Western Reports
WESTERN WASHINGTON STATE COLLEGE
ALUMNI MAGAZINE

The Humanities
a major program survives the cynics
Vol. XIII May, 1964 No. 2
Western Reports is published semiannually for the alumni, former students and friends of Western Washington State College, Bellingham, Washington.

BOARD OF TRUSTEES
Joseph Pemberton, Chairman
Marshall Forrest, Secretary
Stephen Chase
Bernice Hall
David Sprague

PRESIDENT OF THE COLLEGE
Dr. James L. Jarrett

ALUMNI OFFICERS
George Fallis, President
Mortin Gronseth, Secretary

ALUMNI RELATIONS
Frank Punches

EDITOR
James Mulligan

THE PRESIDENT REPORTS
Dr. James L. Jarrett
President

One of the greatest services loyal alumni can do for their college is to guide able young students to that college. It is well known that in sheer numbers no college can complain that prospects are dim for the next few years, and as I write applications for admission next fall are running 350 to 400 ahead of this time last year. Furthermore, we are getting a substantial number of students with high school grade point averages above 3.50, suggesting the possibility that next year’s class will be even better than this year’s which faculty reports place distinctly above any other in the history of the institution. However, there is a problem, and that is in the three-to-one ratio of female to male applicants. To be sure, there is one school of thought which says, “What’s the problem? Everybody knows that more girls drop out in the first year or two, so the proportion evens out before graduation.” Still, with our growing ability to hold students and to attract back to campus those, who have left for a term or two, we may find that the heavy (and regretted) attrition of co-eds is lightening and therefore the disproportion being manifest throughout the classes.

There is some interesting evidence clicked out by our computer center that men who come to us with high school grade point averages slightly below 2.50 tend to succeed at college work to a sizeably greater extent than women with matching grades. We strongly suspect that many students are disqualifying themselves before application simply by noticing that they do not have a 2.5 average, thus failing to observe that admission is granted also on the basis of belonging to the upper half of the graduating class or by test scores which indicate that one has been underachieving in high school.

Although satisfied that our admission standards have paid fine dividends in the way of elimination of waste, reduction of the heartbreaking disappointment attendant upon leaving college as a failure, and improving the spirit and quality of the freshman classes, all of us need to be alert to the flexibility of our admissions standards, and make sure that they are not being misread. I have recently sent letters to this effect to a large number of high school principals, but ask the help of the alumni in this matter, too.

There remains, too, the problem of economic help. We have labored hard to keep down the costs of going to college, but in an economy like ours in spite of everything these costs edge ever upward. Recently we have had to make a small upward adjustment in room costs, to help pay for the additional dormitories we must add in 1965 and again in 1966. The number of our applicants who combine high promise of academic excellence with financial need will be greater in 1964-65 than ever before, to say nothing of those good students who are finding it very difficult to afford staying at Western. Therefore, we turn again to alumni for help, and hope that more scholarship funds may come from this friendly source than ever before.

Since I shall not again have the privilege of writing for Western Reports, may I say to all of its readers that one of the particular pleasures of my association with Western for the last five years has been the pride of the alumni in their college. Every time I speak off campus—the last time only a short time ago in Portland—members of the audience came up to me to identify themselves as graduates of our institution and to speak of the fond memories they have of the college. This pride and the support it engenders is immensely valuable to the college and will greatly help in the years to come to make it year by year an even finer institution.
DCT Conference At Western to Draw 400

The 21st annual Classroom Teachers National Conference will be held at Western July 5-17. The conference will be sponsored jointly by the NEA-DCT and the college, with Dr. J. Alan Ross, dean of summer sessions at Western, and Henry E. Goebel and Margaret Stevenson, president and executive secretary, respectively, of the DCT, acting as directors.

The conference program will center around two three-day seminars. The first week's seminar will deal with knowledge and the teacher. Topics are "The Need to Know," "Knowledge and the Disciplines," and "The Teacher's Role as a Mediator of Knowledge."

The seminar during the second week of the conference will deal with the teacher's role in curriculum planning. Included will be presentations on "Persistent Curriculum Problems" and "Innovations in Curriculum."

There will also be sessions devoted to concerns of the professional organizations. Clinics and workshops will be scheduled for state and local leaders.

One day of the program will be given to a trip to Victoria, B.C. The excursion through the San Juan Islands will bring conferences to Victoria about noon, giving them a few hours for sightseeing and shopping before returning to the campus that evening.

All conferences will receive a certificate as evidence of in-service growth. Many teachers have used it to receive credit to meet local requirements for in-service growth or to maintain a position on a salary schedule. This certificate is included in the regular conference fee.

Those who wish to earn graduate or undergraduate credit may enroll for two semester hours of credit certified by the college. A fee of $21 will be charged for these credits.

The cost of room, board and incidentals is $90. This includes a $15 pre-registration fee which is payable to the Department of Classroom Teachers in advance of the conference. The balance is due at the time of registration on campus.

Registration will be limited to 400 and applications will be accepted in the order received. Those interested in the conference may secure registration blanks by writing to the Department of Classroom Teachers, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

In addition to the Department of Classroom Teachers conference, a number of workshops and short courses back up the regular six week and nine week sessions.

Among these are three National Science Foundation institutes: Mathematics (nine weeks), Physics (eight weeks), and Earth Science (eight weeks). All three are for high school teachers.

A workshop in the "Teaching of English," sponsored jointly by the college and the National Council of Teachers of English, is planned for August 3 to August 21. It will cover basic ideas in the teaching of composition, language, and literature.

Workshop leaders will be Drs. Morris Finder of Western; Frederick Candelaria of the University of Oregon, and Charlton Laird of the University of Nevada.

A series of lectures on "Philosophy of Education" will be given by Dr. Herbert W. Schneider, professor emeritus of Columbia University and professor in the Claremont Graduate School (July 14, 21, and 28) and Dr. Rubin Gotesky of Northern Illinois University (July 29, 30, Aug. 1).

Schneider is an internationally renowned philosopher and an author of many books and articles on American and comparative philosophy. He also has been the long time editor of the Journal of Philosophy.

Two seminars, "Education for the Blind" and "Fitness for Work and Leisure," also are scheduled. "Education for the Blind," August 10-14, will be led by Georgiia Lee Abel, professor of education at San Francisco State College.

Miss Abel is past president of the National Braille Club and has been associated with the American Foundation for the Blind, Inc., as program specialist and consultant in education.

Dr. Janet Wessel, a professor in the Department of Health and Physical Education and Recreation at Michigan State University, will lead the "Work and Leisure" seminar June 29 to July 3.

The seminar will cover the relationship of daily living in contemporary society to fitness. Designed for personal use or as background for teachers and recreation leaders, it includes fitness programming for all age levels. It is open to both men and women.

Other workshops and short courses are planned in Field Entomology, Family Clothing, Power Mechanics, Music, Physical Education, and Recreation.

Nineteen courses have been planned by various departments to give summer session students an opportunity to examine different phases of American culture and history. These come under the heading of American Studies.

The Summer Arts Festival, running from July 6 to July 31, will feature programs and exhibits in design, art, dance, motion pictures, music, poetry, and the theater.

Distinguished artists and lecturers and members of the college faculty will be participating in the Arts Festival.

M.A. Programs in Math, History Evaluated

Evaluation teams recently examined Western's Master of Arts program in mathematics and history and will submit their reports to the college later this month.

Both departments plan to begin their graduate programs next fall. Western and the other two state colleges were given authority to grant the Master of Arts and Master of Science degrees by the 1963 Legislature.

The Mathematics Department plans to open its graduate program with 16 students, 10 of them under a $70,000 National Science Foundation grant for an academic year institute in math.

The History Department is planning on six candidates.

Two other departments whose programs are nearing completion are English and physics.

Requirements for the M.A. include 45 credit hours, language proficiency, and a thesis (no option).
Search for New President Continues

The Board of Trustees and a faculty committee have been sifting through nearly 200 applications for the job of president. Several applicants have been to Bellingham for interviews and more are scheduled to come this month.

