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A drop of about a thousand students from last year's summer session enrollment level has dramatically changed the atmosphere on campus, says Jeff Davis, director of the Associated Students' Outdoor Program. Summers at Western used to be a mixture of work and play in pretty much equal proportions. This year, the emphasis was on work.

"Students used to come in the summers for just one or two classes they wanted to take," says Davis. "Now I think most of the summer students are either people taking full loads so they can finish up, or teachers working on their credentials. These people don't have a lot of time for outside activities."

Consequently the Outdoor Program chugged along in second gear this summer—compared to other quarters, that is. Davis says, however, that the overall popularity of outdoor recreation is definitely zooming upward.

Even in a slow summer there was a steady demand for rental equipment available to students through the Outdoor Program; some weekends, all 20 sleeping bags and 15 packs were spoken for.

Rentals don't tell the whole story either, since many students these days are buying their own equipment. The owner of a local store specializing in outdoor recreational equipment reports that his sales are healthy and growing.
Outdoor program

(Continued from page 1)

and a substantial portion of his customers are Western students.

A stroll across campus reveals that rucksacks are edging out purses and briefcases, and the hottest item in footwear for students—male and female—is the “waffle stomper,” so called because the soles resemble tractor treads. The expensive, heavy-duty waffle stompers are designed as hiking boots, but less costly models are sold for everyday wear.

It’s probably true that some of this outdoorsy gear never penetrates farther into the wilderness than the Bird Sanctuary, since the mountaineering image is as popular as the sport itself. But there’s no denying that more and more students are actually shouldering their packs and waffle-stomping into the primeval forests and alpine meadows.

The major Outdoor Program summer activities are hikes and backpacks, which have been scheduled for every other weekend during the summer session, according to Davis. “A lot of the people who come into our office are interested in climbing, but we wanted to set up trips that would teach some basic things about how to take care of yourself in the woods, and how to take care of the woods.”

Davis says the program scheduled its outings on alternate weekends so that experienced group leaders and the rental equipment would be available on other weekends for those who wanted to plan their own trips. Several groups of students organized mountain climbing expeditions through the Outdoor Program this summer.

In addition to hikes and backpacking trips, the Outdoor Program runs sessions in basic rock-climbing in the spring and early fall. Other activities that flourish in good weather are bicycling and a whole range of water sports—sailing, canoeing, kayaking, scuba-diving and water skiing. And plain and fancy swimming, of course.

A lot of the summer action is at Lakewood, the recreational property on Lake Whatcom maintained by Associated Students. Lakewood has picnic facilities and an overnight camping area, as well as canoes and sailboats for use by students. The Viking Yacht Club offers free sailing lessons.

The Outdoor Program’s winter schedule is dominated by ski touring, also called cross-country skiing. Not to be confused with downhill skiing, this is an ancient form of locomotion invented by the Norwegians for crossing snow-covered territory.

Ski touring was almost unheard of a few years back, but now is in the midst of a popularity boom. “Two years ago, we had five pairs of cross-country skis for rent,” says Davis, “and they weren’t used much. Now we have 14 pairs, and they are hardly checked in before we rent them back out again.”

In any given quarter the Outdoor Program offers activities to appeal to beginners as well as experienced outdoorsmen. The only charge for most trips is 50 cents for gas; students bring their own food and equipment, or rent gear from the program office.

The program functions in a rather informal way. Its primary purpose is to provide a way for students interested in outdoor recreation to get together. Those more experienced in outdoor skills pass on their knowledge to the tenderfeet, so that any Western student can have the opportunity, as a popular bumper sticker puts it, to “get high on a mountain.”

OMISSION

In listing members of the Diamond Anniversary Committee, Resume omitted the name of Dr. J. Alan Ross, Dean of Graduate Studies, who has been an active member of the committee since its inception.
Homecoming will enter onto the fall scene at Western on Saturday, November 4, this year, with an open house, class reunions, the homecoming football game and the annual cabaret dance.

Beginning at 10 a.m. the Western campus will be open for inspection on both Saturday and Sunday. Classrooms, laboratories, and other facilities will be on display until 5 p.m. The faculty will be on campus, and some classes will be in session through the day.

All parking lots on campus will be open for the day and city bus service to the campus will be provided. There will also be guides and information booths to assist visitors in getting where they want to go.

It’s going to be a fantastic opportunity to take a class look at Western in 1972.

