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These hands can only make small, hopeless gestures as he talks about a technical world that is fast making him obsolete.
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the great political fizzle

By JOHN STOLPE

The student movement is adrift in troubled waters this winter.

The winding down of the Indo-China War, coupled with the absence of massive student involvement in this year's lackluster election campaigns, has socked the wind out of the movement's once-billowing sails.

The great numbers of students which rallied across America last spring to protest the U.S. invasion of Cambodia and the killings at Kent State and Jackson State have calmly returned to their textbooks and football. The once-bustling strike coalitions, which attempted either to shut down some institutions or to re-direct education toward anti-war topics, have all disbanded.

But there is now growing concern that change-oriented youth is even more dispirited, more disillusioned and more alienated than ever before.

According to a Harris Opinion Poll taken last spring after the nationwide student strikes, 40 percent of U.S. collegians intended to "work within the system" during the summer and fall to help elect candidates which reflected their strong anti-war and anti-repression feelings.

In October, another Harris sampling revealed that a mere 15 percent were actually working on election campaigns.

Closer studies indicated that many of those active campaigners were working for the nation's conservative political element which was pushing law-and-order candidates. One Texas senatorial candidate boasted that 27,000 students — many of them members of the conservative Young Americans for Freedom — were enrolled in his campaign.

SOMETHING WENT ASTRAY

Something went wrong between May and September which led to the downfall of the liberal student political movement as the great fizzle of the 1970 elections.

Was an aide to one anti-war congressman — who was counting heavily on student support — correct when he bitterly declared, "We're discovering that they have an extremely short attention span as a group." Or could it be that many students have very little faith that the present "two-party" system is responsive to change?

Those few students who did turn out to help candidates on both the right and left quickly discovered that they were being handled with kid gloves. Senator-elect John Tunney's student backers were neatly blended into campaign activities by his campaign manager who confided, "We don't want people to notice that there are a lot of students." Those with long hair were virtually ignored.

Following the nationwide rash of bombings, and following President Nixon's moves to slow down the Indo-China War, very few candidates remained who chose to make an issue of the war or repression. The Democratic Party shuffled to the right to join hands with those demanding law and order in a move which will have significant consequences toward the possible formation of a new party in the future. Anyway, the law and order issue emerged as the major issue of the 1970 elections.

RADICALS GET EVEN

The political revolutionaries, uptight to say the least, set out to de-rail the campaigns of some previously anti-war candidates. The revolutionary underground media called for massive demonstrations across the nation on October 31 to "help save the movement." But the radical leaders admitted that they wanted to "get even" with those candidates who dropped their causes. The Democrats stood only to lose votes if the movement took to the streets a few days before the polls opened.

The October 31 demonstrations were a complete failure from the attendance standpoint. In New York City, where upwards of 250,000 marchers filled the streets in past demonstrations, only 300 protestors showed up. Observers around the nation agreed that the element marching on Halloween Day was of a different breed.

Unfortunately, the movement hasn't dropped its penchant to play the numbers game. This time they lost, and the demonstrations didn't seem to affect the Democrats.

On the state level, Carl Maxey emerged as the only true peace candidate, but his campaign to smash Sen. Henry Jackson in the Democratic primary was not taken seriously by many liberals. Some wondered if Maxey was taking himself seriously when he stumped the state suggesting such unrealistic proposals for improving the state's sinking economy as, "Boeing could be re-tooled to manufacture low-cost housing." Students did help greatly in his campaign, but when he lost there wasn't anyone else to support on the left.
And those who shouted "Right on!" at his rallies left him dead in the water at the polls.

The local contest for state senator provided cannon fodder for those students who insist that the political system isn't worth saving.

The Atwood-Roley battle was certainly a leader for the "dirty contest of the year" award. What made that contest so disturbing was that three persons closely involved, including contender Paul Roley, are members of the faculty at Western. Roley's campaign manager was Gary Kepl of the political science department, and Senator Atwood's manager was Dr. Sam Kelly of the center for higher education.

**CONTEMPORARIES TAKE ISSUE**

One professor on campus, and he isn't alone by a long shot, said of the contest, "Despite the implied commitment of truth that the name 'professor' implies, these men operated the campaign as though they were selling snake oil to aborigines or cigarettes to teenagers."

The most annoying aspect of the senatorial campaign was Professor Kelly's strategy that newspaper advertisements disparaging Roley as "the young professor" would hurt Roley and help Atwood. This lack of professional solidarity, even at a time when universities feel that they are under heavy attack, was inexcusable.

