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Western Reports
WESTERN WASHINGTON STATE COLLEGE ALUMNI MAGAZINE
The following excerpts are taken from President Bunke's Inaugural Address, "An American Perspective."

And so education must fuse intellect and emotion. In so doing it must discipline as it liberates, inculcate responsibility as it bestows knowledge, and foster integrity as it enhances capacity. This cannot be done all at once, not quickly, but gradually through many learning experiences. Through the study of the physical and biological realms the educated person should gain some feel for the nature of the universe; for its dimensions and balance. Through an examination of society, including its historic patterns and unfolding thought, he should develop some appreciation of his civilization; of its great literature, of its creative art forms, which in crystallizing human aspiration, relationships and values, provide a basis for understanding the origins and functions of our institutions as well as individual behavior.

As in the past this college must be an instrument for as well as a shaper of democracy. Always the mantle of responsibility has rested heavily on the shoulders of higher education, but today it is a burden of new and awesome proportions. In our complex and interdependent society the youths denied a college education are all but consigned to live in a world of shadows, a world of the deprived. In a simpler world, in gentler days, society had a place for those of little training and meager knowledge. Then the need for eager but unskilled hands was as boundless as were the jobs that required only a strong back and a capacity for tolerating boredom. But those days are gone and their mourners have gone with them. Science and technology shower us with an ever increasing stream of machines, techniques and processes which, in addition to endowing us with unmatched material brilliance, perform the dreary, tedious, degrading, routine tasks of society. But even as man enjoys the radiance of high prosperity and even as he is liberated from the tyranny of boredom inherent in dull repetitive processes, we must not be blind to the daily human tragedy that follows the replacing of human resources with machine technology.

To meet the day's demand we must find new energy, new willingness and new courage to experiment and even fail. We must strive to become more efficient; we must make better use of physical facilities and we must be willing to accept new burdens. All these things we must do and more. But there is one thing we must not do. We must not in our quest for efficiency make the educational process hollow; we must not empty it of power to excite and exhilarate. Above all we must not fall prey to an insipid, tiresome, grinding process that stamps out uniformly unimaginative and uninspired graduates.

Always we must remember to encourage and promote the original and the distinctive just as we must assure the freedom and the leisure essential to speculation, experimentation, and contemplation. Education, however much we may wish it otherwise, cannot live within the ordinary accounting standards or production management criteria. To fashion a great educational institution by the lights of a successful industrial complex or to shape the character of the college with the mechanistic instruments of scientific management makes a travesty of the educational process. It would be better to have the campus stand quiet and empty as an enduring monument to happier days when men had the courage to be the masters of their instruments.
Some 250 colleges and universities throughout the country were represented in the academic procession which originated in Carver Gymnasium and moved to the auditorium. Leading the procession is Dr. James McAree of the History Department as mace bearer. Behind him is Dr. Edward Newzil of the Chemistry Department, grand marshal.

Bunke Inaugurated as 7th President

Dr. Harvey C. Bunke, described as an “inconoclast with a crew cut,” was inaugurated as seventh president of Western in late February. He follows Dr. James L. Jarrett, who has taken a position at the University of California at Berkeley.

Nearly 250 representatives from colleges and universities throughout the nation gathered in the cool, ivy-green shadows of the 72-year old institution to honor the new president and march with him in procession through the campus.

Dr. Bunke, a 42-year old economist, came to Western January 21.

The inauguration gave Dr. Bunke a platform to announce his plans for the college, and it also provided a symposium on the "Economy of the Pacific Northwest," attended by most of the educators present.

Dr. Bunke presented his plans in an afternoon speech in the college auditorium, filled by 1,200 persons.

"Education must indoctrinate as it liberates; it must change men, make them more human, more dependable, more interesting, more stable, and, if you like, more aristocratic and more egalitarian," President Bunke explained.

He hinted at his plans for the college by saying: "To fashion a great educational institution after a successful industrial complex . . . produces a travesty of the educational process."

Dr. Bunke asserted that education must fuse intellect and emotion and he pledged to strengthen the faculty, deepen the college’s commitment to general education, add to the aesthetic environment of the campus, and maintain its individuality.

Dr. Bunke described education as the "great leveler—upward" and said that anyone who contends this nation is becoming "over-educated" voices a criticism that is "born of ignorance and nurtured by parochialism."

With broad interests and an intensive desire to reach into fields far beyond his own specialty of economic philosophy, President Bunke has served as teacher, administrator, lecturer, writer and consultant to both business and government. He has been senior price economist for the Office of Price Stabilization in Seattle. Before moving to Iowa, he taught economics at the University of Tennessee and in 1960-61 he received a leave of absence from Iowa to be a visiting lecturer at Tulane University. He also has served as consultant to the Iowa Commerce Commission and to the Great Northern Railroad.