Both groups are confident that a new president will be found soon to replace Dr. James L. Jarrett who resigned to accept a teaching and research position at the University of California in Berkeley. His resignation will be effective August 1.

At Berkeley, Dr. Jarrett will be associate dean of the School of Education and a professor of Education. He will work primarily with graduate students in educational philosophy.

The president also plans to devote more time to research and to the completion of manuscripts on the philosophy of literature and the philosophy of education.

"It will be a considerable change on my part, both in duties and in the way I spend my time," Dr. Jarrett said. "The change in focus is what I'm looking forward to most. Philosophers have too long neglected the field of education."

Dr. Jarrett also made some comments on the selection of a successor.

"Although the choice of the next president is up to the Board of Trustees and the faculty, I have a strong interest in this institution and foresee great progress for it," he said.

"I think the man they choose should be one who combines scholarship in his own field with the imagination to give leadership to Western. I'm certain they will have no trouble in finding an excellent and able man."

Before coming to Western, Dr. Jarrett was president of the Great Books Foundation in Chicago. Previously he taught at the University of Utah, the University of Michigan, and Columbia University.

He is also chairman of the Research Advisory Council of the U. S. Office of Education, the policy-making body for the administration of research programs in educational fields.

Under Jarrett's administration, the college doubled in size—both in the number of students and in the number of buildings to accommodate them. He put increasing emphasis on high academic achievement; introduced a tough core of humanities courses, stiffened the requirements for admission to Western, re-organized and created new departments, and recruited outstanding teacher-scholars both in this country and abroad.

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

Sixty per cent of the present faculty were recruited by Jarrett.

In a reference to the Western campus, the president said that "it is one of the most beautiful in the nation and improved planning, landscaping, and buildings will mean more beauty."

"The student body, too, is improving in academic seriousness, in maturity, and in spirit," he said.

$150,300 Received

For Summer Institutes

Western has received three National Science Foundation grants totalling $150,300 to support summer institutes for high school teachers.

The college's Mathematics Department was awarded $59,500; Geology, $50,000, and Physics, $40,800.

Fraternity Established

Epsilon Psi chapter of Phi Delta Kappa, men's education fraternity, was established on campus this year with the initiation of 42 candidates.

Dr. Alburye Castell, chairman of the Philosophy Department at the University of Oregon, was the main speaker at the initiation banquet.

Chapter officers are Lawrence Belka, Bellingham High School teacher, president; Frank Chorvat, vice-principal at Whatcom Junior High School, vice-president; Frank Uhrig, Silver Beach Elementary, second vice president; Dr. Richard Starbird, Coordinator of Student Teaching, WWSC, third vice president; Ted Crosby, Birchwood Elementary, secretary; Sidney Hammond, Columbia Elementary, treasurer; Fred Bruns, principal of Ferndale Central, historian; Gale Ramerman, Whatcom Junior High, editor; Dr. Maurice C. Williams, faculty sponsor.

Initiates were Dwight Andrus, Brian Ayers, Robert Batterberry, Lawrence Belka, Joseph Borek, Richard Bruland, Fred Bruns, Creigh Campbell, George Catherall, Frank Chorvat, Kirby Cleveland, Ted Crosby, Stanley Dunster.


410 to Graduate

About 350 students will be awarded the Bachelors degree during the 65th commencement ceremonies at Western June 12.

Another 60 students will receive the Master of Education degree.

Commencement ceremonies have been moved up three hours this year and will begin at 10 a.m. in Carver Gymnasium. The major reason for the change was to get a step ahead of the sweltering afternoon heat in the gym.

President James L. Jarrett will deliver the commencement address.

A reception by the president and faculty for graduates, their families and guests will follow the Memory Walk ceremony at noon in the Viking Union and the Viking Commons.

Most of the 350 graduates will receive the Bachelor of Arts in Education and 21 of them will be awarded that degree and the Bachelor of Arts.

The graduating class is the largest to date at Western. Last year, 298 received the Bachelors degree and 39 were awarded the Masters degree.

The college also will graduate students "with honors" for the second year. The designation means that the students have met all requirements of the Honors Program which includes at least two years of satisfactory honors work and the completion of an acceptable senior thesis. The thesis compares favorably with most Masters theses.
Campus School Role Undergoing Change

In its own quiet way, the Campus School is undergoing a major upheaval that may have some noisy repercussions in the years ahead. Part of it is the result of a recently completed report on its state of health (nervous, but it'll live); the rest is a determined effort by its director, Dr. Frances Hanson, to shake the traditional and push the experimental.

The final report of a months-long review of the Campus School by a 12-member committee suggested that the school be given five years to produce a significant body of research or be cast aside like the first draft of a doctoral dissertation.

The committee, headed by Academic Dean Harold Chatland, said in its report to President Jarrett that the Campus School could and should be a center for educational experiment and research; Campus School faculty should be non-tenured but paid more than their equivalents in the public schools, and that research would flop if carried out exclusively in the public schools.

The major point, however, involved "scope and structure." Although a significant research program could be carried out in the present quarters, the report said, a new building would be desirable for the broader use of control groups. The estimated cost of a new Campus School was listed as $900,000. It would accommodate 350 children in 14 groups of 25 each.

Chances are pretty good, however, that the Campus School will have to demonstrate its worth before that kind of money is shelled out for a new building.

And Dr. Hanson is out to do exactly that. The so-called "new mathematics" (actually nothing new about it—simply different symbols for the same old ideas) has been introduced in the curriculum starting with the first grade. Here, the kids get their first lip-smacking taste of set theory.

In addition, Dr. Joseph Hashisaki of the Math Department holds weekly seminars on math concepts for the Campus School faculty. Besides sets, elementary students now digest heavy helpings of numbers and numeration, math sentences, geometry, measurements, proof, probability, and statistics. In other words, the day of the parent helping his offspring with homework has gone the way of the bridge-seller; it's the other way around now.

Another recent piece of research is "Project English," introduced here from the University of Nebraska by Dr. Mary Watrous of the Education Department. Western is the only experimental station in the West working on the project. It consists of a revival of the classics, structural linguistics, creative writing, and appreciation of literature. The program in humanities for fifth and sixth graders is part of it.

The Reading Clinic in the Campus School, directed by Dr. Robert McCracken, is another new development. It was prompted by a State Senate Resolution (1963) directing the Campus School to "undertake controlled research in improved methods and techniques in the teaching of reading." Little has been done in the past in this area, but McCracken has taken a giant step with his "informal reading inventory." The inventory, developed by McCracken as part of his doctoral dissertation, is one of the few devices on the market for obtaining a valid appraisal of a child's reading problems. McCracken works with the Campus School faculty in administering the inventory. It takes one hour for the child to complete.

The number of observers in the Campus School also has been reduced by Dr. Hanson. Last year, they reached nearly 4,000. This year, the figure is around 2,000.

Another committee which got into the act has proposed that the college spend $50,000 for video tape equipment. This consists of two cameras, a tape machine and a monitor, among other things. As soon as the taping of an experiment is completed, the tape can be played back immediately—exactly like the audio-only type. The advantage of video tape, according to Dr. Hanson, is that more student teachers can benefit with fewer "live" observations.

"The students can see and hear what is going on better and without disturbing either the children or the experiment," she said.

New Major Offered

A new major in Urban and Rural Planning, leading to the Bachelor of Arts degree, will be offered by the Department of Geography next fall. Although most of the work for the 65-credit major will be in geography, planning majors also will take required courses in economics, government, mathematics, and sociology.

The major was developed by Dr. Elbert E. Miller, who will serve as director of the program.

Miller said recently that the demand for skilled planners has increased greatly since World War II. He added that the new major will train students in the field and prepare them for advanced study in graduate schools of planning.

In the past, cartography students have been able to work with the Bellingham and the Whatcom County Planning Commissions.