Roley's campaign mailings were abnormally deceptive, and dispelled any moral advantage which Atwood's disgusting newspaper ads gave him. One of these mailings played heavily on the touchy tax reform issue. At first glance, it appeared to accuse Atwood of favoring House Joint Resolution 42 and hence higher taxes. Closer reading showed that it attacked Atwood for an earlier parliamentary move, supposedly designed to ensure passage of HJR 42, which Roley labelled "blackmailing the voter." Roley's own position on tax reform was not mentioned.

A campaign of innuendo and prevarication hardly inspires faith in "the system" among a moralistic and idealistic youth.

Dr. David Ziegler of the Political Science Department spoke for many students and faculty on campus when he said, "When a campaign such as this comes from their own instructors, it makes something as dastardly as firebombing the ROTC look like an act or moral purity."

The future of the student movement here in Bellingham and all over the nation is up in the air. Some strongly believe that our two-party system holds the answer, while others are waiting for something new to come along.

More than ever before, the nation's two major parties are looking like carbon copies of each other. Allen Brownfeld, in discussing the irrelevance of American politics in the autumn *Yale Review*, summed up the current political dilemma when he said, "Today when we are in need of a conservative party to help us preserve the values which really matter in the midst of a society in danger of destroying all values, and in need of a liberal and innovative party to meet new problems with new solutions, we find no such parties."

The students attempted to work within the system and failed, partly because of a political system badly in need of reform to meet contemporary problems.
Service is Our Business
Photo essay by Bill Woodland.
Sorry, still no jobs available.
Graduate Complex

By LAURA ENBUSK

"What are you going to do when you graduate?"
"I graduated."
"Oh. What was your major?"
"Teacher Education."
"Where are you teaching?"
"I'm not."

The story of this disillusioned fellow could be told by any education major attending Western Washington State College today.

Like many students, he was probably brought up with the idea that college is a "must." To live the good life, society — and especially his parents — probably felt compelled to pressure him to get a degree, no matter what kind. He may, on the other hand, have come to college to satisfy his own personal goals. He may work his way through school, sacrificing his time and money on the altar of knowledge, obtain financial aid, exploiting the government's time and money, or receive help from his parents, advisory or otherwise. Nevertheless, he feels the responsibility of paying back his debt or being offered a chance to help others in the field to which he is best suited. The answer to his request would be a guaranteed job opportunity in his major field of study.

But the teacher shortage is a thing of the past. Any Ed major may have all his goals shattered when he finally realizes that a frightening number of students who graduate and are authorized to teach can't be placed in a teaching position. The great supply of teachers needed twenty-five years ago has finally caught up with the demand. According to the U.S. Office of Education, there is now a conservative estimate that 189,000 graduates with teaching qualifications are faced with the prospect of only 183 teaching positions. Thus there is an estimated surplus 6,000 teachers. This surplus is expected to reach 55,000 by 1975.

Then again, the National Education Association estimates that the surplus may exceed 38,000 in 1970, while the Illinois State University Bureau of Appointments predicts a national high of 600,000 extra teachers in 1975. Some education officials have even described the high unemployment among the nation's elementary and secondary teachers as "a national emergency."

Consequently, in the 1970 Placement Report compiled by Western's Placement Director Frank Punches, statistics show that the teacher surplus is giving Western graduates an appreciable number of Excedrin headaches. For example, out of the 835 graduates in education last year, only 461 or 55% were placed in teaching positions. Forty-five percent of the number were placed in Washington while the rest received out-of-state opportunities. In 1966, there were 83% of the graduates placed; 78% in 1967; 76% in 1968; and 70% in 1969. As
A well-known office frequented by Western education graduates.

"WHAT HAPPENED?"

Authorities have predicted a still greater increase in the surplus if school systems continue to economize and if the declining birth rate causes elementary school enrollment to even out. But most of the problems today, the Placement Office stresses, are the result of the severe economical situation that faces Washington State today. Washington is now in a state of recession. With the reduction of Boeing employees in the Puget Sound area, from 101,500 in 1968 to the projected 45,000 by the end of 1970, the unemployment rate has risen to 9.5%. This affects the number of students who return to the Puget Sound region during the Fall term, and thus the teaching staffs are kept at a minimum. Washington, because of its positive environment, also serves as a settling place for some of the surplus teachers in the United States, so that the competition between Washington graduates and out-of-state teachers for job placements makes things even more difficult.

All graduates can expect even more competition when school board levies fail. The more experienced teachers may be released due to lack of school funds, but still have pretty good chances of being rehired because of better qualifications and recommendations than the still-wet-behind-the-ears graduate.

When the majority of Western’s students enter as transfers, more problems arise. These students usually major in areas such as Social Sciences, English, and secondary Physical Education, which are already congested and in little demand.