President Bunke is the author of numerous articles and two books. In his early writing, he dealt primarily with transportation, both intrastate and interstate. As his approach to eco-
Richard Bunke, 10-year-old son of Western's new president, examines the presidential medallion during the inaugural reception in the Viking Union. Beside him is Dr. Bunke's other son, Charles, 13.

Bunke Inaugurated
CONTINUED

nomic widened and his interests expanded, President Bunke concentrated on conflicting values in modern life. Last year, he wrote an article that has been widely discussed, "Economics, Affluence and Existentialism," published in The Quarterly Review of Economics and Business.

Among his books is a volume that has provoked considerable interest. It is titled The Liberal Dilemma and was published by Prentice-Hall in 1964. In the book, President Bunke shows that economic thought and social values are not two separate realms, but are combined in the ideology of capitalism. He believes that economics must be ranked, along with Christianity, among the great inspirational forces that have shaped the western world.

The 20th century liberal, says President Bunke, sees the need for improvement in our society through human effort and organization, but has failed to develop any grand ideal from which common men and society can draw a unifying ideology. The Liberal Dilemma presents such a program, which the author feels would promote economic development and political stability through the world.

President Bunke is presently working on a new book, The Routes of Ascent, which will describe the appeal to underdeveloped nations of the two great opposing ideologies of liberalism and communism.

President Bunke's memberships include the American Economic Association, Order of Artus, Skull and Crescent, and Chi Psi. He and his wife, Margaret, were married in 1947 and have three children: Charles M. II, Richard, and Anna.

Presidential Medallion Introduced

A silver and gold medallion, symbol of the office of the presidency, was introduced at the inauguration of Dr. Harvey C. Bunke as seventh president of Western on February 23.

The medallion is cast in sterling with a gold flame in the center and the name of the college is engraved around the flame. The date of the founding of the college, 1893, appears across the bottom. Names of former presidents of the institution are inscribed on the reverse side.

The medallion was conferred upon President Bunke by Joseph Pemberton, chairman of the Board of Trustees, during the inaugural ceremony.

The gold flame at the center is emblematic of the torch of learning, and combines the intellectual and spiritual qualities of illumination, enlightenment, and inspiration.

Designed by Frederick Walsh of Seattle, the medallion is a bas-relief of the new seal of Western which appears in this issue and which is being introduced in other college publications.

The mace, a gift to the college of the class of 1964, also was used in the inaugural ceremony. It was used only once previously — during commencement last June.

Made of rosewood and silver, the mace was drawn and executed by Norman Warsinke of Seattle. The wooden staff is surmounted by a silver casting of a Viking ship, emblematic of Western Washington State College. The topmost circular band is engraved and inlaid with blue enamel with the name of the college.

The second band bears six medallions each engraved with a seal — the Great Seal of the United States, the Seal of the State of Washington, the Seal of the College and three seals representing Humanities, Education and Science.

The third band bears the legend, "The Gift of the Class of 1964." The bottom device is a silver cast flame symbolic of enlightenment.

The mace will be used during all ceremonial occasions at the college while use of the presidential medallion will be restricted to inaugural events. Both symbols are on display in the Mabel Zoe Wilson Library.
Dr. Havighurst Will Lead 'Social Conflict' Conference

One of the nation's leading education specialists, Dr. Robert J. Havighurst of the University of Chicago, leads a distinguished group of conference and seminar leaders who will be on campus for the Summer Session.

Dr. Havighurst, who also directs Center for the Study of Metropolitan Problems in Education at the University of Missouri, will take part in a conference on "Social Conflict in Education" July 19-22. Other participants will be Dr. Robert Coles, a child psychiatrist with Harvard University Health Services; Dr. Vernon Haubrich, chairman of Western's Education Department and Dr. Harvey C. Bunke, President of Western.

Conference topics include "The Impact of Social Class and Equality of Educational Opportunity," "Integration Problems in the North and South," and "Educational Problems Related to Technology and Automation."

Dr. Havighurst, author of numerous works on society and education and human development, received his Ph.D. in chemistry, taught chemistry and physics for several years. Then, becoming interested in the problems of education, he switched to that field where he has taught and conducted research in human development at all age levels.

Dr. Coles, M.D., is a child psychiatrist whose chief work is in social psychiatry. For several years he studied the adjustment of white and Negro southerners to various forms of desegregation. More recently he has been studying the lives of migrant farm families.

Other Summer Session features include a short course on "Teaching the Social Studies" August 2-13; a conference on "New Dimensions in the Elementary School Library" August 2-13; a conference on "Individualized Reading Instruction" August 2-13; a special education seminar on "Education of Gifted Children" July 19-23 and a series of History lectures by Page Smith at Casis Elementary School of the University of Texas.

