Résumé, July, 1972, Volume 03, Issue 10

Alumni Association, WWSC

Follow this and additional works at: https://cedar.wwu.edu/alumni_reports

Part of the Higher Education Commons

Recommended Citation
https://cedar.wwu.edu/alumni_reports/85

This Book is brought to you for free and open access by the Western Publications at Western CEDAR. It has been accepted for inclusion in Western Reports and Résumé by an authorized administrator of Western CEDAR. For more information, please contact westerncedar@wwu.edu.
Dr. Keith Murray, professor of history at Western, addressed the 1972 graduates at this year’s commencement ceremony. Speaking on “Zero Growth for Quality,” he welcomed the graduates to their new role as Western alumni and asked their continuing involvement with the college and support in meeting the challenges ahead.

“We hope that you do not intend to stop your involvement with Western because you are handed a diploma,” Dr. Murray said. “Everyone in higher education is facing problems that need the best minds around to solve them.”

Dr. Murray has been a member of Western’s faculty since 1946, and he drew on this longstanding association as he explained that the college is coming to the end of a 20-year cycle of growth and expansion.

Western has eight times as many students and six times as many faculty members as there were 20 years ago, Dr. Murray pointed out. “All of this growth has given us new buildings, new academic programs, new administrative structures, new degrees, a college name change, and allowed for the creation of three new satellite colleges.

“These last 20 years have been exciting years, and most of the college community—faculty and students alike—have grown used to it. We dodge bulldozers and cement trucks, search for parking spots, lose count of new faculty hirings, expect hordes of freshmen and transfer students each fall and plan for future greatness and enrollments reaching 15,000 students or even more.

“Unfortunately, this euphoria has caused us to think the extraordinary is ordinary,” Dr. Murray continued. “We fail to see that every cycle must end, and we have completely forgotten what it was like before it began.”

He noted that few of Western’s faculty and none of the students remember the college’s lean times of the
CHECKING THE PROGRAM—Looking over the program prior to commencement proceedings are from left Dr. Marvin Olmstead (partially hidden), professor of speech and chairman of the College Senate; President Flora; Dr. Herbert C. Taylor, dean for faculty research and grants; Bill McDonald, dean of students; and Dr. Frederick Sargent II, provost.

Commencement

(Continued from page 1)

early '50s. "As we were unprepared for the growth that overwhelmed us then, we are now unprepared for no growth at all."

Dr. Murray described the current situation of higher education: a leveling of enrollment growth, fewer new faculty members, and reductions in programs and appropriations. He outlined three alternatives Western could choose from in facing this situation.

"One alternative is to refuse to accept zero growth as we struggle desperately for a larger proportion of the shrinking number of college-bound students. Another is to lower admission standards, shift to an open admissions policy and raise our grades until everyone becomes a B student or better. A third alternative is to learn to live with a stable or very slowly growing enrollment, meanwhile concentrating on insuring our students the highest quality education we can give them."

Dr. Murray said he is in favor of the third alternative, but that Western could have a struggle ahead in convincing the legislature it is a worthwhile aim and adjusting the college's program for zero growth plus high quality.

"Here we certainly need your help, if you agree, for the idea is going to take some selling," he told the new graduates.

"We need advice from our alumni even more than we do from our students, for they are too close to the problem," Dr. Murray concluded. "In everything, unless you choose to abandon us once you leave this building, keep your interest in what we are doing high and help us convince the tax-paying public that we are worthy of their support."

Bellingham woman wins scholarship

Mrs. Diane L. Carlson of Bellingham has been named as recipient of the Murray Scholarship Award for 1972-73 at Western. The award covers the cost of tuition and fees for one year.

Mrs. Carlson is a junior majoring in English and plans a career in teaching. She has earned a 3.8 grade-point average at Western.

The Murray Scholarship was established by Dr. Keith Murray of the history department and is presented each year to an English major in memory of Dr. Murray's son and wife, who died in 1968 and 1969, respectively.

Math prof dies

Dr. Tah-Kai Hu, assistant professor of mathematics at Western, died May 26 from a cerebral hemorrhage while on leave in Taipei, Taiwan.

Dr. Hu had been a member of the faculty at WWSC since 1969. Survivors include the widow, in Taipei, and two sisters, one living in Boston and the other in Hong Kong.

