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Edens Hall, "The Home of Color and Light," is currently filled with administrative offices displaced by the renovation of Old Main. Where once only women students were permitted access, now are located the dean of graduate studies, the dean for faculty research and grants, the controller's office and facilities for the department of economics and business.

The College of Ethnic Studies and the Center for Higher Education are also housed on the building's upper floors. On the ground floor are health services, a registration area and the placement office.

The building also served as the temporary residential and academic quarters for Fairhaven College in 1968 and 1969 while the cluster college campus was under construction.

Edens Hall was designed by T.F. Doan, a Bellingham architect, and was completed in 1921. It is named for a Colonel Edens, who was chairman of the board of trustees at the college from 1904 to 1913.

Its style has been described as resembling classic Georgian and is unique on the campus. Use of red brick and simple lines in the design relate well to the other buildings at Western, however.

A study by planning consultant William Taber of Seattle, authorized by the college board of trustees in January, 1972, has recently been completed to determine whether the building is worth maintaining after the renovation of Old Main is completed and it is no longer needed for office use.

According to the study, the building is in good condition and could be used (Continued on page 2)
Edens Hall

(Continued from page 1)

for an additional ten years with some upgrading to meet fire and safety standards. After that, it should be renovated and retained as a permanent building, the consultant said.

Due to the need to retain structural integrity of the building for earthquake resistance, it is not possible to remove walls and create large interior spaces needed for classroom use, the study reports. There is therefore some question as to what use the building might serve.

The Taber study recommends that the most practical use would be to convert Edens Hall to office and seminar rooms more suitable for the College of Ethnic Studies. In addition, it could provide quarters for student service areas such as housing and placement and for possible use by the history and English departments, which are in need of extra space.

The building would then be available as extra space for growing academic departments in the future. Conversion to these uses could be accomplished at a cost of $886,000.

The trustees, at their June meeting, decided to proceed with plans to make Edens Hall meet fire and safety standards for academic and administrative uses. Included would be improvements to accommodate the College of Ethnic Studies, placement and other recommended uses. Health Services will not be retained in the building, as it was decided more efficient housing for that agency could be found elsewhere.

A design architect for the project is to be selected.

Open house set Nov. 4

A fall open house, to which the general public, alumni, parents and others will be invited, is being planned by Western. Scheduled for Saturday and Sunday, November 4 and 5, 1972, the event will include tours, displays, musical and dramatic events, plus the annual Homecoming football game.

Among events planned is an opportunity for the public to view the new addition to Wilson Library, which has more than doubled the size of that facility. Furnishing of the new library areas will be completed by that time.

Western's technology department has planned demonstrations of the new pollution-free automobile which has been designed and built by students.

College departments and student groups will provide displays and presentations of interest to the public.

All parking lots on campus will be open for the event and city bus service to the campus will be provided. There will also be guides and information booths for the assistance of visitors.
Alumni volunteers sought to aid as admissions counselors

Can you recall why you decided to attend Western? If you were like most people, the reasons ranged from the quality of a particular program, to geographical location, to the fact that all your friends were going here.

The decision of what college to attend is sometimes made without a firm understanding of what the college has to offer and what it expects of its students.

The WWSC Alumni Association, in cooperation with the admissions office, is developing a program to make the choice for attending Western a bit more rational. The plan is to train alumni volunteers throughout the state to act as admissions counselors for high school students in their home areas.

Members of the alumni committee planning this program noted that higher education, like many other aspects of our society, is becoming increasingly impersonal. Admissions officers, faced with shrinking staffs and budgets, must rely heavily upon printed materials to provide prospective students with information.

While catalogs and brochures are often helpful, there is sometimes no substitute for personal contact with someone who knows the college firsthand. Alumni could provide that valuable personal contact.

If the plan is to succeed, a minimum of 30 persons from throughout the state are needed to make themselves available for telephone calls from prospective Western students and high school counselors. Volunteers will be asked to attend a weekend training session on the campus some time in September.

