

Western Front

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Environmental Responsibility and the Politics of Education

by Dr. David Clarke

Political Science Department

Earth Week raised many questions of campus politics which were promptly eclipsed by the Cambodia incident and the "strike," and now they are in abeyance until Fall quarter, when they will most certainly return. Meanwhile a little reflection on them is in order.

The argument is roughly as follows: the environmental irresponsibility of our society has brought about a crisis which will soon worsen into a catastrophe unless we make sweeping changes in our life styles.

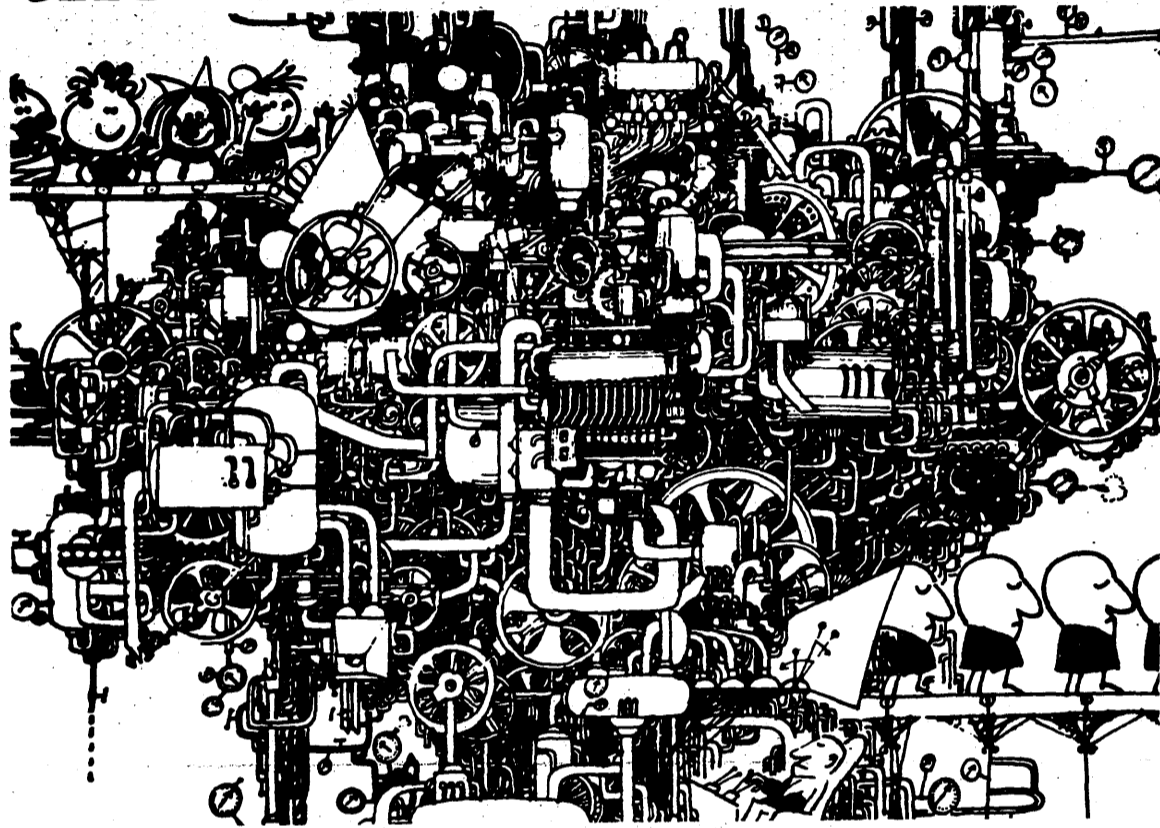
We must learn to live by the principles of environmental responsibility. These are the principles which a society must observe if its life-style is to be compatible with long-term environmental integrity. The principal features of society which lead to environmental damage are the following:

1. There are too many people. There is a limit to the number of people which the earth can support, and it has been reached if not already exceeded; yet world population is growing at a rate which will double it in 37 years.

2. Almost every individual is striving to raise his material standard of living, and this is as true of the rich as of the poor. Yet the higher our material standard of living, the greater is the rate at which we use energy; and the greater the rate at which we use energy, the greater is the rate of environmental deterioration. All energy use exhausts resources, all energy use pollutes.

There is a maximum rate at which the earth can yield energy and absorb waste on a continuing basis, and we must ration ourselves in order not to exceed it. Currently, we behave as if energy resources were limitless and as if there were an obligation to use as much as possible.

3. The basic Western world-view sees man as separate from nature, and nature as part resource and part enemy, to be conquered, subdued, exploited and manipulated.



If we are to stop damaging the environment, we need a new world-view leading us to experience nature as an inseparable part of ourselves, and to care for it as we do our own bodies.

4. Western man is emotionally committed to the idea of economic growth. Yet it is obvious that an economy cannot go on expanding indefinitely into the future, and the environmental crisis gives us notice that the time has come when economics of growth must be replaced by a non-expanding, or stable, economy.

5. Western culture encourages the development of competitive and aggressive personality types. While competitive-aggressive man may be ideal for settling a vast, unpopulated continent, he is very ill equipped for the cooperative mutual accommodations which high population densities make essential.

These five points yield a set of imperatives which must be observed by any society claiming to be environmentally responsible:

Comply with the principle of zero population growth!

Live frugally!

Love and care for the supporting environment!

Promote a non-expanding economy!

Nurture the cooperative, non-aggressive personality!

The emerging demand is that our society change its habits and live by these principles. But this is to reverse most of the operational values by which our society currently lives!

It would be a massive task of re-education which any sane person must dismiss as impossible. But, say the students, the situation is desperate, and we dare not dismiss the task as impossible.

the role of education

What role does an educational institution play in a crisis like this? Firstly, and obviously, it teaches students to know the facts and understand the problems; and the principle of academic freedom guarantees to faculty members the right to do this as conscientiously as they can.

Yet to do this and nothing more tends to produce students who are emotionally and ethically unable to fit into existing society. We know these students. Many of them have already demonstrated and protested, and some of them are now trying to promote a new brand of campus activism using sophisticated propaganda techniques in order to change public opinion.

The methods would all be constitutionally acceptable, but the effort, if massive enough, could lead to the appearance of an overt politicization of educational institutions.

Again, we must ask the question: What is the political role of an educational institution which is tax-supported and pledged to serve the entire society?

At the lowest level, of course, it is an institutional interest group which can and does lobby for funds, etc., in competition with all other publicly supported operations. This much is accepted.

But beyond this, what role may such an institution play in attempting to shape public policy?

Clearly it may not take an overt political stand which is opposed to the views of a part—possibly the major part—of the society which supports it, for obvious reasons: the society would withdraw its support and emasculate the institution, and there are signs that this is already happening.

alienation

If the production of alienated graduates who have no spiritual home is not going far enough, organizing the campus for political activism is going too far in the wrong direction. It is unlikely that society can be reconstructed by activities intervention emanating from the campus.

The impulse to social change must arise within the leadership elites of the society itself, and

the task of the campus is to prepare students for the day when they will be members of these elites.

When the impulse to change arises—and signs of this have been visible for some years now—another function of the campus is to be ready with ideas and models which can quickly be used.