Nigerian will take knowledge to native land

James Inyang will soon be returning to his native Nigeria, taking with him a bachelor's degree from the University of Oregon and a master's degree in political science from Western Washington State College. Now that the school year is over he is eager to get back to his home, which he has not seen for more than five years.

"When I was very busy I was not very homesick, but now that I'm finished with school and resting on my oars, I'm beginning to be bored and anxious to go back to Nigeria," he says.

This year Inyang served as president of Western's international student organization, has been active in the Whatcom County United Nations Association and taught a Bible class at Bellingham's Trinity Lutheran Church. Trinity Lutheran has provided some of the financial support for his education.

He came to Western for his graduate work on the advice of one of his professors at the University of Oregon. "He knew I wanted peace on campus so I could concentrate on studying," Inyang says, "so he advised me to go to

(Continued on page 5, column 2)
Western marks cluster college milestone

Commencement, 1972, marked the completion of four years of college education for the first class of students to enroll at Fairhaven College, Western's first cluster college. Although some students who were involved in early planning of the cluster unit have been graduated during previous quarters, this spring the freshmen who made up Fairhaven's first full class in 1968 received their degrees.

The event was a milestone in the development of the cluster-college concept at Western.

The three-fold increase in enrollment during the decade of the '60s led to adoption of the cluster-college system in hopes that it would enable WWSC to accommodate a large number of students while preserving as much as possible of the personal, friendly atmosphere and opportunities for faculty and student interaction that exist at a small college. As a result, Western has become, in effect, four smaller undergraduate colleges rather than a single large one.

The four undergraduate divisions are the College of Arts and Sciences, Fairhaven College, Huxley College of Environmental Sciences and the College of Ethnic Studies. Each has its own faculty and the power to establish its own curriculum and degree requirements within the definition of its educational mission. However, any Western student may take classes in any of the four colleges, and they all share facilities, such as the library, counseling center and student union of the larger campus.

The four undergraduate colleges plus the Graduate School make up the essence of Western Washington State College today.

The College of Arts & Sciences

The College of Arts and Sciences is the new designation for the 23 academic departments that made up WWSC before the cluster-college system was adopted. As the parent of the other divisions of Western, Arts and Sciences is not usually thought of as a cluster college but as the "main" college.

While enrollment in the new cluster colleges is counted in tens and hundreds, the College of Arts and Sciences enrollment runs into thousands. It is older, more established and covers a much wider range of academic disciplines (including teacher education) than the other colleges.

Each of the new cluster colleges has a more-or-less specialized function and offers educational experiences that cut across traditional departmental lines.

The College of Ethnic Studies

The College of Ethnic Studies, for example, was created in response to the need for American education to recognize the social, cultural and political experiences of minority groups. It is Western's newest college and began offering classes winter quarter, 1969.

Ethnic Studies provides an academic setting for the study of Mexican-American, American Indian, Asian American and Afro-American cultures. "Although some people still think of us as a college for the disadvantaged, this is not a remedial program," says Dr. Sergio Elizondo, dean of the College of Ethnic Studies. "The number of minority students enrolled here is increasing, but the majority of our students are Caucasian."

As of spring quarter, 1972, Ethnic Studies had 111 students enrolled as majors or minors, and more than 500 students from other divisions of Western taking Ethnic Studies classes as electives. The curriculum is interdisciplinary, incorporating sociological, political, historical and literary perspectives on minority groups.

Most Ethnic Studies graduates are headed for teaching or service careers, according to Dr. Elizondo. "They will be strongly people-oriented when they leave here," he says. "They will be aware of social problems and ready to serve people and work for social change."

The basic program for a major in Ethnic Studies is 55 credits. "This allows students to take a double major, which we encourage," Dr. Elizondo says. "Ethnic Studies is still a new thing and some people aren't quite convinced we are legitimate. It's better for the students to have another major when they graduate."

"In a sense we are un-American because we shatter stereotypes and fantasies," Dr. Elizondo continues. "We don't avoid issues like race or war or crime. But philosophically we are very American because we teach people to be well-informed about social problems and to want to go out and do something about them."

Huxley College

Huxley College of Environmental Sciences was named for Thomas Henry Huxley, father of the eminent British family of scientists and writers. A statement by his grandson, Sir Julian Huxley, gives the college its philosophical cornerstone: "Sooner, rather than later, we will be forced to get away from a system based on artificially increasing the number of human wants, and set about constructing one aimed at the qualitative satisfaction of real human needs—spiritual and mental as well as material and physiological."