Two students—Bill Smiley of Everett and David Boeringa of Lynden—have been working since last summer with the County Planning Commission. Most of their work has involved drawing maps of rural areas.

Miller said student employment with the two commissions will continue to be an important part of the program.

Urban and Rural Planning brings to 35 the number of majors offered at Western. Of this number, 25 are in arts and sciences and most of these are duplicated in teacher education sequences. The other eight are in specialized areas of teacher education.

Enrollment Up

Winter quarter enrollment at Western took a surprising twist this year—it was larger than fall enrollment. Not by much, but still larger.

The enrollment report showed 3,832 students were registered winter quarter, compared with 3,825 in the fall. Usually, enrollment drops between 2 and 3 percent, according to Registrar William J. O'Neil. He added that this has happened only one other time in the college's history.

O'Neil explained the increase by pointing to the higher retention rate, i.e., fewer dropouts resulting primarily from stiffer admission requirements.
Required Reading Course Will Begin in Fall

Next fall, Western will require a course in reading instruction of all its teacher education graduates—secondary as well as elementary—for the first time.

Students who plan to teach in high school—regardless of their major—will take a two-credit course called "Foundations of Reading Instruction."

Those who plan to teach in the elementary schools will take the same course plus a three-credit class, "Individualizing Reading Instruction."

About 2,500 of Western's 3,800 students are enrolled in teacher education programs.

The originator of the reading plan is Dr. Robert McCracken, director of Western's Reading Center, who came to Bellingham from Fulton, N.Y. last September.

Although many colleges have long had some sort of reading instruction for their elementary teacher candidates, McCracken's plan is the first to include high school teachers at the undergraduate level.

"High school teachers complain because their students can't read and they don't know what to do about it," he said.

"Our purpose now is to acquaint them with reading problems and some of the solutions."

McCracken said high school teachers who spend four days a week discussing their subject matter and one day teaching students how to read their texts and related materials get better learning than those who dwell on subject matter every day.

The problem of reading instruction has concerned a number of state and national organizations of late. The National Council of Teachers of English, for example, recently reported that 90 per cent of high school English teachers knew little or nothing about the teaching of reading.

"The main reason kid's can't read is that they've never been taught," McCracken said. "Nearly every time someone does a study on reading ability, reading improvement proves in both the experimental and the control groups.

"And it's not because one method is better than another," he continued. "Methods aren't the primary factor. It's simply that for the first time most of the kids are getting reading instruction and their ability is bound to improve."

McCracken compared reading with the status of the sciences a decade ago.

"Ten years ago, science instruction in the public schools was weak—primarily because it wasn't being taught or at least not taught well.

"When the Russians fired their first Sputnik into orbit, they also fired our science teachers off their duffs and stimulated a boom in science and mathematics that filters down to the first grade.

"If we could get a small particle of that effort into reading instruction, remedial reading teachers would be out of a job."

McCracken also explained that each subject has reading tricks all its own. A student should read a mathematics text, for example, much differently than a psychology text.

The differences are in skimming, skipping, memorization, review, vocabulary and other areas.

"When a student spends four or five hours a day studying a subject and he still is doing poor work, it does no good to tell him to study harder," McCracken said.

"Time has nothing to do with it. He knows what to study, but he doesn't know how to do it."

McCracken said that when a book is discussed first and read second students get much more out of it than the other way around.

He also explained that students learn more when they read the summary at the end of a textbook chapter, then the chapter itself.

"But most students feel they are cheating when they read this way," he said. "Even in college, nine out of ten students won't read a summary first because they are convinced it's not cricket."

McCracken will have the opportunity to put his ideas to work next fall. He'll be teaching both courses in reading instruction.

Resident Centers to Open

At least two resident centers in King County may be set up next fall, according to Drs. Vernon Haubrich and Richard Starbird of the Education Department.

The two frontrunners are Edmonds and Shoreline with other schools in Seattle—Franklin and Garfield among them—as possibilities.

The college has had a resident center in Everett for the past two years. Students from Everett and vicinity may live at home, do their practice teaching at a school in that area, and meet periodically with school and college personnel in Everett.

The program would work the same way in Edmonds, Shoreline and Seattle, though emphasis would be on supervision by qualified public school personnel rather than college supervisors.

Haubrich, Starbird, President Jarrett, Dr. Ralph Thompson and Dr. Frances Hanson spoke recently to a gathering of 19 superintendents, assistants, and principals about resident centers and teacher preparation.

The resident centers have a dual purpose, according to Starbird. They ease the load on Whatcom and Skagit schools to provide space for student teachers and they offer a variety of experience in different types of schools.

Haubrich listed the four basic types of districts as urban, urban depressed, suburban and small town.

He also discussed a proposed graduate program for students who hold the B.A but who have had no undergraduate education courses. Qualified students would enroll in an intensive 15-week summer program, serve a one-year internship in the public schools, and end with a second 15-week session on campus.

During the internship, four students would be assigned to one supervisor.

The program would lead to either the M.Ed. or the Master of Arts in Teaching degree.

Spring Enrollment

Spring quarter enrollment numbered 3,625 students, according to the Registrar's Office. The figure represents a drop of 5 per cent.

A decrease between winter and spring quarters is normal, but it is less this year than it has been in the past. Usually, it is between 7 and 10 per cent.
Haubrich is New Education Chairman

For a man who spent the past five years in New York City's educational ghettos, Dr. Vernon Haubrich is near the ultimate in stiff upper-lipism.

Haubrich, new chairman of the Education Department, arrived in Bellingham from Hunter College, N.Y., ready to do additional battle with the problems of urban education.

"Either we solve the problems of big city education or we don't solve the problems of public education at all," he remarked recently.

Haubrich has directed studies and spent a great deal of time on urban or depressed area education. Four-fifths of the students in his area were Negroes and Puerto Ricans.

One of his biggest jobs was teaching them to read and he provided a classic illustration.

"I walked into class one day and told the students to open their books and we would do some reading. A number of them picked up their books and opened them with the pages down and the dust covers up. Then they stared at me with blank expressions. Some of those kids had never seen a book before."

Haubrich said that students in other schools get constant reinforcement in reading outside of the school—especially at home. The slum area kids, whose parents' main concern is not literary works, get none.

"Reading demands reinforcement," he said. "Teachers cannot afford to be defeatists about it. They have to face up to the fact that they get less and expect less from kids in depressed areas—but it all counts."

He said some New York teachers called the students "animals—out of the jungle"—when they couldn't cope with slump area attitudes.

"Our job here is to train teachers not just for Bellingham, Bellingham and Shoreline, but for the problem areas in the large cities—including Seattle," Haubrich said. "If we can't do this, we might as well fold our tent."

"The training to teach in depressed areas requires a different approach from that in other areas," Haubrich said. "This includes differences in procedures, methods, and subject matter."

Commenting on the education curriculum at Western, Haubrich said that "it is not a fort to be held."

"It is subject to constant change," he said.

Haubrich also said he thought the Education Department should spread out as much as possible and get into some field studies.

Haubrich came to Western after five years at Hunter College. He received all three degrees from the University of Wisconsin.

The new chairman has a huge reservoir of enthusiasm for his work. And there's little doubt that his knee-slimping brand of humor, which bubbles out when you pull the cork, will become a trademark of one of the college's hottest seats.

Teaching Ass'ts Sought

Dr. Frances Hanson, director of the Campus School, recently announced plans to hire six teachers from the public schools as teaching assistants in the Campus School next year.

The teaching assistants will spend one to three years in the Campus School where they will do research, teach, and work on a Masters degree program. Then they will return to their districts where it is hoped they would supervise student teachers in the burgeoning resident centers.

While the teaching assistants are here, half their salaries will be paid by the college and half by the school districts.

The Campus School also will hire a full-time administrative assistant who will come from the public schools.

Further information may be obtained by writing or calling Dr. Hanson.

Faculty Notes

Dr. Lowell P. Eddy, a member of the Chemistry Department faculty, has received an International Faculty Award by the American Chemical Society—Petroleum Research Fund.

