightly with lesson plans. The day, oh long awaited day, the last day of student teaching. Mr. Punches, “I am interested in a job in Nairobi,” and on to the world.







observing





helping

learning





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**THE RADICAL:** a spontaneous audience participation play.

*The Cast:* Small bearded radical Ian Trivett. Roundish radical Glen Dobbs.

*The Setting:* A large town in the Northwestern part of the U.S.

*Prelude:* Late evening sets on a brick street. The rain has been falling for four days and little freshlets dart out from the buildings. The night continues to fade continually during the scene. A large sign proclaims the loyalty of one of the local politicians Mike O'Dell.

Scene I Act I: Enter stage left. One small radical with large radical in tow. Stage right one roundish crew cut radical.

Ian Trivett, head of the S.D.S. and Glen Dobbs (president of Y.R.'s) have met. Says Dobbs of

Trivett, "He walked in looking like he'd been on an all night drunk and looking for an argument." After Ian and Dobbs had exchanged a barrage of profanity, they discussed the Vietnam situation for 1½ hours. Disagreeing on most issues, they surprisingly found common ground in their stand that the "draft" constitutes involuntary servitude.

Mr. Dobbs says, "The services should offer attractive salaries commensurate with position so that they can attract the best people—a professional army." He also feels that if war began people would enter the army. If they didn't, this country would not be worth defending.

Glen Dobbs grew up in a Democratic family but says of the Democratic philosophy, "Santa is well and alive in Washington—the gov't can give the people something without having to derive it from them." He is a conservative in the traditional sense (dating back to mercantilism in England), and has lived in Georgia, Connecticut and New York.



Dobbs' philosophy of conservatism is to "sit back, look at it, and change it through the orderly process of law." In addition, he says "Our society is built on the experience of people over thousands of years and it has evolved because wise men sorted good from the bad."

The Young Republicans are concerned with educating themselves, electing Republicans and maintaining position with WYRF. Students for Responsible Expression has evolved from the YR's and is petitioning for expulsion of demonstrators who infringe upon the rights of others. "It is not challenging the right to demonstrate . . . Trivett is not ruling out violence" said Glenn. "The goal of the SRE is to provide the community with information as to campus activities and to act as liaison between school and community."

Of the Radical Coalition Glenn said, "It brought a lot of us off our apathetic posteriors!" He agrees with Trivett that the Silent Majority should take a much greater part. Of the Radical Coalition Dobbs says, "This whole thing is one group of hard core people consisting of about 20 common members."

He also feels that the SDS will soon be investigated by the House on Un-American Activities. George Hartwell and Ian Trivett, members of SDS, which has evolved from

the movement—a revolution—an anti-capitalist youth movement." A move to make the student aware of his rightful power. The right to determine his own destiny. Trivett feels now that an indigenous movement by students to reassert human values is growing. He also feels that big business and government are tied together resulting in a lot of "back patting."

A citizen of Britain, Trivett came to the U.S. with his parents when he was quite young. When asked why he is so interested in American social change and yet hasn't become an American citizen, he replied "You don't have to be a member to change. What I believe may be true or false but it doesn't matter where I come from." He maintains that his arguments with Dobbs have been mostly factual but believes that people on the "right" seem to deny over-whelming social problems.





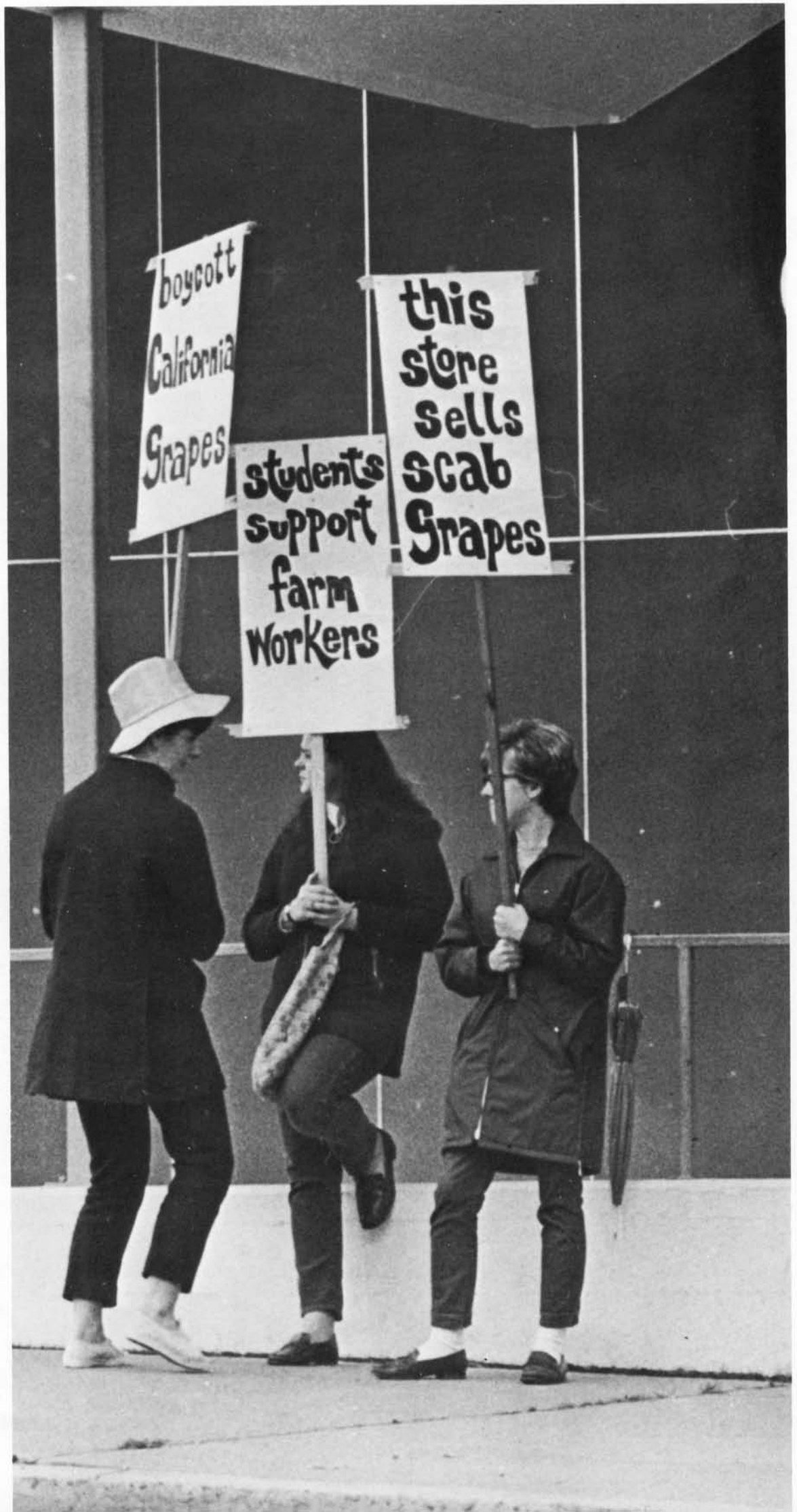


The feeling that the only way to procure dignity for all human beings is through their own movement—the inability to academic senate or joint student and faculty administration to “take active control of what is legitimately theirs.” Dobbs believes that one problem of public education would be solved with a merit system and mandatory student evaluations over the tenure system. Dobbs feels a student should be on the Board of Trustees to act as a liaison to carry information between students and trustees. As for active student power he says, “You are going to school to learn something of which you know nothing.”

Both Ian Trivett and Glenn Dobbs are said to be “radicals,” and both firmly believe what they stand for. As activists, they have helped promote political awareness on Western’s campus and the surrounding community. They with others like them,

have taken Americans out of political apathy into revolution of personal compromise on things that Glen and Ian share. They both enjoy the feeling of influence—they have a “personal thing.” Their greatest disagreement lies in education and student power. Trivett states, “We need wisdom to deal with knowledge, the only place for reassertion of human values is through education, but people just think about jobs.” He and George Hartwell feel that today’s curriculum teaches people to fill slots but an increasing dissatisfaction with slots has developed thus a higher rate of drop-outs. “The curriculum doesn’t allow people to fulfill their potential,” said George.

Ian wonders if the faculty is really interested in only prestige and money. This is why he is promoting his beliefs in the present world situation.







# FAIRHAVEN

As seen by: Swt. Thomas Gregory Hadley  
D. McLeod and  
R. H. Keller

This generation is sometimes referred to as 'The Flower Children.' That label is accurate when you look closely, for there are many growing into beautiful, strong flowers peacefully determined to make the world more human through communication. At the last, it depends on how this thought is received and understood in openness. The effort of someone to listen and really understand, question and communicate is as important as that which is being said by the faculty member, a friend or the printed, absorbed word.

Words can take you up to the mountain peaks named 'Idealism' or to gloomy, jagged ravines of 'Pessimism.' A person's philosophy or way of laughing at the world is the source of these and other terms.

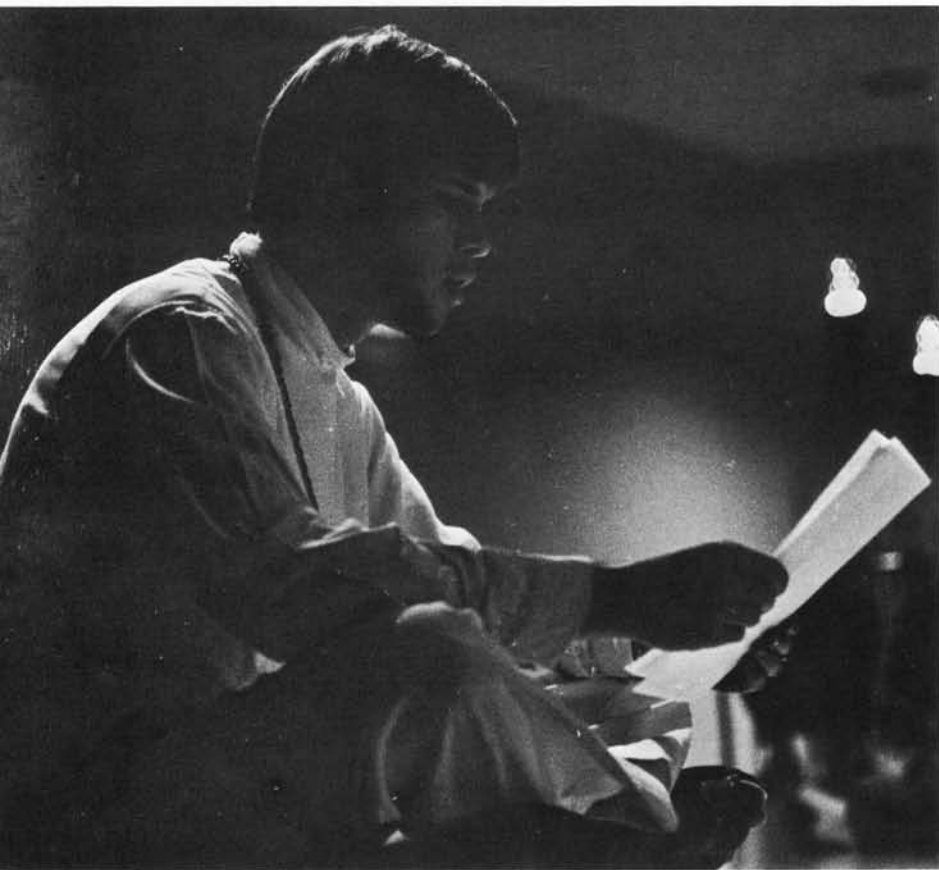
Communication is sometimes like words cast before geese or the sounds from a caged, banana-throwing monkey. The geese eat the multi-layered onionwords and process them as bland cornmeal; function instead of absorption. The monkey, (whether in politics or defending his precious

pile of bananas,) communicates with sophisticated grunts, fallacies and defensive logistics. The zoo is larger than that, though, as you probably know already. It appears that communication is better achieved and mastered in a garden rather than a zoo.

The funny thing about this concept is that each inmate of the zoo is capable of setting himself free from the cage he is in. Where he goes from there is up to him; almost entirely.

Fairhaven is a free, natural community of people communicating with each other, growing through experience and sharing. They are not waiting to be told to move or being prodded with a paper reportcard. They are communicating with each other, the faculty and anyone who wants to talk, laugh, teach and learn with them. I say this because it is my viewpoint and I'm saying it for what it is worth to you.

(continued on page 56)

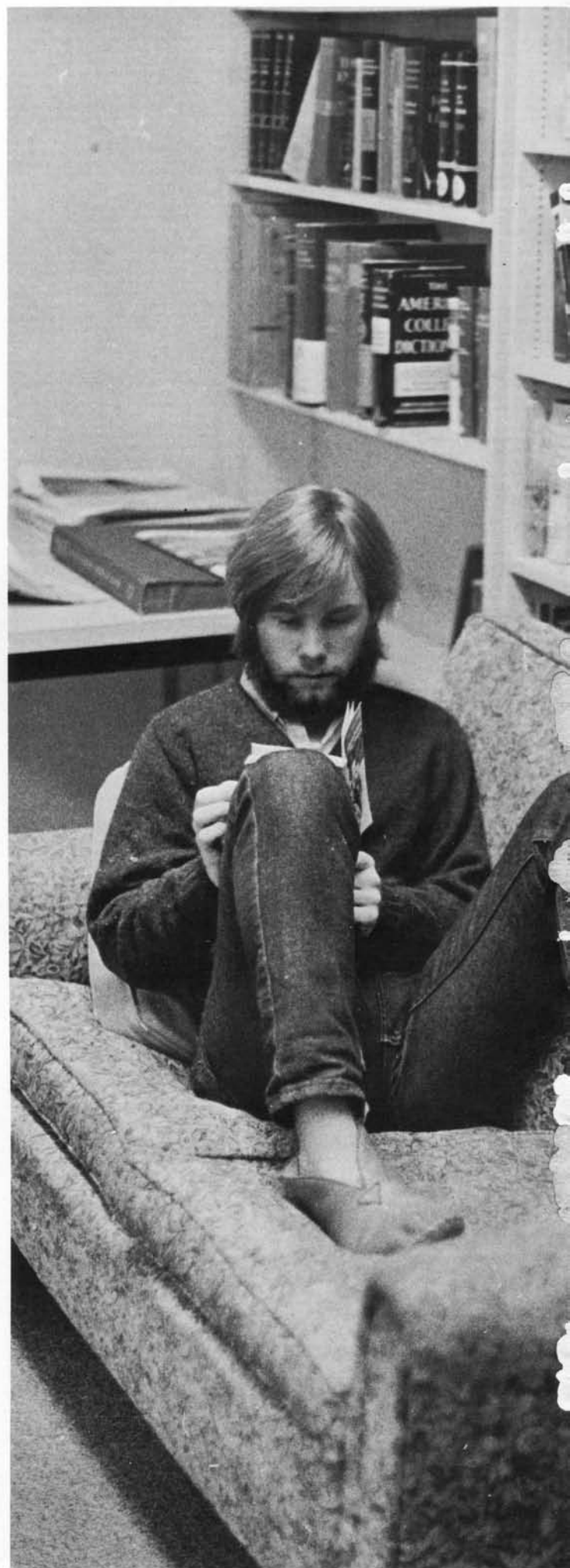


SWT. Thomas Gregory Hadley

Communication is a word used to symbolize the journey of an idea, a thought, facts and feelings. The basic 'tool' of communication is the mind. Telephones, multi-media and everything else labeled as a communication is an extension of the basic need of man to relate and understand his fellow planet-sitter.

We become so involved in finding ways of instantaneously communicating, discovering or re-using words, pictures and ways to make someone else understand what we are saying, that it is easy to get lost in the avalanche of sentences, in the web of semantics and in all the misunderstandings recorded in history, happening today and inherent in those words not yet spoken. Communication is a two-edged sword; it can cut the heavy, chafing ropes of ignorance and of hate or it can slice a person in two. It all depends on how it is wielded and whether rusting is guarded against.

In Fairhaven, communication is a vital, everyday transfer between student and teacher, with every person realizing that lack of communication means atrophy and deadened existence. You can see why communication is so important if you look sometime into the eyes of a comrade and see that he really understands you and that together you are finding an answer, groping for something intangible but understood between yourself and someone else. Without communication there can be no growth of the mind, of awareness to what is





happening all around us. A person with a comfortable time structure and rut can talk with his friends, go through his programmed life and never know what it's like to find a kindred spark in a stranger's eyes, to learn with a thirst, to untie what he thought was the world and its secrets.

Fairhaven is a community where each individual has the opportunity to learn, grow and experience as much as he wants to. It is up to him and his willingness to communicate, to share and think things over.

The faculty is communicating every day through discussions, writing and publishing, rapping with students and sharing the knowledge and experience of their background and personality. They are dedicated to helping a person grow into what he can be, without force or pressures embodied by numbers and filed slips of paper. The form of communication varies with each individual, but the basic effort and will is there. It's called 'trying to communicate and understand, and learning from it.'

Fairhaven people can be seen in the lounge, talking about government, the meaning of love, personal hang-ups or anything, anyplace that their mind has wandered to or become involved in.

Some people communicate by playing the piano for those who will listen, the poets and authors read and publish to the community 'ears' to share and to understand. Communication goes on in the stairwells, in music filled rooms or wherever two human beings want to understand, help or share. There are two hundred people with as many different ways of communicating their existence, whether it be by watching television every night or by giving a knowing wink, a smile, to somebody in the hall. 'It's all up to you, my friend.'

The results can't be listed. Communication is the midwife of emotional and mental rebirth, of armored existence, of accelerating growth and even of the lack of interest. Again, it all depends on the individual and how well he communicates to people. The guy who couldn't get into his reading, talked an hour with two friends, and was five minutes later seen heading for the library with his *Rubiyat*. You can see the girl who used to think of the ultimate 'I' all day now is sharing, helping others when she can, growing in self-understanding and love for other people. If you want to find out what communication at Fairhaven means, come and talk about it: if you want to. You see, that's the only way you could really understand the whole scene.



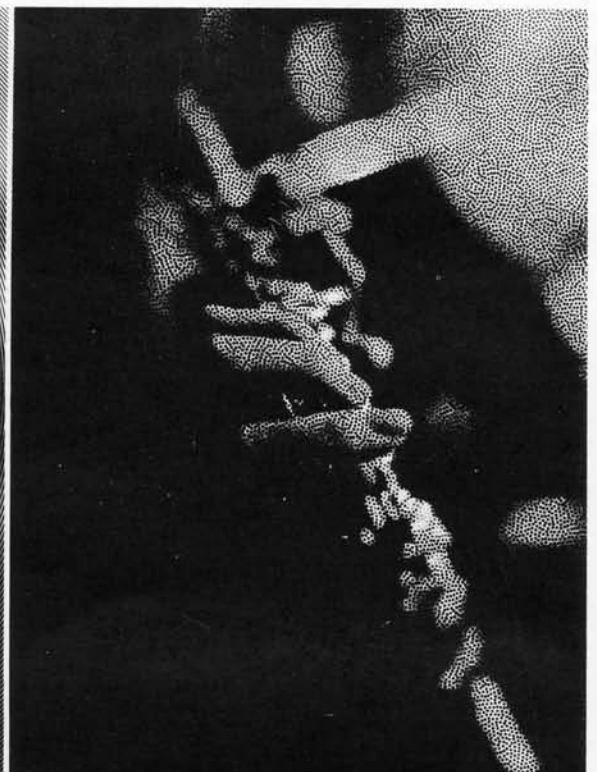


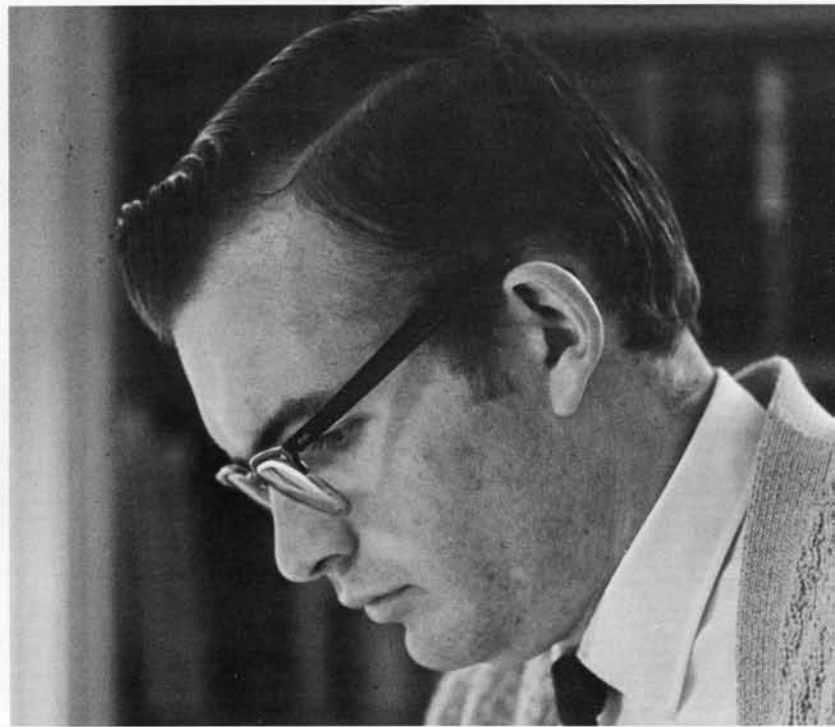
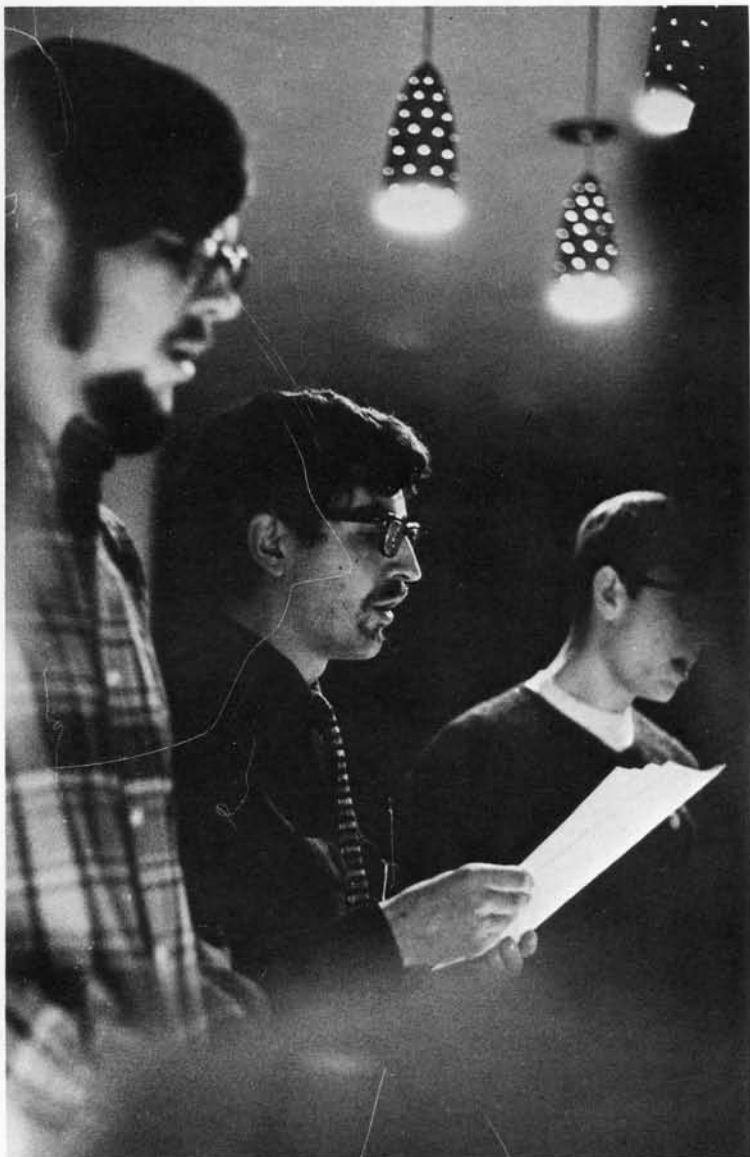
The fact that Fairhaven College has spent over \$1,000 on paper, ink, stencils, and dittos indicates that people here are trying to say something or, perhaps, that they like to write. Whether writing says anything or is read today is as open to question at Fairhaven as elsewhere. Despite this flurry of paper, problems in communications persist. With stereotypes about Fairhaven freely floating around the campus, the relationship with the rest of Western is one such problem. Within itself, Fairhaven has not effectively organized. There have been few mass meetings, convocations, conventions, or significant debates which affect the entire community. Participation in basic policy meetings is slight and the lack of creative and consistent journalism has made sustained controversy difficult. On the other hand, talking and listening on the personal level, student to student and student to faculty, seems more extensive