The Huxley College program conceives of environmental studies as a broad range of related disciplines. The faculty includes people trained in architecture, physics, sanitary engineering, urban planning, recreation, biochemistry, zoology, education, economics, political science, marine biology, geography, medicine and nutrition.

"Our program is based on the junior and senior level," says Dr. Gene Miller, dean of Huxley College. "Students normally enter Huxley after their first two years in The College of Arts and Sciences or as transfers from a community college."

"We encourage them to get in touch with us during the freshman year, though, because we have several areas of specialization at Huxley and the lower-division courses a student will need to take will depend upon whether his interests are in ecosystems analysis, marine resources or some other concentration."

One of the aims of Huxley College is (Continued on page 6)
82 persons attend Founders Club meeting

Founders Club was begun at Western a year ago to provide an opportunity for increased communication between the college and its earlier graduates, giving those graduates a chance to tell the college what they think of its changes.

This year’s luncheon was attended by 82 persons. The earliest graduates in attendance were from the class of 1910. They included Mrs. Edna Lawrence Tjoelker, who was associated students president in that year; Mrs. Hilda Musgrove Todd, who was the Secretary; and Mrs. Maude Westcott Peime. The latter two traveled from Seal Beach and Madera, California, respectively, to attend.

This year’s honored class was 1922, which celebrated its golden anniversary. Those attending from the fifty-year group included Mrs. Edna Hall Neeley, Mrs. Olga Bjorkland Kropf, W. O. E. “Bill” Radcliffe, Mr. and Mrs. Ralph Miller, Mrs. Gertrude Sennes Elliott, Vivian Gunderson, Ruth M. Riefenberg, and Mrs. Elizabeth Boone Van Matre. Mrs. Van Matre traveled further than any other alumnus at the luncheon, having come from Olney, Illinois.

The Founders were welcomed to the campus by President Flora. The featured speaker of the afternoon was Fairhaven College dean, Dr. Kenneth Freeman. Dean Freeman’s topic was “A Campus Retirement,” in which he explained a program under study at Fairhaven which would convert some of the existing dormitories into retirement housing. The reasoning behind this plan is that colleges are overstocked with persons age 18 to 22, and their vision tends to be narrow. It is hoped that senior citizens can bring their many years of living experience to the college, and will improve the learning environment.

Alumni relations officer Steve Inge made some remarks about the class of 1922, recalling the deeds and mis-deeds of that year. The last activity of the afternoon was a guided tour of the campus.

Next year’s honored class will be that of 1923. The alumni office will soon be starting its search for missing members of that group.

FOUNDMERS CLU8 PARTICIPANTS—The second annual Founders Club meeting was held following commencement ceremonies this year. In photo at left is Mrs. Elizabeth Boone Van Matre ('22) of Olney, Ill., who traveled the farthest distance to attend the meeting. From left in photo at right are Mrs. Hilda Musgrove Todd ('10), who was Associated Students secretary that year; Mrs. Edna Lawrence Tjoelker ('10), who was Associated Students president in 1910 and the first woman to hold that post; and Miss Arta Frances Lawrence ('14), Mrs. Tjoelker’s sister, who was largely responsible for organizing the Founders Club.

OESER CEDAR SCHOLARSHIP—Danny Lee Anderson (right), a junior majoring in technology at Western, has received a $750 scholarship award from Oeser Cedar Company of Bellingham. The award is made each year to an outstanding technology student. Previewing the drawings of furniture Anderson has designed and built are from left Dr. Sam Porter, chairman of the technology department; Dr. Richard Vogel of the department; and Roy Gillespie, president of Oeser Cedar Company.
Fairhaven grad assesses cluster program

"Going to Fairhaven has been worth my time," says Janine Shinkoskey. "The flexibility of the cluster college curriculum allowed me to do a lot of things I probably couldn't have done at another college."

Janine came to Fairhaven in 1968 as a member of the first freshman class of Western’s first cluster college. During her freshman year, and again when she was a sophomore, she contributed to *Resume* her impressions of living and studying at a college in the making.

Looking back over four years at Fairhaven as a graduating senior, Janine sees a lot of changes since the first 200 students moved into Edens Hall.