Dr. Lyman Hunt, head of the Department of Elementary Education of the University of Akron will lead the Reading Conference. The conference will focus on individualized reading as a method practiced in beginning instruction and continuing through the elementary and secondary grades.

Dr. Elizabeth Drews, a professor of education at Michigan State University, will head the seminar on gifted children. The seminar is intended for teachers, specialists, and administrators in the early identification and development of the gifted child.

History lectures by Page Smith include "Anxiety and Despair in American History," "What Happened to the Women in American History?" and "The Historian and His Profession." Dr. Smith's award-winning biography of John Adams was a Book of the Month Club selection in 1962.

Also on the Summer Session calendar are two physical education workshops, a workshop on "Teaching Indian Children and Youth," the Western Summer Music Camp, two National Science Foundation institutes in mathematics and physics, and field courses in biology and geology.

Additional information about the Summer Session may be obtained by writing or calling the Dean of the Summer Session.

Work-Study Grant

Some 25 students are finding work in newly created jobs on campus this quarter under an Economic Opportunity Act grant of $9,520. The grant was made by the Department of Health, Education and Welfare as part of the Act's work-study program. Most jobs are associated with the student's field of study.

The grant is for winter and spring quarters only. Additional funds will be available in succeeding quarters.

Western applies for the funds earlier this year to create campus jobs for students from low-income families who are having financial trouble staying in college. Western is among the first colleges in the area to receive such a grant. The money is administered by the college with an additional 10 per cent of the grant provided locally.

Employment is limited to 15 hours per week while the college is in session and 40 hours a week during vacation periods, according to William T. Hatch, Financial Aids Director. All students receive $1 an hour, regardless of the job.

To be eligible for jobs under terms of the grant, students must be U.S. nationals (or intend to live in this country permanently): come from a low-income family or have no family; need the earnings to remain in college; be capable of maintaining good academic standing while employed; and be enrolled or accepted for enrollment as a full-time student (12 credit hours).

In determining eligibility, the college will take into consideration any income, assets and resources available to the student; income of the student's family; and the cost necessary for the student to remain at Western.

600 Juniors Visit

About 600 juniors from high schools in Whatcom County visited Western recently to discuss their college plans with representatives from 22 colleges and universities in the northwest.

Juniors from Bellingham, Blaine, Ferndale, Lynden, Lynden Christian, Meridian, Mt. Baker and Nooksack Valley High Schools met with the college representatives.

Students were asked to meet with their high school counselors and to prepare for the conference by studying various avenues for post-secondary education as well as specific institutions.

At the conference, they met with representatives from two colleges of their choice where they received general information about the institution and answers to specific questions.

The program, under the direction of the Washington Council on High School College Relations, is conducted annually in all parts of the state. It has been in operation for the past 15 years.

"This is one of the reasons Washington's efforts in high school-college articulation have been so successful," Gene Omey, admissions director at WWSC, said recently.

"After a student meets with the college representatives, additional study and planning for his future education is generally more meaningful," Omey added.
Dr. Richard Lindsay of the Physics Department, left photo, shows two students the operation of some of the equipment used with the neutron generator. At right is the generator itself, shielded by four-foot thick concrete walls in Haggard Hall.

College Adds Neutron Generator; Safety Precautions Held Adequate

An inspection team has checked Western's newest research device, a neutron generator, and found that operating procedures and safety precautions are adequate.

The generator, purchased last year for $18,000 with funds from the National Science Foundation and the college, is operating in Haggard Hall of Science.

The inspection team—David Corey, a health physicist and T. M. Libby, radiac coordinator, both of Puget Sound Naval Shipyard—inspected the equipment on the campus before they submitted their report.

One of a dozen in the United States, the generator is expected to be used by graduate students for research. This quarter four seniors in physics and four of the faculty will have access to the generator.

After measuring radiation intensity in areas surrounding the neutron generator, the two specialists concluded that the radiation count was well below exposure standards set by the Atomic Energy Commission.

They also said that the shielding around the generator provides adequate protection for personnel. The shielding consists of four-foot thick concrete walls and ceiling with thick slabs of aluminum at critical points inside the shielded area.

The report was directed to WWSC's Radiation and Radiation Safety Committee, a standing committee appointed by the college administration to insure that safe practices are maintained for all activities on the campus involving radiation.

Dr. Fred Knapman, professor of chemistry and chairman of the committee, said that he was "pleased that this study by an outside agency indicated that the safety measures installed by the college were more than adequate."

The neutron generator will be used under the supervision of Dr. Richard Lindsay of the Physics Department.

Summer Institutes

The Physics and Mathematics Departments have received combined grants totalling $101,540 from the National Science Foundation for support of summer institutes for secondary teachers.