There is also a significant psychological factor that can’t be overlooked. Suppose our job-hunting friend is, like most students, a sincere citizen and deeply concerned about his country today. He might show his concern at a peace rally or other such outrageous function. He might also have hair long enough to keep his ears warm. To the prospective employer, he could very well not appear to be the stable, upright man wanted to fill the position. The employer may discover that he is a Political Science major and immediately draw a mental picture of the typical “campus activist” who can be expected to do nothing but corrupt youth and preach against the gods. So what are his chances of being hired?

Another problem confronting the typical graduate in teacher education is the delayed contract negotiations factor. This involves graduates who have their placements delayed until late summer under the prolonged contract between the school boards and teacher’s organizations. And those who aren’t able to receive positions, even delayed ones, soon fall into a limited number of categories. Some go into fields other than their major. Men sometimes move into military service – 30% of 1970 Western graduates. Six percent go on
One more education graduate back for another year of study.
to graduate school, hoping to further their chances of job placement when their schooling is completed. Of those girls who are not placed, 5% soon married in 1970. Nine percent of the graduates find employment which may have no relationship to their majors.

Mr. Punches, Director of the Placement Office, suggests that one way to correct these many problems is to have them directed and... “solved by a central advisement program involving the academic departments, the Counseling Center and the Arts and Sciences and the Education placement office. This has already been initiated by the Dean of Student’s Office, and will first involve coordination of the Counseling Center and Placement Office advisement functions.”

It has been suggested that if W.W.S.C. adopts a divisional program of teacher preparation, like that of Eastern Washington State College, competition among graduates would be put on a more equal basis. Eighty to ninety hours in majors and supporting courses are required in divisional type teaching preparation, whereas the Western departmental preparation requires only forty-five hours. Thus the divisional type prepares the student to teach more than one subject — giving him a better chance in stiff competition.

Some academic departments at Western have been trying to alleviate the "major only" idea. Although extended majors are being devised which will be considered as supplementary teaching fields, first year teaching assignments are still somewhat hindered because some departments feel that a student should accept a teaching position only in his major.

To put a brighter light on the placement situation, not all major fields of study are submerged under the slump. Although a few students were not placed, the field of technology at W.W.S.C. has fared well, possibly because it includes such utilitarian fields as electronics, graphic arts and shop. Compared to the 1969 placements, there has been an increase in the number of graduates to fill them. The primary reason for such good placement results is due to the close contact the Technology Department has to the Placement Center. Thirty-six out of thirty-eight people were placed in 1970. There has also been an increasing interest in Technology majors for the elementary level, according to Mr. Punches.

In spite of this instance, teacher education departments have often been guilty of overselling their field. They have often failed to confront the students with the basic facts that predict a dim future in teacher placement. The Washington State Education Organization has requested that the prospective teachers all be informed of the conditions in order that they may plan their careers more successfully.

All these problems are intimately related to our campus at this time, but they need not concern it in the future, with careful planning. If you identify directly with the graduate complex, inform yourself about your future before you have lost valuable time and money. Obtain guidance early and avoid being one of the many teachers who don’t teach.
POW!
(western's soccer club does it again)

By BOB TAYLOR

There have been few championship athletic teams in Western's sports history. But one sport that has dominated the Western sports scene the past two years has been soccer.

Twice the Viking booters have either tied or won the Western Washington Soccer Conference championship. The soccer league, just celebrating its third year of existence, witnessed the Viks tying the University of Washington team for first-place in 1968. Last fall, Western won the championship outright.

What has largely motivated the Viking achievements has been determination and teamwork. These two ingredients were very evident in 1968.

Going into the 1968 season, few people gave Western's soccer team a chance. After all, they would be competing against the UW, Seattle University, and Seattle Pacific College. No one expected the Viks to tie for the conference title.

They failed to generate much enthusiasm after their first game, losing to the UW, 5-1. Then, surprisingly, in their second game, they tied tough Seattle U., 1-1. Following the SU game, and continuing to build momentum as the season carried on, the Viks won their next three out of four games.

During this surge, Western got its revenge against the Huskies, beating the UW 3-2 in a rematch. The win over the UW proved to be the key game in the Viking drive.

What sparked the Western comeback in 1968, was a team that refused to quit. The 1968 team was a highly spirited club, and it was this energy that kept the team going.

There were few experienced players on the 1968 team. But members of that squad laid the foundations for this fall's team. On the 1968 team were six players that are still starting for Western: Bill Carr, Joe Pederson, Manfred Kuerstan, Donn James, Bruce McLeod and Glenn Hindin.

Hindin, only a freshman, won the league scoring crown. The Canadian booter, pumped in 10 goals past enemy goalies.

Other players standing out for Western were Fred Mabbitt, Jerry Nist and Pat Garratt. Mabbitt teamed with James to give Western a tough
Manfred Kuerstan rushes toward goal on a high shot
Mike Hurley (far left), Pete Frey (2), and Bobby Hansen rush in for the Viks.
and rugged defensive fullback duo.