The $5,500 grant will provide travel funds and a fellowship stipend for Dr. Eddy to support his research and scientific travel in Europe next summer and fall. The grant will be added to a sabbatical leave awarded him by the college for fall quarter.

Dr. Eddy has been invited to work at University College in London for six months on various aspects of inorganic coordination chemistry. He also has been invited to attend the 8th International Conference on Coordination Compounds in Vienna, September 7-11.

Frederick Lister of the Mathematics Department faculty has been awarded a National Science Fellowship for study next year at the University of Utah. His area of interest is the topology of Euclidean three dimensional space. He is writing a mathematics text which is due for publication by Prentice-Hall next fall.

Dr. Howard J. Critchfield, professor of Geography, has been appointed an Honorary Research Associate in Geography at University College in London for the summer and fall terms, 1964. Critchfield will be engaged in research and writing on the water balance of the atmosphere while on sabbatical leave from Western. He will present two papers at sessions of the International Geographical Congress in London in July.

Dr. Paul Rygg of the Mathematics Department has received a $2,000 grant from IBM to participate in an eight-week summer seminar in mathematics at Cornell University. He will study probability and geometry.

Faculty Ranked at Top

Western's faculty recently was ranked among the best in state colleges throughout the country. In a national study of 79 such institutions, Western was at the top of the list in percentage of faculty who hold the doctorate.

The study showed that 57 per cent of Western's 250 faculty members have the Ph.D or Ed.D. The nearest competitor has 51 per cent and the average for Washington State is 36 per cent.

President Jarrett considers the high quality of the faculty his major contribution in five years he has been at Western.
A controversial program survives its critics and cynics
A short time ago, a faculty member described the college's Humanities Program in terms of a bikini. "It covers everything vital," he said, "but not very well."

Students talk about the program in everything from glittering praise to four-letter epithets, but virtually all of them agree on one thing: it's great to have once you're over the hump.

The Humanities Program has been in and out of the fire ever since it began four years ago, but it has always survived the heat and is coming on stronger than ever. Most changes have been in logistics rather than in content. The last was a reduction in time and credit: from four quarters to three and from 24 credits to 21.

No other college or university in the country has a Humanities Program as complex as the one at Western. Indeed, it covers everything vital and it does so better than its critics are willing to admit.

This quarter, 1,420 students are enrolled in Humanities III. They are divided into two major lecture groups and meet daily in the 1,200-seat auditorium.

In addition, they meet in smaller sections (of about 30 each) three times a week. There are 48 of these sections, led by 39 faculty members representing 11 academic departments.

In the section meetings, students discuss assigned readings from the period they are studying.

The Humanities sequence—which covers the historical, philosophical, political, literary, musical and artistic development of Western civilization—is required of all students who graduate from the college. Most take it when they are freshmen.

Humanities I opens in the fall and covers the prehistory period to about 1400. Humanities II in winter quarter carries the story to 1775. The spring session brings it up to the present.

Each course is worth 7 credits—or 21 of the required 58 General Education credits.

The entire program revolves around the theme, "What is Man?" It is built on relationships and presents the development of Western culture not in separate distinct entities, but as a single, integrated unit.

It explains what different peoples in different times were thinking and saying. It shows how they attempted to understand themselves and their world.

Continuity and change in Western culture are expressed in terms of great ideas and significant events that touch a number of different bases. They are seen through the eyes of the historian, the philosopher, the musician, the artist, the scientist, the writer.

One of these is Dr. Frank D'Andrea, chairman of the Music Department and a pioneer in the development of the Humanities Program. In his lectures and illustrations, D'Andrea explains how music influences history as well as reflects it.

"Ideas in music, art, and literature take shape in economic, political and other disciplines," D'Andrea said recently. "It's a two-way street and we attempt to show students both ways."

As part of his presentation, D'Andrea explains the forms, styles, compositions and literature of the period under study, then illustrates it with tapes and live concerts. The college string orchestra, for example, is often called in to play compositions from the different periods. And performances by Concert-Lecture Series artists, such as Greek pianist Gina Bachauer, are tied into the Program.

D'Andrea considers Humanities the "most distinctive and valuable program in the undergraduate curriculum." When he attended a recent conference in Philadelphia, D'Andrea said he was approached by many educators from large eastern universities who had heard of the Program and wanted to know more about it.

The director of the Program is Dr. Halldor Karason of the Philosophy Department. Karason, a post-war graduate of Western, is to Humanities what Rousseau was to the French Revolution. He took over the job from Dr. Arthur Hicks of English two years ago and often has heard it exalted, praised, discussed politely, criticized and condemned.

With the help of other faculty, who like himself are convinced the Program is the heart and soul of the college curriculum, Karason often finds himself in the role of physician and priest. He tries to recruit the best of the faculty into the Program and soothes jangled nerves once they are in. Then he slips into the director's confessional, listens to human and logistic weaknesses, and seeks the proper solutions.

One thing in Karason's manner stands out above all others: he deeply believes in the Humanities Program—not as a panacea, but pretty close to it.

Karason recently described the Program as a series of interrelationships held together by the common thread of history. Although he stresses the development of civilization in terms of the rise and fall of dynasties, the historian's job is to tie together the ups and downs in all the different areas.

The historian in this case is Dr. James McAree, an energetic, 43-year-old specialist on Asian history.
Broadly read and modestly intellectual, McAree demands and gets the minds and souls of his students. In his slightly clipped British accent, he gives two lectures a day—back to back—during much of the quarter.

"With the Humanities Program to draw on, students can relate intelligently what they learn in other courses later on," McAree said recently. "This is its best feature."

"I have seen students come here with poor high school grades, become inspired by Humanities, and complete their college education with an outstanding record."

The Program is to the mind what physical education is to the body."

McAree sees as the primary objective of the Program a means of awakening the student to the cultural tradition to which he belongs—to give the student a sense of root, however artificial it may be.

"This is particularly important for Americans," he said. "People in Europe, Asia and Africa live daily with the presence of the past. Americans don't. They have a variety of roots."

As an example, he pointed to the fact that most American tourists want to return to the land of their ancestors even though they are three or four generations removed and have no living contacts.

"They are searching for roots," he explained.

He said the Humanities Program comes to terms with the past—that it is the Parthenon of Athens and the Roman Wall of London.

Most students are quick to agree with him. Although complaints are inherent in any required course, and some feel Humanities involves too much for too little, they believe that nothing is outside the scope of an educated man's interest.

What are their complaints? For one thing, they object to the cost of books ($30 the first quarter, $10 each of the other two). They also object to the lack of consistency in grading and in discussion sessions. They are highly critical—and often vocal—about book selections.

This quarter, they are reading Burke, Mill, Marx and Engels, Darwin, Dostoevsky, James, Shaw, Huxley, Koeptler, Kafka and Russell.

In the winter, it was Shakespeare, Machiavelli, Cervantes, Descartes, Milton, Locke, Moliere, Voltaire, Rousseau and Crane.

During the fall they read the Bible, Homer, Sophocles, Plato, Aristotle, Cicero, St. Augustine, Sayers, Chaucer, and Dante.

These are in addition to the three basic texts, Brin- ton's Ideas and Men, Gombrich's The Story of Art and, Brandt's The Way of Music.

Initiated by the General Education Committee under D'Andrea in 1958, the Program was a year and a half in the planning stage. Surprisingly, the enthusiasm, generated while the Program was being hatched, still permeates the halls of ivy-bedecked Old Main. Although the critics and cynics will continue to lambaste it from their ivory soapboxes, Humanities has a way of rising above it and coming out with barely noticeable nicks and scratches.

And they heal quickly.
Alumni News

Letters . . .