For the classes of 1947 and 1962, there will be coffee hours at 3:30 on Saturday afternoon in Viking Union 360 and 361, respectively. All graduates from those years can look forward to meeting with old roommates, and catching up on ten or 25 years worth of news.

The Homecoming game will feature the Western Vikings battling tough Oregon College from Monmouth. Game time is 7:30 p.m. at Civic Field Stadium.

At 9 p.m., the Alumni Cabaret Dance will begin at the Assumption Church parish hall on Cornwall Avenue at Kentucky Street. Music will be by the Ron Petersen Trio. At midnight there will be a pizza feed that should bring back memories for former habites of Shakey’s (for those who are not pizza fans, there will be an alternate entree).

The price of the cabaret is a very modest $3.60 per person. This is a B.Y.O.B affair — although for $4.60, or an additional $1 per person, you can (as they say) buy into a keg of beer. Be sure to indicate your preference.

As always, reservations, payment included, must be made in advance. Reservations should be received by the Alumni Office, WWSC, Bellingham, WA 98225, no later than October 31.

Long is new athletic director

Boyde Long, associate professor of men’s physical education, has been named athletic director at Western. Long, who is also head football coach, replaces Dr. William Tomaras, who resigned.

In a new physical education alignment, Dr. Tomaras was offered the A.D. post reporting to Dr. William Bultmann, dean of the College of Arts and Sciences, but declined the offer. Tomaras, who was athletic director since 1963, has moved from Bellingham.

Long has served as coach of wrestling and track at the college and for the past two and a half years has been head football coach. He has been a member of Western’s coaching staff since 1966.

In his new position, Long will report to Dr. Margaret Aitken, who will officially become chairman of Western’s physical education department September 1. On that date, the present departments of men’s and women’s physical education will be merged.

Long’s appointment has received approval of faculty and coaches in both departments.

Before coming to WWSC, Long was assistant football coach and head track and wrestling coach at Oregon College of Education at Monmouth. He holds bachelor of science and master’s degrees from the University of New Mexico, where he earned all-conference honors in football. He coached high school athletics in Albuquerque and Phoenix before becoming a member of the OCE faculty.

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Coy named

Roderick C. (Pete) Coy has been named director of housing at Western. The appointment was announced by the college board of trustees at their August meeting.

A 1969 graduate of WWSC, Coy was employed in the housing office as a student and has served in various capacities in that office since his graduation. He has been interim director of housing since last fall.

Coy is married and lives in Bellingham with his wife, Nancy, and a son, David, aged 1½ years.

In Memoriam

'01 ELLNORA OERTH RUSWICK, September 12, 1971, in Bellingham.
'19 MARY APPLEBY PINGREY, April 5, in Selah.
'23 ELIZABETH BENNET, in Georgia.
A day in the life of two Western faculty members

By KAREN PLACE  
Staff Writer  
Public Information Office

(Editor’s note—In order to answer for themselves the question of what constitutes a normal day in the life of a WWSC faculty member, staffers from the Public Information Office followed a couple of faculty members around for a day to record their experiences. The following article is a result of that activity.)

A day in the life of Dr. Edward Kaplan, assistant professor of history, begins at 8 a.m. with an introductory class in Asian history. Since today is a Tuesday following a Monday holiday, Kaplan has to make up for lost time by combining two days’ material into one lecture, otherwise he wouldn’t be able to have Mao Tse-tung in power in China by the end of the quarter.

When the bell signals the end of the first hour of class, most of the students bolt for the door, but some linger to talk to Kaplan about points raised during his lecture. One student asks how the Chinese are going to solve the problem of heroic leadership after the death of Mao.

“That’s hard to say,” he answers. “There seem to be a bureaucratic type of leadership developing, exemplified by Chou En-lai . . . ”

Five minutes later Kaplan and the student leave together, still talking.

Kaplan goes to his office in the Humanities Building to spend the next two hours revising another lecture. Tuesday is not one of his busiest days. He has two lectures and one graduate seminar scheduled.

If this were a Monday, Wednesday or Friday, Kaplan would meet with a small group of students for an informal class in Chinese language. Kaplan’s language classes are for students in Western’s East Asian Studies program, but they are not listed in the catalog as part of the regular curriculum. This is an extra duty Kaplan has taken on in addition to his regular teaching load because students cannot advance very far in understanding Asian culture and society without some knowledge of an Asian language.

The foreign language department does not have a faculty member qualified to teach Asian languages—that’s a “luxury” the college’s tight budget can’t cover. Kaplan’s colleagues in the political science, Ellis Krauss and Dr. Henry Schwarz, teach Japanese and second-year Chinese respectively on the same voluntary basis.