Garratt, more than anyone else, probably reflected the type of Viking play. Erratic in his first game against the UW, the Vik goalie became increasingly tougher to score on as the season progressed. Maturing with each contest, Garratt became one of the top goalies in the league. In the remaining five games following the UW loss, he allowed an average of just one goal per game.

Coaching the first Western championship team was John Miles. Miles did an exceptional job in his first year as coach, molding the inexperienced Viks into a winning team.

Last fall's talented and experienced club was not content to live with 1968's laurels, coming back to win the conference title.

Western added four new faces to the lineup in 1969. Joining the team were Bobby Mills, Mike Hurley, Bob Hansen and George Gray. Hurley, Hansen and Gray were named to the all-conference team. Hindin, Kuerstan and James were also all-league choices.

The Viks boasted the most potent scoring attack in the league last fall. Gray won the scoring crown with 12 goals, beating out Hindin who finished second with eight.

But even this high-scoring duo had trouble one weekend against the UW. The Viks, riding high at the time and 3-0 in conference play, lost to the Huskies, 4-2. It was the only blemish on the Viking's record, as Western went on to win its next five games and clinch the title.

During the winning streak, Western obtained revenge on the archrival Huskies, crushing the UW, 6-2.

After dominating the soccer conference last fall, the Vik booters added another first last spring. It was then that the team whipped Washington State. This meant the Viks had defeated every major college team in the state.

With the most veteran team ever and two classy newcomers, Al Jones and Greg Wesselius, this fall's club was an almost overwhelming choice for the title conference again. Returning from the previous season were Hindin, Kuerstan, Hurley, Hansen, James, Pederson, McLeod, Mills and Pete Frey.

Another dimension to Western's soccer program, is the addition of a second team. With a second team, which will be largely made up of players with limited experience, Western's soccer club will be even stronger in the future.

The Vikings appeared to have a major loss at goalie this fall, when Garratt graduated last spring. But big Lorne Turner has stepped in and done a creditable job at goalie. In the Vik's first five games this fall he had allowed only two goals.

Part of the reason for the small amount of goals scored against Western lies in a tough fullback corps made up of Pederson, Jones, James, Hurley and Frey.

The Vikings look ready for another championship team, whether they grab the title again this year or not.
“Por La Raza Habla 
El Espiritu”

“For the people speaks 
the spirit”

By STEVE JOHNSTON and LARRY LEMON

It's 7 a.m. and already clouds of dust hang in the air, settling on clothes and being sucked into lungs. Sweating men stand next to a conveyor belt, silently separating the dirt from the potatoes running up the belt, making sure it doesn't fall into the bed of the truck.

Most of the men working the potato harvest in Burlington are migrant workers and it's hard work even for the young and healthy. The pace is almost killing for the older workers.

And at 47, Francisco Ramirez is tired and beaten. He's been doing this type of work ever since he was ten. But according to Ramirez this work is easy and pay is high — two dollars an hour. Next month he will move with his family to Marysville to prune raspberry bushes. The pay is lower — $1.25 an hour — and the hours are longer.

When Ramirez talks about his work and his way of life he uses his hands to express his frustrations. They are large, powerful hands, equally capable of hoisting a hundred pound sack of potatoes or cradling a baby. The backs are as red as the beets he picked in Texas, and the calloused palms are work-worn and as hard as the hoe handle he sometimes labors with ten hours a day.

But these powerful hands can only make small, hopeless gestures as he talks about a technical world that is fast making him obsolete. His hands clench into tight balls when he speaks about his family’s future.

Ramirez's temporary housing testifies to his bleak future. The migrant camp where he and his family live is made up of about 25 frame houses,
"Sometimes three or four children sleep in a bed."
built in two rows with a small dirt road running up the middle. Each house is painted purple, with only one coat and bare wood showing through in spots.

The Ramirez family share their small house with another family, who sleep in the next bedroom with their three children. Both families use the same kitchen and the other family has to walk through the Ramirez bedroom to get to the kitchen.

Ramirez’s bedroom actually serves as the dining and family room. The space in the 10 by 14 foot room is mostly taken up by the three beds, so when the family eats they have to balance their plates on their knees. Dinner is usually beans rolled up in a tortilla and coffee laced with canned milk.

The air inside the house is heavy with the smell of sweat, frying beans, and the smoke that escapes from the pot belly stove in the kitchen. It’s dark inside the house, only a small naked bulb hangs in the kitchen.

Like the other houses, the walls are covered with names and dates. Someone has written “Chicano Power” with spray paint in large scraggly letters. It seems like a futile gesture in this setting.