Physics received $40,860. The institute will be under the direction of Dr. Raymond McLeod, chairman of the Physics Department.

The Mathematics institute, which will be under the direction of Dr. James McFarland, received $60,680.

Dorms Near Completion

Two new residence halls, which will complete the Ridgeway complex between Highland Drive and the Athletic Field, are scheduled to open next fall.

The halls, which will house 440 men, will be complemented by an addition to the existing Ridgeway dining hall.

The total project, designed by architect Fred Bassetti of Seattle, will accommodate 1,018 students both for housing and dining. The total project, when completed, will have cost $6 million.

The new construction consists of two buildings, each with a lounge, office, resident director apartment, and service facilities. All rooms have outside entrances.

Ridgeway complex has received a number of national awards for design and originality. The most recent was given for design by Progressive Architecture.

The entire project was financed with funds through the Federal Housing and Home Finance Agency and will be repaid entirely from student fees.

M.A. in English, Psychology

Western will offer a Master of Arts degree in English and Psychology for the first time next fall. The new degree programs, consisting of 45 credit hours each, were approved by the Board of Trustees late fall quarter.

Requirements include competency in a foreign language, written and oral examinations, and a thesis.

The English and Psychology Departments become the third and fourth to offer an advanced degree under a bill providing for the MA in the three state colleges. The bill was passed by the 1963 legislature. The Mathematics and History Departments began their Master's programs last fall.
Enrollment Forecasts Jump

Revised enrollment forecasts prepared by the State Census Board have shifted upward dramatically the number of students Western can expect in the next six years.

In figures released recently, the Census Board reported that Western probably will enroll 5,200 students next fall and 6,600 by 1970. Both figures are up 600 over the original projections made last spring.

The revised forecasts are the result of a higher-than-expected enrollment last fall, greater retention of students, increased number of transfer students, and a large class of graduating high school seniors.

Barney Goltz, assistant to the president, said the projections mean that Western is about four years behind in its building program. Initially, the college did not expect to hit 6,000 until 1970. Now, it will be 1967 and possibly 1966. It also means the college will have tripled its enrollment in the decade 1957-67.

Art Show Successful

The second annual Drawing and Small Sculpture Show was a successful sequel to last year's inaugural, according to Art Department sponsors. Some 300 works were submitted for judging by John Paul Jones, nationally known printer and print maker. Jones selected 40 works for the exhibition, 16 of them sculpture pieces.

Three sculptures and five drawings were purchased for the college's permanent collection. Artists from most of the western states were represented in the exhibition, which closed April 30.

Dorms Win Awards

Western's Ridgeway Dormitory Complex and the Viking Union have both won national awards for their architectural beauty. Both awards were made by the Community Facilities Administration and presented recently in Washington, D.C.

Ridgeway won one of three First Honor Awards given throughout the country while the Viking Union received one of 19 awards of Merit.

Both structures were designed by Fred Bassetti of Seattle.

Taylor New Dean

Dr. Herbert Taylor, chairman of the Sociology-Anthropology Department, was appointed Associate Dean of Research at Western by President Bunke recently.

The appointment was made as a result of the large increase in research commitments of the college which now require a full time administrator, according to the president.

Taylor has been relieved of all teaching responsibilities except for one course of his choice a quarter. He also has turned over the chairmanship of the Sociology-Anthropology Department to Dr. Angelo Anastasio.

During the past year, Western received $731,000 in grants for research, equipment, summer institutes, and special training programs. The money has come from government agencies, private foundations, Canadian provinces, and states other than Washington.

Thompson is Academic Dean

Dr. Ralph Thompson, professor of education, recently was named Acting Academic Dean of Western by President Bunke.

Thompson will serve until a permanent dean is selected. College officials say they hope to name someone soon and expect he would begin work here next September.

Thompson fills a vacancy that opened last summer when Dr. Harold Chatland resigned to accept a major research position with the General Telephone Co. in California.

During the 14 years that Thompson has been at Western, he has served as acting chairman of the Education Department and has been on numerous committees and academic councils including the Faculty Council, General Education Council and Teacher Education Council.

D'Andrea Steps Down

When the College-Civic Symphony gathered on the stage of the college auditorium April 9, it was conducted by its founder and organizer for the last time.

Dr. Frank D'Andrea, Music Department chairman at WWSC who organized the orchestra in 1947, stepped down as conductor after the performance. D'Andrea has led the 74-member symphony since its founding through three performances a year — a fall concert, a Christmas concert, and a spring concert.

Dr. Thomas Osborn, who joined the music faculty as a clarinetist and instructor in music history in 1962, will take over as conductor beginning in the fall.

D'Andrea will remain as chairman and will teach general music and music education.

The spring concert honored the Washington State Federation of Music Clubs convention which was held on campus.