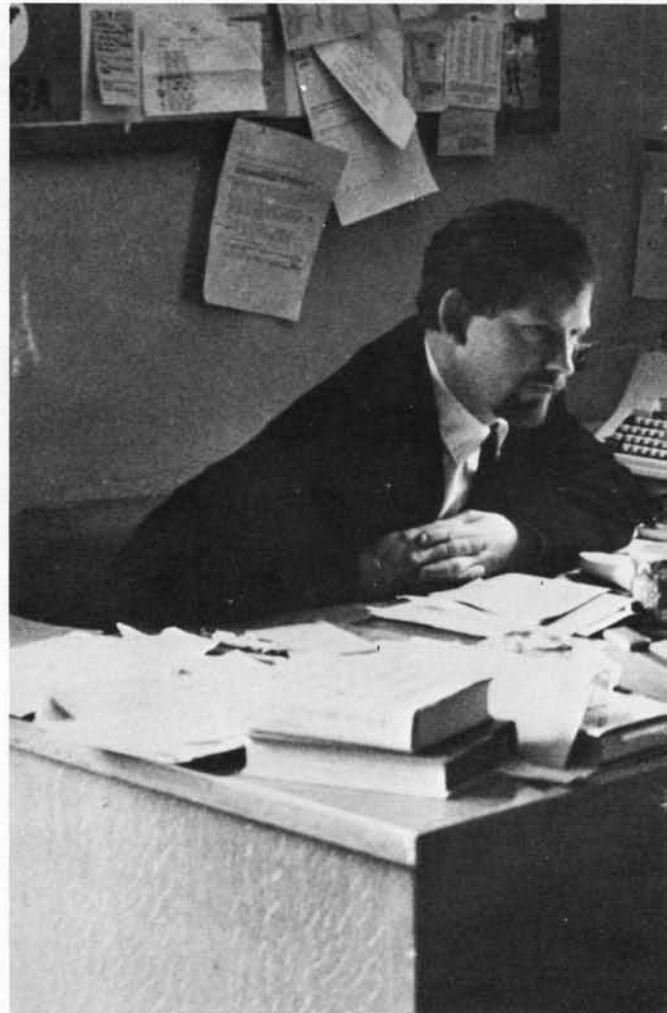
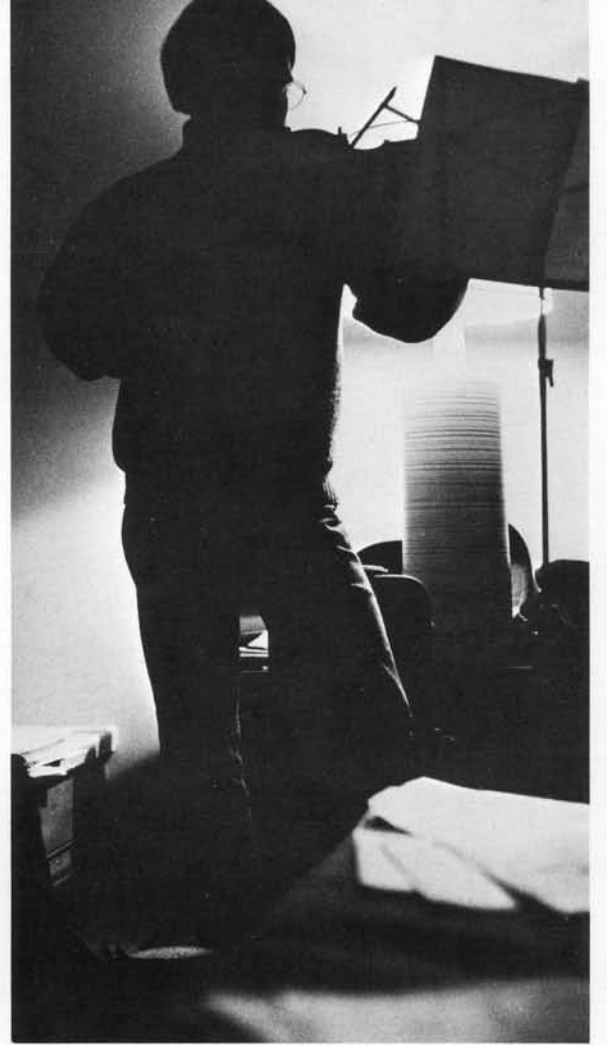
here than is customary on most campuses.

One result of group organization and drive was the inter-dorm visitation policy, a mature innovation which enhanced communication and personal freedom. And although it is slow in evolving, a new form of community government seems certain to enlarge participation in decision-making and thus bring people into more crucial and controversial relationships. Even so, lacking this, much noise now prevails at Fairhaven with bulletins, bulletins, bulletins, songs, stereos, shouts, cries, protests, lasting late into the night, and as James Thurber once said, "It is better to have the ring of freedom in your ears than in your nose."

R. H. Keller











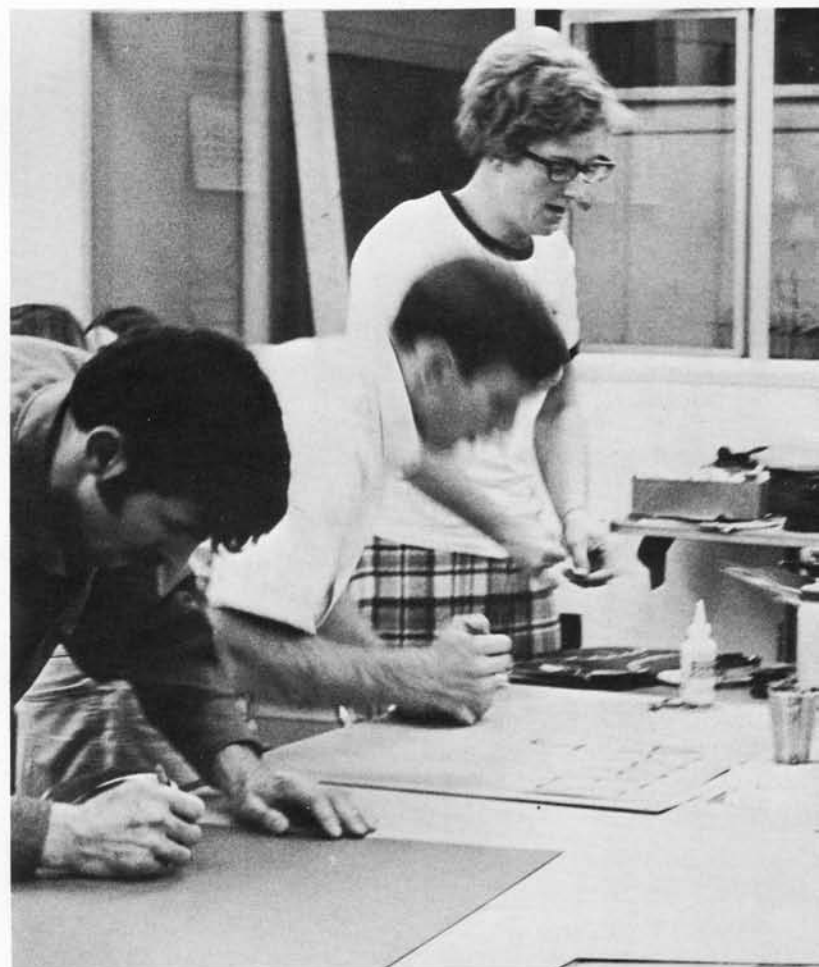
# The activities enthusiast

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Drive, leadership, discipline, and organization—these qualities characterize the activities enthusiast. Campus life for him likely revolves around his particular extra-curricular interest. Although he is likely an able student, he may put production dates and publication deadlines ahead of term papers and class quizzes. Some of these enthusiasts bask in limelight; others support quietly. All serve.

“I devote my life to it!” one speech major remarked of the production tour of “The Man Who Killed Time” and “Puss and Boots.” He was spending six days a week on state-wide tour with the production. “You do most of your learning in extra-curricular activities. In the lower level you stick to the books, but you *learn* more by doing. I learn more about tech by talking with Larry Hopp (stagecraft assistant).”

This student likes Western’s free and open atmosphere and he likes the





instructors and curriculum at Western. However, of the Department of Speech, he said, "They have excellent instructors but there is more suck involved! They don't allow enough credit for being in plays: the department should also separate tech and stage credit and they should allow a Drama Department, but keep the same program."

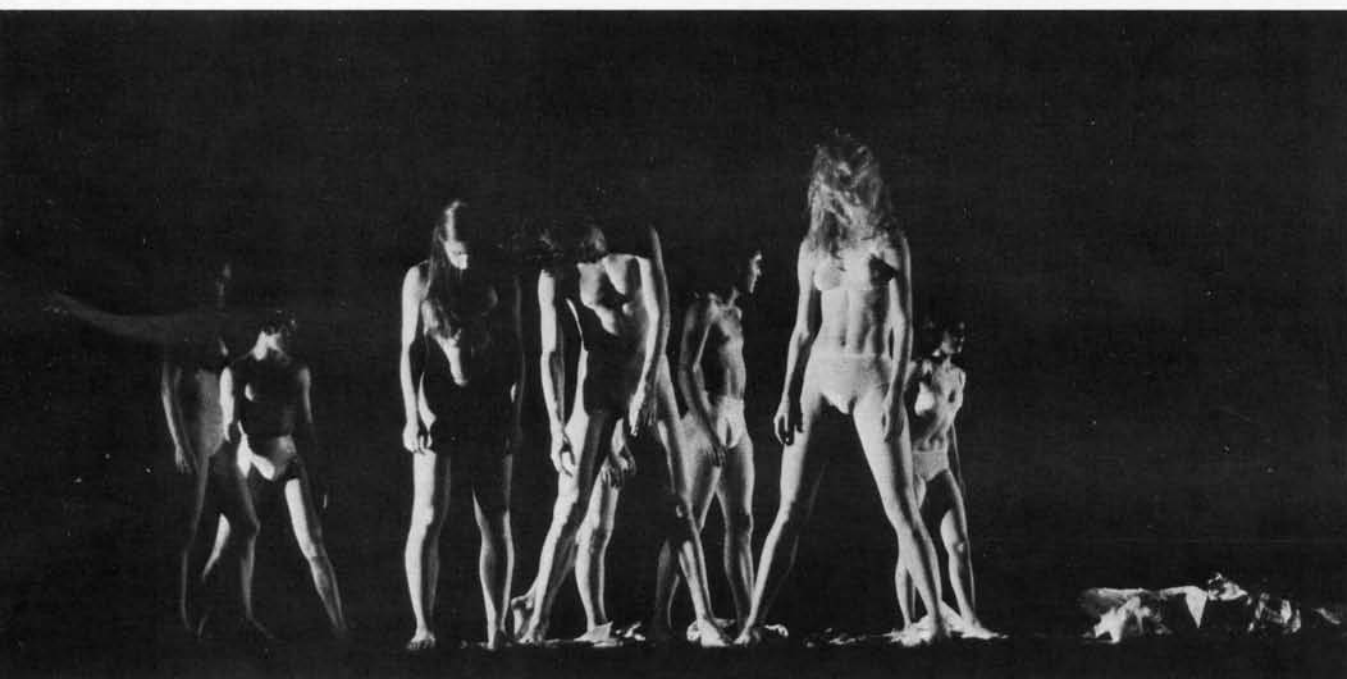
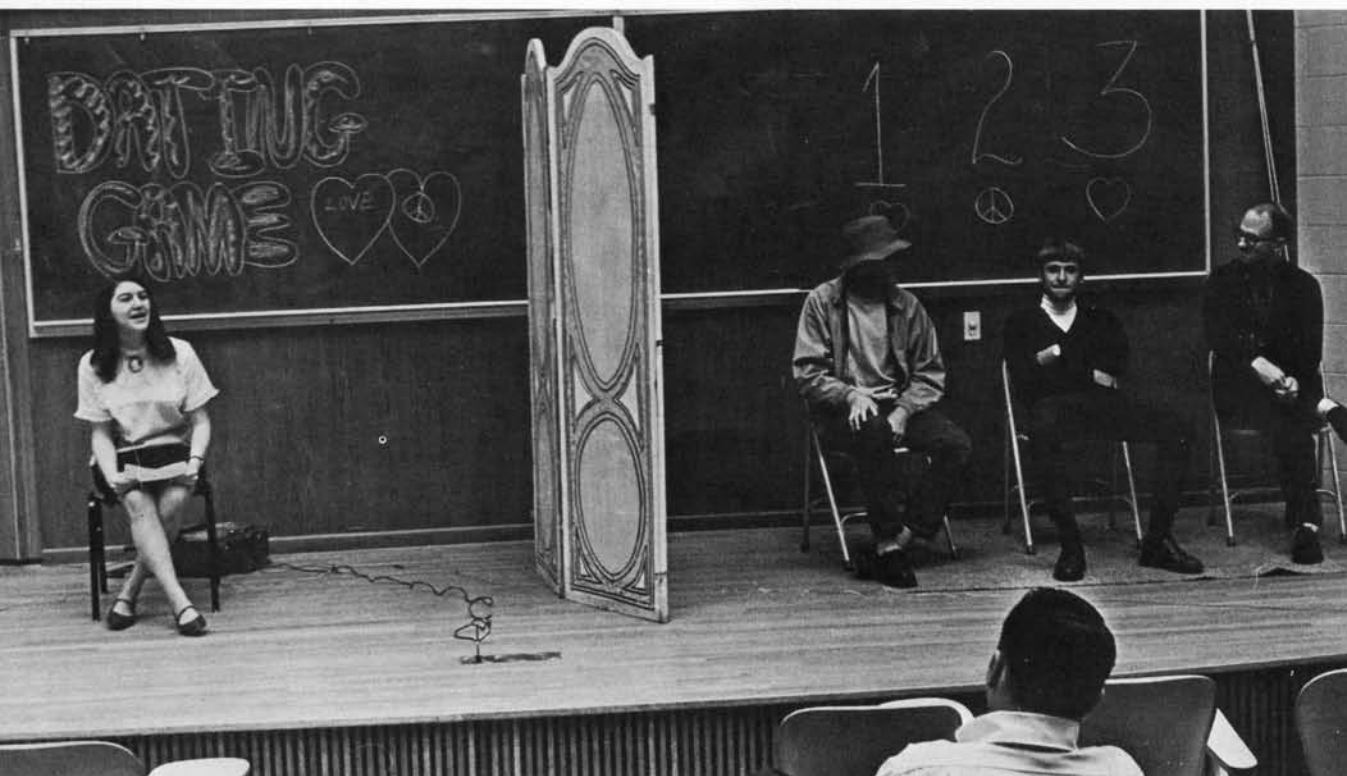
One geology major spoke of Western as a "light and tumble journey." He has many outdoor hobbies, is in the Honor's Program, attends a Free U class, and has a post on Western's Associated Student Legislature. He spends much time working on legislature and has initiated the idea of a student store. He says of extra curricular activities, "It's good if there is a full realization of where one is heading."

Another speech major who had important parts in "The Lion in Winter" and "The Good Woman of Setzuan" feels that extra curricular activities have lowered his grades. In addition to a twelve and one half hour week he spends approximately twenty hours a week with drama. He believes students in services are different as a consequence of their activities. "They have a total outlook in perspective with people and they have a drive toward a specific subject."

One French major who is a dorm president and in Valkyrie and on interhall council, works most of her time for her dorm. She is presently deeply involved in a project for community involvement of Bellingham with Western. She is a vivacious person, with many friends, and truly takes advantage of what Western offers. College has changed many of her ideas, and she commented, "I was not sheltered but I had sheltered ideals. My ideas are under fire now and I've reassessed them. Instead of being like an oak, I'm like







a willow and can bend.”

Riding, swimming, hitchhiking, backpacking, guitar, dance, and writing are some of the interests of another Speech major. Besides working in drama, she writes for

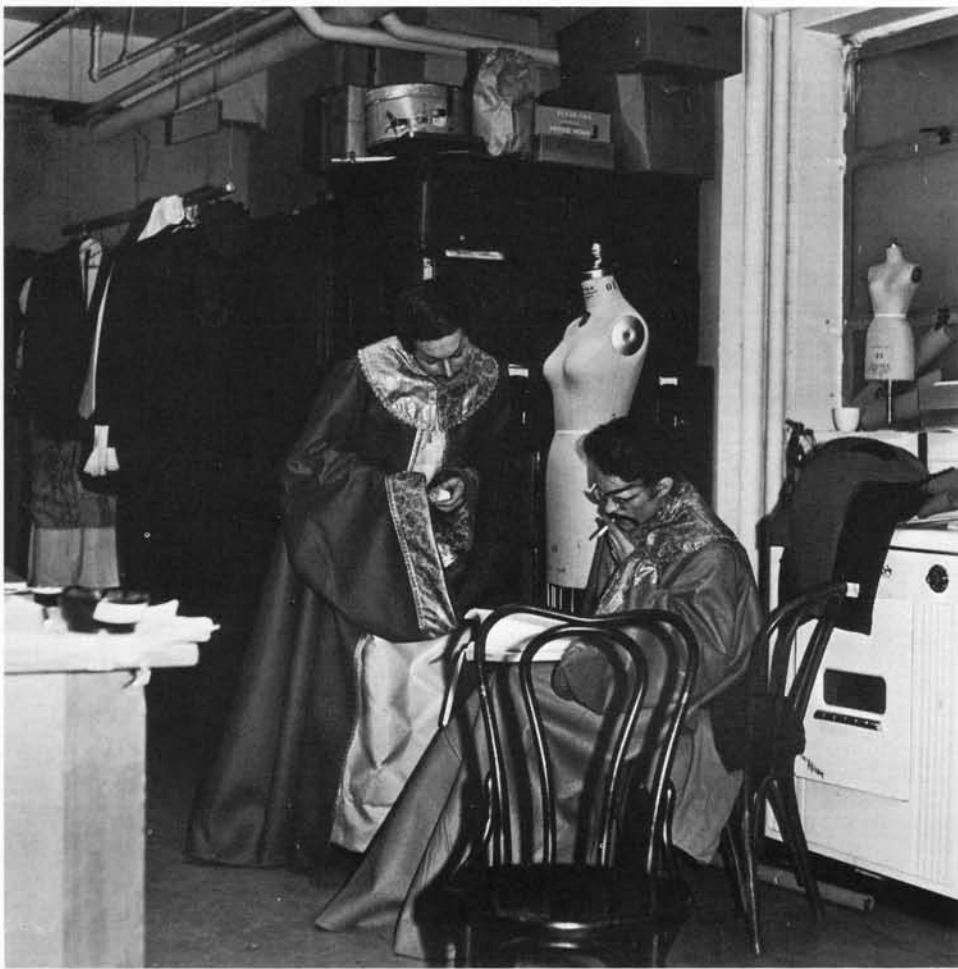
one of Western’s publications, and is a tutor. She divides most of her time between play rehearsals, stagecraft, and studies. “I enjoy being busy because I organize my time better and accomplish more things. Also, when I’m busy, I have a great-



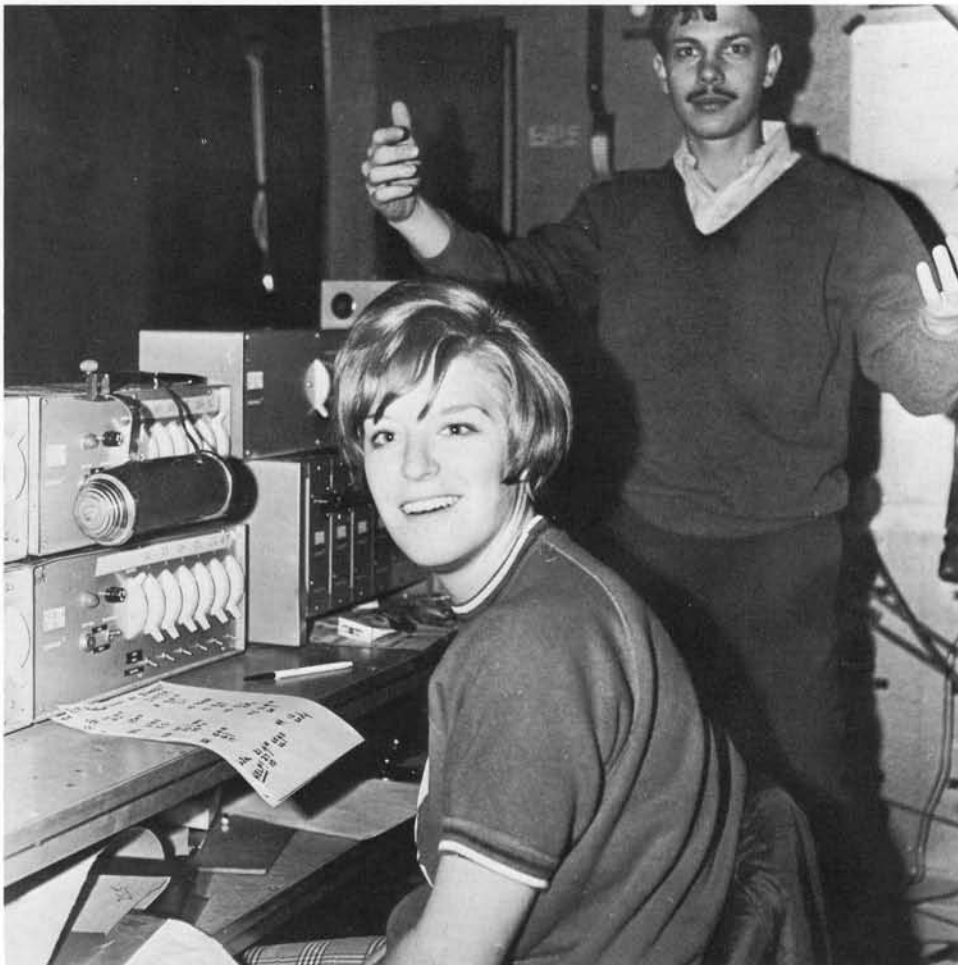
er sense of well-being and have little time to brood." She went on to say that dorm living and extra curricular activities are two good ways to meet interesting people. "In drama, you meet some of the weirdest people, but it's *never* dull!"