Ramirez generally takes a shower after he gets off work. In this camp the community showers...
Ramirez generally takes a shower after he gets off work. In this camp the community showers are always open, but at one camp he was at in California the farmer would turn the water on only during working hours, so the workers couldn't take a shower unless they took the time off from their jobs.

The family usually gathers for the main meal around 6:30 p.m. when Mrs. Ramirez returns from the fields, and their son Willy gets home from school.

Willy is 17 and just starting high school — two years behind Anglo kids his age. He's not an outstanding student, just a persistent one.

At night in the house they live in he studies after dinner. He hurries to get things done because his parents go to bed early. They put in a long day and have to be up at 5:30 the next morning. There is one light in the cabin. Its 40 watts fail to light the far corners of the room, let alone provide adequate light to read by.

The school he attends is about a half mile from the field where his parents are working. He's part of a minority there, a Mexican American minority that stays in school for three or four months before moving on the next farm, the next county, and the next school.

The last farm Willy and his parents were at had no school nearby, so Willy worked instead of going to school. Each year he falls further behind students his own age. He'll probably be 20 or 21 when and if he finishes high school.

Willy's been at this school near Burlington for three weeks. Next month he'll leave with his parents and go forty miles south to Marysville. The pay there will only be $1.25 an hour and he'll have to work to keep food on the table and the car running. With an annual income never over $1,900,
Community showers — typical in every camp
Willy's family leads a hand to mouth existence. His parents speak very little English. When he goes to school he's speaking what is to him a foreign language. He gets no help from his parents with his homework — they can't read the textbooks. Willy's father left school at age ten and his mother has never been inside a school room.

Part of these problems with school stem from his cultural environment. All his life he has heard the word *machismo*, a pride in his maleness and in himself. But patched clothing and broken English generate bitterness, not pride.

These are some of the pressures that are driving him back to the fields. Back to people who talk as he talks, and dress as he dresses. Back to where he is not a *wetback* or a *beaner* and he is not laughed at.

Back to the fields where he can follow in his father's footsteps.
PROHIBITING CERTAIN NONREFUNDABLE BEVERAGE RECEP'TACLES

An act prohibiting the sale or distribution of beer or any other malt beverage, or of any nonalcoholic mineral water, soda water, or other carbonated or uncarbonated beverage (commonly known as soft drinks) for consumption in this state in cans, bottles, jugs, tubs, vessels or other receptacles not having a refund value of at least five cents for each such container.

*Ballot Title as issued by the Attorney General.
IS MANKIND DESTINED TO BECOME...
...NON-RETURNABLE?
SOUTHERN UNIVERSITY & A&M COLLEGE
THE MONEY-BELT
CINCHES
UP
By RON GRAHAM

They stand there. Poised to counteract the surge of incoming students, the campus buildings reel slightly from the surging influx. Classrooms are again filled. Clattering footsteps echo along hallways early and late. Dormitories leap into fertile existence. Headaches and heartaches multiply in endless succession.

All that is human belongs here, especially that which is young and alive. It is enough to live for the moment and get along reasonably well. Weekend keggers, classroom lectures, dorm parties and Friday tests fill the student with a sense of the here and now.

Then there's that inevitable time for reflection and planning. Oftentimes it's a decision forced on us. Time constantly dogs the student's footsteps. Deadlines are set for him and he must suddenly declare a major. He has to find a place to live, choose what classes to take and teachers to study under.

At times the future cries so clearly it forces consideration. Decisions, deadlines and plans must be made. Such a time has come to Western. Reality must be faced by this college and students must realize that they are bound to be affected by the college's and state's decisions.

A 'crisis of the pursestrings' faces Western today. The state financial condition is deplorable, and the situation bodes ill for college budgets.

We have been alerted to the crisis by President Flora. He considers the present situation confronting Western the worst financial one ever. In speeches to the faculty, staff, board of trustees and students, Flora has made it clear that the state fiscal situation is more a depression than a recession. He has directed several commissions to make investigations to determine where Western may best make its cutbacks.

"We're going to have to trim fat, we're going to have to cut meat. I only hope we can keep the skeleton."

EXPENSIVE HABITS ENDANGERED

Western has become accustomed to luxury in the past. It has come to take for granted a continual program of expansion. Student enrollment has tripled in the last ten years. Campus facilities have expanded tremendously. Housing has exploded. Faculty has been increased by leaps and bounds. These expensive habits are now endangered by the state's fiscal crisis.

The severity of the fiscal crisis is forcing Western to re-evaluate its entire program and philosophy of education. The possible loss of millions of dollars faces Western in the approaching 1971-73 biennium. These millions were tagged for further expansion which is now very uncertain. Already the financial situation has forced a return of funds to the state. The operational budget has been trimmed $520,000.