Since it is social change we are talking about, this means that campuses should be experimenting with social patterns; quietly and inconspicuously incubating styles of life resting on philosophical premises different from those of the existing tradition.

Most important of all, however, is for the campus to be able to produce graduates who can combine self-reliance and stability with the holding of a world-view which is new and in conflict with the popularly accepted view. This is a psychologically very difficult feat.

inner- directed

In the language of Riesman, most of us are either inner-directed and living by authorities from the past, or other-directed and living by the authority of the current peer group.

Those of us belonging in neither of these classes suffer from the painful condition called alienation and search desperately for a peer-group to escape into.

If we are to go out into the world confidently and autonomously, we must have the chance to live for a while in a home-base community in which we can acquire self-knowledge and work out our world-view in a helpful and supportive social atmosphere. For this I can think of no better instrument than the satellite college organized as an educational community.

An education institution which sends out into the larger society a continual supply of graduates who are philosophically secure and psychologically stable is probably making its greatest possible contribution to solving the political crises of the time.

Catch-Up Focuses on 'Whole Student'

by David Sherman

"No Miracles Expected Here"

If Sterling Brand were the kind of man who hung signs in his room for other people to judge him by, then he would probably hang the above sign.

Since he is not that kind of a man, however, perhaps his five-year history with Project Catch-Up on Western's campus can be allowed to speak for itself.

"Catch-up", as the staff refer to it, was conceived some six years ago by Western's Dr. William J. Laidlaw of the Psychology Department and several colleagues, as a demonstration program.

"Five years is too long," he remarks for openers, his voice and body in high gear from the moment he enters the room. Sterling Brand seems to have no middle gears.

"I tell everybody including myself that you lose your effectiveness after two years. Your initial enthusiasm and dedication get bogged down in stale ideas and cynicism. But you can see where that has gotten me to date."

If Brand is anything, he is the epitomy of enthusiasm and dedication, despite a painful eye infection this year which has laid him up for at least a part of the six-week Summer involved in his beloved Project Catch-Up.

With such programs as Head Start and Upward Bound already flourishing throughout the country, the project originators felt it would be worthwhile to

determine what could be done for students in the seventh and eighth grades.

"We were thinking in terms of a crash course in weak subjects at the time," Brand said. "You see, all 50 of our students had been selected by their teachers as an underachiever who has normal or better ability.

Catching the interest of the Rockefeller Foundation, they received their original two-year funding and set up shop for the 1966 summer at Western.

"To us that first Summer, that meant getting each student and cramming him full of his weak subjects in preparation for the next school year. Naturally, it didn't work."

Reasons for the lack of success are multitudinous but they boil down, in Brand's mind, to the fact that the student's Summer experience with Project Catch-Up was too similar to his eight years of experience with the public school system.

"These youngsters have all been turned off by the public school system," Brand pointed out. "We weren't going to reach them by looking like, sounding like and acting like the thing that turned them off."

And so Catch-Up evolved, until it reached the point of a near re-birth this summer. For the first four summers, Catch-Up drew both students and teachers from the surrounding Whatcom and Skagit County School Districts. Brand himself is a principal in the Ferndale district during the regular school year.

This year, looking for a completely different approach and style, the program went out recruiting for some 15 experienced teachers from Washington, Oregon, California and Nebraska, who were interested in specializing in the teaching of "culturally disadvantaged" children.

potential dropouts because they are alienated by the public school system," Brand said. "Our job is to give them a positive experience with school, possibly the first they've ever had, and build from that. It's a matter of changing the child's image of school and particularly of himself."

To accomplish that noteworthy end, Project Catch-Up personnel have made a few changes in the formalized schooling students have come to expect.

"We have classes in the formal sense of providing math, science, social studies, etc., but the resemblance comes to a halt at that point," Brand explained. "For one thing, we don't have formal classrooms with a couple of exceptions. As often as not, the classes are held in the dormitories or out-of-doors or the teacher's quarters."

Each child chooses which courses he wishes or needs to take, and classes vary greatly in size as a result. But because there are some 15 teachers, six Western students or recent grads, and one recent graduate of Catch-Up working with some 47 youngsters, they have a ratio of about two-to-one pupils to teachers and aides. This does allow for a great deal more individual work with each student.

"Classes are really nothing more than a means to an end though," Brand emphasizes. "We've evolved from our original concept of a summer cram session to the point that we're really a hyped-up counseling session now."

With a staff of 22 and 47 youngsters all occupying two Fairhaven College buildings, living, learning, eating and sleeping together, there is a lot of individual counseling possible over the six-week period.

"We have a system here based on the needs of and run at the convenience of the pupil rather than the other way around," Brand hammered home. "The greatest sin of the public school system is the fact it is run for the convenience of the people in the system, not the people being served."

Rules are nonexistent in the formal sense, and are referred to as "expectations" by Brand and the staff. These are limited to attending scheduled classes and activities, taking care of the physical facilities at Fairhaven, taking care of personal belongings as well as the other persons, and maintaining a good

image of Project Catch-Up when outside the facilities.

"We had one girl who broke every rule she could think of and the only response she got from us was a discussion of why she was doing those things. Finally she admitted she was trying to get kicked out of the project. We told her she could leave anytime she wanted to, but she wasn't going to get kicked out."

Youngsters arrive feeling either frightened and aggressive or frightened and passive. When they learn they can do nearly anything without being physically punished, they quickly set out to test the teachers and the system. What they get is a brand new reaction for most of them: understanding, kindness and a willingness to talk the situation through.

"What they find out finally is that the rules of the game are different, but that we do have a game with rules. Some learn to live with it and enjoy the new responsibilities and freedoms. Some just remain hostile and frustrated."

As the six-week session comes to a close and youngsters learn that the old system hasn't changed much and they probably will not have it any easier than before. What has happened to them is perhaps only a change of attitude about school and themselves.

"We don't see much scholastic improvement in our graduates," Brand admitted. "We do have a much lower rate of dropouts from our group, however, which indicates a definite change of attitude on their part. Slowly, too, we're beginning to see a difference in the school system where they are more capable of educating the whole child and treating each individually."

Brand and his assistant, Ed Sugars, make up the only administrative staff at Catch-Up itself, while Brand's co-director Dr. Evelyn Mason handles the compilation of data about the project required by the funding agency, the Rockefeller Foundation. Dr. Mason is a clinical child psychologist on the staff at Western.

"What we have at Catch-Up is an attempt to deal with the whole child, perhaps for the first time in their lives. For our 50 percent Indian children, 25 percent Chicano and 25 percent Anglo, this is an experience they will remember the remainder of their schooling, hopefully in a positive way."



Recruiting was aimed at attracting teachers for a 12-month stay. They were brought to Western in the Fall of 1969 to begin classes leading to their Master of Education degrees in that specialty. With eight months of training, preparation, and teamwork behind them, the 15 specialists opened the doors of Catch-Up four weeks ago.

"Basically, we are dealing with youngsters who are

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Wizard, king, HISC Asks:

jester still on campus

"The princess wants the moon," the king says cautiously to the chamberlain. The robust chamberlain looks at the king in dismay.

"I have tried to please the princess with every kind of flavored tart, but the moon is impossible to get," the chamberlain answers. He is thrown off stage by the impatient king.

The royal wizard appears, he paces back and forth in frustration to the king's request.