FACULTY NOTES

Dr. Paul Woodring, distinguished service professor and education editor of the Saturday Review, is editor of a new series of textbooks on Professional Education for Teachers, published by Harcourt, Brace & World, Inc.

Two books now available are Introduction to American Education by Woodring and Education and Democratic Ideals by Gordon C. Lee. Two others, Mauritz Johnson's Secondary Education and Robert Ulich's Education in Western Culture, are scheduled for publication in September.


The books have been planned as a sequence.

Dr. Edward F. Neuzil of the Chemistry Department has received a grant of $4,600 from the Atomic Energy Commission for research entitled "Fission Studies on Elements Below Polonium." Part of the money will be used to support one undergraduate student as a research assistant. Neuzil plans to use the cyclotron at the University of Washington and the nuclear labs here.

Neuzil has received a total of $17,100 from the AEC during the past two years for his research.

Dr. Max Higbee of the Education Department has received a $36,800 grant from the U. S. Office of Education for training teachers of mentally retarded children. The money will be used primarily in awards to graduate and senior students. Graduate students receive $2,800 a year plus dependency allowances while seniors receive $160 per month plus costs.

Dr. Morris Finder (English) is serving as linguistics consultant for a forthcoming revised edition of Webster's New World Dictionary, published by the World Publishing Company.
A critic is a man who makes judgments. Traditionally, what he judges is truth and falsity, good and evil, beauty and ugliness. He could of course make other judgments, too. He could judge the efficiency of people and machines, the probability of collecting damages on his car which was bumped into on the way to work (through no fault of his own, of course), on the longevity of his rich grandfather, and all that sort of thing.

But such judgments require special training. I am writing about something which requires only deep feeling and a sensitive soul. For the art critic is dealing with what is now fashionable to call The Values. This involves not only spotting what is before one, but also praising and blaming. And these activities are very dear to mankind.

It's all very complicated. When we are called upon to tell whether a picture is authentic or a fake, we want to sneer at the latter and gloat over the former. A man feels ashamed when he is listening to a piece by Chaminade and thinks it is by Mozart, and he feels elated when he hears a piece by Vivaldi and knows right off the baton that it isn't by Bach. To be able to stroll through an art gallery and identify who painted what is a great talent. Some men have devoted their whole lives to this pursuit. They are said to have an eye — and to have an eye is very important.

The funny thing is, critics want their readers to see with their eyes and not with the readers' own. They want other people to admire what they admire and dislike the things that they dislike. Don't ask me why. Only a psychiatrist could tell why men want other men to agree with them. Few ever do. Maybe it is because we want to be frustrated, so as to have a challenge that we can meet. And, if necessary, go down fighting.

There are several ways of producing agreement in criticism. Let me show you a few.

The beginner should remember that it is always easier to get others to dislike something than to get them to like it. Hence the would-be art critic should begin by pointing out the faults in a painting. You might imagine that you should know something about the technique of painting to do this effectively. Not at all. You simply have to know something about the human race. Begin by making the painter, rather than the painting, your target. Here are some of the opening gambits:

1. **You attack the artist's sincerity.** If you say in an innocent voice, "Do you suppose he's sincere?" or in a contemptuous one "He's obviously pulling your leg," the person whom you are addressing is already half-convinced. For no one can be sincere if he is doing something you don't understand. If I don't understand what someone is telling me, it is because he is unintelligible, not because I am ignorant.

2. **You attack the artist's sanity.** A shrug of the shoulders will sometimes settle this, though usually it is more appropriate to adopt a pitying tone and say, "Too bad. When X saw his first Jackson Pollock, he went off the rails." I should point out, however, that this can be dangerous, for ever since the first Sur-realist Manifesto, the suspicion has grown that maybe insanity is the most fertile mother of great art.

3. **You attack the artist's originality.** Here you point out the resemblances in the picture before you to earlier pictures. In the long run this reduces to the charge of plagiarism, but you call it "influence." This, too, needs a warning. If the man you are talking to — or for — knows the history of art, he may say that Raphael got an idea or two from Perugino, and Poussin from Raphael. Why waste a good idea? So if you follow this line, you had best tack the adjective "slavish" before the noun "imitation." Whereas imitation might turn into inspiration, slavish imitation could turn into nothing but empty-headedness.

4. **You attack the artist's integrity.** Here you have only to say that the artist is out for money rather than for art —
though there is also an art of making money by making pictures — and that he is simply producing what will sell. You drag in Esau and Jacob and speak dolefully of selling one's birthright for a mess of pottage. You then point out that the painting before you is not really a painting at all, but a lot of paint so arranged on a canvas to catch the eye of un-critical observers.