"Fairhaven has changed, but I've changed too," she says; "I wouldn't say some things about Fairhaven that I said before, but I'm not sure how much of that is because of the college or because I've grown up."

A few years back, Janine and her classmates tended to be protective of their college, rather like the way parents are protective of an infant. With the passage of time she has acquired a more critical spirit. "Fairhaven is more established now," she says; "and I don't feel as if I have to defend everything about it. It's not like the first year when we had to create an identity for Fairhaven."

The first Fairhaven class was a very close-knit group, but Janine says that element of closeness did not survive the growth in enrollment and the move to the new campus. "A lot of the community feeling is gone now. When there were only 200 of us and we lived in Edens Hall, we used to see each other all the time in the hallways and the lounge. The new dorms have little self-contained cubicles where you could live all quarter without getting to know the person next door."

Janine admits that there may still be some sense of community at Fairhaven that she is not aware of, because she has been living off campus and taking many of her classes in Western's College of Arts and Sciences, where she is majoring in Western's College of Arts and Sciences, where she is majoring in social studies education. She also concedes her impressions may be colored by a certain nostalgia for the high enthusiasm and *esprit de corps* of the first year.

"When any of us who were here that first year get together again, it pretty often happens that we start talking about the good old days at Edens," she says.

One thing that hasn't changed at Fairhaven since Janine arrived is the standard of academic performance. Some critics of the cluster college have charged that the absence of grades and required classes lets students get by without working very hard. Janine denies this.

"It depends on what they want. Fairhaven wouldn't suit everybody. I would recommend it for students who can do well without a lot of structure and authority."

**Nigerian will return home**

(Continued from page 2)

be studying in Nigeria on a cultural exchange program.

His master’s thesis is entitled “An Analysis of the Failure and the Future of Nigerian Federalism.” Inyang says, “I chose the topic because I wanted to discover why Nigeria’s civilian democratic government had failed and what will be necessary for it to succeed in the future."

"Before 1966 Nigeria had a federal system of government similar to the system in the United States. As a result of the civil war in Biafra the federal constitution was suspended and a military government took over." Inyang says the civilian government failed because of a combination of factors, including ethnic pluralism, poor leadership and the rising expectations of the people in terms of economic growth and social services—expectations with which the country’s economic and political development could not keep pace.

He believes Nigeria can build a successful democratic system if the people can do away with parochial values. "We need federal nationalism rather than ethnic or regional nationalism," he says. "We will also have to accept a structural modification that divides Nigeria into many states, so its many ethnic groups can be both dependent and independent within the federal system."

He says it is also important to develop a strong economy and commit Nigeria’s resources to providing essential services, “such as roads, water supply, welfare services, medical care, that sort of thing,” he says.

"I see a desire to stay together that is stronger than the desire to separate," he adds. "None of the Nigerian states can afford to be separate. They would not have the economic and political strength to survive."

Whatever long range plans Inyang will make for his future will come after he has been home for a while. "I will probably go into the civil service or teaching," he says, "but what I need most right now is a rest."

In Memoriam

'19 CORA WILSON VALDADOA, in Silvana, Wash.  
'21 RAYMOND PREVOST, February 2, in Everett.  
'26 VITA McKIDDY, in Enumclaw.  
'31 BASIL ADAMS, April 27, in Olympia.  
Unclassified HARRY VAN GILDER, in Lake Placid, Fla. . . . HARRY M. STROUD, in Blaine.
to fill a growing need in business, industry and public affairs for people with a broad knowledge of environmental issues. "We haven't reached our full enrollment yet," says Dr. Miller. "Next year we expect to have 200-plus students."

Huxley students all take a series of core courses designed to give them a common background of environmental concepts. They also participate in seminars each quarter on some topic that brings together students and faculty from different subject concentrations. Many of the Huxley College seminars involve people from industry, government and the local community.

Huxley also requires students to enroll in "problem series" courses, in which they undertake a project related to some environmental issue with the advice and assistance of a faculty tutor. "We are a problem-oriented college, and our students need to be involved in a practical way with some of the real environmental problems in the community," Dr. Miller explains.

Students may earn problem series credit through library or laboratory research by working with state, local or campus organizations on environmental issues, or by forming investigating teams to work on a joint project. This spring quarter, for example, 14 Huxley students worked on shoreline inventories being prepared by the Bellingham and Whatcom County Planning Commissions.