"I got sand from the sandman, rain from the rainbow, but I cannot get the moon." The king pushes the wizard off stage.

The little mathematician enters. "Let's see, let's see," the mathematician says. "I can find the square of a hippopotamus, but to get the moon, no, I can't get it for it is too far away."

The outraged king sends for the court jester, to help him solve the problem. "How can the princess have the moon," the king asks. What a dilemma!

Will the princess get the moon?

James Thurber's fairy tale *Many Moons* answers that question.

The opening performance was Sunday afternoon. The audience consisted of children, students and adults. Some children edged out of their seats to see the various characters portrayed.

Special mention goes to all the cast, for as one member of the audience commented "It was a delightful performance."

There is one more showing tonight at 7:30 in the music auditorium. Children can get autographs from the cast members after the show.

Who Pays Radical Speakers?

The House Internal Security Committee (HISC) has launched a probe to find out who pays radical speakers who appear on college campuses.

A letter was sent to 179 colleges asking for complete lists of speakers and who paid them. According to Committee Chairman Richard Ichord (D-Mo.), the committee wants to "determine the extent to which today's extremist and radical

speakers have used the forum of college and university campuses to finance revolutionary violence among a militant minority of young people in this nation."

Both Western and the University of Washington are listed among the schools receiving the letters. A source within the administration has indicated that steps are being taken to collect information on honorariums paid to speakers by

Associated Students and other college bodies. Whether or not that information will be returned to the Ichord committee will be determined when college president Charles J. Flora returns from vacation next week.

The study was blasted by committee member Louis Stokes (D-Ohio), who called it "a direct encroachment on academic freedom." He informed a Cleveland college that it could ignore the letter "with impunity."

A committee spokesman agreed that cooperation was voluntary, and said no further action will be taken if a college refuses to supply a list of speakers as requested. He said 26 replies had been received, of which the "overwhelming majority" complied with the request. He refused to say which schools had responded.

The committee, which was formerly known as the House Un-American Activities Committee, has been concentrating its investigating on the Black Panther Party, the New Mobilization Committee, and SDS, and the committee hopes the responses to this survey will shed light on who is financing the groups.

More hearings will be held soon in the New Mobe study, and the third round of the Black Panther Party hearings began Tuesday, July 21, concentrating on testimony from ex-Panthers from Indianapolis and Detroit.

The committee also believes that the speakers themselves "have contributed heavily to the revolutionary climate in our nation by their inflammatory and vicious tirades as well as by their frequently disgraceful antics," as Ichord put it.

"Academic freedom and freedom of speech," said Ichord, "unfortunately have become devices for the dissemination of concepts of violence. Using cliches and platitudes which have long been employed to foment hate and dissatisfaction, these militants are systematically spreading their venom—concentrating on students... Is it any wonder then that youthful audiences are often influenced in the wrong direction?"

Ichord finds it "shocking to think that honorariums paid from funds from tax supported universities or from fees assessed students in public institutions are seemingly being used to subsidize the revolutionary movement in this country."

"Instead of utilizing the college and student funds to strengthen understanding and a deeper appreciation of our free enterprise system," Ichord says, "these funds may be going into the coffers of groups seeking to destroy traditional American concepts and the structure of our society."

When sufficient replies are received, the committee will issue a report which will probably condemn universities which have allowed student organizations to invite speakers Ichord feels are revolutionaries. While this will produce few changes, since the right of free speech is ingrained in most American colleges, it will result in increased political pressure on some colleges to stop, as Ichord put it, "financing revolutionary violence."

by George Hartwell

Re-read
1984



STARVATION IS GOD'S WAY OF PUNISHING THOSE WHO HAVE LITTLE OR NO FAITH IN CAPITALISM...

Library Rules Favor Faculty Friends Over Students

Library policies on book lending at Western apparently discriminate against students and work in favor of faculty, it was learned recently.

Books are simply not available to students on the same basis they are available to faculty by the direct admission of a library spokesman.

Policy on student book lending states that students who check out a book on their library cards must either return the book or renew the loan at the end of two weeks.

Faculty, on the other hand, are able to check out and hold books until the library sends out a card to call the book back, which only happens if there is a request for that book by another party.

This privilege is also equally extended to faculty associates and friends.

Students who are unable or unwilling to bring their books back at the end of the two week period must pay a total of 10 cents per day for the first five days the book is overdue.

After five days have elapsed, the penalty increases to 25 cents per day, to a maximum of \$4.25 which must be paid to receive a grade transcript or a diploma.

Faculty, associates and friends simply do not pay fines, no matter how long they keep a particular book.

Reasons given for this discriminatory policy are simple: students are more mobile than faculty and hence harder to locate.

Because they can transfer more easily between campuses,

they must be held more accountable for what they have in their possession from Western, according to the library.

Fines and penalties now in force were established by a student committee.

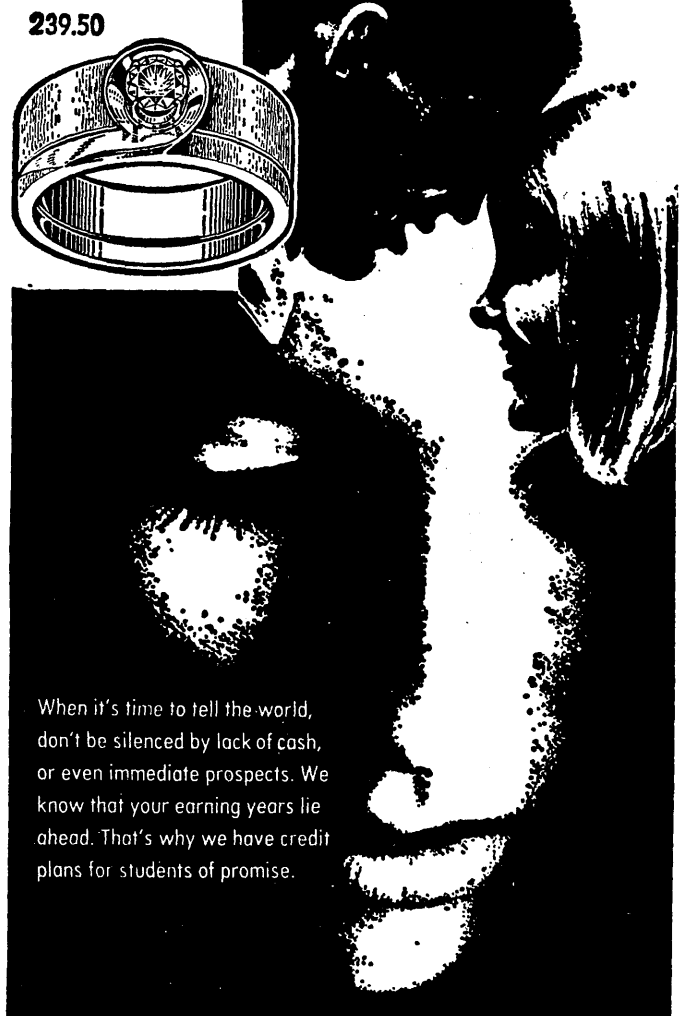
That same student committee, however, did not believe it necessary to take punitive measures against faculty members who decided to keep a particular book, no matter how long they held onto it, because technically no regulations were being broken.