### Bricked?

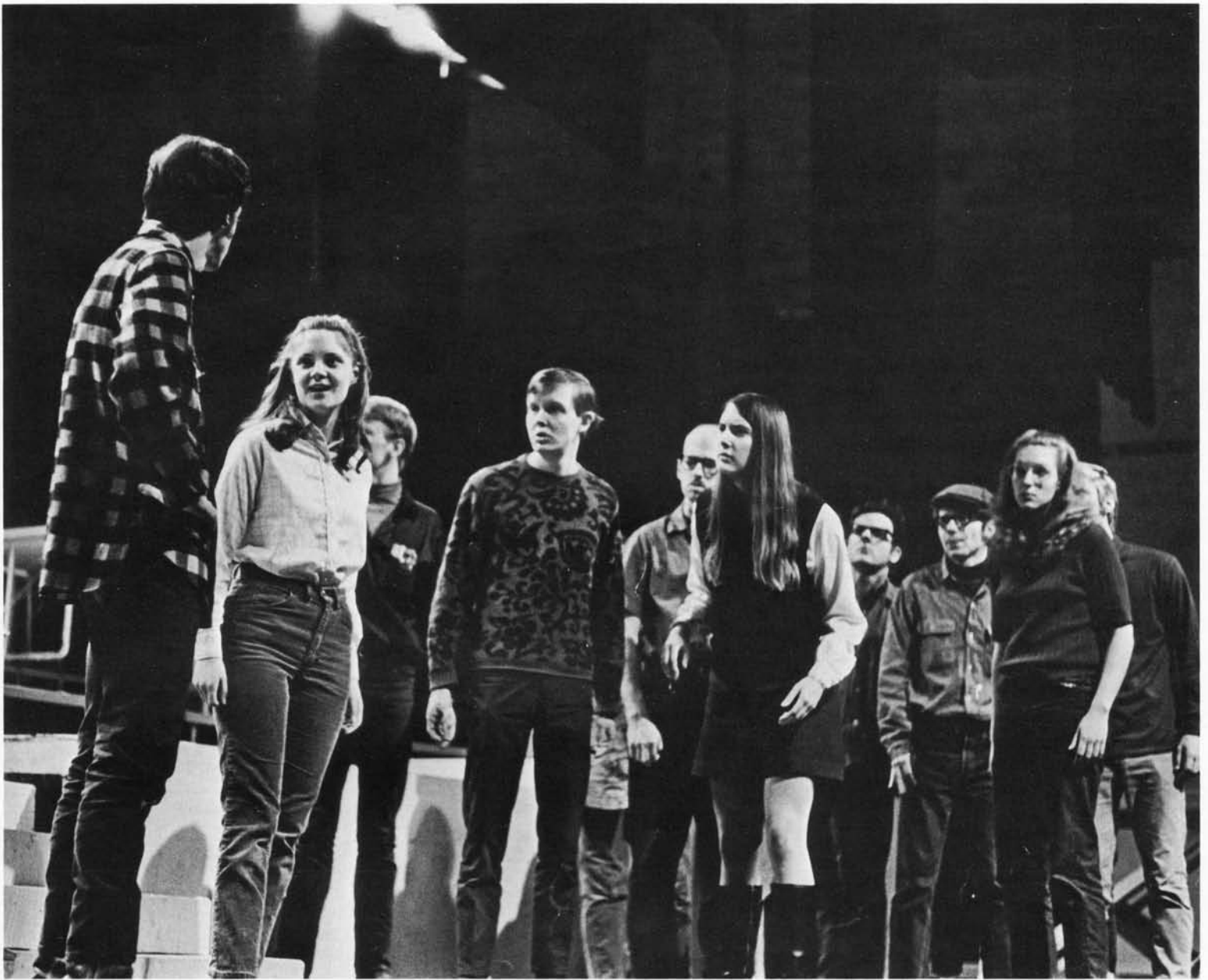
Required of any activities addict is some sense of responsibility, discipline, and drive. His time is governed by his extra curricular activities. In addition to studying, he has a need which can only be fulfilled by participation in a specific organ-



ized activity. Some of these students have a narrowed and limited vision because they forsake all individual interests and studies for one activity, but many have broad interests and initiate exchange of ideas in many areas. All, however, have strong goals. The drive toward a specific goal may be selfish or unselfish but because this drive is directed to Western, the school is the beneficiary. The active student helps promote, organize, lead, and entertain the 7,000 students at Western. And these goal-directed students have one thing in common with general students, activists, graduate students, athletes, Fairhaven students, and married students in that all are individuals. As one student declared, "I don't match anyone else—I don't even come close to being like anyone else—you cannot generalize about anybody or anything!"







## Played?

The Western Players: Jacks-of-all-trades, entertainers of all, unselfish representatives of Western. With long hours of work and brief periods of applause they add sparkle, jest, and tragedy to the

year. The gamut of their productions runs from Shakespeare to Children's Theatre. The players cover the state and west and share with others themselves.

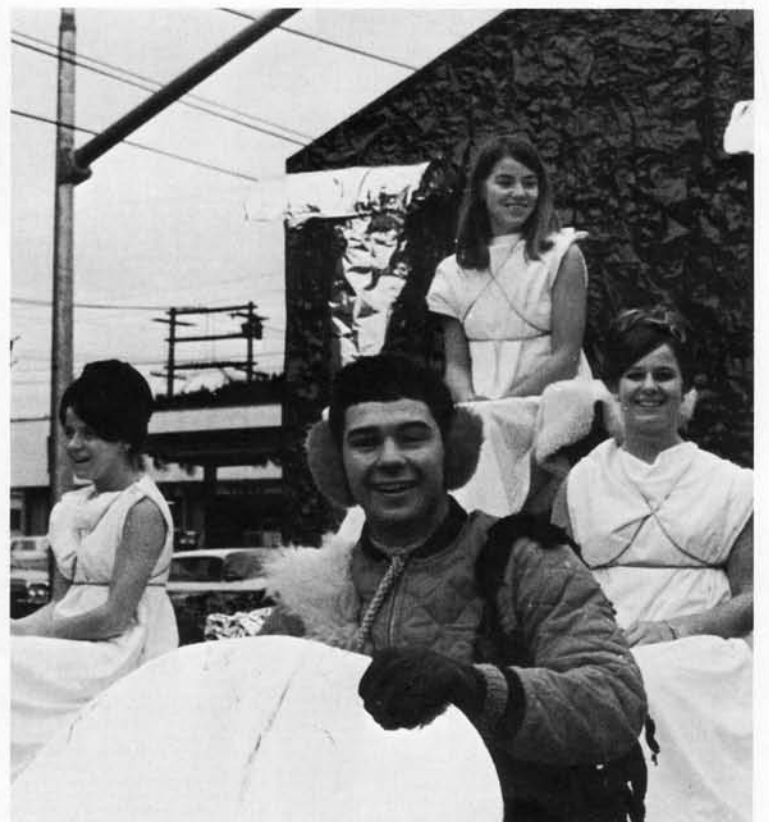


# HOME



31  
Queen  
Julee  
Brix

# COMING 68





# ■ the married student

As an ignorant Norwegian immigrant in the U.S. Noel Lerwick's grandfather entered the first grade at thirty and by forty was a professor of Greek. Noel attributes his grandfather's success to intelligence, drive and the great American system of education. Both high school graduates, Noel and his wife, Laura, decided to attend college after being out of school for thirteen years. At thirty-five, with three children, the ambitious couple will receive their Bachelor degrees this summer.

Four years ago, with the thought of buying a larger house for their foster children, they sold their home in Renton. However, the children returned to their own homes and the Lerwicks were left with a large amount of money and a fantastic dream. They gave up their suburban existence and acquired a small farmhouse in Bellingham so both could attend college.

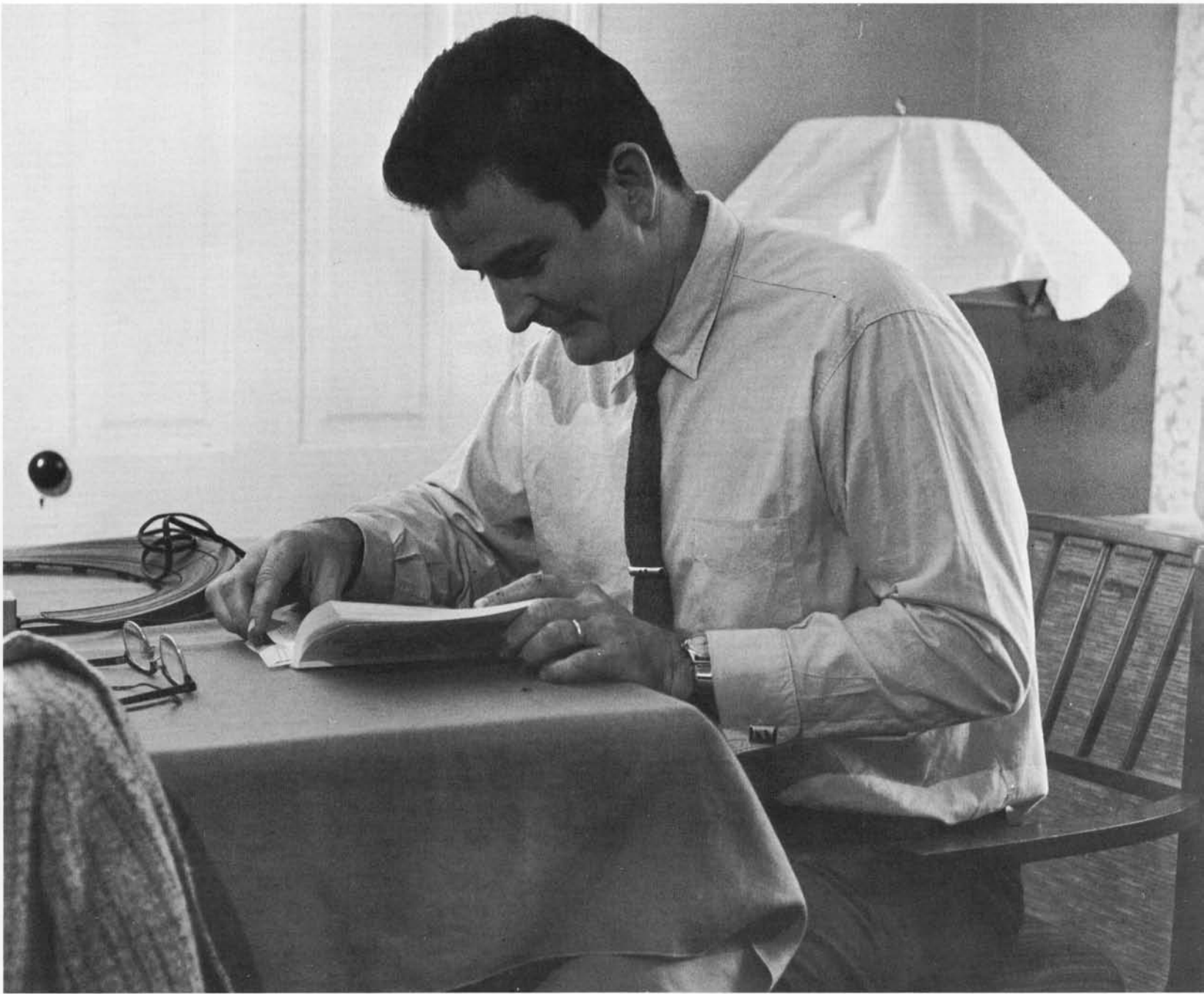
Noel had worked at Boeings but said "Every time there was a slump they'd go through the files and see who only had high school diplomas." In 1956, he attempted to attend college in Oregon but abandoned the idea. Now as a Technology major in Arts and Sciences, with a Russian minor, he hopes to continue for a M.A.

In contrast with her husband's family of college graduates, Laura will be only the second to graduate from college. She is majoring in Home Ec. Education and minoring in Art. She feels that in addition to homework, she reads more than she did in the past.

The Lerwicks have been continually surprised at the ease of their endeavor. They have never been afraid to seek help or advice. One advantage has been the older ages of their children thus no necessity for a babysitter. Noel believes that he and Laura have set a trend in people they know, "More and more people are doing this; adults getting an education are prevalent because after thirty you're washed up."

Ideally, the Lerwicks would have gone to college directly from high school. They feel dorm living





and extra-curricular activities are a vital experience, but because of age, time, and marriage factors are unable to take full advantage of college "extras." As far as activists trouble on campus, Noel says, "I recognize the generation gap yet don't understand it. Problems aren't unique because we had the same problems." Noel feels that Western is basically sound for a liberal arts college. He and Laura participate in friendly competition with grades but save Friday nights for relaxation. They both feel the Humanities program teaches one to think but both felt the mental strain of their first few college quarters.

The Lerwicks' three children (14, 11, 10 yrs.) often talk about college and the youngest has always wanted to be a doctor. The children have never resented the time spent on college work by their parents but as Laura stated, "They're tired of it

and are all ready to go somewhere else."

Economically and socially college has significantly changed the Lerwicks' lives. Cut about one-fourth, their income went down from about \$10,000 to \$3,000 a year. They say, "Our values have changed and we weigh and evaluate purchases more now." In addition, Laura and Noel have difficulty talking with friends who are not used to the college sphere. In the summer when Noel works, he usually finds himself surrounded by college students because he has less in common with other employees.

Although the ambitious couple have felt some disadvantages in attaining a late college education, they do not regret their endeavor. According to Noel, "The inherent danger for a couple undergoing this type of intellectual experience is that the couple could grow apart."







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Bruce Eagle  
Tim  
Heitzman  
Danny  
Windisch  
Wendy  
Danforth  
Maralyn  
Yancovitz

Not  
here  
but  
helpful.  
Pat Price  
The Fischer  
Brothers  
Larry Adams  
Offley  
Myra Dittes  
Rita Hazen  
Nita Clothier  
Byron  
Gimness  
Doug Gruff  
Don Briggs  
Mary  
Lampert

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# GRADUATE SCHOOL:



J Alan Ross, Dean of the Graduate School.

Western's Graduate School has always been one of versatility and expansion. WWSC first began its graduate program in 1947 with the legislature granting Western a Masters of Education Degree. Western has expanded the degree to the point now where MEd's are given in 37 areas ranging from School Administration to Mathematics. "But Western's Grad program is not only quantitatively exceptional, but it is also qualitatively exceptional" according to J. Alan Ross, Dean of the Graduate School. According to Ross, Western's MEd program is one of the best in the country and as proof points out that Western is the only state college now accredited by the National Council of Graduate Schools.

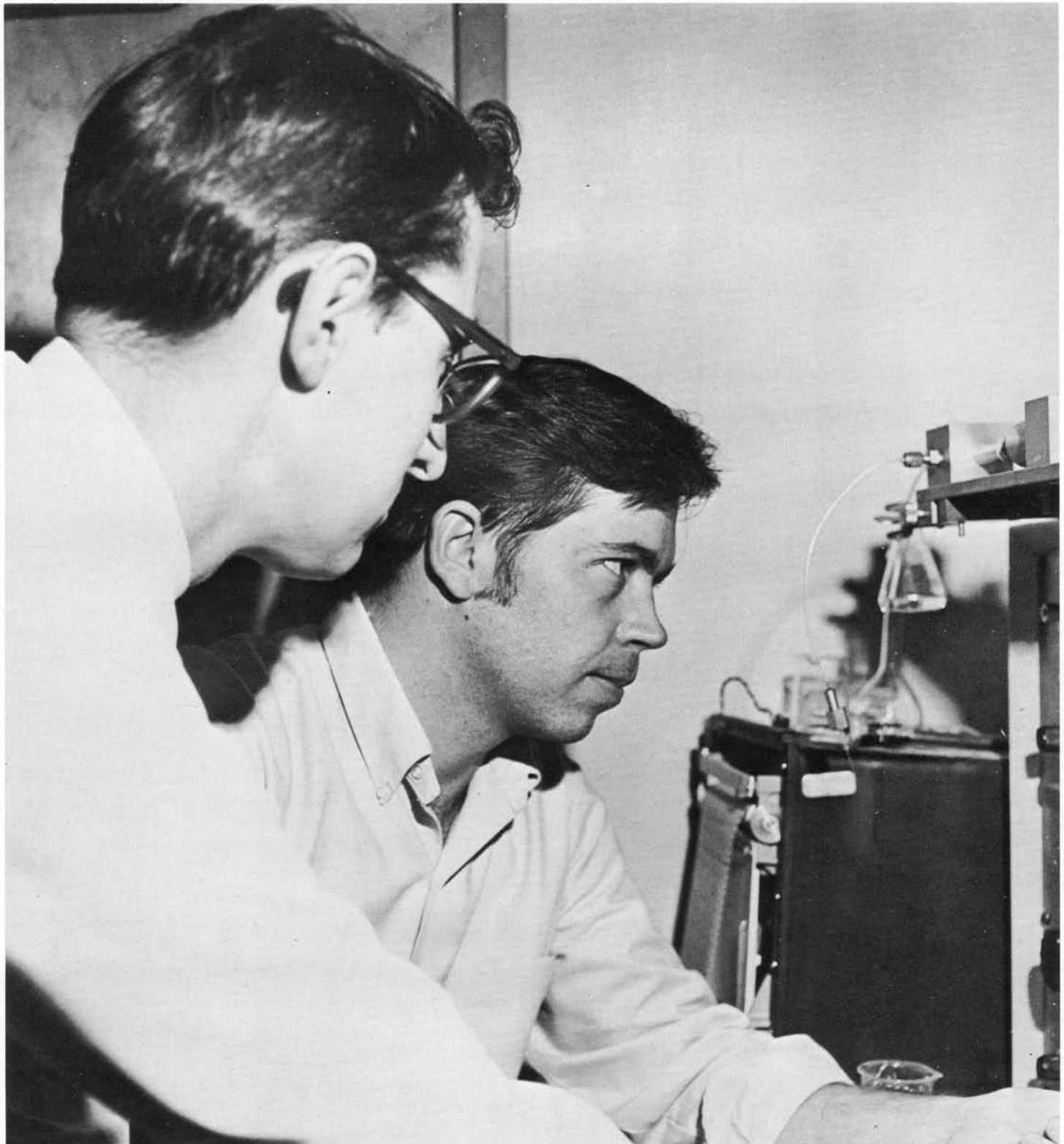
In 1963 Western was granted a Master of ARTs and a Master of Science Program. This program has also rapidly expanded until it now grants nine M.A.'s and seven M.S. degrees from thirteen departments on campus.

Now Western is engaged in obtaining a PhD program from the legislature. Dean Ross gave a number of reasons for a Doctoral program at Western. First he points out WWSC's excellent Faculty. This is indicated by Western's high PhD percentage on the faculty (68%) and the fact that, with the exception of some schools in California, "WWSC ranks above all other state colleges in the United States in total grants for research and curricular development." Secondly, he points out the tremendous growth in numbers of graduate students in Washington State (at the U. of W. only 15 were accepted out of 200 applicants in one department. Reason—no room). As a third reason Ross pointed out that with the growth of Washington state, there would be no reason to raise the present 2% state tax money now going into higher education for future graduate programs at Western (in 1963 this 2% amounted to 153 million dollars, in 1970, this 2% is expected to amount to 238 million dollars or an increase of 84 million dollars). But even more important than these reasons, according to Dean Ross, is the need for an "open system of growth in an educational institution." A failure to provide this open system in which a college can award the PhD may lead to the chaos now being felt in the California colleges. Chaos like San Francisco State College. Ross also says that in applying for the PhD program we are "bucking the system and are not content to accept present appraisals of how colleges should be administered."



Legislators listen closely as Dr. Hashisaki, chairman of the Math Department (upper-right), and Dr. Hite, chairman of the Education Department (lower-right), explain why their departments are prepared to give doctoral degrees. The hearings were before the legislative committee on Education.

# THE INSTITUTION



The departmental graduate advisor is an important link in the graduate program. Above is shown Dr. Lampman, departmental graduate advisor of chemistry, helping James Aumiller, a grad student in Chemistry, on a chemistry project.



## GRADUATE SCHOOL:

The average grad student at Western is 76% male and 24% female. His (her?) average age is 25 with the exception of summer quarter. Then he's 28 years old. This confused statistical persona is 36% in the Master of Ed program, 41% in the Master of Arts program, and 23% in the Master of Science program. All in all during Fall quarter he totaled 259 individuals.

Two hundred and fifty-nine individuals. What are they like? Because of the lack of space in the *Klipsun* we could not interview them all, but we did interview two of them, Mei Fei of the Chemistry Dept. and Lee Stratman in Educational Counseling. In some ways they represent the "typical" grad student. They go to classes, carry out the requirements for their degrees, and generally carry out the role of grad students over-all. But in other ways they represent their own individual uniqueness, their own unique personalities.

Lee Stratman is married like many graduate students. Unlike many graduate students at Western he is an Episcopalian priest. He chose Western because it's close enough to continue work for the Missionary District of Alaska and small enough for an Alaskan student to be comfortable. He also chose Western because he has a son enrolled here and because of Western's excellent reputation in Counselling.