The student team collected information on shoreline landforms, dominant plant and animal species, and the amount of shoreline devoted to various uses. The data will be incorporated into comprehensive shoreline plans to be prepared by the city and county.

Fairhaven College

Fairhaven College, unlike Huxley and Ethnic Studies, was built around an educational philosophy rather than a field of knowledge. In place of such traditional institutional trappings as required classes, established curricula and letter grades, Fairhaven emphasizes close cooperation between faculty and students. Fairhaven students are selected for their potential ability to assume a great deal of responsibility for their own educations, because the students and faculty together develop, quarter by quarter, a schedule of classes, seminars and projects.

Although there are no specific course requirements, Fairhaven students must earn a certain number of credits in the humanities, sciences, social sciences and composition, plus elective seminars and independent study. The Fairhaven faculty represent most of the liberal arts disciplines, so the range of course offerings in any given quarter encompasses all of the academic area requirements.

In practice, most Fairhaven students spend their first two college years taking Fairhaven classes and then declare a major in The College of Arts and Sciences. A few have declared majors in the other cluster colleges.

Beyond that general definition, it is difficult to say what Fairhaven is at this point in time. The college is in a transitional period.

In a sense change is a built-in feature of Fairhaven because of its flexible program and freedom from conventional requirements, but there is also a more fundamental shift going on, involving a breakdown of the original concept of a residential living and learning community.

Fairhaven's original planners envisioned a school in which the experience of living and studying together would remove the artificial barrier between "school" and "real life," in which the process of education would not be compartmentalized within the hours actually devoted to classes. The design of Fairhaven's campus reflects that plan: an academic-administration building plus 12 student residences around a courtyard.

It hasn't worked out that way. This spring Dr. Kenneth Freeman, dean of Fairhaven, asked Western's Board of Trustees to repeal the cluster college's requirement for on-campus residence.

"There is no point in keeping a rule we can't enforce," he says. "A lot of our students just don't want to live on campus." Dr. Freeman sees a contradiction between Fairhaven's philosophy of fostering a maximum of individual responsibility and at the same time requiring the students to live in a certain place.

The idea of a living and learning community is still alive at Fairhaven, however, and in the coming few years the college will likely be caught up in a search for a more viable kind of community. "We don't want to force anyone to live here, but we can try to make this a place where people want to live," Dr. Freeman says.

Fairhaven is exploring ways to diversify the college community in order to provide the varied experiences and contacts with different people that attract students to off-campus living. A community of people between the ages of 18 and 22 is a "youth ghetto" says Dr. Freeman, and students today do not want to be insulated from the outside world in such a ghetto.

Some possibilities for integrating the ghetto include recruiting more students over age 25 and converting some of Fairhaven's dorm space to use as housing for retired people.

"We usually define education as preparation for life, but I see it as having to do with the quality of life," Dr. Freeman says. "I'd like to see more emphasis on learning as something that goes on everywhere, throughout life, and not just in certain times and places."
Green River CC honors Lindbloom

Dr. Melvin Lindbloom, a 1950 graduate of Western, was recently honored for his role in establishing and guiding the destiny of Green River Community College in Auburn when the college dedicated its new Lindbloom Student Center. He has been president of GRCC since it opened, seven years ago.

When Lindbloom came to Auburn in 1962 as assistant superintendent of the Auburn School District, one of his major tasks was to push for a community college in the area. When Green River Community College became a reality Lindbloom became its president; as the community colleges became part of the state higher education system in 1967, he assumed an active leadership role at the state level.

Lindbloom is a past chairman of the state Council of Community College Presidents and is currently serving a second term on the Council on Higher Education as the governor's appointee from the community college system. He is also a member of the Commission on Administration of the American Association of Junior Colleges.

While he attended Western, Lindbloom was listed in "Who's Who in American Colleges and Universities," a directory of students chosen for scholarship and leadership in campus activities. He was captain of the Viking football team, a member of the baseball team and he served as president of W Club, the athletic lettermen's organization at that time.

Lindbloom earned a master of education degree from Western, a superintendent's credential from the University of Washington and the doctor of education degree from Washington State. He is the father of two daughters, Anne, now a student at Western, and Lisa, who attends Auburn High School.

AWS casualty of changing times at WWSC

By KAREN PLACE
Staff Writer

Until this year, all women who enrolled at Western automatically became members of Associated Women Students. At the close of the 1970-71 academic year, AWS was laid to rest following a period of poor health—a casualty of the changing times.