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COMMENT

Who rules Western

SUBVERSIVE

I've been asked to say a few words about the conflicts of interest between those of our planet and the people of the Terrestrial Federation.

Let me say, however, that I do not consider myself a citizen of Mars, nor for that matter of Earth, Venus or any of the habitable moons.

Rather, I owe my allegiance to the Solar System in which we live and consider myself a citizen of the Sun.

You would all do well to forget your differences and join me, for we may

soon be thinking of ourselves as humble servants of the Milky Way.

—Neal Wilgus

Western has long been heavily engaged in the production of intellectual workers to fill the slots at all levels of public education. Students who aim at landing jobs in primary, secondary, or higher education need only adhere to a clearly delineated course of study in order to arrive at their goal.

But how does one reach those seats of authority at the top—the Board of Trustees? While an exact program of study for would-be trustees is nowhere available, a quick look at Western's trustees may provide some useful guidelines for those who aspire to trusteeship.

Harold Philbrick has a Master's in Business Administration from Harvard University and is Vice-President of the Dexter Horton Branch of the Seattle-First National Bank. He is a member of the Rotary Club, the Harbor Club, and the Rainier Club which has been the object of investigations by the State Board on Discrimination for alleged racist membership policies.

Burton Kingsbury is the Board's chairman; he received a law degree from the University of Kansas in 1933 and is a member of the board of directors of Livesey, Kingsbury, and Livesey, a Bellingham based law firm. Kingsbury, who privately opposes the plan to create a beer and wine dispensary on campus, represents several local taverns.

The newest appointee to the Board is Patrick Comfort, a Tacoma lawyer and former state representative. He holds an L.L.B. (law) degree from New York University School of Law and is a member of the board of directors of Comfort, Dolack, Hansler & Billett, Inc., a Tacoma law firm. Information on Comfort's property holdings and memberships in fraternal organizations, if any, are not readily available.

Ritajeau Butterworth is the Board's only female member. At the time of her appointment to the Board last year, she had completed two and a half years of schooling at Dominican College in California and the University of Washington. She has been active in civic projects

in Seattle including Den mother, counseling at youth camps and as an adult representative to the Junior Orthopedic Guild.

More important in her selection to the Board is her involvement in State Republican Party affairs. In this respect she is a member of the Associated Republican Women and has served on several steering committees for statewide Republican campaigns.

The fifth Board member is Millard Benjamin Hodges, Vice-President of Ketchikan Pulp Company which is owned in part by Bellingham's foremost polluter, the Georgia-Pacific Corporation. Hodges attended Meadville Business College in Pennsylvania from 1927 until 1929 and is a Certified Public Accountant.

Retired from the U.S. Army since 1967, Hodges is a one-time Colonel with a "top secret" security classification, which means that the army considers him very trustworthy.

Besides his relationship to the college, Hodges is a trustee for the Bellingham Chamber of Commerce, Mt. Baker Recreation Company, and the Mt. Baker Mutual Savings Bank.

Hodges maintains affiliations with the Bellingham Yacht Club, the Bellingham Golf and Country Club, the Rainier Club in Seattle and the Elks, which has also come to the attention of the State Board on Discrimination for its racially exclusive practices.

American economist Thorstein Veblen once remarked, "The final discretion in the affairs of the seats of learning is entrusted to men who have proven their capacity for work that has nothing in common with higher learning."

In general the argument advanced by Veblen holds true even for an institution as insignificant as Western.

A simple set of conditions for the trustee aspirants among us might include the following: 1) become a corporation executive or a corporation lawyer 2) have upper-class pretensions by joining exclusive and expensive clubs 3) be white 4) keep your politics conservative 5) be thoroughly establishment.

George Hartwell

 * Keep the students safe for knowledge *
 * Keep them loyal, keep them clean *
 * This is why we have a college *
 * Hail to IBM machine. *
 * (U. of Cal. at Berkeley, Free Speech Movement, circa *
 * 1964.) *

editorial criticized

Editor, The Western Front:
 "... the method by which black Americans are exploited has changed only its form. The huge urban ghettos inhabited by non-white peoples serve as a cheap and ready labor pool from which the corporations can draw." (Editorial: "The Roots of Racism," the FRONT, July 21, 1970).

If non-white workers were "cheap," those corporations would hire them because it would pay to. If non-whites were cheaper than whites, minority unemployment rates would be lower than whites'—not higher. The hard core cost industrial firms more: they produce less but cost more to hire and train. Inferior education, rotten diet, mate hostility, culture shock, and all the rest cause that.

If minorities were "ready," their getting to jobs would be no problem—but it is. The classic Eastern industrial city, scattered factories each surrounded by worker housing, no longer houses the factories. Now the problem is either to provide transport from the residential ghetto to the new factories, or to "gild the ghetto" by moving plants in, and both have costs.

Urban minorities do work cheaply and readily—for laundries and other services. And

back where there's no huge urban ghetto, farms and small towns use cheap and ready minorities like migrant bean pickers. But big business doesn't exploit non-whites: not even hiring them pays, because they're neither cheap nor ready.

Yours sincerely,
 Howard Teasley
 Lecturer, Economics

Rutan Red-baits Front

Editor, The Western Front:

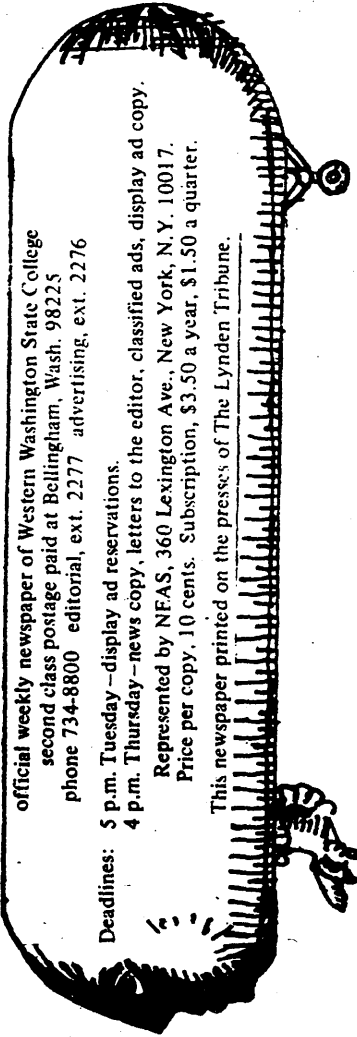
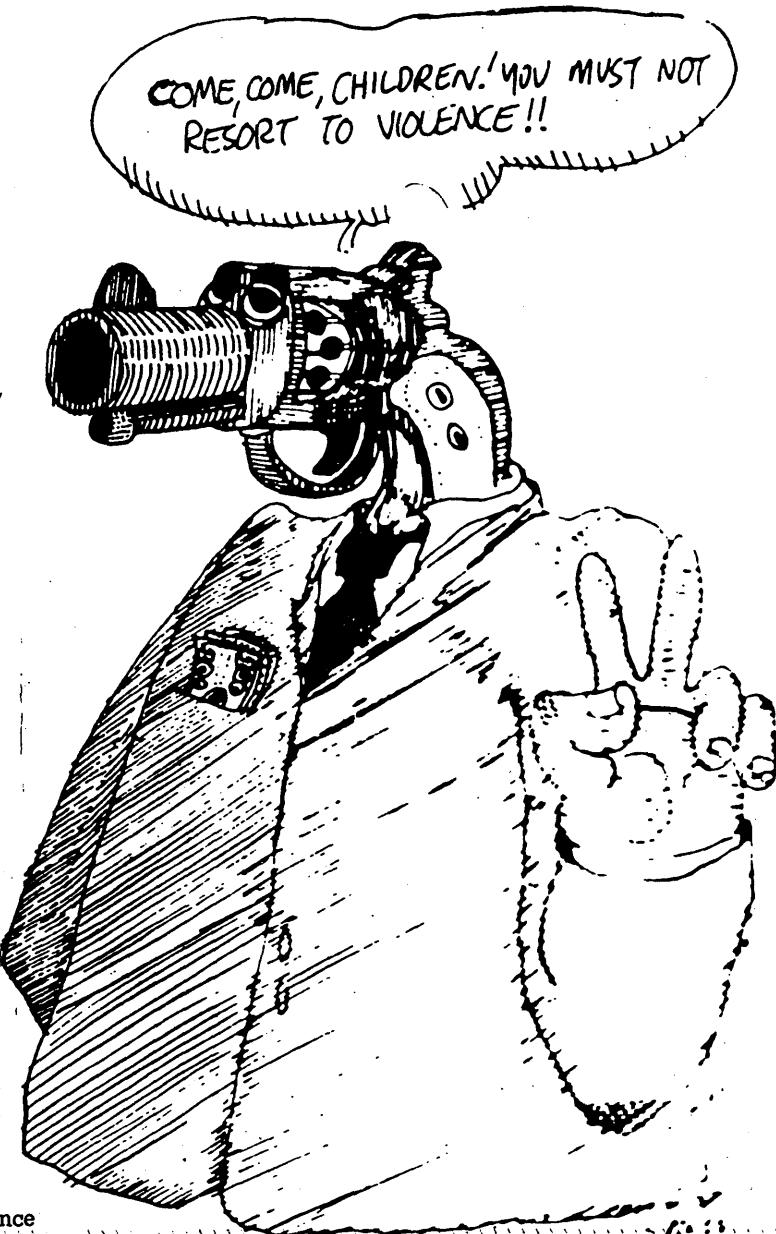
During this Summer quarter I have been intrigued by the content and style of the *Front*. Indeed, the purple-prose has been most stimulating.

But in the name of good journalism and plain ol' fairness when are you going to open your pages to a point of view other than your own? Must every issue bear the heavy imprint of the left-over remnants of campus SDS?

Or does your ideology prevent any "truth" but your own from appearing in a newspaper supported by student and other public funds?

Looking forward to your calm and objective reply, I remain,

Sincerely,
 Gerard F. Rutan
 Associate Professor, Political Science



Editor: George Hartwell
 Copy Ed.: Dave Sherman
 Features: Bert Halprin
 Reporters: Libby Bradshaw,
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Co-op School Cultivates Joy

by Kristie Farley and Benita Tipton

The Bellingham Cooperative Primary School is moving this summer and parents are busy gathering materials, planning fund-raising projects, and redecorating the new location at 1232 James Street (the old Lakeway Golf Club House).

Next year the school will provide many activities and much individual attention for thirty-four children ages five through eight.

The Co-op is not a newcomer to the area. Many Bellingham children have attended the nursery school which was established in 1966 with Mrs. Kendall Frazier as teacher.

Last year the kindergarten was introduced. Enthusiasm for the school and for the wonderful feeling the children and their parents develop about it has been the prime motive for expansion.

Some families have been involved from the beginning. The group represents a cross-section of the community.

Mrs. Frazier is now a participating mother and director while remaining a teacher in the nursery school. The three full-time staff members include John Dancey,

an experienced teacher who has just moved to Bellingham, and two aides.

Parents with special skills help teach as well and one or two parents assist during portions of every school day. The active participation of parents is one of the distinguishing characteristics of the Cooperative School.

This school is patterned after the highly successful British Infant School—an open classroom of mixed ages and skills where children set their own pace and are given opportunities to work independently as well as with each other and with various adults who help them cultivate their special interests and talents without employing a consciously authoritarian role.

Freedom within a firm structure is the concept. The program provides a broad spectrum: basic skills and enriched exposure to the liberal arts and the sciences.

The school, considered a resource center, is well supplied with challenging materials for the children to discover and learn by, and with adults who are able to share their knowledge, skills and experience in natural and informal relationships with the children and with each other.

Informality is the keynote, with warmth and ease, and therefore growth, as anticipated effects. Children are not formally graded or divided into constant segments according to their ages, or even according to their abilities.

Many "subjects" are represented in the school's offerings, but they are explored as parts of a whole, not as blocks of material to be completed and ast aside.

Some of the activities in the school are more structured than others, depending on their nature. Singing, rhythms, and dramatics, storytelling and games are generally group efforts, for example, whereas reading, math, scientific inquiries and art are better pursued by the individual.

The Co-op believes that meaningful and economical structures make it possible to do things and to cultivate excellence, and in this sense are an important part of human endeavor.

But not all people, or children, work equally well within the same structure, or at the same time. People, and therefore children, are not all active, chatty, silent, industrious, at precisely the same times of day. The Co-op

wishes to capture the best of each child's day.

Spontaneity of response and conversation is encouraged both individually and in group situations. Besides spontaneity, creativity and concentration are valued.

A child is not required to stop in the middle of an exciting discovery and thus relinquish the reward of his own achievement. Neither is he obliged to participate in a group project against his judgment of the moment.

But he is encouraged by every effort of the school environment to try, to dare, and to succeed. A close record of his progress is kept. He is lovingly supervised and guided in directions that will permit the greatest success. He is helped not only by adults but by other children, and he in turn helps others.

Experience has already demonstrated that when children are given adequate outlets for their physical, mental and emotional energies, enough space, enough attention, and enough really interesting things to do, discipline problems are rare.

At the very worst, verbal discouragement and distraction are sufficient to deter actions



which the school does not allow, such as damage to people and property or dangerous pastimes. Rivalry among the children is greatly reduced by the elimination of negative comparisons and the idea that for there to be successes there must also be failures.

The Cooperative School holds that in the modern world accomplishment without pleasure is unlikely, and that without accomplishment pleasure loses its savor.

The joy of living and of learning is a happy marriage between them. The Cooperative School is a determined effort to cultivate the joy of living and of learning.

Some people on campus who have more information are Neil Gray, Mathematics Department; Bill Orme, Department of Continuing Studies; Benita Tipton, English Department; and Jerry Richard, Fairhaven College.

BOOK REVIEW

— by Keith Abbott
LASCIVIA, by Albright Benton.

It is no secret that most books which are written by members of academic communities are insufferably dull and their only virtue lies in the fact that several hundred students will be forced into buying the book and bringing profits to the publishing company and prestige to the department (which probably subsidized the printing of the book anyway). This book, written by a teacher and fellow student at Western, proves a happy exception to this notion.

There is very little special knowledge required of the reader of *Lascivia* in contrast to most academic novels. Nor does the book have the fault of being about second or third hand knowledge—knowledge gained from books only. Though the book is set in a typical college community, Mr. Benton's observations have a liveliness that fertilizes this normally barren ground for novelists.