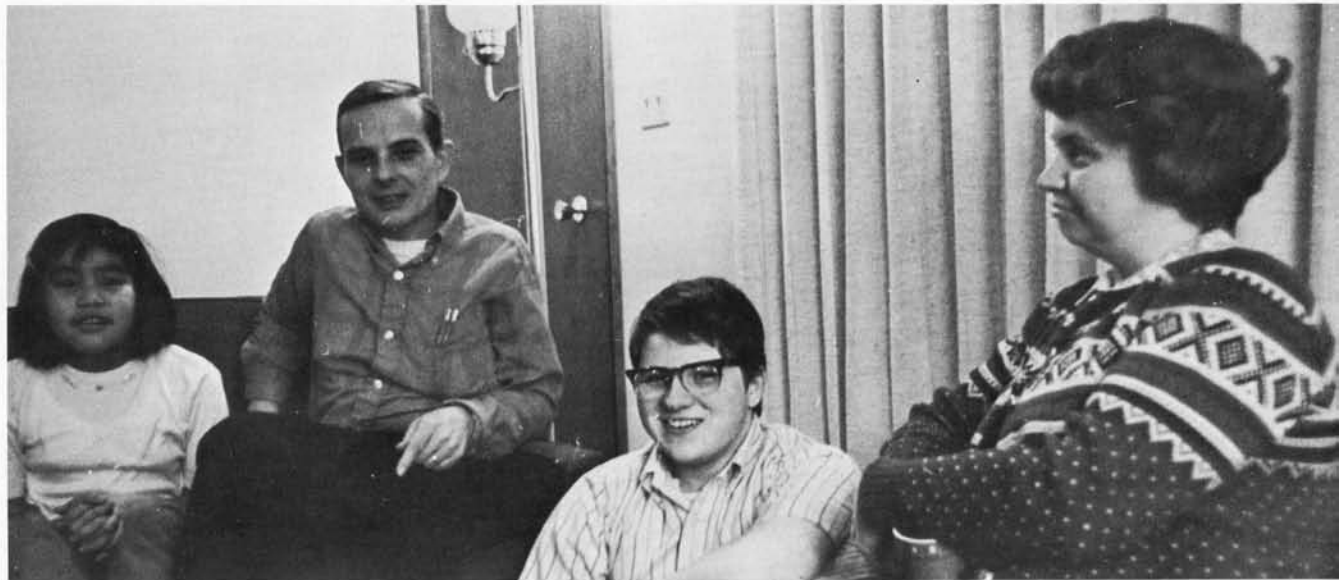
Mei Fei is working for her Master of Science degree like many graduate students. Unlike many graduate students she is from Taiwan. Her reason for coming to Western is the lack of graduate schools in Biochemistry in her own country. She is a person of a different culture studying in the universal discipline of science.

# THE STUDENT

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眉



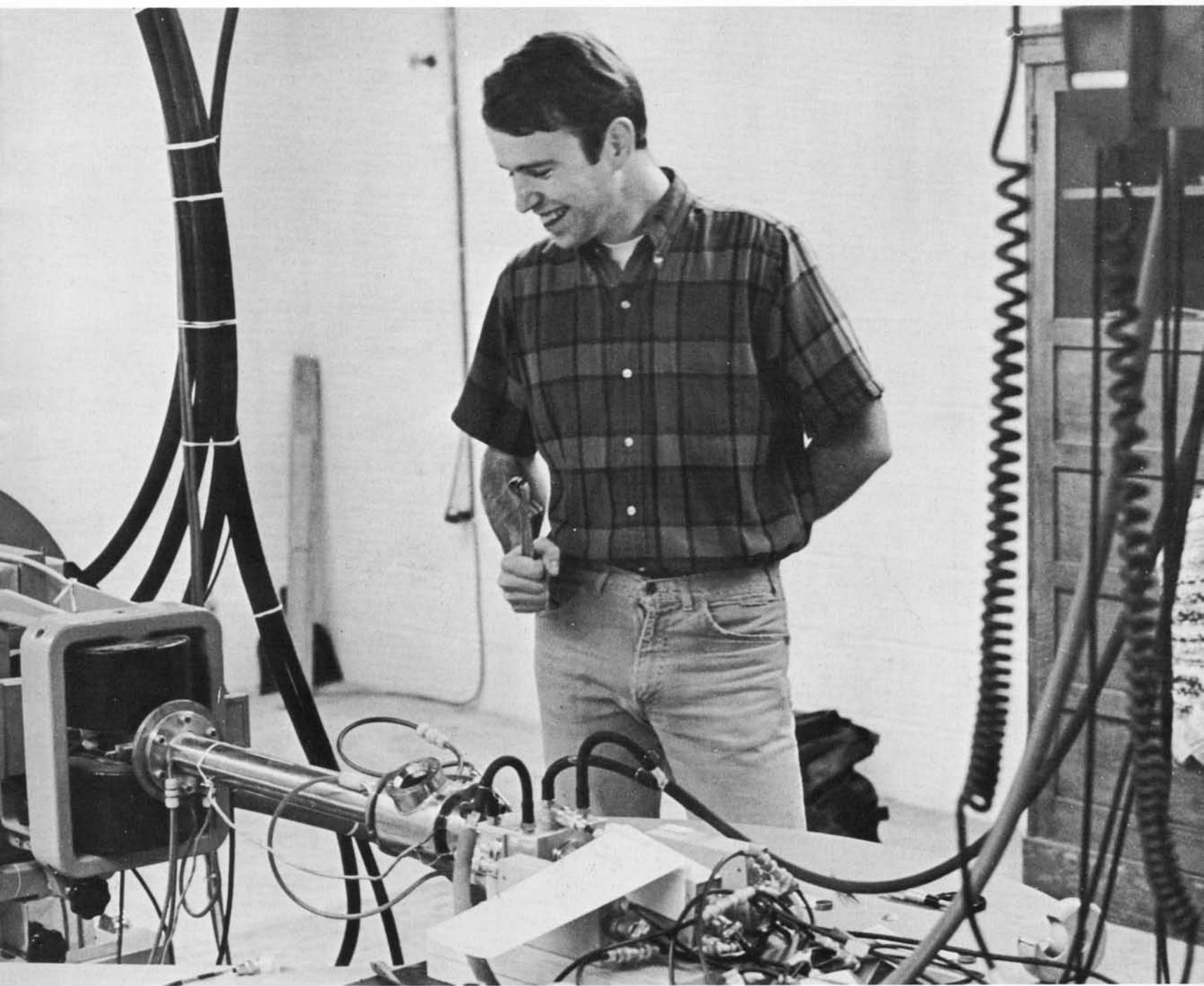
Fei Mei is a grad student in bio-chemistry from Tai-Wan. To the left of her picture is her name written in chinese script.



Lee Stratman, a grad student in counseling, is shown with his wife and family.







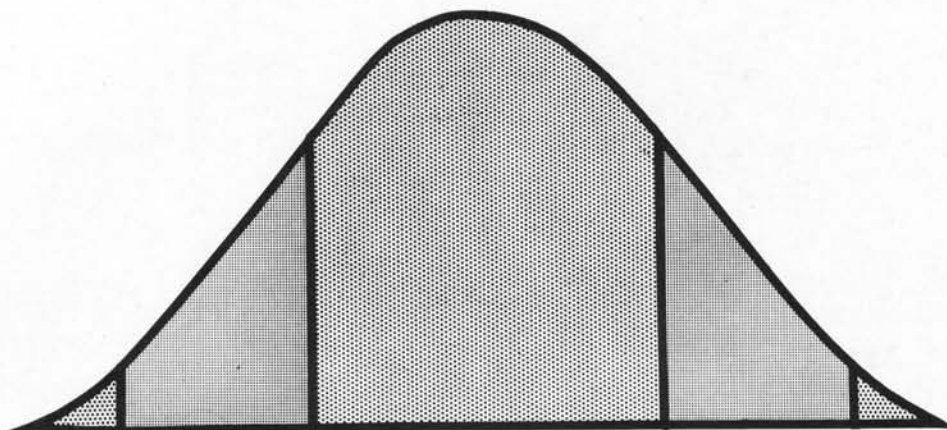
Teaching creativity in arts,  
Research on the boundaries of scientific knowledge,  
And discipline in both arts and sciences,  
Is the purpose of Graduate School.



**PRO:** Berated for his narrow-mindedness, the “super student” is actually admired by most. Dedicated, the “super student” spends the majority of his time studying—with little attention focused on campus activities, athletics, or politics. Uninvolvement can be as undesirable as overinvolvement and it has been said that most learning is done outside the classroom. However, the “super student” is truly interested in developing his full potential, so usually delves more deeply into the whys and hows of his field. His curiosity and compulsion to do his best cause him to study seriously. He eagerly awaits the future when he can apply his learning, and will have more freedom and time to have a greater variety of experience.



# The Normal Student







**CON:** Perhaps one of the most dedicated students on campus is the one who studies twenty-four hours a day! His daily existence revolves around studying: the most exciting hours being his classes! Imagine being totally enthused about nothing but lectures and classes! In addition meals and sleep add a touch of variety. The “super student” controls his body and will to do as his mind deems logical—to study now, so he can enjoy an affluent position and life *when* he graduates. The epitome of pragmatic thought, he is above the social hassle of dances, parties, movies, sex relationships, and other unnecessary activities. He remains uninvolved in the chaotic stupidity and injustices of politics. After all, one remains objective and content if logical, unemotional, and does “his thing.”





# Drug Crazed College Students Skinny Dip at Rosario Sin Conference



Large group sessions where our ideas were explored



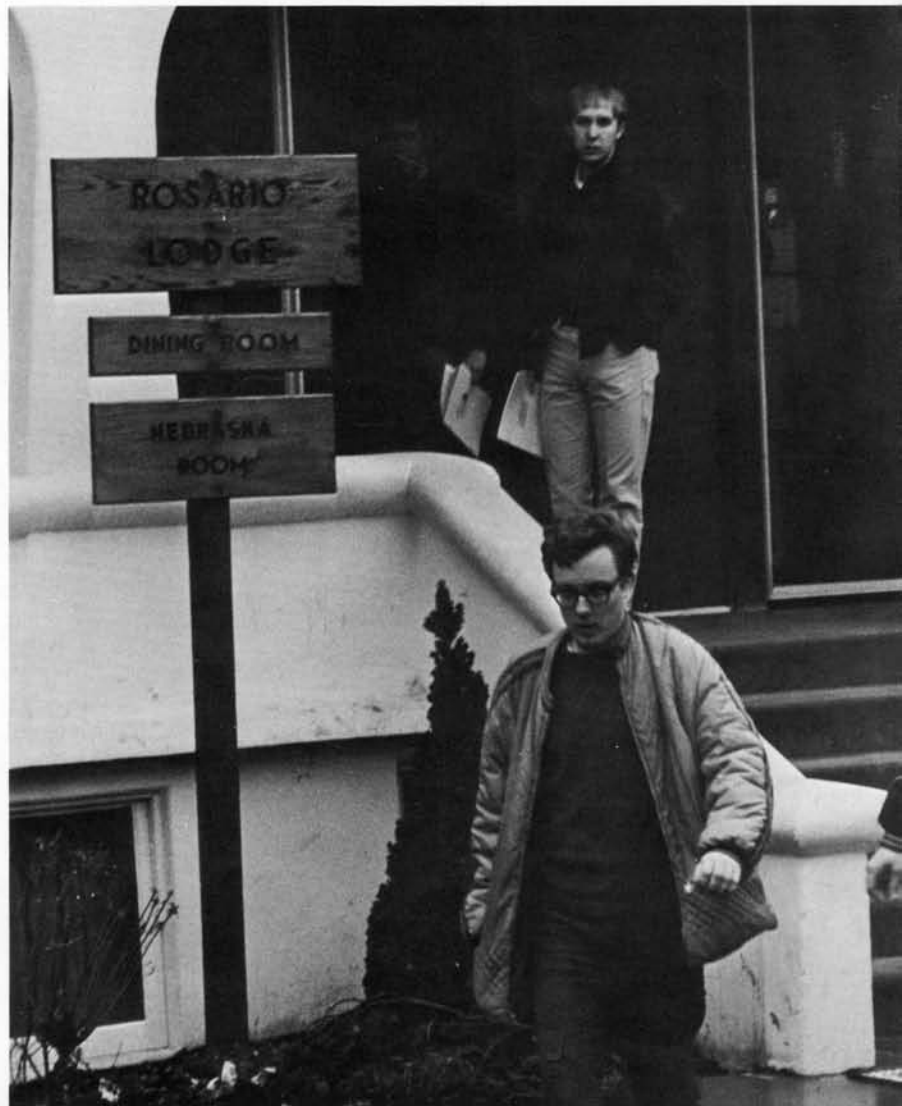
Rosario—were you there, I was.  
What really happened? A group  
of people found that they could  
communicate on a very human level.  
We all got on the boat with a bit  
of apprehension about the trip  
through the gale five hours later  
seasick and veteran green briners  
we had our evening meal to the  
chant of the little burro. The  
evening retired to wonder and blow.  
Day next . . . small groups that  
were down to the gut level problems  
problems . . .

Back to the large group to the sauna  
to the pool We did what was right  
beautiful natural no hang-ups  
to worry the man. Farmer was  
here last night rap.  
dave David Mr. Pevear Dr. sir  
oh what the hell you.

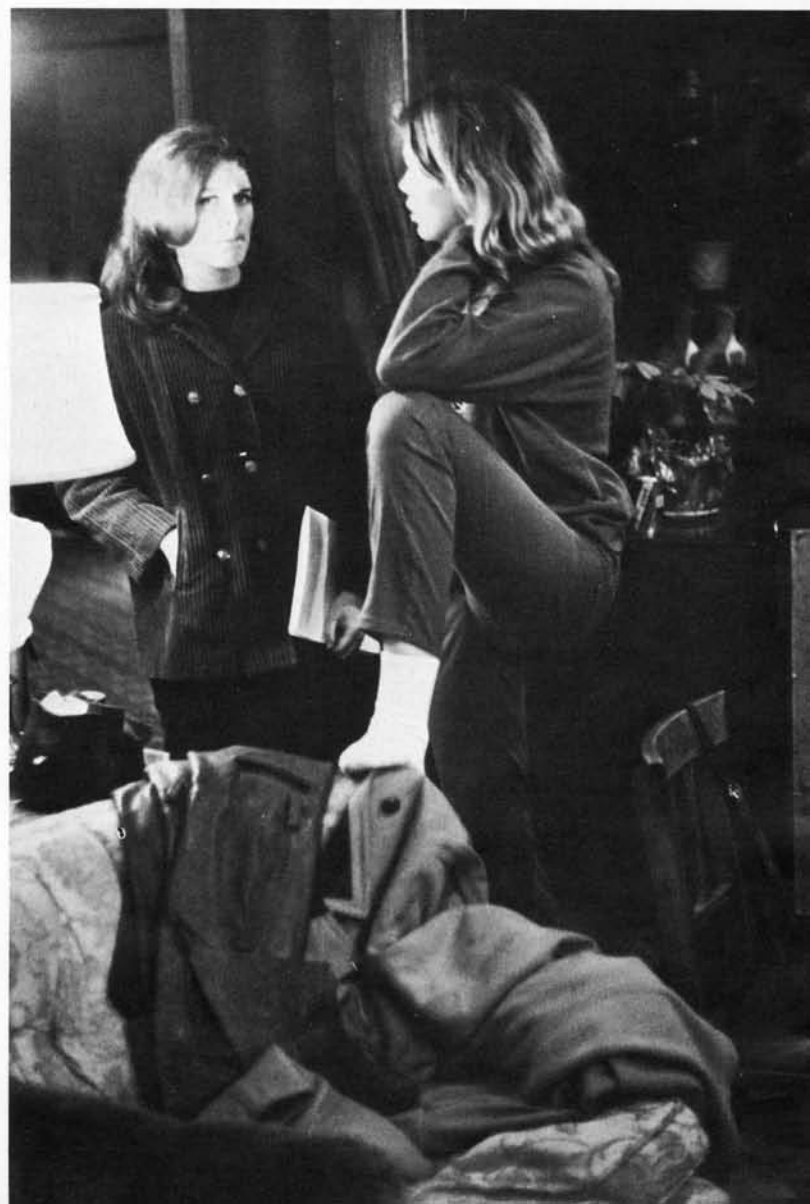
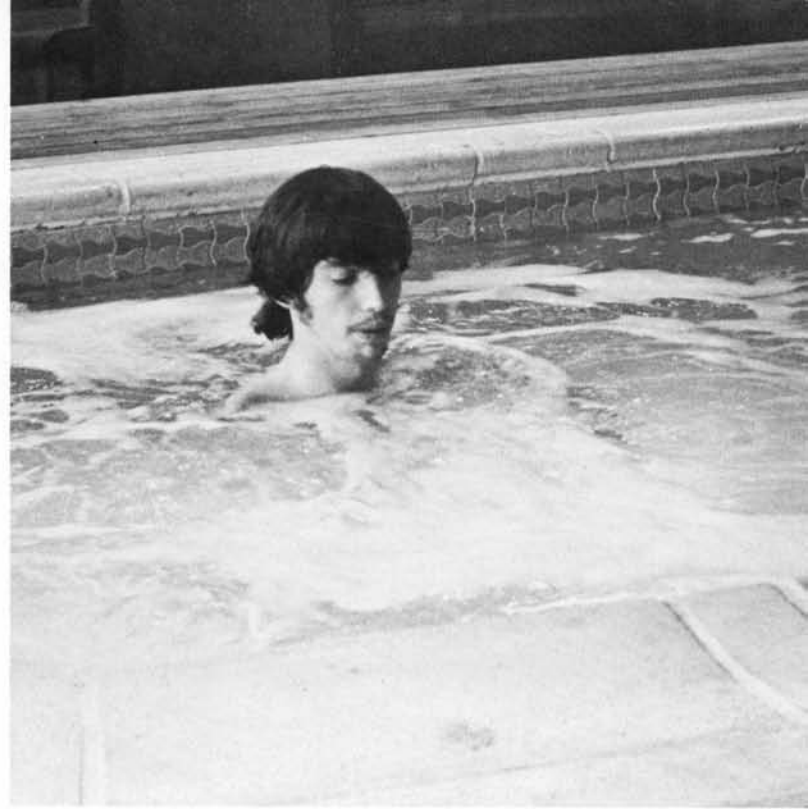
Sunday now . . . hike . . . pool . . .  
sauna . . . meetings . . . people the  
tribe that reacted to you to your  
needs.

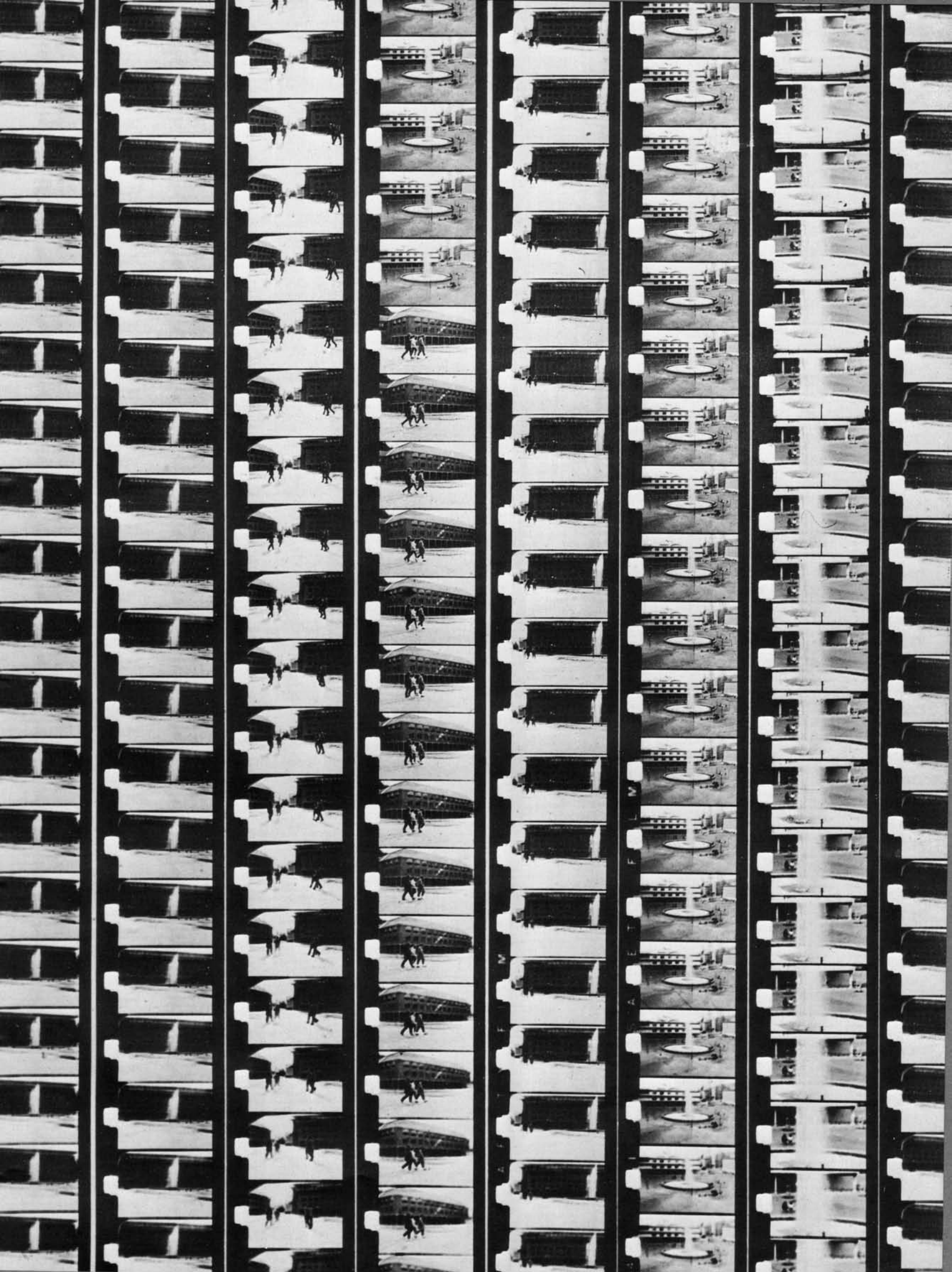
We sang who put the bop . . . amen.  
Monday the rap up.  
The tribe must go home  
drugs sex booze no not here  
What happens to the real world  
the effect of Rosario

bruce who was there



5000 Angry  
Students Board  
Ferry to  
Investigate  
Rosario  
Sin  
Conference







PLANNING MAP 2 SCALE 1"=100'