This return of funds is indicative of the uncertainty Western faces as old assumptions and habits no longer are viable. For years the college and state exchanged no money if student enrollment was within a few percentage points of projected enrollment. This is no longer the case as Western must resort to rebating one half million
dollars to the state since it was 300 students under the projected enrollment for 1970.

For years, Western was budgeted on the basis of the 10th day enrollment when student numbers were greatest.

Now, it appears that the state will settle its budget amounts on the basis of an average enrollment figure procured by averaging the three quarters and dividing by three. This practice would also cut available funds for Western's operations.

The suddenness of all this caught the college years before it had planned to level enrollment and suspend growth. Now the college must produce a quality education with quantitative cutbacks.

Two commissions, set up under the direction of Provost Frederick Sargent II, will be critical determiners in the cutbacks Western will face. The curriculum commission was set up last year under the auspices of the long-range planning committee and has begun making an exhaustive study of curriculum with these questions in mind:

"How would it be possible to meet the objectives of this institution more effectively?" and "Where are we going and with what success?"

Another commission has been established to study, evaluate and suggest improvements in operation of the non-instructional areas of Western programs. The administration, the physical plant, campus planning and the student services are subject to the scrutiny of the non-instructional budget commission.

The crisis has added an important dimension to these studies which might have been shelved during years of prosperity and growth. Now the commissions are looking for possible areas to cutback. A new question has been added to the commissions' study, "How can Western maintain its level of quality education and still have enough money to meet the budget?"

The curriculum commission, composed of seven faculty members and student counterparts, must survey educational programs. Running into a problem of cause-effect, short-term programs may seem useless or expendable on the surface but removal may adversely affect another department considered critical.

The two commissions will report their findings and recommendations to the long-range planning committee. The study will then be submitted to the legislative bodies of the college. At
This elaborate approach is designed to involve all constituencies of the college in the process of cutting and trimming programs at Western in the effort to reduce spending. Since the study must be acted upon prior to 1971, and because of the necessity of quickly getting it to the board of trustees, it is questionable how greatly it will be influenced in later stages.

Applications for admission to Western start pouring in around December and some type of priority list or requirements scale must be devised in order to make consistent decisions concerning enrollment limitations. Last year the college restricted enrollment for the first time. Some 1,000 students over the projected level were admitted in the fall of 1969. The admissions office consequently restricted admissions of transfer students and re-
Should re-enrollment students be admitted before or after transfers or freshmen (after coming back from work, vacation or the armed services)?

"We will give absolute priority to continuing students," Omey emphasized.

However, students who have just made it into Western aren't necessarily secure since other consequences resulting from the financial crisis may frustrate their educational ambitions. Certain courses now being taught may be cut soon. Certain majors may be eliminated. If the problem becomes more serious, numbers of students allowed into a certain major may be controlled. A freshman might not even get into college unless he has selected the right major and minor.

The frightening specter of autocracy begins to rear its ugly head when the possibilities of extreme financial management are explored. It appears that increasing amounts of power will be taken from the hands of the individual colleges. The more drastic possibilities may not be too pessimistic if the situation doesn't begin to improve.

Students in secondary schools throughout the state will also be affected.

What will be done when thousands of students enter the employment market with the state in such a depressed period? It would appear that tightening admissions in order to save state monies would be cutting off the nose to spite the face. At this time the state appears to be witnessing a severe cross current as demand for higher education is shooting up while monetary support is suddenly decreasing.

Some of that support could be made up by increasing tuition. The state Council on Higher Education might recommend an increase in tuition to take up some of the monetary slack. This possible raise will follow the increase made in 1970 from $88 to $120. Another increase would doom the educational aspirations of the more qualified students.

Though students will undoubtedly oppose such an increase and the administration has pledged support for the student viewpoint, it is questionable what effect this will have on the legislature. Raising taxes will arouse the entire public, but raising tuition would appear a simpler and less controversial way to raise supporting funds. However, it is unlikely that the students will take another raise sitting down. The probabilities for a confrontation are facing the state as students will be hit where it hurts everyone most, in the pocketbook.

If there isn't the usual raise in budget allocations, faculty could be hurt due to lack of jobs. Students in high schools may find the door to a four-year college or university closed where it is now open. Students in college may not find it so easy to stay there when reinstatement policies and switching majors become tougher. Innovative programs which have great theoretical value may never be given the chance to be implemented.

CLEAR FOREBODINGS

The future growth and development of Western also hangs in the balance as the situation grows more serious. Dropping a certain program, cutting out another department, eliminating suggestions or cutting our building programs will be critical to future expansion.

Rumblings of the state economy caused one reduction in the planned budget for the college before fall quarter even began. In August of 1970 the board of trustees cutback the projected June budget ($52 million) to a substantially more modest sum ($36.9 million). Word from Olympia since then virtually assures that the budget for the coming 1971-73 biennium will be pared even further. These budget reductions are in addition to the rebates the college is being forced to make due to under-enrollment this fall.