I wish to acknowledge receiving Western Reports during these past few years. I do thank you for them. But being one of the "old" school, there isn't much in the way of interest to me other than the "Old Main." I do enjoy reading about some of the old timers around the time I spent at "Normal," as it was known in those days. I've always thought that the change at that institution. From Small number compared to the college to a full-size college along with many other state colleges in the west. I can say I am glad I don't have to hit the books as I am sure they were real education at state college expense, rather than Reed College expense," Adams remarked recently.

D. P. (DELBERT) HENNES
Long Beach, Calif.

Alumni President Writes

Dear Alumni,

Several unavoidable events have hampered Alumni Association progress in the past several months. Those serving the Western Washington State College Alumni Association as members of the Board of Directors have been working diligently to get the Association vigorous and productive once again.

Actually, we are on the threshold of opportunity as far as the Alumni Association is concerned. Never before has the time been as ripe for expanding membership, developing positive programs such as our scholarship program, becoming more active in campus affairs, recruiting able students, and strengthening the teaching profession.

We all know that an active Alumni Association, interested in the total college program, is very important among the needs of any institution. The college needs the support and cooperation of the Alumni Association. Conversely, our association needs help and understanding from the college.

In an effort to revitalize the Western Washington State College Alumni Association, several functional committees are presently at work, but these cannot do the job without the help of many. The membership committee is planning a membership drive which will be starting soon. I hope that each of you will mail in your information card and fee. Your Alumni Association needs your help!

Sincerely,
George N. Fallis
President

Honors Students Sought

Western is seeking a group of 40 bright high school seniors to enroll in its Honors program next fall. About 70 students from all classes are in the program this year.

Dr. Henry Adams, head of the Honors program at Western, asked high school teachers and counselors to publicize the program and to encourage their ablest seniors to apply.

Those recommended by high school teachers will be considered for the program regardless of scores on the pre-college tests. Others not nominated by teachers but who have sufficiently high test scores will be asked by the college to apply.

Students applying will know by the time of their arrival at Western whether or not they have been accepted.

"Honors students receive a real education at state college expense rather than Reed College expense," Adams remarked recently.

10 in Peace Corps

Ten former students at Western are serving overseas with the Peace Corps and two others have completed their tours of duty, the Peace Corps reported recently.

The students are Robert Bamford of Bellingham, (Nigeria); Sandra L. Collingwood of Seattle, (Peru); Edward A. Gutkowski of Seattle, (Liberia); William P. Hart of Syracuse, New York, (Ethiopia); Betty A. Hiesterman, (Liberia); Norman L. Olsen of Seattle, (Columbia); David M. Pockock of Burlington, (India); Ellen E. Rayton, (Uruguay); Virgil L. Rayton, Chehalis, (Uruguay); Joanne F. Shall, (Liberia).

William P. Gold of Bellingham has returned after two years in East Pakistan, and Frank Ziegler, also of Bellingham, served two years in India.

U. of W. in '21 after a hitch in the Navy during the First World War. I took graduate work at California, UCLA. New York University and ended up with a M.S. at USC.

I am still married to my first wife (they say that is unusual here in California) and have 3 grandchildren with the oldest in high school in Manhattan Beach, California.

For alumni information, my twin brother Ab (I was Dab to most of my fellow students) is a retired executive from the Pacific Telephone and Telegraph Co., and is living in Seattle.

Again, many thanks for Western Reports and I wish all the students in college a most successful year. I hope the college keeps on making the giant strides it has.

D. P. (DELBERT) HENNES
Long Beach, Calif.

Alumni President Writes

Dear Alumni,

Several unavoidable events have hampered Alumni Association progress in the past several months. Those serving the Western Washington State College Alumni Association as members of the Board of Directors have been working diligently to get the Association vigorous and productive once again.

Actually, we are on the threshold of opportunity as far as the Alumni Association is concerned. Never before has the time been as ripe for expanding membership, developing positive programs such as our scholarship program, becoming more active in campus affairs, recruiting able students, and strengthening the teaching profession.

We all know that an active Alumni Association, interested in the total college program, is very important among the needs of any institution. The college needs the support and cooperation of the Alumni Association. Conversely, our association needs help and understanding from the college.

In an effort to revitalize the Western Washington State College Alumni Association, several functional committees are presently at work, but these cannot do the job without the help of many. The membership committee is planning a membership drive which will be starting soon. I hope that each of you will mail in your information card and fee. Your Alumni Association needs your help!

Sincerely,
George N. Fallis
President

Honors Students Sought

Western is seeking a group of 40 bright high school seniors to enroll in its Honors program next fall. About 70 students from all classes are in the program this year.

Dr. Henry Adams, head of the Honors program at Western, asked high school teachers and counselors to publicize the program and to encourage their ablest seniors to apply.

Those recommended by high school teachers will be considered for the program regardless of scores on the pre-college tests. Others not nominated by teachers but who have sufficiently high test scores will be asked by the college to apply.

Students applying will know by the time of their arrival at Western whether or not they have been accepted.

"Honors students receive a real education at state college expense rather than Reed College expense," Adams remarked recently.

10 in Peace Corps

Ten former students at Western are serving overseas with the Peace Corps and two others have completed their tours of duty, the Peace Corps reported recently.

The students are Robert Bamford of Bellingham, (Nigeria); Sandra L. Collingwood of Seattle, (Peru); Edward A. Gutkowski of Seattle, (Liberia); William P. Hart of Syracuse, New York, (Ethiopia); Betty A. Hiesterman, (Liberia); Norman L. Olsen of Seattle, (Columbia); David M. Pockock of Burlington, (India); Ellen E. Rayton, (Uruguay); Virgil L. Rayton, Chehalis, (Uruguay); Joanne F. Shall, (Liberia).

William P. Gold of Bellingham has returned after two years in East Pakistan, and Frank Ziegler, also of Bellingham, served two years in India.

U. of W. in '21 after a hitch in the Navy during the First World War. I took graduate work at California, UCLA. New York University and ended up with a M.S. at USC.

I am still married to my first wife (they say that is unusual here in California) and have 3 grandchildren with the oldest in high school in Manhattan Beach, California.

For alumni information, my twin brother Ab (I was Dab to most of my fellow students) is a retired executive from the Pacific Telephone and Telegraph Co., and is living in Seattle.

Again, many thanks for Western Reports and I wish all the students in college a most successful year. I hope the college keeps on making the giant strides it has.

D. P. (DELBERT) HENNES
Long Beach, Calif.

Alumni President Writes

Dear Alumni,

Several unavoidable events have hampered Alumni Association progress in the past several months. Those serving the Western Washington State College Alumni Association as members of the Board of Directors have been working diligently to get the Association vigorous and productive once again.

Actually, we are on the threshold of opportunity as far as the Alumni Association is concerned. Never before has the time been as ripe for expanding membership, developing positive programs such as our scholarship program, becoming more active in campus affairs, recruiting able students, and strengthening the teaching profession.

We all know that an active Alumni Association, interested in the total college program, is very important among the needs of any institution. The college needs the support and cooperation of the Alumni Association. Conversely, our association needs help and understanding from the college.

In an effort to revitalize the Western Washington State College Alumni Association, several functional committees are presently at work, but these cannot do the job without the help of many. The membership committee is planning a membership drive which will be starting soon. I hope that each of you will mail in your information card and fee. Your Alumni Association needs your help!

Sincerely,
George N. Fallis
President

Honors Students Sought

Western is seeking a group of 40 bright high school seniors to enroll in its Honors program next fall. About 70 students from all classes are in the program this year.

Dr. Henry Adams, head of the Honors program at Western, asked high school teachers and counselors to publicize the program and to encourage their ablest seniors to apply.

Those recommended by high school teachers will be considered for the program regardless of scores on the pre-college tests. Others not nominated by teachers but who have sufficiently high test scores will be asked by the college to apply.

Students applying will know by the time of their arrival at Western whether or not they have been accepted.

"Honors students receive a real education at state college expense rather than Reed College expense," Adams remarked recently.

10 in Peace Corps

Ten former students at Western are serving overseas with the Peace Corps and two others have completed their tours of duty, the Peace Corps reported recently.