WESTERN WASHINGTON STATE COLLEGE


PROPOSED CENTRAL CAMPUS PLAN FOR 1970

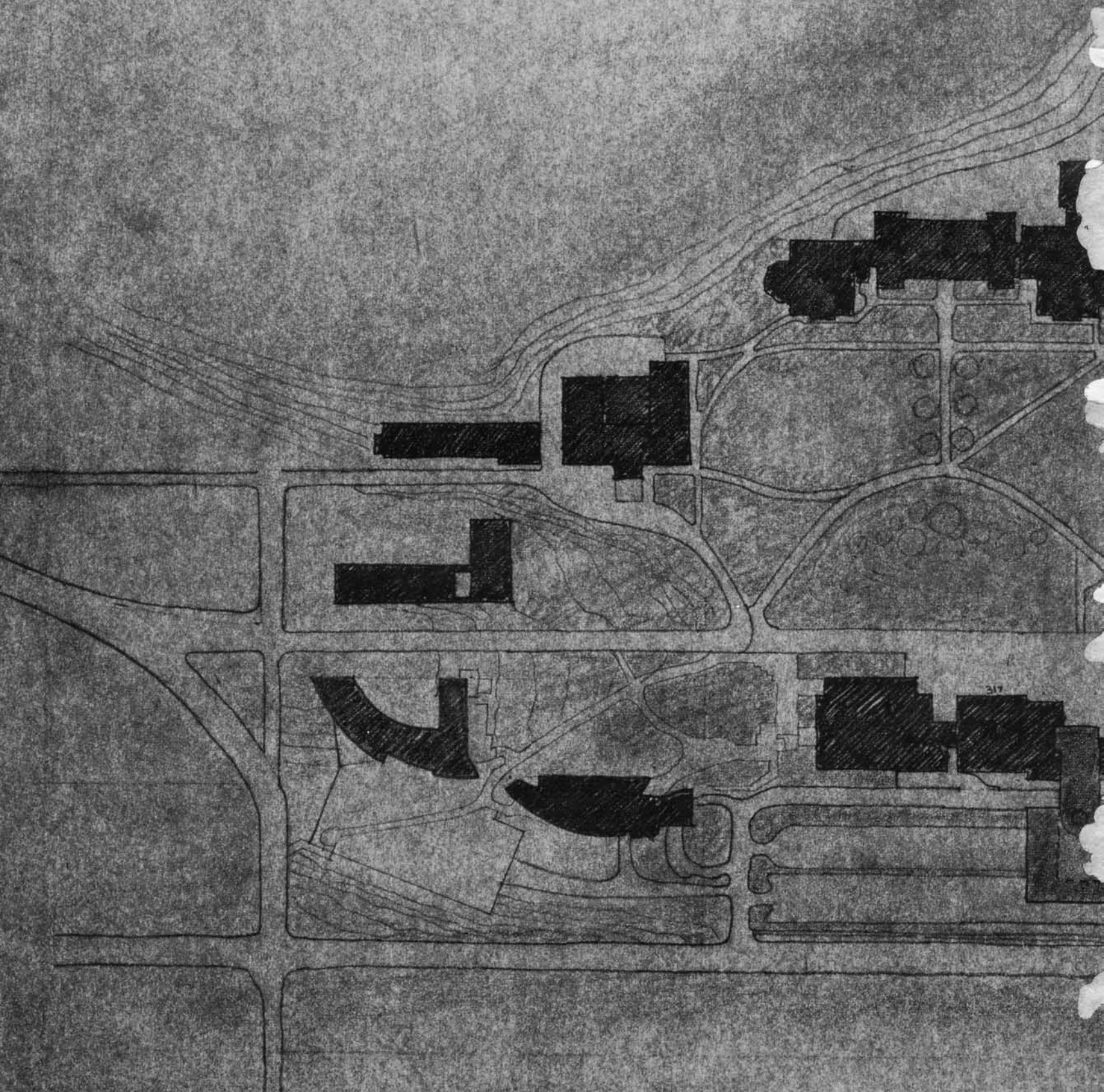
BY G. R. BARTHOLICK - CAMPUS PLANNING ARCHITECT

31 MAY 1966



 EXISTING BUILDINGS 1966

 PROPOSED BUILDINGS 1970







927

915

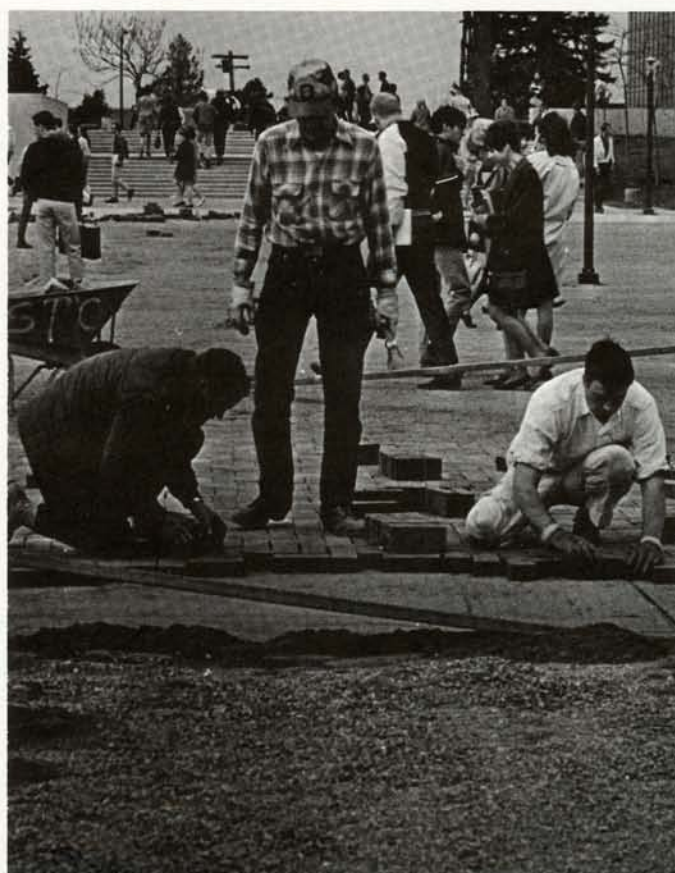
916

970 66





# RED SQUARE







In the year that we look at the individual on campus it is only proper that when we look at the campus in a physical sense that we look at the man—Red Square has come of age centered by Fisher Fountain, the bricks have seen dances, class changes, show, protest, war, peace, art sales, and memorial to the great men of our time. The Square is the result of the effort of a number of people on this campus, but when the original idea is traced, the path ends in George Bartholick's office.

Mr. Bartholick not only is one of the most gifted campus planners in the nation, as a quick glance at the projected college plan will show, but he even looks the role.

What many of us don't realize is that the design of a campus can have a profound effect on the living habits—the social awareness of the students on the campus. The wide open square lends itself to a friendly, pausing, hi, how are you, good morning campus. And maybe more respon-







sible for the ability of this campus to adjust to the changing world of college than most of us are willing to admit.

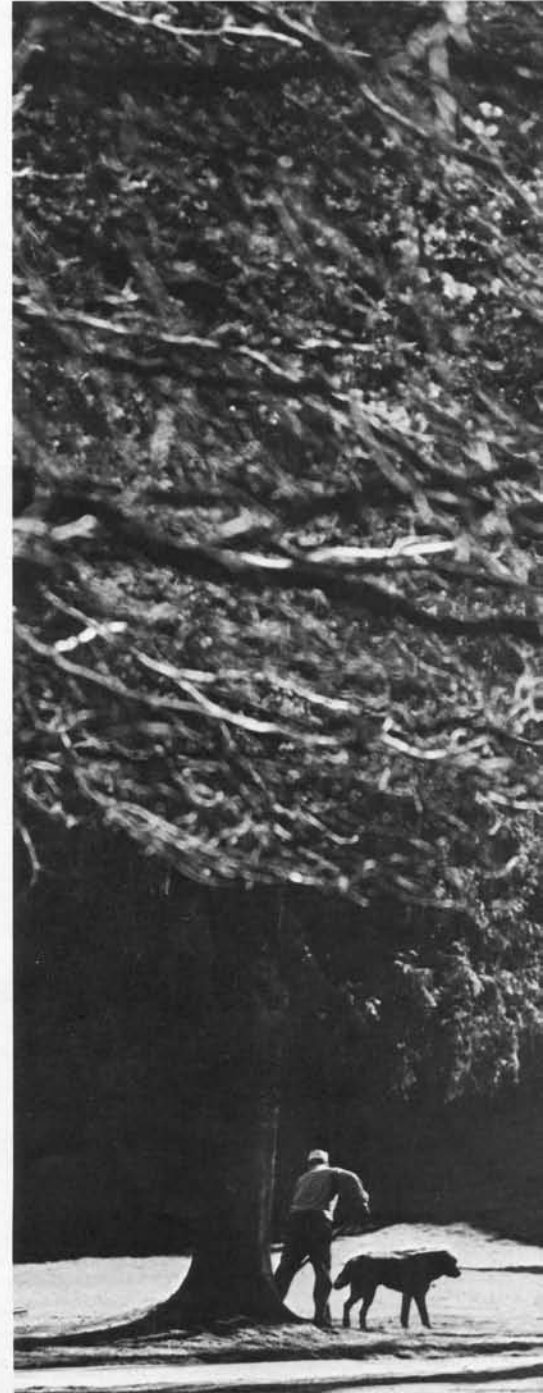
Two questions need to be answered: Where did Red Square come from? Why were bricks used? The square is the result of a long series of nonplans. When Western had only Old Main, there was a plan, but the Depression of the 30's and the accompanying decrease of students and funds forced the dropping of any type of organized plan. This was the state of the campus until 1959 when Mr. Paul Thiry was given the chance to develop the campus. 1963 the Board of Trustees decided to expand the campus from 6,000 to 15,000. At this time Mr. Bartholick was appointed campus planner. It was very apparent that the college had to do a lot of building as quickly and inexpensively as possible. This led, because of both economic and aesthetic consideration to a process of infilling; which resulted in the construction of Bond Hall, Art, and Miller Hall.

Red Square is located on an old bog unfit for buildings or concrete parking lots. With the 6,000 people per hour that will exit from 13 possible entrances to the Square when the college has reached 15,000, paths were out of the question. And because of the unstable nature of the ground a material that can be picked up and relayed was needed. So bricks!

This school is very indebted to people like Harold Goltz, Robert Aegerter, and George Bartholick for the production of a campus that is both functional and a work of art.

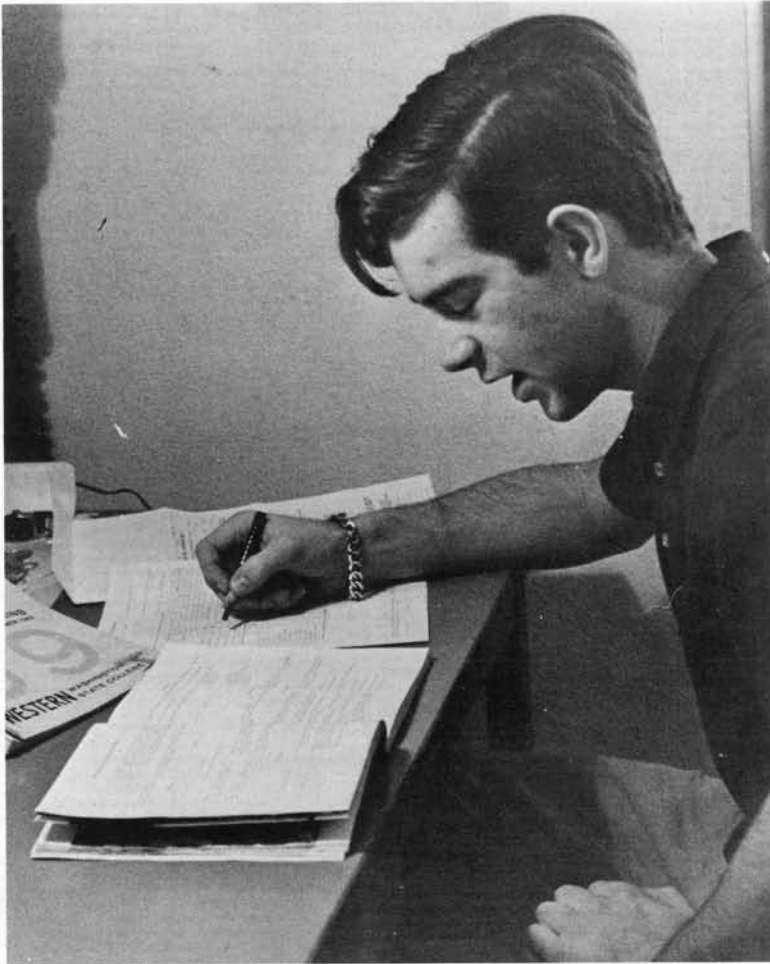


WESTERN'S  
SPRING  
THING



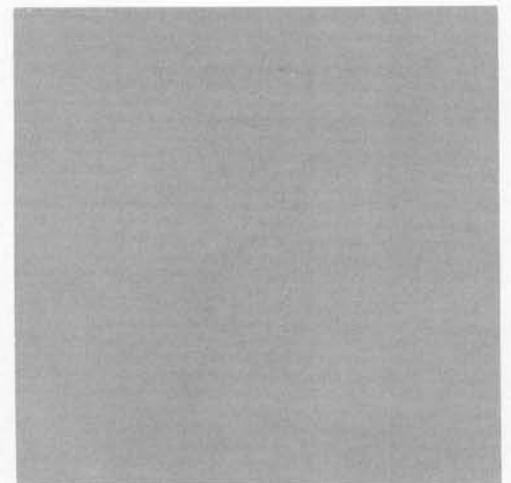


# ADMISSIONS



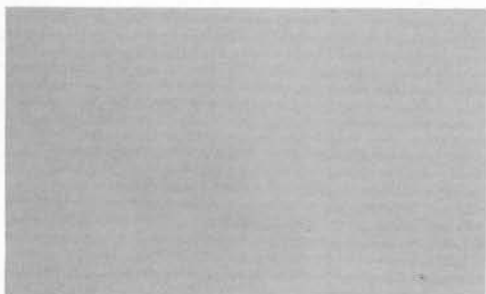
## Regular Admissions


Joe G. is like 1,731 other Fall Quarter freshmen who have gone through the bewildering process of being admitted to Western. He chose Western because a number of other guys from Tolt High School in Carnation were going to come here. "It's just as good as any other school," said he, so he filled out an application form. After receiving his acceptance, he had to pay a deposit on housing, get a medical exam, and pay a \$35 deposit on tuition. For those who applied for financial aid there were applications and Parent's Confidential Statements to have filled out. The P-R-O-C-E-S-S had begun. Next came orientation in early August where he "decided" or was pretty much told his class schedule. Then came September Orientation when three days before classes began he met his advisor, student sponsors, registered, and somehow learned that Old Main was that old brick building and that the Science-Math building was not truly the Science-Math building, but was *really* Bond Hall. All in all it was a very confusing time, but by the end of orientation (!?) the student had his schedule and had somehow found his way to classes, usually with yellow room change signs on them. He had survived the admission process.



# special admissions

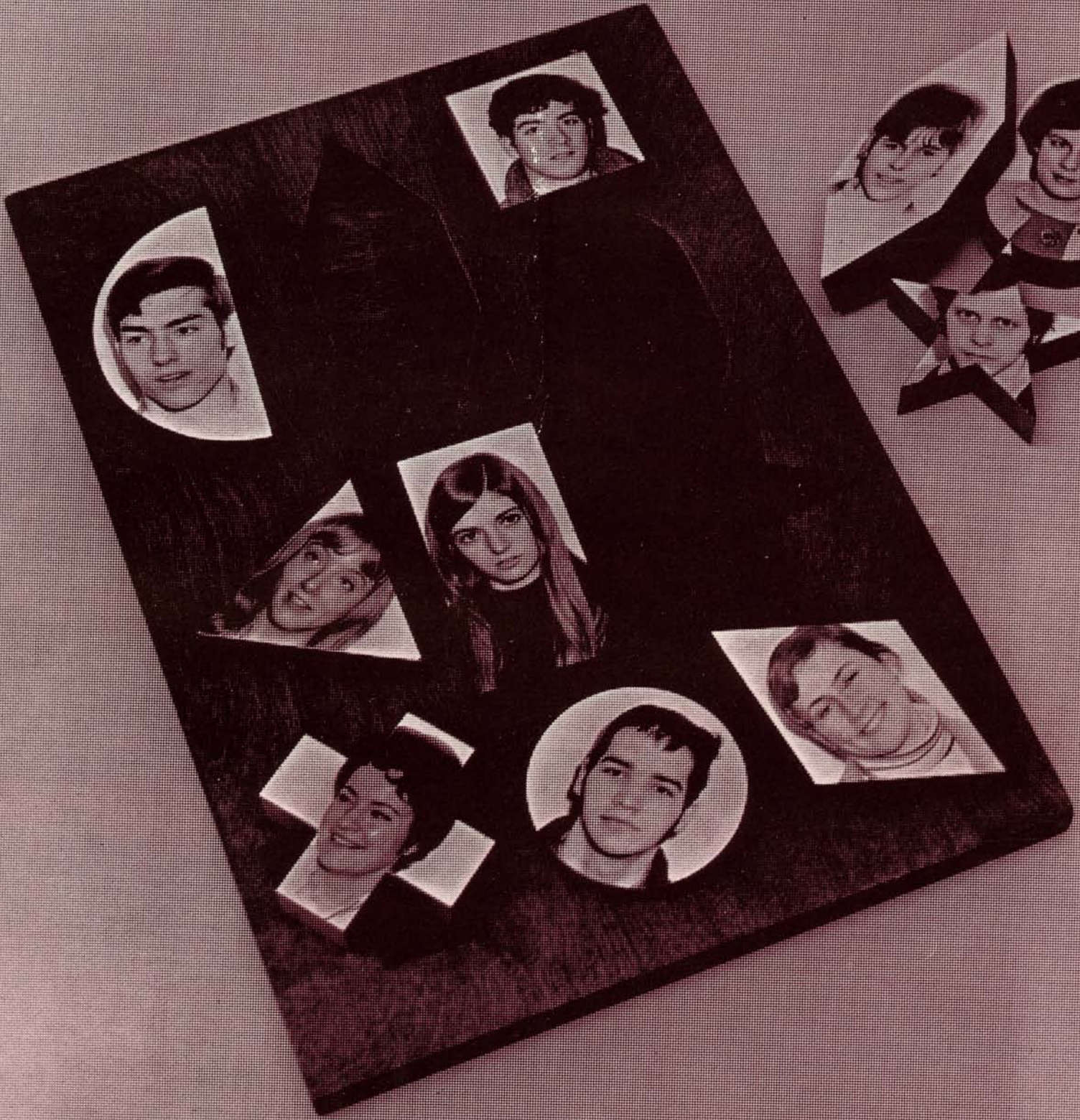
Last spring quarter Western instigated an admissions policy whereby "culturally and economically deprived students would receive special consideration for admission to Western." One hundred faculty members pledged 1% of their income to set up economic help for those chosen. One thousand dollars was then given to the Black Student Union (the group who "demanded" increased black student enrollment last spring quarter) for recruitment of those economically and culturally deprived students. As the results of B.S.U. and other efforts, 27 people who would not otherwise have been eligible for acceptance to Western were interviewed. Of these 27 people, 25 were admitted to Western and 15 enrolled Fall quarter. To overcome their cultural, economic, and scholastic disadvantages special tutors were provided with the funding coming from the faculty. Many of those who entered, enrolled in the newly formed black literature and black history classes. When asked how these specially admitted students were doing academically, Eugene Omey, Director of Admissions, said the following, "I believe it is too early to generalize about the performance of these students, but the results for the first term are certainly encouraging. As a group they performed far better than was suggested by our traditional methods for predicting performance." All in all it looks like this special program may prove successful.



A black and white charcoal or pencil drawing of a group of people in a circle, with the text "DO YOUR OWN THING" written across the center. The drawing is expressive and sketchy, with heavy shading and visible lines. The people are depicted in profile, looking towards each other. The text is written in a bold, hand-drawn, sans-serif font. The overall composition is framed by the dark, textured lines of the drawing.

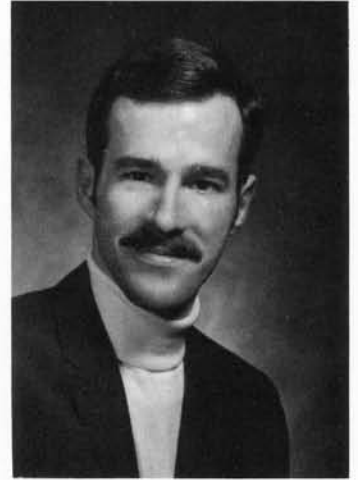
DO YOUR OWN THING







# ART



Ron Clark



Pat Murray



Frances Okinaka



Thomas Vassdal



Joan Whitcombe



Ed Thomas



Brian Kazlov



David Marsh

It is generally recognized that in men, those faculties given the highest priority are his intuitive sensibility, imagination and creative recognition. Scientists, artists and poets alike, if they truly inhabit those realms of perception of the highest order, speak of their thought processes not in terms of logic, scientific process or mathematical certainty. The Henri Poincares speak of an "esthetic feeling", and emotional sensibility that precedes mathematical law. Einstein refers to thinking "visually" and "muscularly" before there is any attempt at logical construction with words or other signs.

An art department, if there is time and the atmosphere prevails, can provide the student with the initial experiences which will support the utterances by men such as these. Time, the opportunity and people to advance upon the precedents should be the students' heritage. To understand one must



Linda Kettel



Glenn Wagner



Greg Mjelde



Mary Bottomley

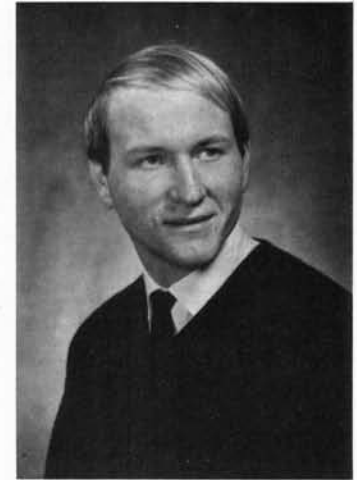


Barbara Horton



himself become through doing. An art department can provide an environment where the doing can take place and the feeling that important things can happen is the content of that doing. And in the

process of creating a body of work and thought, it could happen that an individual can begin to create himself out of his work; to gain insights into what is and to recognize those issues of ultimate importance.



Ken Deichen



Betty Steiner



Joann Mickey



Christine Jensen



Homer Weiner



To one teaching and/or learning in any other field, working right here, in our sea-to-ski-scenic-recreational-mild-climate-locale, is a fringe benefit—but to the biologist, the advantages of a rich fauna and flora in sea, stream, lake, meadow and forest are a genuine asset. All this, of course, enhances the opportunities and challenges for the Biology student.

How, and to what extent, can the student improve himself? By taking one or several courses in Biology . . .