A clue to the organization's demise can be found in an AWS Handbook of a few years back. The handbook advises a girl to maintain a harmonious relationship with her roommate "until the right Mr. Junior Executive whisks you off in his white Mercedes."

You just don't say things like that to a female college student these days.

Another clue is that the bulk of the handbook is a list of rules on housing, dress and closing hours for dormitories—rules which applied only to women and not to Western's male students. "I'm quite sure we couldn't have restrictions like that nowadays without inviting a lawsuit by the ACLU," says Mary Robinson, associate dean of students. "Discrimination on the basis of sex is illegal."

The AWS Standards Board, which published and enforced Western's for-women-only regulations, had been one of the most important functions of the Associated Women Students. The Standards Board lost its reason for being when the college repealed its discriminatory regulations in 1969.

Many of the other AWS activities languished as campus social life and extracurricular activities began to reflect students' changing tastes. There would be very little interest nowadays in the teas, fashion shows and tolos that used to fill the AWS calendar. (A tolo is a formal or semi-formal dance to which the girls invite the boys.)

"The AWS had its last tolo during the 1969-70 school year," Mary Robinson says. "They had planned it to raise a little money, but barely broke even. There hasn't been one since. That's unfortunate for the students who still like to get dressed up."

If teas and tolos are out, what does interest Western's women students today? In the spring of 1971 the Women's Commission, successor to AWS, was established as a rather loose confederation of campus organizations reflecting women's concerns and interests. Women's Commission has

COMPOSER—Michael Baker (seated), Vancouver, B.C., who earned a master's degree in music in June, is seen here with his professor, Dr. Edwin LaBounty. Baker, a composer, will work with Dr. Malcolm Arnold this summer at Shawnigan Lake Summer School on Vancouver Island. He has been commissioned to compose chamber music for a Yakima program.
'23 NYLEPTHA GRANGER FORD, who retired from teaching in 1967, spends her time working with driftwood art.

'29 BETTY GRANGER, a remedial reading teacher, was named "Teacher of the Year" by the Port Townsend Education Association.

'51 EVERETT BUNDT was recently honored as a retiring teacher after 30 years with the Arlington School District.

'60 ROLAND QUINN, a sixth-grade band instructor in Shelton, was recently named "Teacher of the Month."

'62 KEITH KINGSBURY, assistant basketball coach at Edmonds Community College, has been named head coach at that school.

'65 DON HUSTON has been hired to coach basketball and baseball at Peninsula Community College.

'68 DON EILER has completed work on a B.S. degree in business and economics at Pacific University in Forest Grove, Ore., and his wife JUDITH RAUB EILER has completed work on an M.A. degree in speech and rhetoric there.

'70 Susan Leonard and JOHN CRAWLEY were married June 4 in Marysville. He is employed as a counselor for the Department of Social and Health Services at Indian Ridge. BARBARA LEE and Jerold Jacobsen were married last April and are living in Marysville. JOHN DONOVAN, a business agent of Teamsters Local 38 in Everett, has been appointed to the board of trustees for Community College District No. 5.

'71 LYNN SKUZA has completed a 20-week helicopter pilot course at the U.S. Army primary helicopter school at Ft. Wolters, Texas.

Women students have been promoting the passage of the equal rights amendment to the U.S. Constitution. Still others, both men and women, have set up a cooperative day-care center on campus for children of Western students.

Last fall there was a week-long symposium on women on campus with an exhibit of arts and crafts by women and several speakers and panel discussions.

This spring a Women's Studies Steering Committee, composed of students and faculty members, successfully petitioned the college to adopt a minor in women's studies as a pilot project next year. The proposal calls for a core of three required courses in sociology, psychology and literature plus electives from courses already offered at Western. The women's studies minor will emphasize self-knowledge and an understanding of women's social role.

Western's female students are still as interested as ever in their male counterparts, but they have other things on their minds besides Mr. Junior Executive in his white Mercedes.

EMIT BOYD has accepted a position as superintendent of the Wahkiakum School District in Cathlamet. GREGORY PAUS is the new assistant superintendent of instruction for the Kent School District.

RUSSELL E. CLARK, chairman of the math-science division at Tacoma Community College, has been selected to appear in the 1972 edition of Outstanding Educators in America.