These will do as the first steps in art criticism. They should be learned by heart, for they can also be used in praise of an artist. Instead of calling the artist insincere, you call him playful, amusing, sophisticated. Instead of charging him with insanity, you say that he is free of all inhibitions, close to the collective soul of the race, as innocent of artifice as a child. As for originality, praise fidelity to something called the Great Tradition. You will say that the artist is walking in the path of the masters, passing on the torch of beauty from his teachers to his pupils, resisting the siren song of innovation (which you will call faddishness). These inversions of words are not inversions of sense. To call a man unoriginal is bad; to call him a follower of tradition is good. It's the overtones that count.

To illustrate how a variety of critics can interpret a given painting in a variety of ways, I have chosen a work of art so well-known that it need not be reproduced. It is Washington Crossing the Delaware. It was painted about a hundred years ago and used to hang in the Metropolitan Museum of Art.

In 1876 a critic who had just been to the Centennial in Philadelphia saw this picture and liked it. This is what he said:

"The Metropolitan Museum of Art is to be congratulated upon its acquisition of this beautiful tribute to the Father of Our Country. The General and Statesman stands bravely at the bow of his little craft as it cuts through the ice of the Delaware River, which threatens at any moment to crush his frail vessel. Our country's flag is flying in the head-on winds which add but another obstacle to the indomitable will of the Patriot. One feels before this canvas that right is greater than might and that neither the hostile forces of Nature nor those of Tyranny will be able to frustrate him." Etc., etc., etc.

A few years later a second critic saw this painting and was obviously displeased. He wrote:

"It is indeed too bad that with the opportunity which the Metropolitan Museum had to purchase something carrying on the Great Tradition of the Renaissance, it had to spend its funds on a melodramatic contrivance which does honor neither to Art nor to Patriotism." He then pointed out that the boat is too small to hold its crew, that the flag is a clear anachronism and was not given to Washington until 1783, and (worst of all) that the river was painted while Leutze was in Dusseldorf and used the Rhine for his model. "In short," he concluded, "this painting is a travesty on history, on nature, and on art."

Toward the end of the century, a young man who was clearly annoyed by this sort of rhetoric wrote the following retort:

"The carping critic may point out that the scene which Leutze painted is untrue to nature, but a picture is a work of art and not a mere photograph. This is a re-creation of the scene as it appeared to an artistic imagination. . . . If the flag is anachronistic, it must be remembered that a work of art is timeless and is not confined to facts and figures . . . Such a critic fails to see the symbolism of the General's posture, the symbolism of the Great Leader who refuses to admit the possibility of defeat. He stands there as he always stood, lonely in the grandeur of his soul, in his far-seeing vision," etc., etc., etc.

In 1912 a visitor from Vienna's Kunsthistorischen Museum walked through the Metropolitan and, he says, stood spell-bound before this painting. He had just been reading Freud's study of Leonardo, and what he saw on Leutze's canvas had never been seen there before. My translation of his words is of course faulty — what else could it be? — but I think it gives you the general drift of his remarks:

"This painting is at once of art-historical and socio-psychological interest, for it illustrates so clearly the American love for fusing the real and the ideal, becoming and being (Geschehen and Wesen), the temporal and the eternal. Washington is that Father-Image which Americans, who as a people have no father, yearn for. The boat, there is no need to point out, is a symbol of the womb of Mother America, which is capacious enough, in spite of its size, to carry unborn millions in its folds . . . But I had best stop at this point.

In 1930 a Marxist critic came face to face with Leutze's masterpiece. I shan't record all he wrote, for members of the House Un-American Activities Committee might think that I was teaching it. Let me say that any resemblance that it has to the truth is purely coincidental. The critic wrote:

"It is indeed strange that, with millions selling apples on the streets of Manhattan, the Metropolitan Museum should have spent an enormous sum to purchase a painting which is a glorification of war and the military class. It is true that the money was spent 50 years ago, but one has only to think of what it would have brought in if invested at 6 percent compound interest and saved against this unhappy day . . . Will the time never come when the aspirations of the Masses will also be represented in museums? The men who are responsible for the overproduction if not for the consumption of apples will one day . . ."

By 1960 a new note was struck. A young critic who, it is reported, is to be the next director of the Museum of Modern Art, published this bit in Art Vistas:

"As one looks at this canvas, one is impressed by the interplay of muted colors and challenging forms, a year-embracing canvas. Here is winter with its tempestuous winds, spring with its promise of hope, summer with warm reds and whites and blues, and autumn with its hints of approaching death. The sharp thrust of the triangular shapes into a cloud of nebulous grays beats against the drum-head of the taut sky and leads to the expectation that somewhere something portentous will emerge from the darkness . . ."

Unfortunately, I read this over the shoulder of a man who was hanging on the strap next to mine in the shuttle between Times Square and the Grand Central station, and he got away before I could finish. But I imagine that the critic's point was as clear to me as it would ever be.