Along with studies in Sociology and Anthropology, he can reach an awareness of himself as a human animal, and of the place of his species among animals in the scheme of life;



Carter Broad



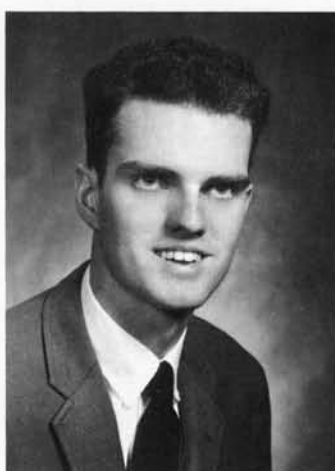
John Erickson



Kathy Holland



Florence Kirkpatrick

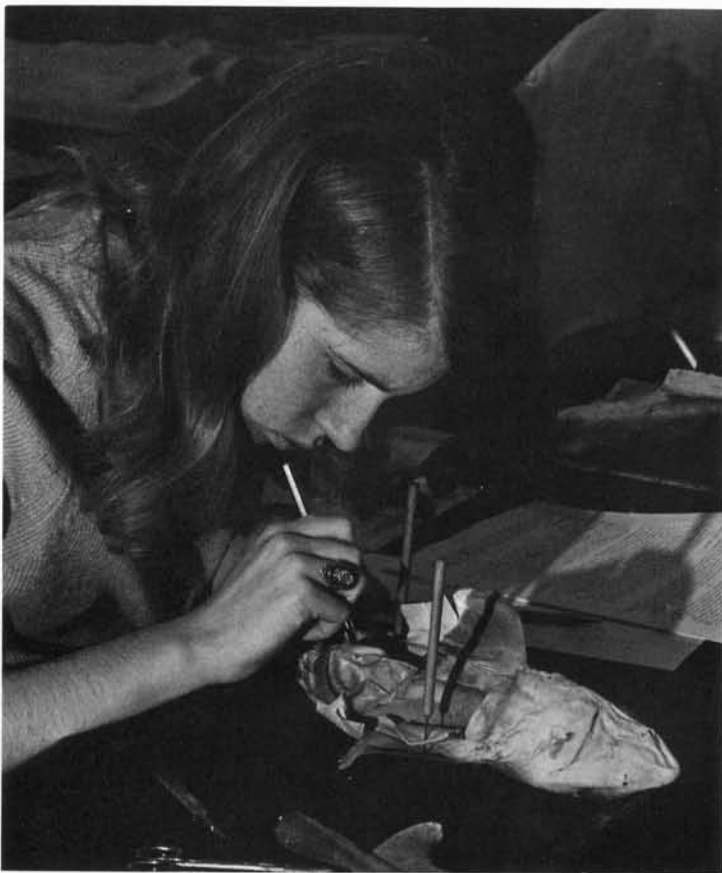


Ron Spragg



June Ross

# BIOLOGY



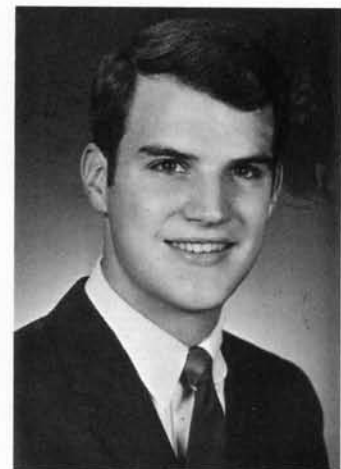
Maribeth Riffey



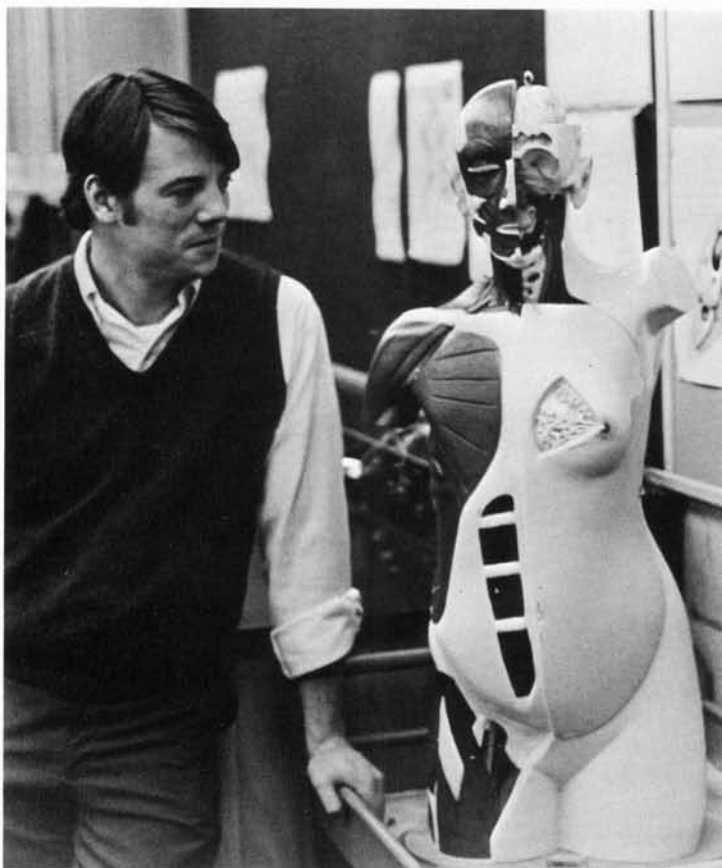
Margaret Anderson



Linda Aumiller



Jack Jones



Along with studies in Geography and Geology, he can fit this awareness into a picture of the earth, with its resources and limitations . . . And by tying in studies in Psychology and Education, he can begin to see what makes the human animal tick.

Together with work in Chemistry and Physics, he can become conversant with the scientific and technological world in which he lives . . . Provided he applies himself to Mathematics to gain numerical literacy needed for understanding the sciences . . .

And to English and Speech, and perhaps a Foreign Language, to enhance his written and spoken literacy. . .

Along with a seasoning of perspective from a study of History and a dose of mental discipline from logic and Philosophy.

And with all of the above, plus electives, he can acquire a mind that is critical without being caustic, skeptical without being cynical, inquiring, eager to learn, but not likely to accept an idea until it has passed the sieve of his own thoughtful analysis.

The Biology major has all the opportunities above, while preparing himself for a lifetime of study of the most fascinating facet of life—life itself!



# CHEMISTRY



Salvatore Russo



Andrew Frank



Sea Bong Chang



John Miller

Come around in the evenings or on weekends if you wish to see Chemistry majors at home in the department. Gary Watson can usually be found with his shoes off, feet up on the desk, trying to figure out why Dr. Kriz's synthesis isn't working according to prediction. Wendy Chen is still trying to tidy up the new, small biochemistry research area recently finished for Dr. Russo in the reconstruction work that lasted from July to March. Bob Matson and Karen Tack, two of Dr. Chang's undergraduate research students, are always grinding up the fresh spinach. John Gelder, one of the departmental assistants, may be found in the physical chemistry laboratory making another

modification on the high temperature cell for use in infra-red spectroscopy with Dr. Wilson. Alan Schulz and Jerry Couchman are usually responsible for the odd aromas coming out of Dr. Lampman's research area in organic chemistry. The research students aren't the only ones around the building in off hours. Any of the thirty student lab assistants could be there prepping for lab for the next day or the next week. A few might be found grading papers, repairing apparatus, painting shelves, or even just plain studying. If you've had trouble finding a member of the faculty during the day, try his lab or his office at night. A lot of students do.



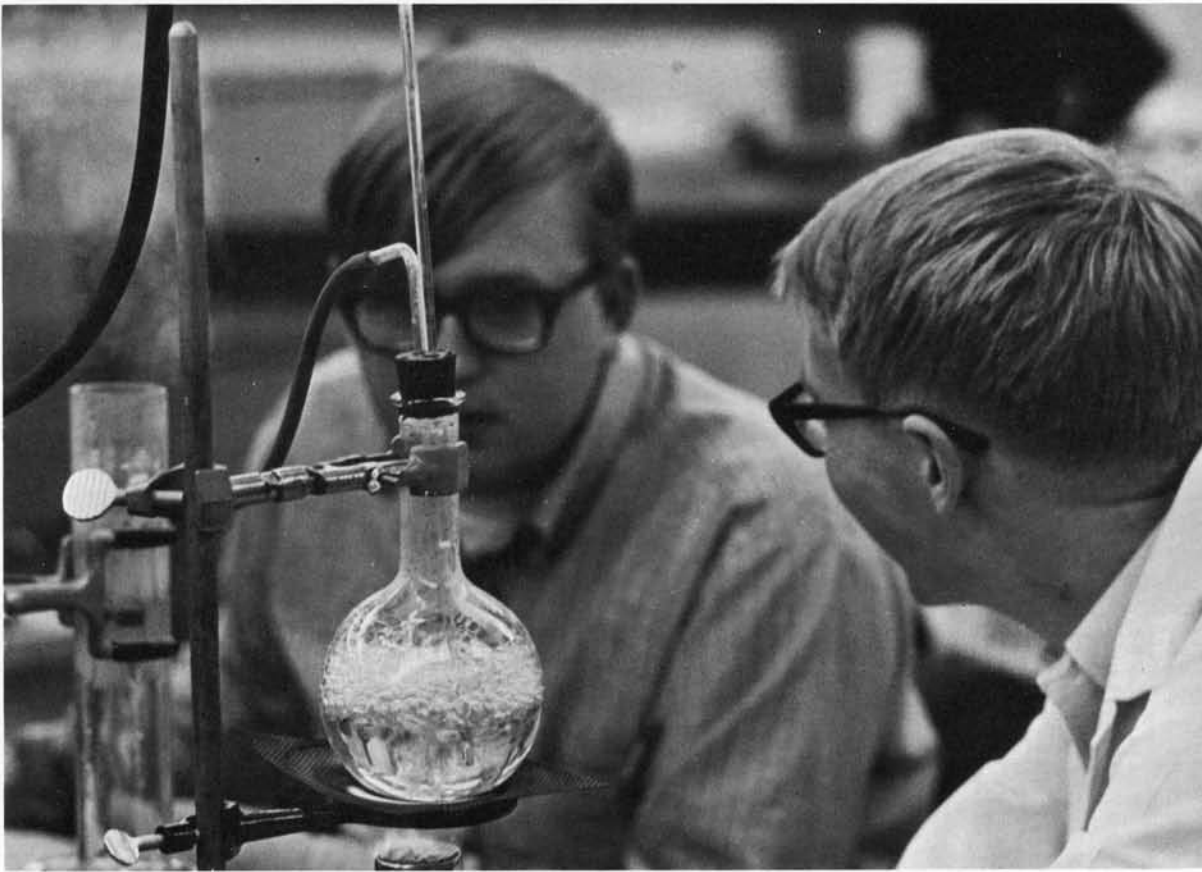
Lowell Eddy



Gary Lampman



Edward Neuzil



Herbert Hite



Fred Knapman



John Weyh



Donald King

Jay Allen



Sandra Ehnat



Erwin Mayer



Paul Ehnat

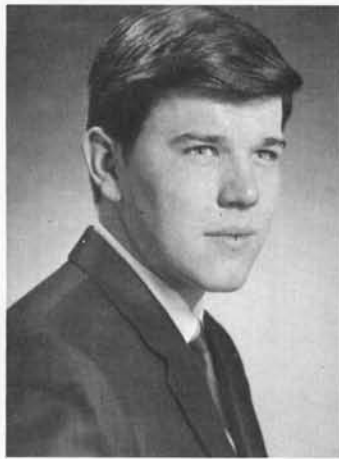


Bill Downey

Donna Johnson



Stan Moffett



Don Heitmann



Steve Pavola

Edna Zoet



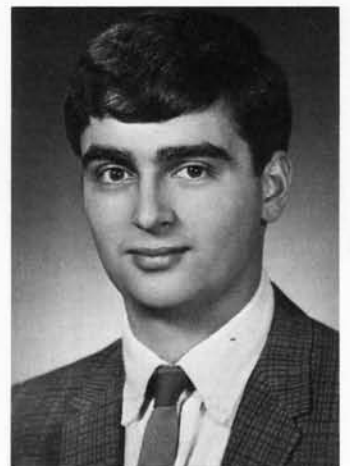
Jan Pederson

Varn Ketter



Jeffrey Fang

Ervin Otis



Howard Mitchell

Dick Hovde

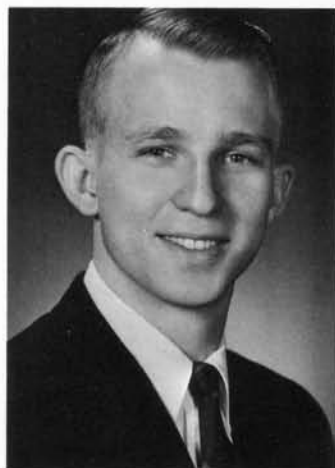




# ECONOMICS AND BUSINESS EDUCATION



John Kole



Roger Chick



Susan Ginder



Don Betzing



Phyllis Maki



Karen Lutz

# EDUCATION



Barbara Walden



Michele Mustell



Barbara Lamb



Tim Jaech



Lynda Milasich



Mary Lampert



Cheryl Troha

As the first and largest professional department of the college, the "Ed. Dept." has prepared thousands of Western students for positions as teachers of children and young people. Much of the reputation of the college has been dependent upon the excellent preparation of graduates—a co-operative responsibility of "Ed." and the various academic departments.

The department's responsibility is dual and it must take a long view. It must be concerned with professional growth of the individual student. Also it has a responsibility for the impact of that student, as a potential public school teacher, upon the children who are subsequently to be his responsibility. To discharge this obligation at the highest level to both Western students and their future students has been Education's challenge. The department continues to meet this through broadly based programs of cooperative instruction and research involving students, academic departments, and the public schools.



Sue Simonson



Linda Stewart



Frank Punches



Linda Troxell



Lani Tarrant



Diane Sankovich



Neill Mullen



Karen Hanson



Rebecca Walsh



Barbara Sturckler





Kay Benny



Kenneth Lutz



Richard Starbird



Doreen Wardenaar



Helen Haugen



Eldon Bond



Karen Butler



Max Higbee



Annie Holmquist



Robert McCracken



Judy Roberts



Jo Kubota



Dennis Ichikawa



Jana Barros



Susan Itokazu



Lynn Brittingham



Stephens Margaritis



Wayne Lee



Ardith Amundson



Richard Feringer



Don Brown



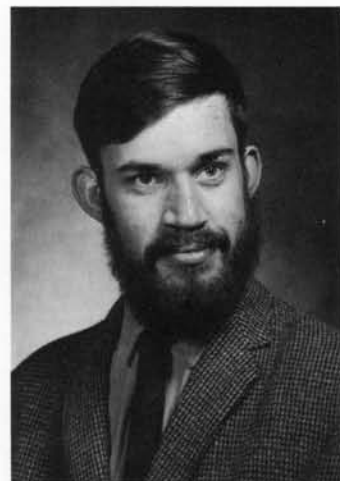
Linda Stricklin



Halldor Karason



Synva Nicol



Peter McMullen



Donald Ferris



Pamela Jennings



Suzie Sherman



Charleen Williams



Wendy Perdue



Henry Jones



Beverly Jennings



Vivian Johnson



Jeane Wibbelman



Steward Van Wingerdin



# ENGLISH



The explosions at universities and colleges across the country have shown that traditional educational theories, methods, personnel, and administration are being challenged by young, idealistic and impatient students. Some of them have been bitterly disappointed at the inadequacies of their culture and frustrated at their inability to change "the system." Some of the "radicals," who are some of the most intelligent and creative students in American educational institutions, have concluded that increasingly violent measures are necessary to force the institutions of higher learning to play a predominant role in eradicating the ills of man and society. Such agitation has also been felt at W.W.S.C., but so far violence has been averted.

Certainly President Flora must be given considerable credit for helping to reduce tensions between students and the faculty and administration. He has made himself accessible to the students, and they have frequently accepted his offer of coffee and conversation. Consequently, he has learned first hand about student dissatisfactions: from the speed bumps in back of Miller Hall, to censorship of the calendar. Secondly, he has publicly admitted his mistakes and quickly made adjustments. Such frankness must frequently be painful, but his character is easily seen and admired, even by those who disagree with his actions. Such conduct and personality have greatly helped to create an atmosphere of toleration, understanding, and willingness to change.

Faculty members have also significantly contributed to helping alleviate tensions. Not only have they encouraged President Flora to listen to student demands, but the faculty, an integral part of the "establishment," has shown a sincere willingness to engage the students in meaningful debate. Many faculty members have become a source of creative suggestions for new approaches by which demands can be met or discussed.

Many departments have recognized the student demands and have consulted students about various departmental policies. Other departments have formalized their relationships with students by in-



Cheryl Roswell



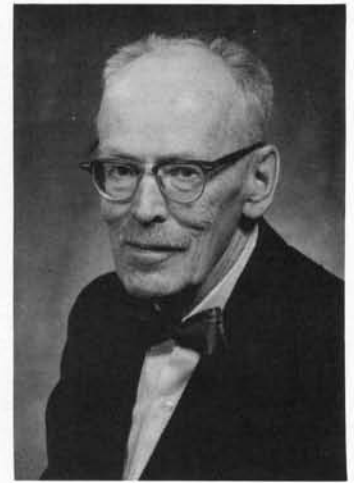
Cindy Pigeon



Maureen Harris



Koos Jager



Moyle Cederstom



Knute Skinner



Feryll Gillam



Nancy Sanford



Gerson Miller



Linda Hoder



Brian Anderson



Kitty Collins



Curt Kaple



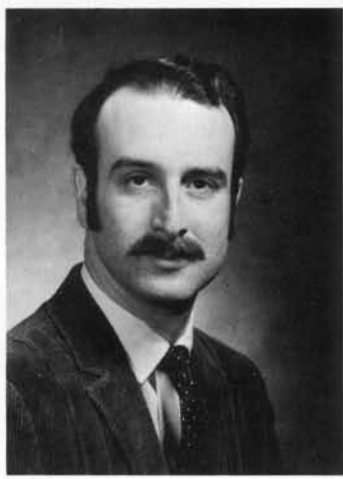
Kathleen Kuhns



Sharron Schafer



Jeff Williams



Daniel Larner



Stephanie Hylton



Roger Aase



Arthur Hicks



Nora Horensky



Evelyn Odom



Nina Haynes

## II

cluding student representatives on committees. The English Department, for example, has expanded its curriculum committee from seven to eleven members in order to incorporate students. The growth of student representation in the decision-making process of the campus is demonstrated by the active role SAAB plays in the changes made in the General Studies Program.

Considerable credit must be given to the students themselves. Living in an environment of distrust, violence, and "*causes celebres*," students have resisted the temptation of embarrassing—if not disrupting and destroying—Western. First, students have availed themselves of the opportunities for discussing their problems. Perhaps they were surprised that "the system" is responsive to student complaints. For instance, the English Department considered the complaints that two students made about the English Competency Examination; finally, the faculty of the department agreed with the students and reversed its decision.

Second, the students have worked on establishing new lines of communication by which they can express their ideals and work for their realization of them.

While advancement is what has been remarkable, fundamental questions remain. Basically, what are the limits of student representation? Is student advice to be limited to curriculum matters or are such questions as the hiring, firing, and tenure of faculty within their purview? Thus, are students justified to seek representation on departmental personnel committee? If so then can they ask—or demand—representation on the Board of Trustees?

Such questions show that the seedbed of student unrest still germinates at Western, but the groundwork appears to be laid by which difficulties can be discussed, and that is a crucial first step toward finding solution.



# FOREIGN LANGUAGE



Clara Trinidad



Diane Holland



Henrich Brackhaus



Sue Larama



Walter Robinson



Ruth Stadstad

In the ten years of its existence, the Department of Foreign Languages has shown a tremendous growth, both in size of faculty and student enrollment. Today there are nineteen instructors who teach four modern languages: French, Spanish, German and Russian; two classical languages: Greek and Latin; in addition to courses in Applied Linguistics and Foreign Language Methodology.

Eight hundred fifty-two students constitute the total enrollment today, an increase of more than 400% since the department's beginning. The languages rank according to enrollment as follows: French, 347; Spanish, 216; and German, 194.

During the summer of 1969, for the first time in the history of the department, an E.P.D.A. institute for teachers of French will be held under the direction of Dr. Herbert L. Baird. Some forty-eight secondary teachers from all over the United States will participate in the institute, which is the only one of its kind on the West Coast. The Department of Foreign Languages boasts two well-equipped electronic laboratories, which contribute to the excellence of preparation demanded of students of foreign language.

The foreign language requirement for undergraduate students, approved by the Academic Council two years ago, is being considered for implementation, affecting students entering the fall of 1969.

Lisa Gehrke



Karan Nolan



Eleanor King



Guadalupe Garcia Barragan



Herbert Baird



Ann Cowan



Tad Melbin



Steve Johnson



Denise Holden



Janice Day



Christine Anderson



Sharon Francis



Karen Kirkendall



Vladimir Milicic



Barbara Robinson



William Elmendorf



Anne Perry





Kathy Dier



Wendy Gellor



Chris Billings



Jeannie Doering



Donna Glandon



R. D. Brown



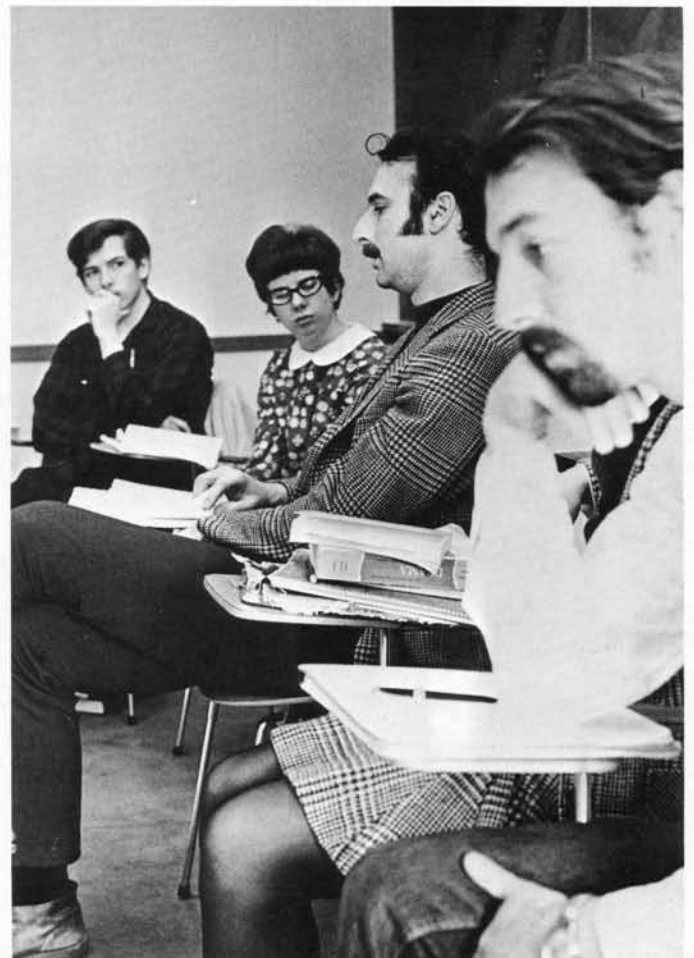
Linda Johnson



Janet Bedian



Georgine Dycus





Marcia McKaig



Maurice Schwartz



John Reay



Ralph Kuhns

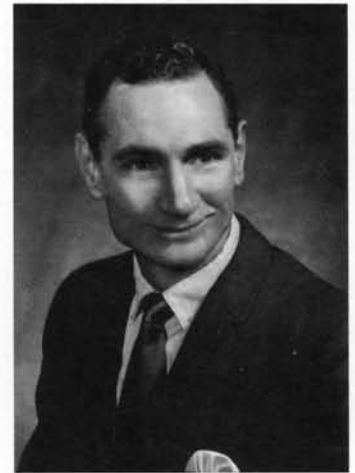


# GEOLOGY

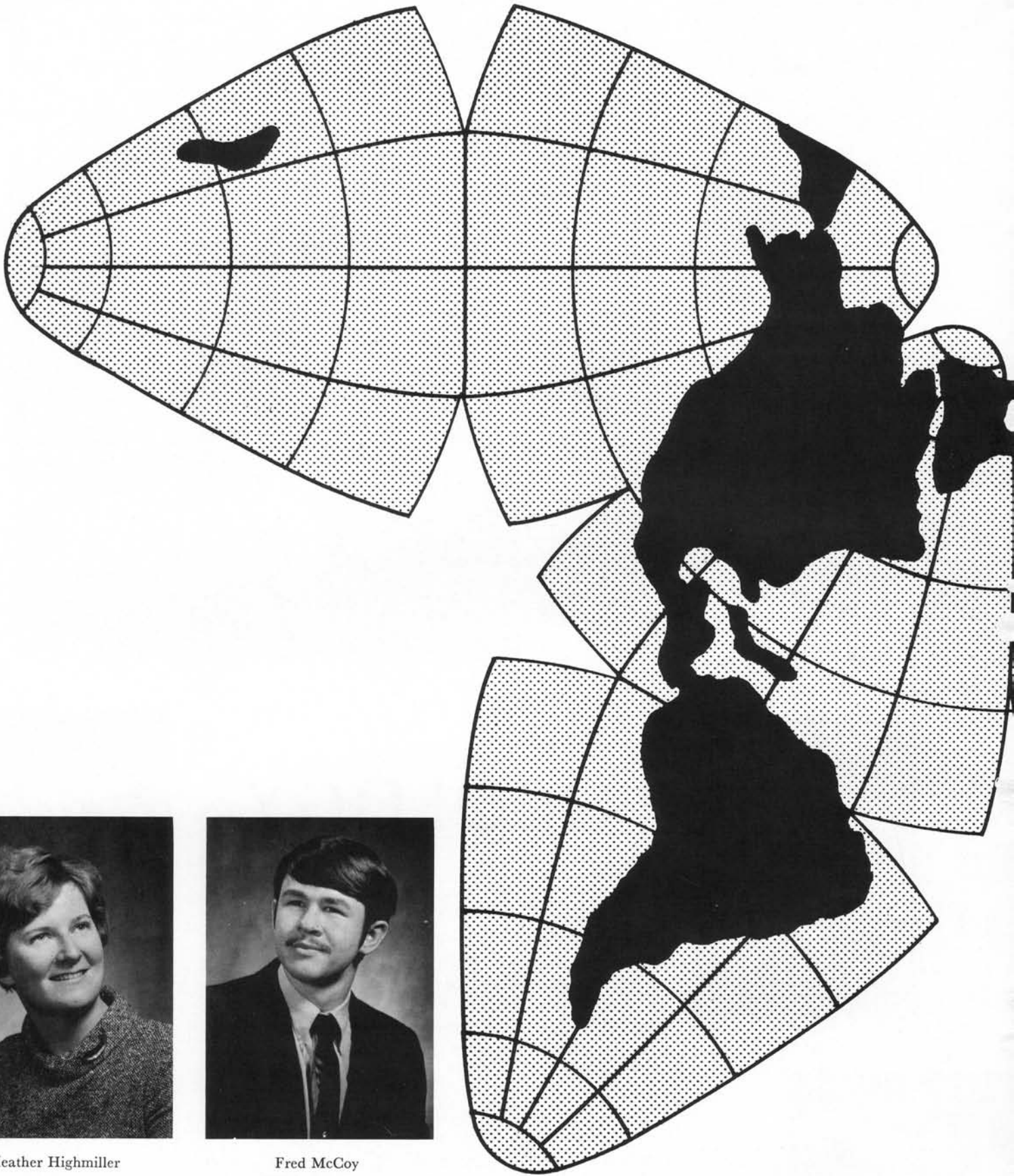
During Spring Quarter a large segment of the Geology Department moves off-campus in order to study geology in the field. Twenty students and two professors will travel more than 7,000 miles through the eleven western states to visit classical geologic regions and to learn to map and interpret the geologic history of selected areas.