The theme, in part, rescues the book from the tedium of modern college life. It is succinctly summed up by the last words of the novel:

"... we're gonna ball. Ball, ball, "Ball, ball, ball."

Although this novel is the sort which suffers when any quotes are taken out of context, this theme suggests the rather streamlined, almost Pop Art, approach that Mr. Benton savors.

This novel comes off as a well-written examination of certain student-teacher relationships which more



conservative teachers and students have yet to experience. One can only hope that they will "get on the stick," so to speak. Many readers will object to the lack of everyday routine in the novel, but it is the novel's purpose to gently prod the reader out of his usual patterns of living.

Although this reviewer has not entertained any hopes in this direction, it would be a heartwarming display of courtesy if Western's English Department would support one of their colleagues and *Lascivia* find its rightful position in the pantheon of required reading.

CLASSIFIEDS

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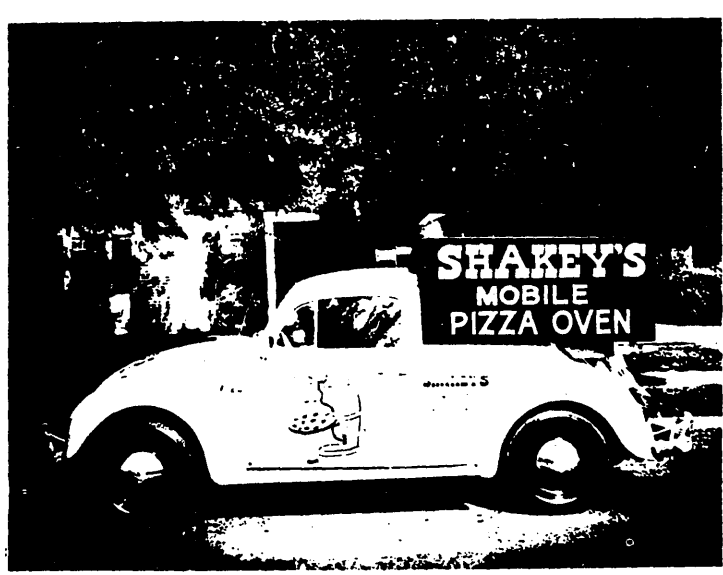
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An Interview With Charles J. Flora : part 2

Staff: There is a growing feeling within both the faculty and student sector that the administration, and particularly your office, is becoming more and more a closed kind of system, where decisions concerning the college generally are made unilaterally, without the advice and consent and fair representation from the Faculty Council and the student body. How do you respond to that allegation?

Flora: I think you're correct that there is such a growing feeling.

Staff: Is it founded in any substance?

Flora: Well, I could take each of the charges that have been laid and deal with them specifically. I don't know whether I could convince you of the validity or non-validity of each of them. But I don't think the charge is generally true. But I think we do have a problem that goes way beyond me and my feeble capability. That is the problem of the decision making apparatus of the institution—a way in which we can bring together the various factors, the various elements of the institution. This is something that's concerned me for a long time, for example let's take the matter of parking.

Staff: Could we take the matter of setting a ceiling for enrollment?

Flora: Okay. But may I use parking because it's beautifully clear. It cuts across more areas than the matter of enrollment did, that's another problem but it is similar in some respects.

Parking cannot be construed as a faculty problem, it cannot be construed as a student problem, as a staff problem or as an administrative problem. It is all our problem. It's very difficult if you look at the density of buildings and people on this campus, the number of vehicles and all. And it's an acute problem and it has been for some time. So you ask yourself how are we going to come to grips with this on either a short or long range basis? Well we must have some mechanism whereby we can draw them together, the various elements of the campus who have some concern over this. So you say how do you do it? What we have is an Associated Student government that's pretty autonomous, we have a Faculty government that's pretty autonomous and values its autonomy, and we have a Staff-Employees Council that values its autonomy. Well, you can say one approach to it is for each of them to have a parking committee; then they can each

deal with the problem and the administration can scurry about among these various committees providing information at their request. Each of these can then report to their parent body and each parent body can come forth with a set of parking regulations and policies. At some juncture we would have a faculty parking policy, a student parking policy and a staff parking policy; the administration would probably be left out in that mechanism. We'd have great difficulty, as I think you can imagine, in trying to weave this together into one copage which has a parking problem. So my view of that situation is that we have to have some kind of mechanism that draws them together not after positions have been reached but before. So we have students with faculty, with staff, with administrators working together to come up with a statement that in our view constitutes a reasonable parking policy for the college. Now, at the beginning of this year I met with students, I met with faculty and I met with staff and said "How in the hell are we going to handle this problem of parking?" The upshot of it was that the students did appoint to a college-wide parking committee student representation, the staff did, as did the administration. The Faculty Council felt they wanted to approach this problem in a different way and thus they were reluctant to appoint any faculty to the committee. Accordingly, at that juncture I appointed faculty to the committee, from whom I named the chairman, so that they could get on with the business. And what they did do, through the year, was to work on this. I don't know whether the students who were appointed by student government reported developments back to student government, but it was clearly within their purview and responsibility to do so. I know the staff representative did, in fact, report back.

The basic problem is, of course, how is the Faculty Council going to relate to this which they didn't, for other reasons, want to participate in. I am not in any way being critical of them. I am saying they felt they wanted to approach it in another way. Consequently, we came up with a set of parking regulations and then people argue that they were not adequately consulted. I cite that as a problem. The same kind of problem has existed in regard to placement, the same kind of problem existed with



photo by Todd

enrollment, the same kind of problem exists from time to time particularly with very large, very substantive, pervasive problems in the institution, that run across all areas and my concern here as president of this institution is how do you come to grips with it so that people are involved during the solution of the problem rather than after the fact.

You can see on the parking example how easily the Faculty Council can prove that they as a body have not been appropriately involved in the parking policy of the college. And indeed they were not. Now you can kick me in the head about it, but that doesn't solve the problem. You can kick the Faculty Council in the head about it but that doesn't really solve the problem. In my opinion, and I've been saying this same thing for some years—read my inaugural address—I said three years ago: "We need some kind of governmental structure at this institution, that draws together the various elements of this college." We don't need a student government, in my opinion, we don't need a faculty government, we don't need a staff government. What we need is a college government that has within it students, staff, and faculty. If we can't do that, then I think what we need is some better mechanism when these pervasive problems come along, so that the three major units of government and the administration can work

together before not after the fact. And I don't know how to do it under the present structure. And I think as we grow larger and think about it we're going to have 9,500 kids around here next year. We've added a new department already this year. We've got two new cluster colleges. We've got more diversity, more variety. It becomes ever more complicated and the problems become larger. Many of them are more pervasive. And we ask how under the existing structure of this institution can we confront these problems in a reasonable and timely way so that all the various elements can feel that they have been properly involved.

Now I am saying to you it's my opinion that the present structure stinks. And I can't see any way of patching this present structure up so it's going to work very well. Three years ago the Associated Student Legislature took the position that if we could adopt at this institution a form of college government that appropriately involved students, the Associated Student Legislature would dissolve itself.