From these excerpts, you will see that if you don't like the picture in question but do like Washington, you say that it is an absurd caricature of a great man. If you like the picture and also like Washington, you say that it fortifies his greatness, symbolically or otherwise. If you dislike Washington and like the picture, you point out that the artist has succeeded in emphasizing the proud coldness of our first President. And if you don't like either him or the picture, you simply say all the bad things you can think of, about them both.

There is a good bit that I've had to omit in this lesson — the question of who painted what, of earlier and later periods in an artist's work (excuse me his oeuvre), of schools and influences. But one can't do everything. This is enough for the time being. If you apply the principles suggested, the next time you go through a gallery with a friend, you will find that you have qualified as an expert.

P.S. I forgot something. Washington Crossing the Delaware didn't get into the Metropolitan until the 90's. And it was a gift, not a purchase.
College Bowl May 16

Western will send a four-member team to compete on the G-E College Bowl in New York May 16. The program will be live and in color at 5:30 p.m. on NBC-TV.

Dr. Herbert C. Taylor, Associate Dean of Research, is the faculty coach. Team members are Richard Araway, a Ferndale senior; Karen Andersen, a Seattle sophomore; Donald Des Jardien, an Everett senior; and Jon C. Reeves, an Alderwood Manor senior. Alternates are Robert B. Wade, a senior from Bainbridge Island, and Robert Helgoc, a senior from Bellingham.

A student committee has worked closely with Dr. Taylor in the selection of team members. Western has been staging its own "College Bowl" the past two years with teams competing locally against one another and against other colleges in the state.

The team members and alternates have been practicing almost nightly in the Viking Union with particular emphasis on reaction time. Western's opponent is not known until the Sunday preceding the team's appearance.

The winning team on the program receives $1,500 in scholarship money for the college and the loser receives $500. The winning team may continue to play a maximum of five games.

A one-minute color film of the campus will be shown during half-time with the team captain doing the narration.

All expenses for the team and coach are paid by General Electric, including flight, hotel, meals, a Broadway play of the team's choice, and incidental costs.

Alumni who will be in the New York area at the time of the program may obtain tickets by calling or writing Tickets, NBC Guest Relations, 30 Rockefeller Plaza, New York City.

Adkinson Honored

Dr. Burton W. Adkinson, a 1929 graduate of Western, received the college's annual Distinguished Alumnus award during Founder's Day Ceremonies, February 22. Justice William O. Douglas of the U. S. Supreme Court gave the keynote Founder's Day address, "Rule of Law and Survival." He also received an award as Distinguished Citizen of the State.

The Founders Day ceremony preceded the inauguration of Dr. Harvey C. Bunke as seventh president of Western.

Dr. Adkinson is head of the Office of Science Information Service for the National Science Foundation, Washington, D.C. He came to NSF in 1957 after serving in the Library of Congress during the previous 12 years. During the war, he was chief of the Map Intelligence Section for the Office of Strategic Services.

Dr. Adkinson was born in Everson and attended schools in Maple Falls where he was graduated as valedictorian in 1926. After attending Western from 1926 to 1929, he received an Elementary Certificate and taught in Benton and Snohomish Counties until 1937. He received the Junior High School Teaching Certificate from Western in 1934. Dr. Adkinson went on to the University of Washington where he was awarded the Masters Degree in geography, then to Clark University for his Ph.D.

A member of nearly a dozen professional associations, Dr. Adkinson is listed in American Men of Science, Who's Who in America, and other reference books. He also is the author of a number of articles in scholarly journals.

Dr. Adkinson and his wife, the former Margaret Louise Klock (also a graduate of Western), have traveled widely in South America and Europe.

Dear Alumni,

It is always a pleasure to submit a few lines in the Western Reports on behalf of the Alumni Association.

This year, in response to our request for scholarship funds through the annual Alumni Association membership drive, we received a total of $1,712.50 from 360 former students of Western. We are very grateful to all who contributed.

Of great interest to the Alumni body will be an annual meeting of the membership to be held in Bellingham late this spring.

We hope to combine a reunion of several classes with the business meeting. At this time we will elect the directors of the Alumni Association of Western Washington State College. The following alumni have indicated their willingness to have their names placed in nomination for the directorships:

Larry O'Donnell, Everett; George Parkko, Anchorage, Alaska; Ken Robertson, Bellingham; Hans Lorentzen, Bellingham; Nigel Adams, Bellingham; Bill Stendel, Sedro Woolley; George Earle, Port Townsend; George Rudes, Puyallup; Wes Peterson, Kelso; Dr. Mel Lindblom, Auburn; Dr. Jim Ford, Mount Vernon; Arta Lawrence, Bellingham; Joyce Gillie, Shelton; Cec Thomas, Anacortes; Bernie Hall, Bellingham; Russell Nielsen, Seattle; Rick Valentine, Seattle; Ed Bailey, Seattle; and Edward Hickenbottom, Renton.