Three weeks, the longest period of time in any one area, will be spent in the Mojave Desert of California where excellent exposures of complexly folded and faulted strata offer an unexcelled challenge for mapping geologic structure and interpreting stratigraphy. The group will then visit Zion and Bryce, back-pack through the Grand Canyon and return to the Northwest via Dinosaur National Monument, the Tetons and Yellowstone.

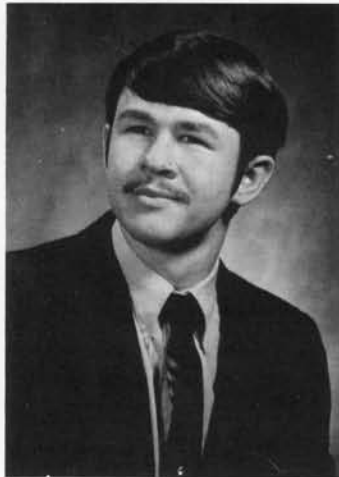
During the 16-credit field course literally thousands of observations will be made of phenomena covering all aspects of geology.



Ross Ellis



Heather Highmiller  
Robert Monahan

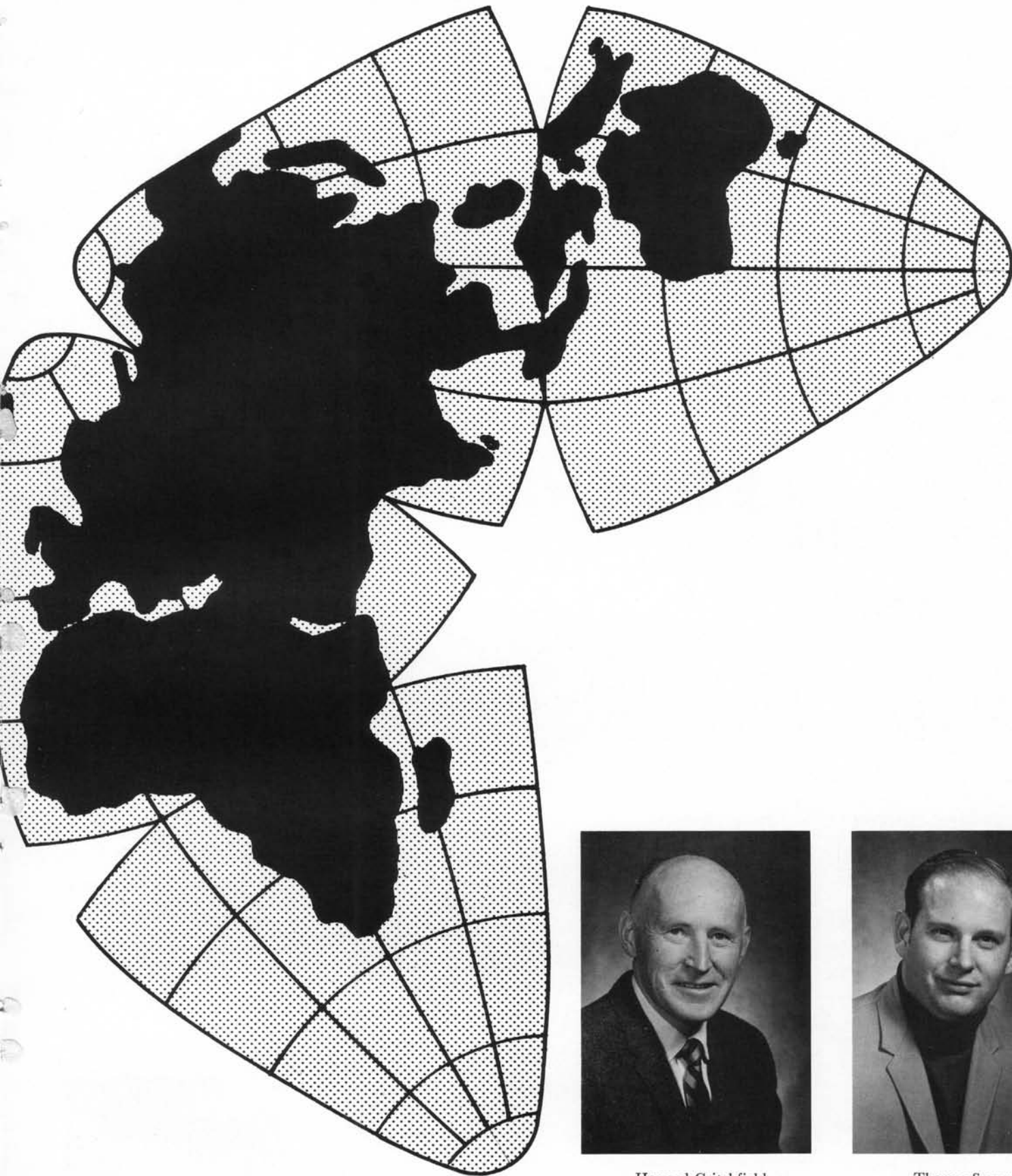


Fred McCoy  
Johannes Jansen



3,500,000,000 people  
on 57,280 square miles of land surface:  
an endless challenge  
and an inexhaustible opportunity  
for geographic investigation





James Scott



Howard Critchfield  
Debnath Mookerjee



Thomas Savage  
Ismail Ahmal



in

# HOME ECONOMICS

the focus is on

**INDIVIDUALS**

**FAMILIES**

**ENVIRONMENT**

**emphasizing**

design . . . housing . . . textiles . . .

home furnishings . . . consumer

economics . . . family finance . . .

home management . . . nutrition . . .

meal management . . . household

equipment . . . child development . . .

family relationships . . . clothing . . .

home economics education . . .

research methods

**through the concepts of**

.values

.interpersonal relationships

.management

.human development

.environment



Pat Zwagstra



Linda Johnson



Dorothy Ramsland



Lucille Barron



Laura Lerwick



Janice Peach



Nancy Kuehnoel



Patty Harris



Elmer Knowles



Edith Larrabee



# HISTORY



Joanne Ricks



Michael Fitch



John Mollan



Ann Ross

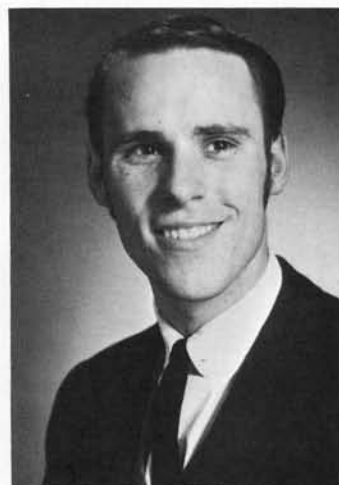


Susan Marron

Linda Doherty



Richard Blanc



David Wilson



Marla Benson





Liz Sipprell



Nora Callaghan



Michael Moore



August Radke



Jennifer Watling



Merilee Marx



Janet Slater

Sandra Babcock



Linda Smith,

Mary Schultz





George Harvey



Judy Huney



Tom Hansen



Linda Robertson



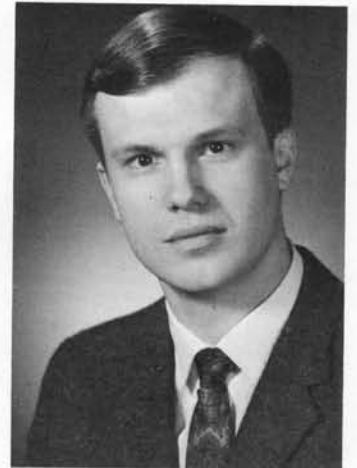
Terry Callahan



Dolores Hindman



Edward Kaplan



Dale Friend



Dayne Puvogel



David Davis



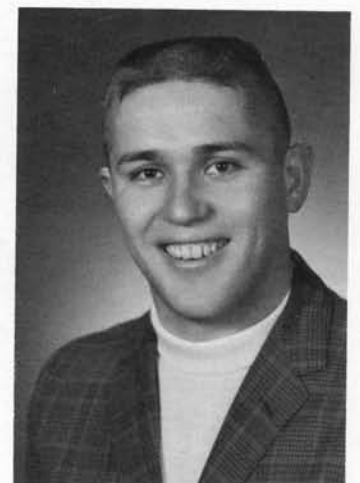
Eileen Jones



Jeri Hage  
Gary Kniss



Susan Jochim







Lloyd Uradomo



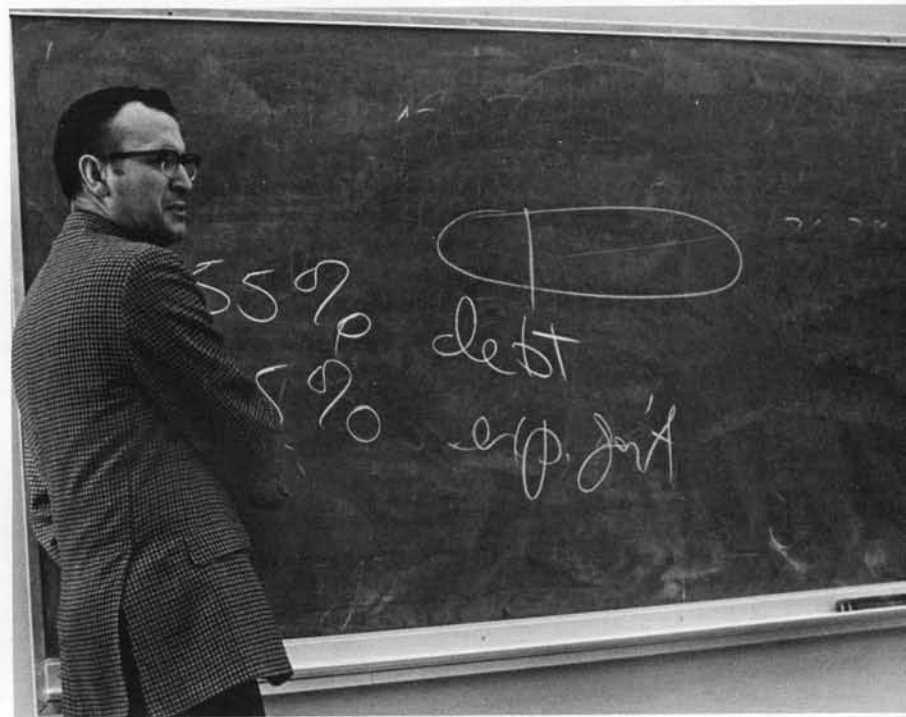
Jerilyn Jutz



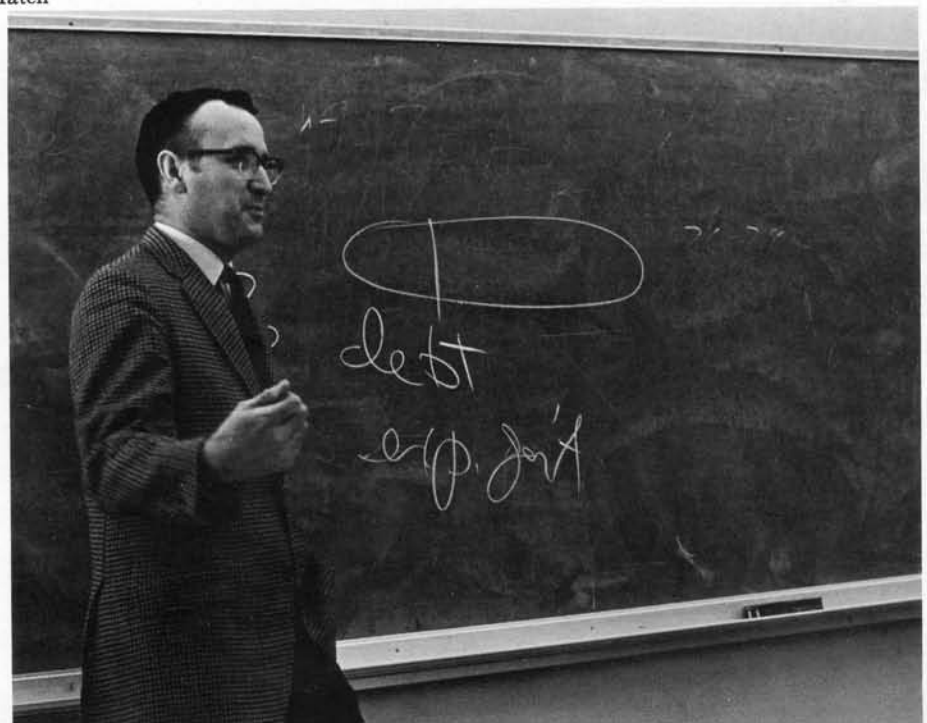
Treese Murdock



W. T. Hatch



Dean Kjarsgaard





W. Robert Lawyer



Thomas Frazier



Howard McGaw



Ellen Rice

Vilis Paeglis

William Scott



Charles Waterman



Gayle Rahmes



Herbert Hearsey

My fourth and last decade as a librarian and professor at Western is close upon me. It promises unquestionably to be a most exciting and stimulating one.

The climate of the contemporary Western Campus is marked by major problems. The challenge involved in the resolution of these problems is clear to faculty, students, and administration. The challenge which is presented to Wilson Library seems to me to be even more provocative and dramatic.

During the approximately three decades from 1940 to 1969, Wilson Library has grown from some 40,000 volumes and 300 periodicals subscriptions to approximately 300,000 items and 2,300 subscriptions. I predict that this rate of growth will appear insignificant compared with library growth in the next few bienniums.

A three phase reconstruction of the present Wilson Library building is already programmed to house 500,000 volumes and provide study facilities for student enrollment of 10,000. Construction on Phase One begins this year. The expanded facility will almost quadruple the present space, will modernize services and provide large recreational reading areas, lounge facilities, smoking rooms, snack bar, conference rooms and a 250 person lecture hall and stage. In addition to meeting the needs of traditional library services and materials, a bigger challenge is to move out on the frontier and anticipate the impact on library services of a very rapidly developing technology. As of this writing, Wilson Library is completing another phase in its automated data processing program destined ultimately for full computerization of services and technical processes.

Just barely around the corner is a tremendous explosion in the utilization in teaching of non-book materials: tapes, films, strips, canned lectures, reproductions, video, microtext (cards, fiche and ultra-microfiche)—and, of course, the acquisition of accompanying electronic hardware—wet carrels, projectors, recorders, reader printers, lap readers, television, etc. As soon as a close circuit is completed classroom lectures and demonstrations will no doubt be piped into the Library. And, within a decade or so Wilson Library may well be part of a state-wide (even national, eventually) network employing instantaneous transmission of library materials.

Come back in a few years and visit Wilson Library and find out what kind of a prophet I turned out to be!

# LIBRARY

# MATHEMATICS

Two fundamental views of mathematics run through history. One reaches back to the ancient Egyptian and Babylonian cultures and emphasizes the usefulness of mathematics in describing and manipulating man's surroundings. This tradition, especially since the time of Isaac Newton, has been one of the roots of the flowering of scientific knowledge that so characterizes our present society. Another view, dating to the ancient Greek civilization, recognizes mathematics as a model of reasoned thought and a part of the training of any educated person.

Through its students, especially the high school teachers it trains, and through the research of its members, the Mathematics Department at Western Washington State College attempts to honor and carry forward both these traditions. In a varied and expanding program it hopes to provide for the technical competence of those who will "use" mathematics and to give all Western's students some appreciation of the role of mathematics in our civilization.



Keith Himmelman



Hazel Lundy



John Reay



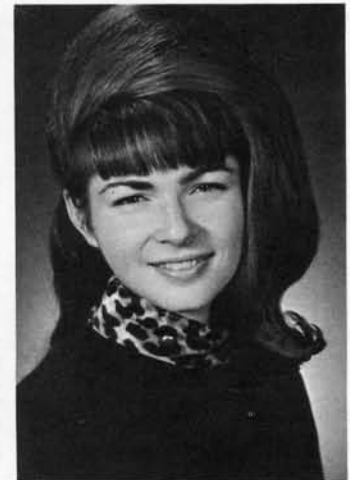
Francis Hildebrand



Dan Frederickson



Ronald Church



Eileen Burkle





John Woll



Suzanne Lamb



Norman Lindquist



Gail Atneosen



Dennis Johnson



Chris Thorleifson



Dennis Demorest



Sara Kelly



Mary Miedema

# MUSIC

Variety in media and excellence in performance have become the theme and development of Western's Department of Music as students play and sing music from Bach to Jazz. A listener's diet may extend from a gigantic spectacular like the Poulenc GLORIA requiring virtually the entire choral and instrumental resources of the department, to an hour at the student recital where a saxophone quartet, an organ toccata, a string trio, a piano sonata, and an operatic aria are but part of the fare. Nor do the students do it all—faculty concerts abound as brilliant new performers have joined the staff including a complete faculty string quartet in residence.

Variety is the name of the choral program where in addition to choirs and opera widening interests have created numerous select groups like madrigal, chamber and folk singers. A day in the life of a Western wind player might involve symphonic band, an evening with the stage band, a sectional for the wind ensemble, and a percussion ensemble. During the football season he would have spent some hours on the field to polish a precision routine. String players would likely be found playing in a symphony, a string orchestra, chamber orchestra and perhaps a student quartet. They also study music history, learn to conduct, and write music in theory. A new phase of the theory program was added this year when the listening lab (tape recorders and programmed



Elva Sampson



Kathy Aadal



Tim Gaffney



Kathy McPhaden



Paul Stoner



Evelyn Hinds

tapes) added a total new dimension to the art of tonal discrimination.

The music program includes this year an experimental program in jazz improvisation and the history of jazz and contemporary music open, as are many of the music organizations, to all interested non-majors. A large music library replete with numerous turn-ables and an enormous library of discs is a Mecca for the avid student listener.

In a world of rapid change music is moving with the tempo of the times.



Martin Tobies



Sharon Phinney



Linda McLennan



Bernard Regier

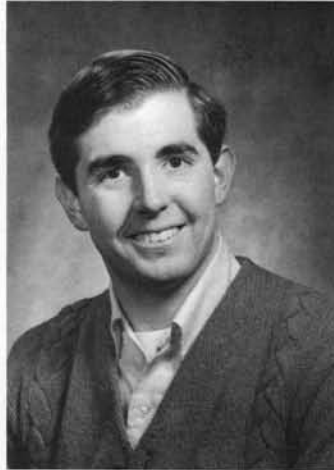




Marilyn Hammer



Bruce Verkist



Don Dorr



Janice Doubt



Dr. Szonoru



Don Walter

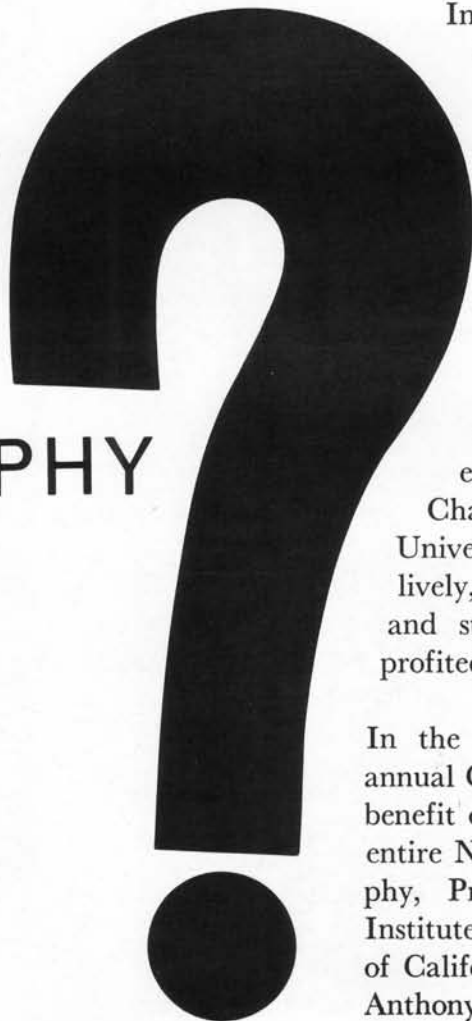


Jerome Glass



Phil Agér

# PHILOSOPHY



In attempting to continue to understand and interpret the present scene of rapid change, revolution and rebellion, as well as to assess accurately the forces of resistance, tradition and authority the Philosophy Department this year, besides teaching large parts of the body of traditional and contemporary philosophy, helped to initiate and sponsor what some have called the most significant intellectual event on campus in recent years, the symposium on Government, Freedom and Change. Participants included Arnold Kaufman, philosopher and well-known author, social critic and daring innovator in politics and economics, and Christian Bay, writer on politics and Chairman of the Department of Political Science at the University of Alberta. Sessions with these figures were lively, sparkling and controversial in the best sense, and students and faculty apparently enjoyed them and profited from them.