What the board of trustees did by reducing the budget was to set a limit on growth and extend
the projected future growth into 1976. This increase was not to exceed 750 students per year and Western was expected to accommodate 14,070 students in 1976. The previous June budget had projected growth at a rate that would allow Western to instruct 14,150 full-time, fee-paying students in 1975.

Campus planner Barney Goltz indicated that the college won't be able to meet the 14,070 goal. The 750 student-per-year growth sounds good but doesn't really compare favorably with the last two years. As pointed out earlier, Western admitted 1,000 too many students in the fall of 1969 and picked up another 1,000 this fall.

Though much has been made of the fact that actual enrollment at Western was below projected levels, the college, even with restriction of non-residents, still gained 1,000 students. Yet the best possible budget allocation for the 1971-73 biennium would allow less than the 750 specified by the latest budget. This juggling of figures seems abstract but what they mean is that many qualified applicants for admission to Western will be turned down.

Western might never again be able to recover all the ground lost in cutbacks. The state probably won't bounce out of its financial difficulty in two years and into a period of prosperity. However, this is just what it would take to counteract the actions taken in the 1971-73 biennium. Buildings, faculty and services must be expanded twice as fast if they are to offset the new surge of students that might be admitted after 1973. This would require more than economic recovery. It would take a real economic boom to take up the slack of cutbacks made from now through '73.

**LEGISLATIVE OUTLOOK OMINOUS**

The question which must be considered involves the actions the legislature will take when it faces the budget for higher education in the 1971 session. Two major factors are undoubtedly powerful influences on the minds of most legislators.

The fiscal situation is an obvious one. When most areas of the state economy are hurting and
unemployment is soaring, the various constituencies and lobbyists are going to be fighting for a greater share of the fiscal pie. Education has no powerful lobby and even on the local level citizens are turning down special levies for education in public schools.

The legislators are under pressures from their constituencies and higher education seldom is included in those pressures. Certainly the colleges of the state can't realistically expect continued increases in higher education appropriations.

Another crucial factor in guessing how legislators will react is the public backlash to the student violence exhibited at various colleges around the nation. Whereas higher education had few opponents when it was seen as a valuable way to keep young persons off the job market and give them a liberal arts background, the scene has changed.

Some students haven't been contented with their allotted portion and have rebelled in socially undesirable ways. The destruction of property and disrespect for sacred institutions of patriotic Americans has antagonized many citizens.

Vigilante groups attacked students at the University of Washington last spring during the Cambodian protest. The resentment of some citizens toward college students may be transmitted through their legislators. The influence of this factor is less predictable than the financial crisis but it will undoubtedly be in the minds of some legislators. The combination of these factors could foil college appropriations, beyond the cutbacks already planned for and accepted.

VOTERS DEMONSTRATE PENNY-PINCHING MOOD

Voter reaction to the current fiscal crisis of the state included the defeat of almost all issues which conceivably involved money. This public mood toward budget cutbacks in higher education in order to gain money elsewhere will be considered seriously. Whatever is said about the short-sightedness and selfish concerns of voters in the November
elections the fact remains that money is going to be extremely tight this coming January as the legislature convenes.

The propositions defeated in the general elections demonstrated the public’s negative attitude toward spending money and indicate trouble for Western’s budget appropriations. It will take some kind of major miracle on the financial front and much public relations work to counteract the trends toward higher education cutbacks. A new direction or at least an abbreviated direction will almost certainly evolve from the financial problems afflicting the state.

LIGHT IN THE WILDERNESS?

There is, in the midst of all these gloomy predictions, still hope.

Some administrators see this financial crisis as an opportunity for a strengthened direction and purpose in the college’s programs of education. The re-evaluation forced on the college and the urgent need for answers may lead to decisions concerning the development and direction for the Western of the future.

Frederick Sargent II is hopeful that the innovative programs of the cluster college concept will become a stronger program in comparison to the general education offered at Western as a result of the crisis. Governor Evans bore out his concern for the innovative educational programs at Western. In a campus visit this fall he pledged to defend Fairhaven cluster college from any state cutbacks. How influential his support will be is questionable after his backing of the tax reform bill.

WHAT NOW?

It looks as if higher education here and across the country is in for some radical changes. The financial tightening of the belt is bound to affect the future of this college, and there is only a grim hope that more good than bad will come of it all.
PROSPECTUS:

winter quarter

By MAUREEN HEROLD

In order that community people within a five mile radius of the Noguchi sculpture may survive the forthcoming quarter with a minimum of boredom, we here develop a prospectus of activities that could be of general, campus-wide interest. All are either entertaining or enlightening or both, and almost all are free.