I am pleased to report that I was asked to represent the Alumni Association at the Founders Day ceremonies this year and also at the Inaugural ceremonies. They were very dramatic, colorful and well organized by the college. I hope the Alumni body will continue to have an active role in the life of the college.

Sincerely,

GEORGE N. FALLIS
President

ALUMNI NOTES

COMPILED BY ARTHUR LAWRENCE '14

'32 Oliver T. Field, who since 1958 has held the position of Chief of Technical Services at Air University Library, Maxwell Air Force Base, Alabama, was made assistant professor of Library Science at the University of Illinois on February 1.
SPORTS ROUNDUP By MIKE WILLIAMS

Wrestling

In his final season as wrestling coach, Dr. William Tomaras guided the Viking grapplers to a third place conference finish. Their overall record for the season was 8 wins, 3 losses. The wins included victories over the University of Washington and the University of Oregon.

The team was led by Jerry Lane who wrestled in the heavyweight division despite a weight of 191 pounds. He lost only one match in a dual meet all season.

Lewis and Clark College's Harold Weight, who later won the national championship in this division, defeated Lane 6-4.

Tomasar cited Reggie Dahl, 137 pounds, and John Bayne, 147 pounds, as two others who had outstanding records.

Pete Janda, who weighed in at 123, was having an excellent season until he was injured.

Tomasar, who also is Western's Athletic Director, is retiring from coaching so that he can spend more time on other duties.

Swimming

Western's pool players, under coach Don Wiseman, split their season evenly. They won 8 of 16 meets and finished third in the conference championships out of six schools.

Highlight of the season was senior Dave Emery taking a blue ribbon in the 100-yard butterfly at the NAIA Championship Meet. His record time was 54.9 seconds.

Wiseman is losing only 3 members of his 16-man squad and should be in good shape for next season. Graduating seniors are Emery, Webb Hester, and Phil Lockwood.

Rugby

Coach Stan LeProtti, with an emphasis on physical fitness, took the Viking ruggers to a third place finish in the 5-team Northwest Conference.

Western had a 2-2 record in league play, defeating the Universities of Washington and Oregon while losing to the Universities of British Columbia and Oregon State University.

The team is only losing 5 seniors and LeProtti anticipates a good season next year.

One of the graduating seniors, Ron Hendricks, scrum half, was awarded the team's Most Valuable Player award.

Golf

Western's golfers are off to a good start in their quest for a fourth straight conference championship. With 4 returning lettermen, the Vikings seem to have a chance to sweep the title in the championship at Indian Canyon, Spokane, May 14-15.

The returnees are Joe Richer, Gary Buurman, Riley Wright and Don Samson. Bill Jenson and Ron Connell fill out the team.

At press time the team, coached by Dr. James Louisbrey, had a 4-2 record. Their victims were Pacific Lutheran University, University of Idaho, Central Washington and the University of British Columbia.

They were set down by Seattle Pacific and University of Washington.

Baseball

Last year Coach Chuck Randall took his hurlers to the NAIA tourney in St. Joseph, Mo. and the chances are they'll go again this year.

At press time the Vikings sported an 8-1 record, including 2 conference victories over University of Puget Sound. Southpaw John Skov (3-0) twirled a no-hitter against the Loggers. He disposed of UPS with only 85 pitches. Skov struck out 7 and walked 1.

Western's batters are led by 4 sophomores, Les Galley, .300; Steve Richardson .478; Alan Russell .465; and Arvella Bajema .444. The team batting average is a hot .342.

Basketball

Coach Chuck Randall is losing 4 of his starters, but, eternally optimistic, he expects to field a good team next season.

The 1964-65 edition of the Viking hardwooders was the best team Randall claims he's ever coached, even though they had a 12-11 overall record and tied with Eastern for the Evergreen Conference doormat.

The team got off to a good start, placing second in the 8-team Kickoff Tournament at Ellensburg and third in the Holiday Tournament in Las Vegas over Christmas holidays.

George Asan, Keith Shugarts, Don Houston and Joe Richer are the graduating seniors.

Women's Lacrosse

The Women's Physical Education Department is offering lacrosse this term on an experimental basis. The class is coached by Dr. Emelia-Louise Kilby.

In contrast to the men's game, the rules do not permit uncontrolled body checking and fouls. The equipment has been loaned to Western in cooperation with the United States Women's Lacrosse Association.

If enthusiasm warrants it, the department will consider purchasing the equipment in order to offer lacrosse as a regular spring sport for women.