Volunteers will have a chance to renew their acquaintance with Western, and at the same time offer a much-needed helping hand both to the college and to young people planning their college careers. For further information, write to Steve Inge at the WWSC Alumni Office, or telephone (206) 676-3353.

Survey shows parking problem is biggest criticism of college

Concern for improvement of community relations by Western's Public Information Office led that department, through its Alumni Relations Office, to plan a meeting of college administrators and members of the Bellingham community last fall to discuss mutual grievances and to suggest possible solutions.

The meeting was held on the evening of November 15, 1971, at St. James Presbyterian Church in Bellingham. On hand to answer questions were Dr. Charles J. Flora, president of the college; Dean of Students C. W. McDonald; Dr. Loren Webb, chairman of the Faculty Council; and Tod Sundquist, president of Associated Students. Moderator for the evening was Mike Barnhart, executive assistant to the president.

A number of local residents, many of them alumni, were present at the meeting. Their chief criticism of the college centered around the problem of finding a place to park and of obtaining directions for destinations on campus. These points were given as reasons why people who live close to the college do not have a close relationship with it.

The audience was asked three questions: What are your chief criticisms of the college? What are Western's chief assets? What can be done to improve the college's public image?

Besides parking and difficulty in finding their way around campus, the neighbors of the college cited the tenure system, loss of individualized attention due to Western's size and de-emphasis on teacher training as undesirable aspects of the institution. Others expressed confusion over the role of cluster colleges and a negative impression created by the appearance of some students and faculty members.

On the positive side, there was agreement that the quality of teacher preparation is high and that the college enhances the community by providing cultural and intellectual resources and a good source of income. Some commended the administration for responding to student concerns and avoiding the kind of confrontation experienced by other colleges.

In suggesting how the college might improve its image, the group indicated that greater contact between the college and the community might provide the key to understanding. Very little was said about removing undesirable (Continued on page 4)
elements; most comments were directed toward making the college more accessible, especially in improved parking.

Since the meeting last fall, there have been some attempts to increase college contact with the community. The Public Information Office has instituted a faculty speakers' bureau which has been fairly well received and has resulted in representatives from the college making appearances at a number of meetings of various kinds in the community.

In addition, the Speech Department has begun a student speakers' bureau, which has been publicized by the Public Information Office. This, also, has let the community see and hear more people from the campus.

In the spring, a weekly column, entitled "Western Speaks," written by faculty members at the college, began appearing in the Bellingham Herald. It is hoped that over a period of time, this column will give the community a better idea of who the people on the hill are and what they are doing.

The Alumni Relations Office has also conducted a follow-up survey of alumni living in Whatcom County, to find out whether the opinions gathered at the session last fall are held by the entire surrounding community.

A questionnaire was prepared, with the help of Dr. Van Wingerden of the Education Department, and sent to 500 of the 2,200 alumni living in the county. Of these 143, or 29.9 per cent, were returned.

The returns indicate a strong correlation between the opinions expressed by the original group in the fall and those held by the county at large.

There were 28 questions in the survey, to which respondents were to indicate whether they "strongly agreed," "agreed," were "undecided," "disagreed" or "strongly disagreed."

Alumni responding strongly agreed that there should be improvement in parking for visitors and part-time students. There was more agreement on two questions concerning this issue than upon any other item in the questionnaire.

Local alumni who responded believe that the college provides a good source of income for the community and that it provides cultural opportunities and a reservoir of expertise on various matters, all of which make Bellingham a better place to live. They also believe that the college is developing programs which will lead to a greater degree of cooperative contact between the campus and the community.

Whatcom County alumni seem generally of the opinion that faculty and students at the college show a healthy awareness of the community and the outside world and are tolerant of a wide variety of viewpoints.

A significant majority believe the college gives young people a chance to experience themselves, that the college has an attractive campus and that it provides a good learning situation.