The students are Robert Bamford of Bellingham, (Nigeria); Sandra L. Collingwood of Seattle, (Peru); Edward A. Gutkowski of Seattle, (Liberia); William P. Hart of Syracuse, New York, (Ethiopia); Betty A. Hiesterman, (Liberia); Norman L. Olsen of Seattle, (Columbia); David M. Pockock of Burlington, (India); Ellen E. Rayton, (Uruguay); Virgil L. Rayton, Chehalis, (Uruguay); Joanne F. Shall, (Liberia).

William P. Gold of Bellingham has returned after two years in East Pakistan, and Frank Ziegler, also of Bellingham, served two years in India.
Library Named For Mabel Zoe Wilson, College's First Librarian

WESTERN'S library officially became known as the "Mabel Zoe Wilson Library" during a banquet and appropriate ceremonies in the Viking Commons April 15.

Miss Wilson was the college's first librarian. She served in that capacity from 1902 to 1946 and still lives in a small apartment near the campus. Although totally blind, she continues her lifetime habit of reading, now by Braille.

Miss Wilson was unable to attend the ceremonies because of a broken shoulder she suffered when she fell down a flight of stairs recently. A tape recording was made of the ceremonies and it was presented to her.

The naming of the library came about after 700 friends, former students and colleagues of Miss Wilson presented petitions to the Board of Trustees asking that the library be named in her honor. Marian Polis and the Retired Teachers Association led the drive for signatures.

In connection with the Board's decision to name the library, a supportive organization, Friends of the Mabel Zoe Wilson Library, was formed.

Initial projects proposed by the organization include name signs, a portrait of Miss Wilson, a plaque to record the names of charter members, a scholarship for a library science student, and the purchase of book collections and other library materials.

Alumni are invited to join the organization. A lifetime charter membership is $100 or more for an individual or $125 or more for a married couple.

A charter membership is $10 or more for an individual or $15 or more for a married couple.

Contributions should be made through Dr. Howard F. McGaw, director of the library.
A Tribute to Mabel Zoe Wilson

The following address was delivered at the first meeting of the Friends of the Mabel Zoe Wilson Library, April 15, 1964, by Dr. Arthur C. Hicks of the Department of English.

IT IS AN honor as well as a pleasure to pay tribute to Mabel Zoe Wilson on this auspicious occasion. I had the stimulating experience of serving with her on the faculty of the Bellingham State Normal School and the Western Washington College of Education between the years 1933 and 1945. Now, some sixty-two years after her coming to Bellingham, the naming of the library fittingly commemorates the foundational pioneer work that she did during the first five decades of the history of this institution of higher learning.

The library had a very modest beginning in the first year of the Normal School's history. On the second floor, in the middle of the original structure of Old Main, the library was established in a single room with a student working part time as librarian. Not until the third year was this position filled by a full-time, professionally trained person, Mabel Zoe Wilson. By this time the faculty had become acutely conscious of the needs that only a well-organized library could meet. The extent of those needs struck Miss Wilson's eyes with startling force on a January day in 1902, when she walked into a study hall in which were a few reference books, a great pile of magazines in one corner, and several hundred books—for the most part free textbooks provided by the State—in some bookcases, and by way of records a sheaf of order sheets and bills from book firms.

This was indeed a challenging situation calling for the most intensive use of available resources. The books were arranged by departments for the convenience of school work on open shelves in the one large room which still served for a reading room and for all of the other purposes of a library. Students were taught to use with unprecedented skill dictionaries, encyclopedias, and atlases; the "picture file" was eked out by India ink enlargements of the tiny illustrations in the back parts of unabridged dictionaries; and many other shifts, devices, and improvisations were resorted to.

Before the end of the third decade in the School's history this situation had greatly changed. On June 5, 1928, the new library was dedicated in an impressive program that marked the culmination of a long and arduous effort to meet the needs of students for books and study facilities. The stately Romanesque building with its tens of thousands of volumes and numerous files of pamphlets and magazines was indeed a far cry from the single room on the second floor of Old Main housing the eight hundred books with which the Normal School began its work in the fall of 1899. In the intervening years a great deal of thought, imagination, and sheer hard work had gone into the improvement of library facilities.

AFTER Miss Wilson's arrival in 1902, the Dewey Decimal system was installed and the books were classified according to the code of the American Library Association and the Library of Congress. Library instruction began the following year. In 1906 and 1907 respectively, two adjacent office rooms were added, and in 1909 two recitation rooms brought the library to the outer limits of the original Old Main. For many years the hundreds of students, the entire library staff, and the whole collection of books and other materials were "cabined, cribbed, confined" in this one space. In 1916 files of magazines and periodicals were stored in a section of the attic and the students were taken to the Auditorium in Old Main for their library instruction. Thereafter the library managed to secure three other rooms—a larger one to house the Library of Children's Literature and two smaller ones to provide space for the Cataloguing Department, a supplementary reading room for students, and an office for the librarian. In the meantime plans for a new library were taking shape, and Presidents Nash and Fisher worked hard to secure support for the project from the public and the legislature. By 1928 the staff of the library had increased from one to six, and the great extension in enrollment, program, and library materials had induced the legislature to meet the urgent demand for a library building of generous proportions. Since then thirty-six classes of students have enjoyed the advantages of one of the best designed, equipped, and stored libraries to be found in teachers colleges throughout the nation.

Ten years after the dedication of the new library, that is, in 1938, the zeal, drive, and vision of Mabel Zoe Wilson, which were mainly instrumental in the development of an increasingly effective library program, received signal recognition when the Carnegie Foundation made a generous grant of funds to the college for book purchases. No other institution of comparable character and function west of the Mississippi received such a grant.

IN ADDITION to her work as the librarian of Western, Miss Wilson found time to participate effectively in library organizations—state, regional, and national. She was a member of the committee which organized the original Washington Library Association, and she arranged its first program and served as its first vice-president. She participated in the first survey of the library needs of the State of Washington and in the formulation of a program for library development in the State; served with the committee for recodifying the Washington library laws which eventually resulted in the 1935 law and its inclusion of rural library service; is a charter member of the Pacific Northwest Library Association and has been active on many of its committees, including the special committee on the reorganization of the American Library Association; and was president of the Pacific Northwest Library Association and presided at the twenty-fifth anniversary meeting in 1934.

In 1945 Miss Wilson completed one of the longest periods of service to this institution in its history and has since received the rank of Professor Emeritus of Library Science. With the recent completion of the addition to the library, there could be nothing more fitting and proper than to give to the enlarged building the name of a little woman with a keen mind and a great spirit, the true founder and creator of the library of Western Washington State College—Mabel Zoe Wilson.
Lonseth Honored As Distinguished Alumnus

Dr. Arvid T. Lonseth, chairman of the Mathematics Department at Oregon State University, was honored as Distinguished Alumnus during the college's annual Founders Day ceremonies in February. Sen. Wayne Morse of Oregon gave the major Founders Day address, "Looking Ahead in Education."

Dr. Dean K. Crystal, Seattle heart surgeon, received an award as Distinguished Citizen of the State.

Dr. Lonseth was graduated from Western in 1932. He went on to Stanford University, then to the University of California at Berkeley where he received his Ph.D. in mathematics.

In the spring of 1962, he was a NATO visiting professor at the University of Iceland and the following summer he was a guest professor in West Germany.

The Carter Award for inspirational teaching in science was presented to Dr. Lonseth at Oregon State in 1952. He also was the invited lecturer at the national meetings of the American Mathematical Society in 1945 and 1954.

At present, Dr. Lonseth is head of a "Galaxy Project"—a research program on new techniques in digital computers—at Oregon State. The research is being conducted under a $500,000 grant from the National Science Foundation.

Dr. Lonseth himself was appointed a consultant to the NSF in 1963.

Dr. Crystal, chief of cardiovascular surgery at Children's Orthopedic Hospital, has been a pioneer in heart surgery in the state since 1946 when he first went into private practice in Seattle.