In the Spring the Department also sponsored the second annual Conference on Philosophy at Western, inviting for the benefit of students, faculty, and other philosophers from the entire Northwest two of America's leading figures in Philosophy, Professors Richard Cartwright from Massachusetts Institute of Technology and John Searle from the University of California at Berkeley, and two foreign visitors, Professors Anthony Kenny and Jonathan Bennett.

# P.E.

mens



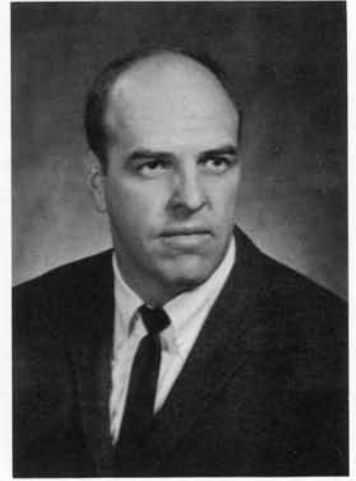
Gerald Moe



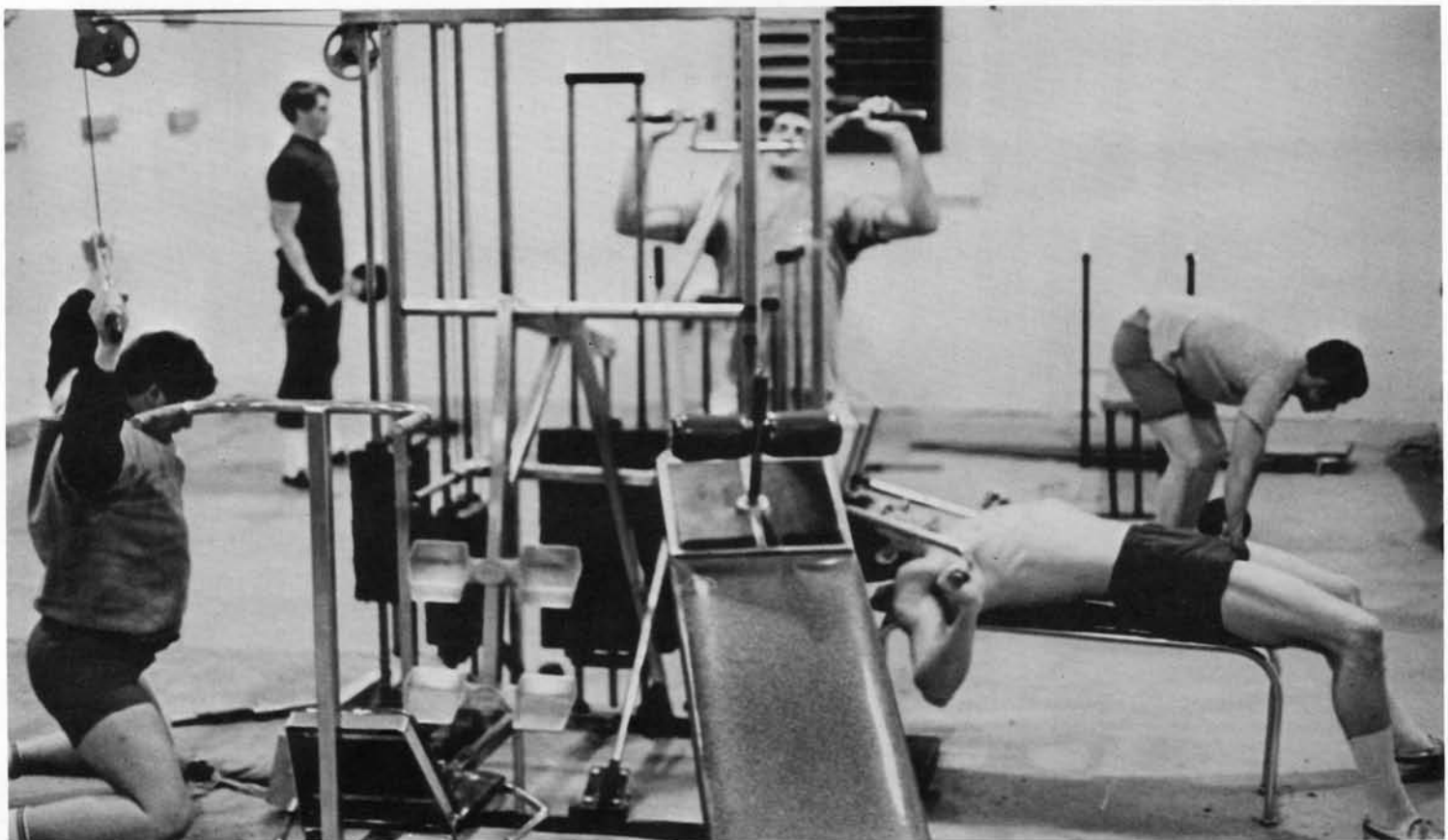
Stan LeProtti



Robert White



Boyde Long







Pat Hughes



Conrad Hamilton



Don Wiseman

The discipline of physical education has many facets—general education, teacher training, recreation and intramural, intercollegiate athletics. Always the student is the focal point of the various areas in the discipline and hopefully these programs are among the most enjoyable educational and recreational experiences of the individual participant. The department has tried to keep in tune with current student interests and concerns through several faculty-student committees. One consequence has been curricular change, including several new courses and new programs. For example, crew has been added as a varsity sport and new courses in the activity offerings such as mountain climbing, jogging, handball, and squash either added or planned. Other activities in which students show an interest cannot be included at this time in the curricular program due to staff and facility shortages but the department has tried to



Charles Lappenbusch



Charles Randall

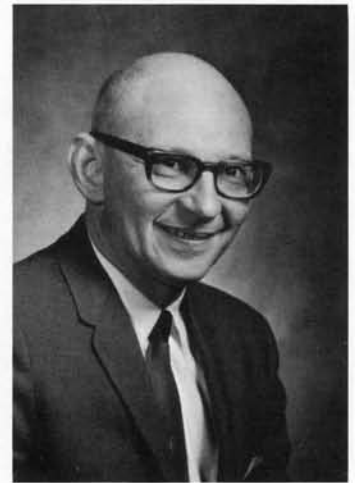


offer some assistance to the mushrooming club activities such as soccer, rugby, gymnastics, judo, karate, sailing, scuba diving and badminton. An extensive intramural program is offered to all students with, for example, nearly 700 men participating in organized basketball leagues.

In summary, this department is affecting curricular or recreational needs of more than half the male student enroll-



Melvin Albee



William Tomaras



Fred Emerson

ment and thus taking a long stride toward a primary aim in the physical education discipline: a sport for every student and every student in a sport.



According to McLuhan, "All Media are extensions of human faculties—psychic & physical." Similarly, all areas in the Women's P.E. Dept. (P.E., Health, Recreation & Dance) are extensions of student participation and involvement.

Playcourts and sports fields an extension of the arena.

Vitality an extension of energy in a different form.

Leisure an extension of self through choice.

Rhythmic motion an extension of creative self-expression.

These area extensions co-exist in a state of active interplay. Students become involved with one another—a r-o-l-e is performed in being yourself and the new "look" in learning i.e. to discover, to explore, to totally participate as well as to be instructed is constantly being encouraged.



Yvonne Fenton



Corda Frank



Sharon Rowland



Margaret Aitken



Mary Cawdrey

P.E.

women





Mary Lou Ruthardt



Paula Everdell



Kathryn O'Connor



Ann Price



Sherry Weatherby



Monica Gutchow



Candi Quake



Lois Watkins



Gail Rauch

# PHYSICS



Ajit Rupaal



William Dittrick



Leslie Spanel



W. L. Barrett



Melvin Davidson



William Toews



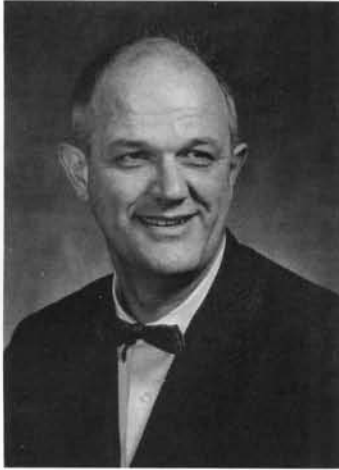
Jeri Smith



Don Assink



Jerry Jazbec



Willard Brown



Richard Van Demark



Barb Wakefield



Joan Plumb



Gary Navert



Sandra McCauley



Barbara Fowler





John Hebal



Richard Bullman



Iraj Paydar



Richard Walsh



## POLITICAL SCIENCE



Steve Courchaine



Eric Peters

Political Science is at once one of the oldest and one of the newest of the academic disciplines. The classical studies of Political Philosophy and of Law and Constitutions, which date back to Plato and Aristotle, were augmented in the latter part of the 19th century by large-scale descriptive studies of contemporary governments. Then, between the wars, three new demands were made: to introduce quantitative methods, to relate the study of politics to the personality and psychology of the human individual, and to develop an overarching theory of politics. The first two of these blossomed during and after World War II, leading to fields like Research Method and Political Behavior, and there are signs that the third may flower any time now. Meanwhile the problems of modernization in the many new nations of Asia and Africa have created the vigorous new field of Comparative Politics.

These and other new developments are transforming the content of undergraduate courses, so that Political Science is becoming one of the more popular disciplines on the Campus.



Manfred Vernon



Roberta Burkett



Gary Kepl



Fred Doehring



Ken Nelson



Orest Kruhlack



Dorin Zohner



Jim Lowe

# PSYCHOLOGY



Carol Diers



Evelyn Mason



Markida Hopkins



Myrl Beck



Don Littleton



Martin Reck

We are the hollow men  
We are the stuffed men  
Leaning together  
Headpiece filled with straw. Alas!  
Our dried voices, when  
We whisper together  
Are quiet and meaningless  
As wind in dry grass  
Or rats' feet over broken glass  
In our dry cellar

Shape without form, shade without  
colour,  
Paralyzed force, gesture without  
motion;

Those who have crossed  
With direct eyes, to death's other  
Kingdom  
Remember us—if at all—not as lost  
Violent souls, but only  
As the hollow men  
The stuffed men.

Fortunately, the picture is not all black. Increasingly, psychology is admitting that it jumped the gun in the wrong direction by trying to model itself after the physical sciences. More and more psychologists are turning to *meaningful social action research* and the *truly basic* observational research methods. In so doing, they are finally dealing with humans "as they are" and "where they are". They are again accepting the human as a verbal being capable of reliable self report rather than a higher animal unable to give honest verbal responses. Further encouraging signs are that a few psychologists are even beginning to deal with the bigger social and moral issues facing mankind at the present time (i.e., war, pollution, over population, economic survival of underdeveloped countries, and so forth).

Optimistic as these signs are they are obviously only a very small start on the overwhelming problems fac-



ing man today. These problems basically are related to human survival. Unless we as psychologists and as *human beings* are not willing to contribute something toward the real needs of mankind, it well may be that T. S. Eliot's end may become a reality.

Psychology today has much in common with this potent commentary on human existence. Especially in the realm of research, "hollow" (called "basic") research abounds. This "basic" research, which is being carried out by the majority of psychologists (at least in college settings) usually concerns itself with highly specific and controlled aspects of behavior in organisms which cannot talk back (frequently rats). When a researcher dares to study human subjects, "basic" methods require that the situation be well under the control of the experimenter. Thus, the subject must be manipulated in such a way that he engages in a completely artificial form of behavior never engaged in before in his normal life.

All of this would be quite legitimate if psychologists would be willing to admit that they are interested in animal behavior for its own sake or in artificial behavior in humans. Sadly this is not the case. Instead, too often they claim to be studying behavior which is *highly generalizable* from animal to human and what is even worse, they claim to be studying *highly meaningful* behavior in humans.

This is the way the world ends  
This is the way the world ends  
This is the way the world ends  
Not with a bang but a whimper.



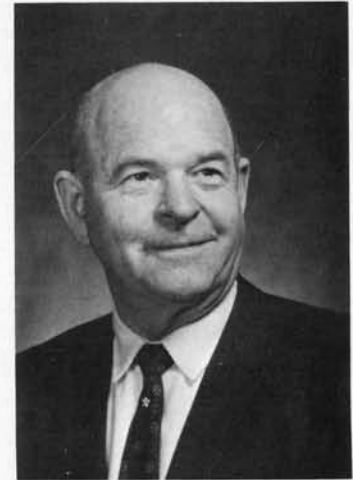
C. W. Harwood



Lynette Freiter



Valerie Worthen



Alan Ross



Frank Nugent



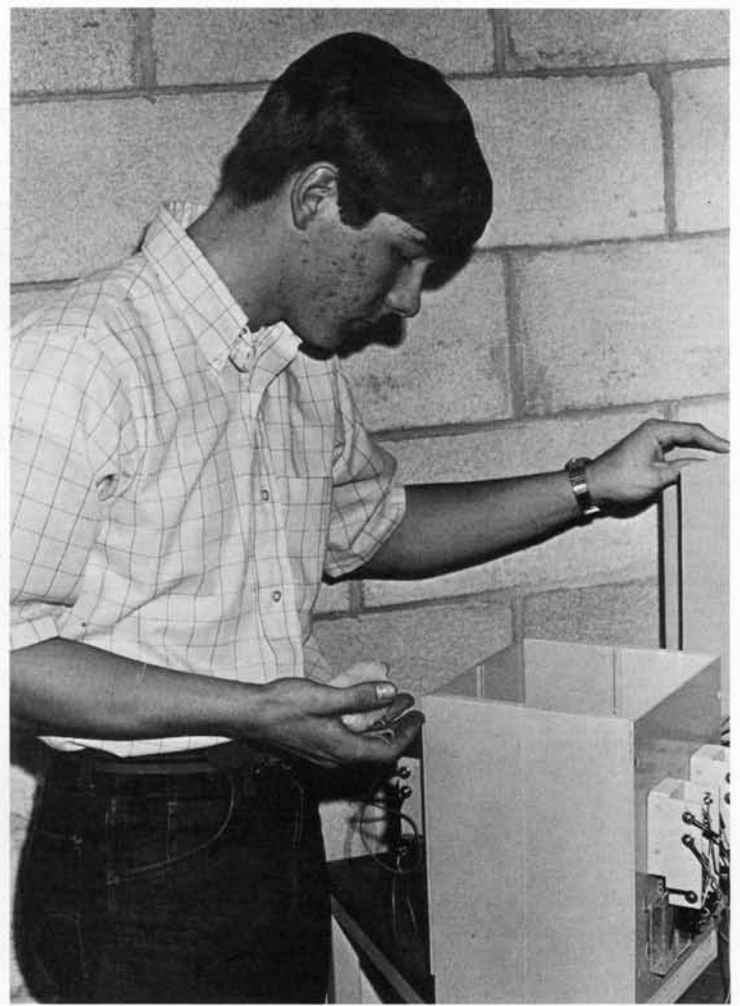
Jan Carlin



Knute Adams



Don Alford



Dorin Zohner



Jacqueline Finneran



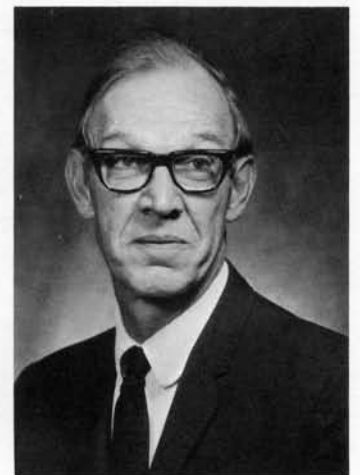
Donna Cabral



James Wilkins



Merle Kuder



Henry Adams



Marty Lobdell



Elvet Jones



Christine Bauman



Lorna Compton



Robin Charlton



Ingeborg Paulus



Joan Eisenhardt



Valeri MacKinnon



Lynn Osier



Jackie Spencer

## SOCIOLOGY





Roger Quiggle



Herbert Taylor



Jan Tibbetts



Loretta Dreis



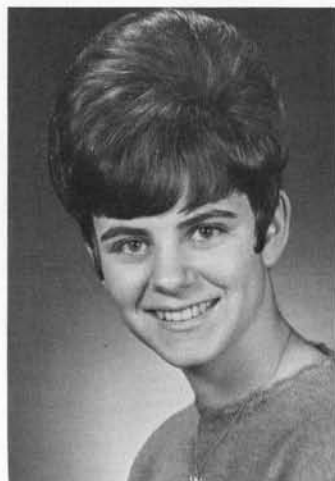
Gayle Church



Richard Levien



Jane McCarren



Diane Beliveau



Jim Hardin



Jean Cox



Vicki Allen



Margie Williams



Jan Inman



Suzanne Wickstrom



Pam Mitchell



Howard Harris  
Wayne Johnson



Cheri Wolfe



Mary Lou Cole



# SPEECH



Vicki Buhrmester



Mark Flanders

The Department of Speech consists of fifteen faculty members. This year there are over 350 majors taking work in speech therapy, theater, and general speech in preparation for work in the public schools, professional careers, or graduate school. In addition to providing a full academic program the Department provides entertainment for the community and college with six full-length plays and numerous student-directed productions. An extensive touring theater program takes children's plays to schools throughout western Washington. Nearly fifty students are continuously active in forensic activities, and in competition with other students from colleges and universities throughout the nation; they have consistently been ranked among the top five schools. There are more students enrolled in the therapy program at Western than at any other school in Washington, Idaho, or Montana. Nearly 500 individuals received help last year through the facilities of the Speech and Hearing Clinic.



Mary Kerstetter



Erhart Schinske



Donna Mollan





Patrick Timlick



Terry Adams



Thomas Napiecinski



Donna Mollan



Maurene Dwyer



Knute Adams



Laurence Brewster



Carma Lee Nelson



Eugene Garber



Dr. J. H. O'Brien



Jan Tomberg



Colleen Melick



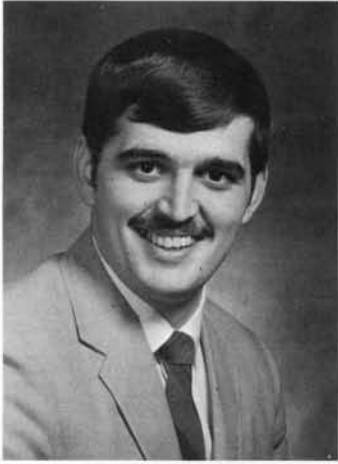
Donna Eichenlaub



Karen Van Hook



Carol Sanderson



Richard Milasich



Alden Smith



Joanne Moore



Susan Hartline



John Grundhoffer



Karen Loers





Sam Porter



Chuck Washburn



Peter Dahl

## TECHNOLOGY

Owl's  
quarterly-Bond Hall-egg drop-resiliency-test  
manifest—  
a science and design  
industrial revolution  
akin  
to that wrought by Fig Newton.

Mole's  
vocative glance (a wayward look)  
convinced  
this practical and able

veracious self . . . of  
conversion  
by that (then) alexipharmic aforementioned  
innovation.

Albert  
medium quick ones half slow,  
likes . . .  
is chaff and candor due to  
his gater-view  
of hard-sell purveyors of technics.



Lee Zobrist



Robert Nelson



Thomas Jasnosz



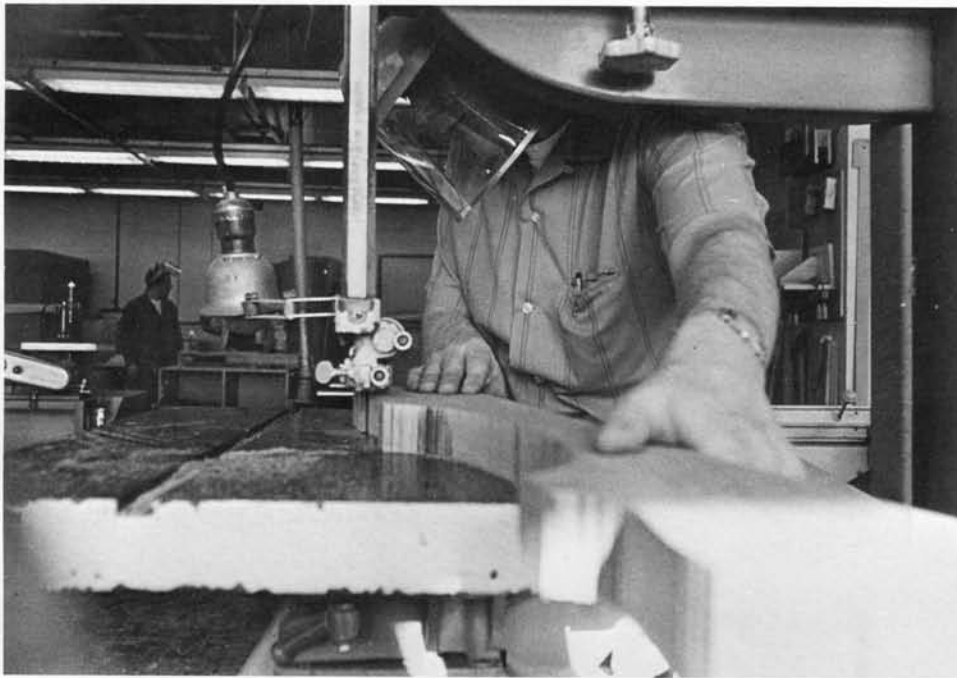
Sam Wilson



Ray Schwalm



Byron Gimness



Bruce Eagle



Leon LaSalle



Michael Seal



Marijeanne Fenno



Richard Lee



Edna Channer



Claude Hill



George Migchelbrink



Lowell Lerwick





Linda Seeley



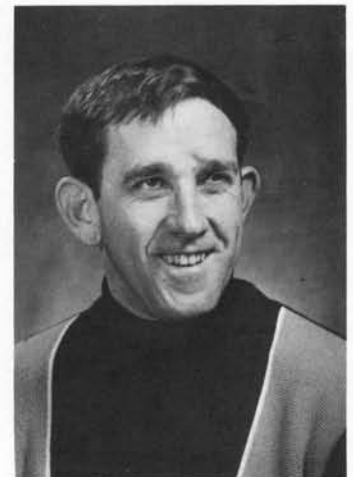
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John Shafer



Steve Bond



Sam Higgins

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