I doubt very much if the present Legislature feels that way, but that's the way that one felt. I thought that was an heroic and statesman-like posture on the part of student government in this institution. I think it important that we, in some way, seek to confront this problem, because it's going to get worse under the present arrangement. The president of this institution—if not me, someone else and it doesn't matter a bit who it is in my opinion—is going to be continually confronted with what you've said, because it will be true. Because the one thing you cannot do, in my opinion, is to let this institution stagnate simply because our decision making mechanism is decrepit. I can't do it! I love this college! I think it's a great institution! But I think it can be made greater! But the decision-making process is a basic barrier to greatness right now! We can't respond quickly enough unless the president by unilateral action says that will be! That's the only way we can get the velocity that is sometimes called for. As I think back over the painful steps that Ethnic Studies went through to become established in this institution, I am appalled that it was the subject of two ad hoc committees and I don't know how many reports to Academic Council. It was presented to the long range planning committee and was the subject of an ad hoc committee of Faculty Council, and approved in the Faculty Council, and I don't know how many other steps. The enormous time and numbers of different phases where everybody says,

"it's my bag, I've got to be involved, too! You left me out, why did you do that?"

There's no deliberate attempt to leave anyone out, but under the present structure it is so unearthly complicated that if we take a vital issue, and one which must be decided with dispatch and there are these problems, and we know it—if we take that vital issue, and we go around to every base in this college which feels it's got the right, and the president has the duty to involve them appropriately; I tell you we're going to stop at that point and there won't be anything happening but chaos like we can't imagine. I think that if this problem is not solved, if this institution cannot come to grips with a better decision making apparatus than we have now, then we ought to just sit back and condemn ourselves to the worst kind of mediocrity and say to hell with it, we're not worthy. I think we can do it. We have before us right now a proposal, from a committee that did involve students, and faculty and staff and administrators. That committee worked long and hard for the better part of a year and has put forward a proposal. Granted this kind of proposal has to be inadequate, but it's an effort, it's a step. It puts forward a government which does indeed involve students, it does indeed involve faculty, it does indeed involve staff, and administrators; and what is the reaction I hear around this college? Students say it's not good because there are not enough students. Faculty say it's not good because there are not enough faculty. I think probably it's going to fail, because we sit back on our very jealous prerogative butts and are concerned more about our responsibilities in whatever role we happen to serve, than we are in putting forward better decisions for the benefit of those generations who are going to come to this place tomorrow.

I didn't mean to give a speech on this subject, but I get all distraught over it because it is to me the essence of difficulty not only at Western, but at Eastern, Central, the U. of W., W.S.U., Columbia and San Francisco State and you can name your institution, because it takes too damn long to get fundamental decisions made by having appropriately considered those fundamental people who should be there.

Eat no Americans

(LNS) — The Food and Drug Administration prohibits meat from being sold for human consumption if it contains more than seven parts per million of DDT. The Department of Health, Education, and Welfare, recently released figures showing that the average American contains twelve parts per million of DDT in his or her body. So even if you're tired of beef or pork, don't eat an American—you may get sick.



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No. 8 Prospect

Good Briefs, Charlie Brown....

Outside Agitator

The Faculty Council has received a proposed bill by State Senator John Stender of Seattle which would, if passed by the State Legislature, impose "Rules of conduct for students enrolled in (state) institutions of higher education."

The bill, sent to the Faculty Council by Academic Dean R. D. Brown for their comments, met with unfavorable comments by most of the Council members, most stating that the state legislature should allow the colleges to establish their own code of conduct.

Two college publications, The Navigator and The Faculty Handbook, presently supply students and faculty with a code of conduct.

Teacher of the Year

The Summer Board of Control voted to wait until Fall quarter to select the Teacher of the Year for the 1969-70 academic year.

The decision resulted from the general feeling that other teachers might have been nominated during the regular school year because many students are gone during the summer.

William Heid received four nominations. Eight other serious nominations were received.

These included Edward Jacobs, Sociology/Anthropology department; Ellwood Johnson, English department; J. Gary Kepl, Political Science department; Daniel Larner, English department; Phillip Montague, Philosophy department; David Pevear, Geography department; Merle Prim, Psychology department; and Howard Teasley, Economics department.

Among the nominations were several obvious put-ons. Students submitted reasons for their nominations, three of which were as follows: Manfred Vernon, Political Science—"For irony's sake"; Joe Gould, Oral History, "For his translation of Longfellow into seagull" (apparently a fictitious person and department); and Gerson Miller, English, "Because he'd shrivel with humiliation if he got the award."

Piano Recital

A graduate piano recital will be given by Miriam Combs at 3 p.m. today, in the Music Auditorium.

The program will include works by Bach, Beethoven and the contemporary Swiss composer Frank Martin.

Mrs. Combs received her Bachelor of Arts degree in music from Alaska Methodist University in 1966. While there she won the concerto contest for two consecutive years and performed with the Anchorage Civic-University Orchestra. In 1965 she was the recipient of the Maxim Schapiro Memorial Piano Scholarship.

Before coming to Western, she studied at the University of British Columbia with Boris Roubakine. A student of Professor John McIntyre, she has been studying at Western for three years.



Burning Issues

On Tuesday, Wednesday, and Thursday of this week, Program Council presents a symposium entitled, "Social Issues in the Public Schools," which will deal primarily with the relevancy of social studies and related curricula with burning present day issues.

Tuesday night at 8:00 p.m., Dr. Elizabeth Drews of Portland State University will give the opening address in the VU Lounge. Wednesday night, Dr. Anna Ochoa and Dr. Gary Manson of the University of Washington, and the state social studies guideline committee for secondary schools will speak. On Thursday, Dr. James Shaver of Utah State University will give the concluding talk.

The symposium is gratis and everyone is invited to attend.

Frosh Orientation

Summer students are needed to help with the orientation of incoming freshmen, Aug. 4-5.

Students would be asked to give up approximately one or two hours in a day to show completely bewildered freshmen the campus and to explain something about college life.

All those interested can contact Timothy Douglas, in the Assistant Dean of Students office.

Student Plays

A series of eight student directed one-act plays will be performed on Thursday and Friday at 8:00 p.m. in Lecture Hall 1. Scenes from four different plays will be presented each night.

Scenes for the performances will be drawn from a list of popular plays including "The Glass Menagerie" by Tennessee Williams, "We Bombed in New Haven" by Robert Heller, "The Serpent" by Vonticelli and an excerpt from the saga of Don Quixote.

Performances are free both nights.

Re-evaluative Camp-out

The Summer Board of Control (BOC) postponed the Re-evaluative Camp-out scheduled for last weekend because there were transportation problems and fires near the camping area.

The Camp-out will be held this week-end. Students interested in working with Associated Student Government during the coming academic year are welcome to participate.

The Camp-out, which will be held in the Baker Lake area near Marble mount, makes available an opportunity to discuss goals and strategies for next year's student government.

Transportation will be provided for those going. Interested persons may sign up for the two-day event at the AS offices in the VU.

Bach Music

A program commemorating the 220th anniversary of composer Johann Sebastian Bach's death will be presented at noon today, in the Music Auditorium.

The recital will be given by David Schaub, college organist, who has chosen to play Bach's *Organ Mass*, a collection of chorale preludes based on texts of the *Lutheran Catechism*, including the *Kyrie* and *Gloria*.

The 10 chorale preludes are prefaced with a *Prelude in E-Flat* and the collection is concluded with the *St. Anne Fugue*. The entire work constitutes Part III of a larger collection of Bach's keyboard music known as the *Clavierbung*.