Working with other physicians he recently developed a new type of heart-lung machine to be used in open heart surgery.

Alumni Notes

1922

Dr. Zeno B. Katterle, dean of education at Washington State University, asked to be relieved of his administrative responsibilities at the end of the academic year to concentrate on writing and research. He has been engaged in research for the past two years on the best way to train teachers for elementary and secondary schools. He has also studied the educational system in the U.S.S.R. for the past several years and plans to make a special study of what he says "appears to be a distorted appraisal of this system in American magazines and newspapers." He visited the U.S.S.R. in 1959 and plans to return there next year under the sponsorship of the American Association of School Administrators.

1924

Lee Rankin, principal of Roosevelt High School since 1960 and a Bellingham educator since 1927, will retire at the end of this school year. He has served as director of physical education and of the winter adult recreation program.

1927

Dr. James H. Butler, de Mille professor of drama and chairman of the drama department at the University of Southern California, has been appointed a member of the central committee for the National University Theatre Festival to be held in Washington, D.C., in the spring of 1965.

1932

Jack P. Hogan, former manager of the Port of Port Angeles, has been appointed manager of Washington State Ferries. He succeeds Charles G. Prahl in the $15,000-a-year job.

1939

A ground-breaking ceremony March 19 marked the beginning of an Interpretive Center in the Federation Forest State Park, 17 miles east of Enumclaw. The center will be presented to the state by the Washington State Federation of Women's Clubs as a memorial to the late Catherine Montgomery of Bellingham who left her estate to the federation to improve the park. Part of the funds she left have been used to finance the new picnic area in the Federation Forest.

1946

James G. Roberts, Lowell School principal, has completed the requirements for a Doctor of Education degree at the University of Oregon.

1948

Charles Odell, history and government teacher at Marcus Whitman Junior High, South Kitsap, was selected by the County Council of PTA for an outstanding teacher award.

1949

Harold G. Smith, Lynnwood, principal of Edmonds Junior High School, was named by the State Department of Education as state supervisor of junior high and high school education.

1953

Leslie Lee, Bellingham attorney, has been appointed deputy prosecuting attorney of the Bremerton Child Guidance Center since June 1960, has been promoted to supervisor of the Bremerton Child Guidance Center.

1955

Howard E. Robinson has been named new district executive for the Olympic Area Council, Boy Scouts of America, serving Clallum and Jefferson counties.

1956

David Northrup, head of the department of Social Studies at Cle Elum High School, was chosen Jaycee of the Quarter.

1958

Don Gunderson, head of the Music Department at Crescent Junior High, Buena Park, Calif., will be a NATO visiting professor at the University of Iceland and the following summer he was a guest professor in West Germany.

1959

Richard Moore, 6th grade teacher at La Conner, was introduced to the Rotary Club as the third generation of teachers in the family. He was featured on the program along with two other teachers.

Daniel Scribner, 28, is a Music Specialist with the Recreation Division of the Seattle Park Department. Previously, he taught in the Bothell School District.

1960

Donald L. Spencer, 38, of Ferndale, has been named principal of Hoquiam High School. Spencer, who has been principal of Ferndale since 1958, will take over his new duties on July 1. Joseph A. Malin, Elma, has accepted a position with Palomar College at San Marcos, Calif., as director of student activities and community services. He will take over his new position in the two-year community college in the fall.

1962

Judith C. Smith, Washington State parole and probation officer, will work in the Everett area serving the region north of Seattle. Robert G. Bowen, Hoquiam, presently teaching in Port Angeles, has been granted a scholarship for counseling and guidance study leading to the Master's Degree in education at the University of Wyoming. Beth Cook, Des Moines, is in her second year at the Museum Art School in Portland (an affiliate of Reed College) and has two more years to complete her course. Lois Meyer, Bellingham artist, has oils, watercolors and ink drawings in the First Federal Gallery. She is employed part-time at the Whitcom County Public Library, as library assistant and staff artist. Her work has been accepted in professional juried shows including the Northwest Annual, Seattle; Bellevue Arts and Crafts exhibit; and the National Watercolor Exhibition, Washington, D.C.

1963

Lewis Dey, Sequim, geology and general science teacher at Main Junior High School in Fairbanks, has been awarded a National Science Foundation scholarship to do post-graduate work at the University of West Virginia. Roger R. Sense, formerly with Firemen's Fund, has joined the Seattle office of National Union Group as a claims adjuster.
Baseball

Nine returning lettermen, assisted by a few talented rookies and conditioned by Coach Chuck Randall, comprise a strong squad of aggresors in the Evergreen Conference this season.

The team showed well in their first conference game with Pacific Lutheran University, registering 6-4 and 6-0 wins in a double-header.

In addition to the returning veterans, there is some new spirit on the field. An example is Neil Hutchinson, who was top for the Bellingham Bells last year. Hutchinson led the squad in hits during the second half of the twin bill with PLU.

Fred Shull, senior captain, and Bill Nelson, two year all-conference man, should complement the batting strength substantially, Ken Shulz, John Skov, Jerry Parker, and Bill Fleener produce formidable pitching ability.

Although the team has no regular practice field, its members have conditioned themselves on their own, Randall reported. "We are well ahead of last year," he added.

Track

This year's track squad should repeat a strong performance in the distance events, but faces a bleak spring in the field events.

Senior Jim Freeman ran a 4:19.2 mile in the season opener against the University of Washington and after three meets, he stands undefeated in the conference. Half-miler Bill Claff also remains at the top in his event. Claff, a freshman, showed great promise with a 2:00.1 in the 880 at the start of the season. The Park twins, Jim and Dave, and letterman Mike Jones add depth to the distance squad.

Speedsters Terry Douka and Ken Taylor lead in the sprints, each with a 10.0 100 yard dash. Douka usually takes honors in meet competition, but neither athlete poses a threat to the conference record.

Gale Pflueger, Webb Hester and Tom Guglomo are ranked in that order in the hurdle events. A six-inch rise in height and a 110-yard addition to the previous 220-yard hurdle race is a change which confronts all conference hurdlers this year.

Junior college transfer Ed Jacobs high jumps at 6'11" this year, as does sophomore Jim Pearson, a broad jumper with a 20'10" peak.

Tennis

Denny Lewis leads the undefeated racket squad so far this season. Following him are Terry Cooney, Mike Merriman, Dick McKay, and Mark Pearlman.

So far, the team has beaten PLU in Tacoma and Central squad at home. Lewis, Merriman, and Cooney have been consistently good in match play and the remainder of the starting positions are continually up for challenge by the newer upstarts. McKay and Pearlman are playing for the first time with Western this year.

The team fears upset most from the Eastern Washington champs of last year. They are back with virtually the same team.

Rugby

The Viking Ruggers slipped and kicked their way into second place in the conference this year by defeating the University of Washington and UBC, but losing the title to Oregon State University.

Rugby has proven to be a huge success at Western. Student support is helped by the fact that home games are played on the football practice field.

In an effort to drum up interest and train ruggers for next year's season, intramural rugby is being offered for the first time this spring.

Conference Play Here

The Vikings will be host to the Evergreen Conference this year on the weekend of May 15, when play-offs in tennis, track, baseball and golf will be held in Bellingham.

The track and baseball finals will be at Civic Field. Tennis players will meet at the campus courts and golfers will match skills at the Bellingham Golf and Country Club.

The last time such an expansive sports program came to Western was about ten years ago, according to Charles Lappenbusch, retired athletic director.

Basketball

Coach Chuck Randall's fighting five won second place in the conference with a 15-9 win-loss record for all games and a 6-4 showing in the conference. Action was capped with a first place in the Evergreen Conference tournament held at Western.

The team missed a trip to Kansas City and a part in the NAIA play-offs in the final game against PLU.

Another highlight of the season was a second place won by the Viks at the Bills, Mont., Holiday Tournament during Christmas vacation. Next year's tournament will be played at Las Vegas.