Dress and appearance of some students give the college a bad image, according to those responding. They also believe that the cluster colleges are not well understood and require better interpretation as to function and purpose.

Respondents in the county were generally undecided about the kind of job the college is doing in the preparation of teachers.

Alumni of the college may not share the opinions of the rest of the surrounding community. They may be more familiar with Western and therefore more supportive of it. On the other hand, it sometimes seems they may be the most critical of the college.

Appearance of people at the college seems to bother people who live adjacent to it, but is not so important to those who live farther away. Major complaints have to do with access to the college and a desire for increased contact with the institution, its people and its programs.

More information is required so that the college can define areas in which there is a lack of support and can begin to deal effectively with them. The Alumni Relations Office plans to refine its survey and extend it to alumni in other areas of the state. In addition, it is attempting to develop ways to follow Western's graduates after they leave the campus and to evaluate the effectiveness of their education.
Roley report studies curricular problems

By STEVE INGE
Alumni Officer

One of the truisms of higher education is that "Committees go on forever; only their chairmen change." While committees may be the object of some campus ridicule, it is through these agencies that the college looks at itself—a very necessary process.

One such group, the Academic Council's Ad Hoc Committee on Curricular Problems, chaired by Dr. Paul Roley, associate professor of history, began in May of 1971 to study curricular problems on campus. Soon after it began its work, it enlarged its charge to include an examination of institutional goals.

The Roley Committee's report was recently delivered to the Academic Council.

The committee first concerned itself with defining the distinctive role that Western should play in higher education in Washington State. Calling for a posture of "calculated excellence," the report suggested that Western's proper role should be one of providing the highest quality undergraduate education in the state.

Toward that end, the committee identified five main educational objectives. These include cultivating a love of learning amongst students, developing rationality and skill in written and oral expression, providing a fund of general knowledge to make today's world comprehensible, to cultivate an appreciation of the arts, and to provide for knowledge in depth in one area.

With regard to curricular problems, the committee identified eight areas of concern and offered recommendations for their alleviation.

First to be considered were academic standards and quality, which the committee felt have declined in recent years. The report advocated a number of measures calculated to bring about stricter grading standards and, most significantly, it suggested the possibility of requiring qualifying exams for bachelor degree candidates.

Other areas of identified problems include underfunding of general education, the proliferation of highly specialized courses, the quality of teaching and course content, curricular and program flexibility, academic advisement, underfunding of certain programs, and collateral problems.

Most of the items above cover subjects whose content is self-evident. However, some of the recommendations are extremely novel.

For example, on the matter of program flexibility, the committee suggests that a number of terminus points be provided for students who might not be able to meet the high standards that should be required for the bachelor's degree or who have plans other than pursuing a four-year program. Alternative plans could include work toward a certificate of competence for those interested in a specific vocational course, an associate of arts degree for those completing 90 hours of general education, a bachelor of letters for those who wish some specialization or feel that three years are enough, and the usual bachelor of arts and sciences degrees.

Academic advisement was singled out for special attention by the committee, which found that advisement of students is a task which many faculty feel unqualified to do. At the same time, those students who need advisement the most are often those who fail to seek it. The report suggests that those teachers who are interested in advising be trained to do it, and be paid for their services on a per-capita basis.

In closing, the report considered the lack of unity among the faculty in pursuing a common goal of the college. In the committee's opinion, too many faculty members feel a greater concern for their own specialties than they do for the institution. In calling for greater faculty unity, the report cited Walt Whitman's affirmation:

Behold, I do not give lectures
or a little charity.
When I give, I give myself.
Learning lab receives needed equipment

A portable video-tape recorder and camera plus a video-tape player were recently presented to the Learning Resources Laboratory in the education department at Western by Northwest Audio Supply of Bellingham. Bob Voight, who made the presentation to the college on behalf of his company, said in donating the equipment that he was impressed with the job being done by the laboratory and its director, Dr. Leslie Blackwell, and felt the $2,000 worth of electronic gadgetry would be put to very good use.