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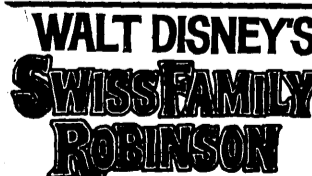
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What's Cooking , Alice ?

FILMS:

Tonight: Volpone—A comedy of Ben Johnson's and directed by Maurice Tourneur. Lecture Hall 4, 7:30 p.m., free.

Tomorrow: Emil And The Detectives—Children's movie and cartoons. Lecture Hall 2, 1 p.m., 25 cents.

Thursday: Before The Revolution—Bernardo Bertolucci's first film made at age 22. A film about youth in rebellion by a youth. Lecture Hall 4, 7 and 9:15 p.m., students 75 cents, general \$1.25.

August 2: The Boston Strangler—Showing at 8 p.m., Music Auditorium, 25 cents.

BOOKS:

Today: Steppenwolf by Hermann Hesse—A lecture by Philosophy professor Stanley Daugert. Lecture Hall 2, 3 p.m.

LECTURES:

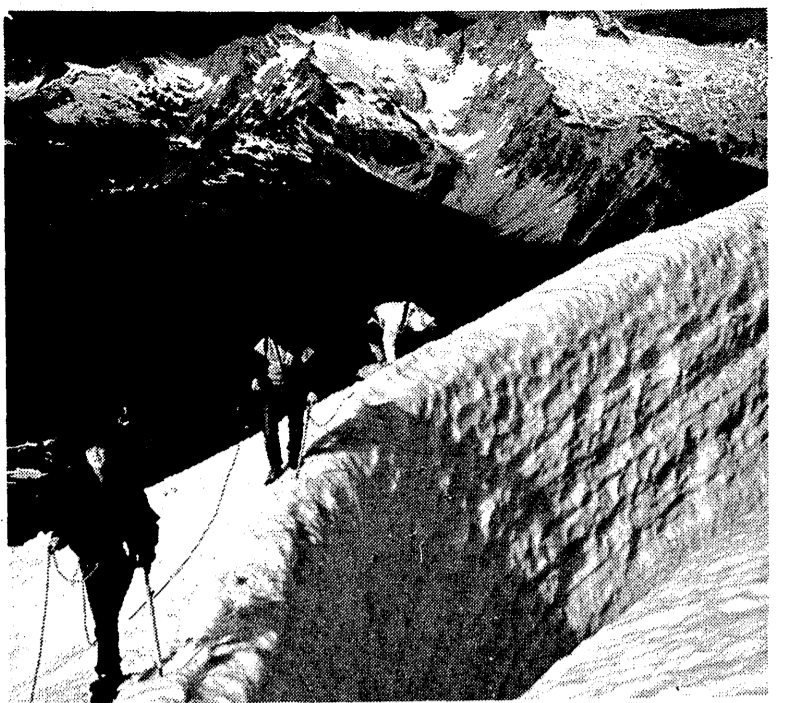
Today through Thursday—Social Issues in the Public Schools—There will be speakers each evening at 8 p.m. in the VU Lounge. Today's speaker will be Dr. Elizabeth Drews, Portland State University; Wednesday's speakers will be Dr. Anna Ochoa and Dr. Gary Manson of the University of Washington; Thursday's speaker will be Dr. James Shaver of Utah State University.

OUTDOOR ACTIVITIES:

Friday: Underground Tour of Old Seattle—Tickets are \$2 and include transportation and tour. The tour will leave at 5 p.m., Music Auditorium, and return that evening.

Friday Through August 2: Glacier Peak Hike and Climb—Something for both hikers and climbers. The group will leave early Friday morning. Sign up at VU 304.

August 1-2: Junior Rodeo—The Rodeo is being held in Everson, off the Mt. Baker highway.



On Top of Mt Baker

by Lyn Watts

"Hey Al?" ... "Ya?" ... "Did the alarm clock go off?" ... "Hey Al?" ... "Ya?" ... "I'll get up if you do." "But man, it's fucking cold out there!" ... "Yah man, but we're supposed to be started by 2 a.m." ... "Ohhhhhhhhhhh, hell."

It really wasn't THAT cold, although we were camped at 6,600 feet immediately below Mt. Baker's Eastern Glacier. We were planning to begin our ascent of the mountain about 2 a.m., but the wind blowing off the glacier combined with the ridiculous hour of the morning was enough to keep anyone in the sack. Four members of the party never even got started.

After a breakfast goulash of rice, stew, and lasagne, we finally departed around 3 a.m. just as false dawn was beginning to lighten the east. The mountain above seemed to be glowing in the pale light of the full moon, as were all the peaks around us.

The drudgery of climbing began to set in as the sun finally rose, and the crevasses became increasingly more abundant the higher we went. Looking down into a crevasse from a somewhat unstable snow bridge for the first time is a rather unsettling experience no one is likely to forget, some of the crevasses being 200 or so feet deep with sheer blue-ice walls.

Around 10 a.m. we reached the final wall, and could look up at the summit about a thousand

feet above us; two hours later we were on top.

The summit is a large flat plain the size of three or four football fields, with the true summit being an obvious knoll on the eastern edge. A register on the knoll contains the names of those having climbed the mountain since 1967.

We ate lunch in a strong wind, surrounded by a view of what seemed to be every mountain in the Cascades. Bellingham looked like a puny dark blotch next to Rainier reared up even higher than ourselves. The view? It would have to be seen to be believed.

Mt. Baker is classified as an active volcano; the clouds of steam and sulfur rising out of several vents in the crater below us gave testimony to the fact that Baker is alive and well.

The descent of the mountain was fairly easy; the snow was so soft that we could fairly run down the steepest slopes, although we were always roped together and kept a good watch for crevasses. Crossing some snow bridges was sometimes pretty scary; some that had been solid in the morning were weakened by the afternoon sun. However, we made the descent without incident.

Several of us were dead tired, with various sunburns and other ailments distributed among us. However all these injuries only seemed to make the beer at the Hamilton Tavern taste even better.



American Militarism 1970—The book of the Quarter panel discussion topic is **The Military Budget, or Will There Be A Peace Dividend.** Lecture Hall 3, 4 p.m.

MUSIC:

Today: David Schaub, Organist—Will perform at 12:15 p.m., Music Auditorium. * * * * *

Miriam Combs, Piano—Will give a graduate recital at 3 p.m., Music Auditorium.

Wednesday: Jacob Hamm, Baritone—Will perform at 8:15 p.m., Music Auditorium.

Thursday: David—A band that's been playing at the Bull. Will play at 9 p.m. in the VU Plaza. A charity performance with donations accepted.

Friday: Mama Sunday's—Local folk and blues talents will be playing. Bring your own talents along. 8-11 p.m., VU Coffee Den, free coffee and punch, donations accepted.

NOTICES:

Wednesday: The last day to drop a nine week class and the last day to change a nine week class from pass-fail to graded.

ART SHOWS:

Gallery 217—The Governor's Show—Presently on display. The show is a collection of various works by Northwest artists. It will be up until Friday. The Gallery is located at 217 E. Holly, hours are 10 a.m. to 5 p.m., Wednesday through Saturday.

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