Western led the conference in defense, allowing 61.2 points per game despite the frequent loss of Keith Shugart, the team's top scorer.

Close on Shugart's heels was co-captain Bob Thomas, who was chosen for the all-conference team. Additional honors were paid to Thomas at the basketball banquet, when the team named him honorary team captain.

Don Huston, Western's hustling guard, was given the sportsmanship award and Joe Richer received an award as the most inspirational member of the team. Richer, Thomas, and Mike Merriman will be the only graduating members of this year's squad.

Wrestling

The third session of intercollegiate wrestling proved to be the best by far, according to coach Bill Tomaras. Tomaras sent five of his team to the Washington-Oregon State Tournament and placed four of them. The wrestlers finished with a 7-2 season.

"The team has shown tremendous progress since its beginning," Tomaras said. "We can expect a continuation of this next season."

The squad matched brawn against the University of Washington twice and Washington State University once and went undefeated against both.

The entire tourney team will be back next year.

The last Lane, a sophomore competing in the 191-pound class, went to the Pacific Coast Intercolligate Wrestling Tournament at the end of the season and won third place. Delegates to this tourney represented the best from all schools competing on the West Coast.

Inspirational award winner and scholastic award winner for the team was Dudley Cowan, a sophomore from Anacortes.

Plan now to attend the 1964 HOMECOMING Nov. 6-7

- Parade
- Football Game
- Smorgasbord
- Cabaret Dance

1964 FOOTBALL SCHEDULE
Sept. 19—UBC at Western
Sept. 26—Western at UPS
Oct. 3—Western at EWSR
Oct. 10—CWSC at Western
Oct. 17—Linfield at Western
Oct. 24—Western at Whitworth
Oct. 31—Western at PLU
Nov. 7—UPS at Western (Homecoming), Game at 1:30.
Nov. 14—EWSR at Western
All Home Games at 8 p.m., except Homecoming
21st Classroom Teachers Conference

July 5 - 17

Western Washington State College
Western to Require Reading Course of Education Graduates

Next fall, Western will become the first college in the nation to require a course in reading instruction of all its teacher education graduates—secondary as well as elementary.

Students who plan to teach in high school—regardless of whether their major is nuclear physics or industrial arts—will take a two-credit course called "Foundations of Reading Instruction."

Those with their eye on elementary schools will take the same course plus a three-credit class, "Individualizing Reading Instruction."

About 2,500 of the college's 3,800 students are enrolled in teacher education programs.

The originator of the reading plan is Dr. Robert McCracken, director of the Reading Center, who came to Bellingham from Fulton, N.Y., last September.

The problem of reading instruction has concerned a number of state and national organizations of late. The National Council of Teachers of English, for example, recently reported that 90 per cent of high school English teachers knew little about the teaching of reading.

Although many colleges have long had some sort of reading instruction for their elementary-teacher candidates, McCracken's plan is the first to include high school teachers at the undergraduate level.

Honors Students Sought

Western is seeking a group of 40 bright high school seniors to enroll in its Honors program next fall. About 70 students from all classes are in the program this year.

Dr. Henry Adams, head of the Honors program at Western, asks high school teachers and counselors to publicize the program and to encourage their ablest seniors to apply.

Those recommended by high school teachers will be considered for the program regardless of scores on the pre-college tests. Others not nominated by teachers but who have sufficiently high test scores will be asked by the College to apply.

Students applying will know by the time of their arrival at Western whether or not they have been accepted.

G. E. Curriculum Revised

"An Introduction to Economic and Political Institutions" (G. E. 200), a four-credit course, has been added to the general education curriculum. The course will cover the economic, legal, and political institutions in the context of private property from the late 18th century to the present. It will be required of all students who enter in the fall and thereafter and who (Continued on Page 2)

Student Teaching Resident Centers Announced for 1964

Following a three-year period of experimentation involving a cooperative arrangement with the Everett Public Schools, Western has now concluded arrangements with three additional public school districts for student teaching residence centers. For the first time Western student teachers will be working in the public schools of Edmonds, Shoreline and Seattle District No. 1.

With the development of the residence centers it will now be possible to offer Western students enrolled in the program of teacher education a "cafeteria" of student teaching opportunities so that the students may elect a program best suited to their individual needs. Accordingly, the students may select opportunities from among the following:

- large urban schools
- rapid growth suburban schools
- moderate size urban schools
- rural schools

The decision to enlarge the scope of the residence center operation was not only based on a desire to improve the type of offerings made available to the undergraduate students but also as preparatory to organizing for the burgeoning enrollments which are expected at Western over the next three years. Inasmuch as the enrollment in upper division teacher education has been holding at approximately 80% of the upper division student body total, it is reasonable to project considerable growth in numbers of students enrolled in laboratory experiences. During the 1963-64 academic year the college, in cooperation with public schools, provided approximately 250 students a quarter with such laboratory experiences. The bulk of these students or approximately 150 a quarter did their student teaching in the city of Bellingham.

In order to encourage a student "mix" at the resident centers, efforts are being made to obtain low cost room and board for off-campus students. Unless such housing is provided the bulk of the students doing their student teaching in the residence centers would be residents of the area. The Shoreline P.T.A. has already developed an inventory of housing to be made available at a cost just slightly over $3 per day including all meals. Such a cost is no greater than that borne by students currently living in Western's dormitories.

A number of students both in and out of the residence centers are electing to start their fall quarter student teaching the day that the public schools open in September. In such cases, these students will have a 14 week experience during the fall quarter. It is anticipated that initially each residence center will handle approximately 15 students per quarter.
G. E. (Continued from Page 1) expect to earn a Western degree. Although it is a sophomore level course, a limited number of freshmen will be allowed to include it in their schedules for the 1964-1965 academic year.

The new course raises the number of required credit hours in general education from 54 to 58. The "Great Issues" course, G. E. 421, has been eliminated.

The science areas of the general education program have been revised. The required 101 level courses in biological, earth, and physical sciences will be terminal courses designed primarily for students with little or no high school preparation in those areas. Students with stronger preparation will be directed into more advanced courses.

Two courses, "Matter and Energy" (G. E. 101) and "Earth Science" (G. E. 102), have been dropped. They will be replaced by two or more courses in each of these areas. Which one the student takes depends on the subjects he completed in secondary school.

Library Changes to L. C. System

Since January, all publications received by the Library have been classified according to the Library of Congress system. Publications currently held under the Dewey Decimal classification system will be reclassified on a gradual basis, time and staff permitting. The card catalog is functioning as a unit even though the cards representing new acquisitions show L. C. call numbers. The book stacks and shelflists have been divided. The L. C. sections are now quite small, but, as they grow the Dewey sections will steadily decrease.

The essential difference between Dewey and L. C. is that the former was originated as a philosophical classification of knowledge, whereas the latter was designed as a practical classification for books themselves. Some of the virtues of L. C., according to a report of the Librarian of Congress, are its (1) comprehensiveness (every phase of human activity is accounted for; there is no "miscellaneous" residue), (2) particularity (topics are logical subdivisions of general subjects; not lumped within them), (3) expansiveness (new subjects find their places by logical coordinations within the existing scheme), (4) flexibility (the natural and economical arrangement of wholly different classes of material is provided for), (5) practicality (the system doesn't force material into arbitrary forms for the sake of logic), (6) articulation (cognate classes are at once related and differentiated by position and by necessary notes and cross references in the schedules), (7) simplicity (the notation is expressive and uncomplicated). Dewey possesses the above virtues to a much lesser degree.

A special advantage of L. C. is that considerably more of the processing can be handled by clerical and sub-professional rather than by professional staff members.

A college or university starting a library today would probably adopt the L. C. system rather than the Dewey. While the latter is in wider use in established libraries, this is due to the fact that the Dewey system had a 25 year head start over L. C. In general, libraries using the Dewey system have not converted to L. C. because of the time and expense involved in such a change over. The library at Western is still small enough to permit a change to the more adequate L. C. system without undue confusion and prohibitive expense.