According to Dr. Blackwell, associate professor of education, the equipment was very much needed, as it comprises one of two major video-tape systems currently in use in the school districts. Student teachers will work with it, gaining skills they will need in the classroom.

The lab is a self-instructional facility located in the basement of Miller Hall, where education majors, teachers returning for post-graduate work and students from other departments at the college can learn, on their own, how to use audio-visual equipment and create their own teaching materials. Some 900 students utilize the facility each quarter.

Classes in a number of college departments require students to be able to use the resource materials which the laboratory provides. Other students come in of their own volition because they want to increase their skills.

A student in the speech department, for example, is working with video tape in slow motion to demonstrate how words are formed with the lips and mouth, for a speech therapy project.

A girl in women's physical education used 8 mm motion pictures to record underwater movements in water ballet to help her teach this art to others. The film serves as a model which her pupils use to compare with video tape recordings of their own movements.

"No amount of talking could tell the students how they are progressing as well as actually being able to see themselves in action," Dr. Blackwell said.

Students coming into the lab start by reading a short manual which gets them started thinking about communication hardware and techniques. They then wander about the room and randomly look at tape recorders, motion picture, video-tape and other paraphernalia, located in small booths against three of the walls. They may stop to examine or attempt to fathom the operation of whatever item first strikes their fancy.

Each projector, recorder or other unit has a card located beside it, containing brief instructions about the operation of the machine. Students have to figure out most of the operation for themselves, however. Dr. Blackwell is available to provide assistance—but only if it is requested.

Students are told what level of proficiency they are expected to attain with each piece of equipment and may take as little or as much time as they wish to reach that goal. Most students at some point comment on how much fun they are having experimenting with slides, film strips, tapes or other materials available.

Students also are instructed in techniques of preparing graphic materials for display or for recording on film or tape. "The lab becomes involved with the entire gamut of what we call 'learning resources' rather than just audio-visual aids," Dr. Blackwell commented.

When a student feels he has developed some skill in use of the overhead projectors and other apparatus, he can request a final review by Dr. Blackwell. If he is satisfied with their competency, the student receives a certificate listing the equipment he has mastered and his name is recorded in the lab's log book.

"The self-instructional aspect creates a more effective way to learn than the usual 'how-to-do-it' course," Dr. Blackwell says. "It develops a positive attitude toward the equipment on the
Learning lab
(Continued from page 6)

part of the student and because of this attitude, he is more apt to use these learning resources in the field.

"Also, with this sort of approach, students become more familiar with how equipment works, rather than merely memorizing a step-by-step process. This, in turn, makes it easier for the student to transfer skills learned with one piece of equipment to newer types as they are developed or those produced by a different manufacturer, once they are out in the field.

"These attitudes cannot be taught by an instructor," Dr. Blackwell believes. "They can only be learned by the student working at his own pace and gradually realizing how the materials and equipment can help him do his job in the classroom.

"Because of the positive attitudes the self-instructional approach creates, students make better use of the equipment and materials that are available."

A student teacher at Shuksan Middle School in Bellingham used the lab to give sixth graders an overview of communications techniques by bringing them in for a day of exploration and discussion. He also borrowed a portable video-tape recorder and camera and used it in teaching a social-studies unit on the Port of Bellingham.

Before the class was scheduled to tour the Port facilities, the student teacher took a team of five sixth-graders down with the camera and let them produce a half-hour documentary program which they then presented to the class. The class became familiarized with what they were going to see and thus were better able to comprehend it.

In producing the TV program, the students used narration with visual presentation, demonstration with the use of models and an interview conducted with Port administration. They created their own visual aids for the program and did their own camera work.

The result was an exciting presentation for the class, who were able to observe their classmates in action on television. It was also a valuable experience in that it taught the students to think about ways of organizing material for presentation and ways of using learning resources in getting a story across effectively. Dr. Blackwell's philosophy is perhaps best exemplified by a slogan which appears at the door of the lab: "The problem is that I lived half my life before I realized it was a do-it-yourself job."