On January 7, the people of the Artist Lesture Series board bring us Eric Saizman's *The Nude Paper Sermon*, under the direction of Joshua Rifkin. The group describes itself as the Renaissance-Electronic Music Theatre. Within the medium of sound — verbal, non-verbal, conventional and electronic — they bring old and new values into focus and under fire. The subject matter is words and those using them — politicians, newscasters, poets and all their company. The creative Mr. Saizman was also author of *An Introduction to Twentieth Century Music* and composer of the score of *Can Man Survive?* Director John Rifkin has an equal number of medals, especially from Nonesuch Records where he was musical director for *The Baroque Beatles Book* and arranger/conductor for Judy Collins' *In My Life and Wildflowers*.

First appearing as the Committee, then as The Experimental Wing, and now as The Wing, we have an outwardly traditional company using ten well-coordinated bodies to create a unique improvisational experience. Using audience suggestions, The Wing spontaneously creates sketches of any or all of our most treasured myths and institutions and opens a new dimension in the world of performing arts. Perfectly scheduled around mid-term, on February 7, the show will undoubtedly prove therapeutic for some.

Immediately following, on February 9, five young men will temporarily exchange Carnegie Hall and Canterbury for WWSC. The London Gabrieli Brass Ensemble was formed out of the Royal College of Music to bridge the gap between pop and classical music.

From March 9 to March 11, we will have the Repertory Dance Theatre in residency. The three-day visit will enable the group to set up workshops and open rehearsals that will allow a greater integration with the campus and our facilities. Based on a remarkable variety in the backgrounds of the dancers, as well as their practice of choosing the best choreography from any number of available sources, will help to make this company another unique experience for Western.

A few of our local companies will be on tour, also. Three plays on the road this winter (which will also be presented to the Western student body at sometime) include: *Johnny Moonbeam* and the *Silver Arrow*, which is mainly for elementary performance, but is rumored to have deep philosophical significance for members of the College of Ethnic Studies. *Alice in Wonderland* is alleged to be intended as elementary school material as well, while it is possibly directed towards political science majors. For high school performance, as well as for those who need extra help in English 343, is a condensed version of *The Taming of the Shrew*.

The Western Players plan on two extremely "relevant" productions this winter, one written and first produced 2,386 years ago and the other barely one year ago. *The Trojan Women* (February 18-20) emerges from the Humanities lecture halls onto the stage as one of the most powerful anti-war statements of all time. Juxtaposed with Euripides' masterpiece is Lanford Wilson's *The Gingham Dog* (performed March 4 through 7). A caustic description of the breakup of an inter-racial marriage and has a force and power close to that of "Who's Afraid of Virginia Woolf?"

The music department has also scheduled tentative performances: An organ recital by Mad-
eline Klasson on January 19, a jazz festival on February 14, college singers on March 2, and a band performance on March 9. On March 14, a Suzuki Talent Education Violin performance for children is planned.

There also will be some seminars to add to the excitement: Huxley College has open seminars each Thursday night in the Fairhaven College TV lounge.

For those more interested in the anatomy of Mother Earth, the chemistry department sponsors a seminar each Wednesday at 4:00. During the quarter all phases of science are dealt with as well as chemistry, using both departmental staff and guest speakers.

The Western Gallery, in the art building, has three shows planned during winter quarter. Contemporary Sculpture, shown from January 4 to 23, presents an opportunity to see the plastic arts in a broader context than detergent bottles and transparent raincoats.

Washington Printmakers Show, from February 1 to 24, and the WWSC Department Faculty Show, from March 2 to 19 should be of wide interest in the community. Take a stroll through the art building every three or four weeks to see the current displays of fabric design, photography, drawings and prints. Besides the VU Gallery, there is always Gallery 217 on Holly Street and the Whatcom County Museum for rotating art shows.

You also might try joining the student-directed one-acts (which are produced by the directing class of the drama department), touring the computer center on Tuesdays and Thursdays, or joining the Puget Sound Coalition.

Among things going on over at Fairhaven, the group musical *Celebration*, by Harvey Schmidt and Tom Jones, will be performed sometime during the next quarter. There are also classes like Women’s Liberation, Nudity, Myself is What I Wear, and more, that Western students are welcome to sit in on with the instructor’s permission.

For those who like to sidewalk-superintend, construction will start on the new environmental sciences complex next quarter, beginning with the Earth Sciences Building which will house Geology, Geography and Huxley College.

Marine biologists and others who frequent Clayton Beach should take advantage of low tides on January 9 (-1.7 feet, at 20:48), January 25 (-2.2 feet, at 21:00) and February 22 (-1.4 at 19:48).
COMPLAINT DEPT:

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The Staff.