Dont Forget
Homecoming
November 4

CHRISTMAS IS JUST AROUND THE CORNER!!

Now may seem to be a bit early to start planning a Christmas vacation, but as experienced travelers know, this is the time to decide if you want to see some sunshine in the middle of winter. So, your alumni association suggests the following diversions:

Puerto Vallarto, Mexico — December 23 - January 6, departing from Vancouver, B.C., aboard CP Air. Including airfare, hotel, breakfast and dinner each day, the double-occupancy rate is $334 to $554 per person, depending upon your choice of hotel. Minimum deposit: $50.

Or . . .

Vancouver / Mexico City / Cuernavaca / Taxco / Acapulco / Vancouver, departing December 24 from Vancouver, B.C., and returning January 15. You will travel as far as Acapulco via CP Air then cruise back to Vancouver via P & O Passenger Liner. Double-occupancy rate, including airfare, hotel, and breakfast and dinner in Acapulco, is $689 per person. Minimum deposit: $100.

Your deposit should be sent to the alumni office by October 1, 1972, to reserve your space. Full payment must be made by November 10. Complete details will be sent on receipt of your deposit. Your deposit will be refunded if you should change your mind before full payment is made.

(Space Limited.)
'65 Capt. JAMES C. EVANS has been deployed to Thailand with the USAF’s 49th Tactical Fighter Wing.

'66 PHYLLIS QUINLAN will be a Fulbright exchange teacher in Swindon, Wiltshire, England, for the 1972-73 school year ... SANDRA QUINLIN WILLIAMS received her master of library science degree from the University of Oregon in June and will be a librarian in Lincoln County, Ore.

'67 GERALD STALEY will spend the 1972-73 school year in London where he will be studying developments in early childhood education and teaching in a primary school ... Mr. and Mrs. ERNIE WILHELM (CAROL WOODRING) are living in Vancouver, B.C., where he is teaching elementary school and she is teaching French.

'68 BEATRICE TOOMEY and Howard Harris were married in Seattle in June ... RICHARD FITCH, Jr. is a data systems coordinator for General Telephone in Marysville.

'69 Lindy Stewart and DENNIS BRUNE were married in Seattle in June.

'70 JAMES BELLONI is working as an investigator for the U.S. Public Health Service in Los Angeles ... CRISTY WALMER and Kenneth Whitney were married in June in Renton ... BARBARA HOWE and ALFRED GUBENS were married recently in Seattle.

'71 Mr. and Mrs. CLIFTON BOTTEMILLER are living in Everett where he is teaching high school arts and crafts and she will be substitute teaching English and art in the fall ... Airman First Class KENT BENN III was graduated at Keesler AFB, Miss., from the technical training course for USAF communications specialists ... JUDY L. ANDERSON and WILLIAM WOODLAND were married in June and are living in Anchorage ... VICTORIA ROBINSON and JAMES ASHE were married in June and are living in Bellingham ... CORA MIYAZAKI and BRUCE BRUNETTE were married in June and are living in Seattle ... ANN GARRISON and William Testerman were married in June and are living near Olympia where she is teaching school.

Unclassified

BOB MOORE is vice-principal of Sedro Woolley High School ... TOM McFARLAND received his master’s degree in recreation and park administration from the University of Oregon this spring ... PHYLLIS ERICKSON teaches at a high school for girls in Nigeria ... KRISTINE KENDALL and DAVID BARTRUFF were married in June and are living in Bellingham where she is a medical assistant and he is assistant manager of a drive-in restaurant ... RICK FINNIGAN has recently helped form the Association for Responsive Government, whose purpose is to evaluate state and national candidates and issues in light of the desires and values of the 18 to 21-age group ... TAMRA BERNARDI and JOHN MARSHALL were married June 17 in Bellingham where they are living ... DUARE ULRICH and LARRY CHAPMAN were married in June in Yakima.