Kaplan has no language class today, so he sits down to work on a lecture for his upper-division class in Asian history.

That same morning, at 7:15, Dr. Donald Williams was pedaling his bicycle along Garden Street toward the campus. Williams, an associate professor of biology, arrived early at his Haggard Hall office to review his lecture notes for an 8 a.m. class in cellular physiology.

Williams teaches just one class this quarter, but it’s an unusually time-consuming assignment. He lectures three days a week, and twice sol week conducts laboratory sessions that are six hours long. Half the class attends each lab session.

Today is a lecture day, and Williams is back in his office by 9 a.m. He immediately begins taking notes on his own performance. Portions of the lecture that didn’t go smoothly are marked for revision. Next he turns to answering correspondence and reviewing textbooks for possible future use.

Reviewing textbooks requires a sharp eye for seemingly minor but significant details. Williams flips through the pages, reading a bit here and there. He pauses to examine a diagram of a molecule. A few pages on he finds another diagram of the same molecule, but it’s a mirror
of students settling in for a class hour discussed the problem of leadership in

"I didn't really mean that as a rhetorical question," Kaplan adds, and the students wake up to 15 minutes or so of lively discussion. Then Kaplan launches into his lecture, breaking the pace occasionally to respond to a student's question or to involve the class in a brief discussion of some point.

After class, Kaplan remains a few minutes, talking with some of his students before taking a lunch break in the Viking Union.

About this time, Don Williams is unpacking his lunch at his desk. He eats with a sandwich in one hand and some of the ever-present reading material in the other.

Many faculty members find it a continuing struggle to keep up with their reading—it's something squeezed into odd moments and "leisure" hours. Of course, most people who are interested enough in a field to want to teach it are eager to keep up with the current research, but hardly anyone seems to have enough time for reading books and scholarly journals.

In Kaplan's case, he has the additional difficulty of reading in Chinese; some of the publications in his field of Chinese history are not available in translation. Kaplan returns to his office after lunch to tackle a Chinese journal that has avoided his attention until now. The afternoon, from 1 to 3 p.m., he has scheduled office hours, but today the interruptions are few and brief and he spends most of the time reading.

Don Williams usually spends his afternoons in his research laboratory—a closet just off his teaching lab.

Williams publishes about one journal article a year resulting from his research endeavors, a thoroughly respectable output of scholarly work. Yet his daily schedule belies the common myth that research time is time "stolen" from his students.

The door to Williams' lab is always open. Students drop in throughout the afternoon with questions and problems. One young man comes to ask Williams about a protein synthesis process; he leaves 25 minutes later with his

image of the first one. He makes a note.

Both illustrations are correct, but the mirror image treatment may be unnecessarily confusing to a student struggling to grasp an unfamiliar concept.

Meanwhile, there is a knock on the door of Williams' office nearly every ten minutes as students come to ask questions, borrow a book or perhaps just to get that little bit of extra help or encouragement.

At 10 o'clock, Williams goes over to Carver Gymnasium for a game of handball. He usually, but not always, manages to work an hour of exercise each day into a schedule of largely sedentary pursuits.

Just before 11 o'clock, Dr. Kaplan crosses the sun-warmed bricks of Red Square to his next class in Bond Hall.

Before the class gets under way, a student announces an organizational meeting to begin an East Asian studies interest group. Kaplan and other faculty members associated with the East Asian studies program have been foster parents to this student effort.

Some students hand in term papers, this being one of the last class days of the quarter. As all the small shufflings of students settling in for a class hour die away, Kaplan begins: "Last time we discussed the problem of leadership in Japan following the Second World War. Do you see a problem developing in the legitimacy of Japanese political leadership?"

The class at first meets the question with silence; after all, it's spring and on such a beautiful day the young student's fancy tends to drift away from higher learning.

"I didn't really mean that as a rhetorical question," Kaplan adds, and the students wake up to 15 minutes or so of lively discussion. Then Kaplan launches into his lecture, breaking the pace occasionally to respond to a student's question or to involve the class in a brief discussion of some point.

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difficulties ironed out to his satisfaction.

Williams' students would scarcely complain that he skimps on his teaching responsibilities. The senior biology majors voted him the department's outstanding teacher of the 1971-72 school year.

At 3 p.m., Edward Kaplan puts aside his researches into Chinese history and meets with his graduate seminar on Imperial China.

Don Williams finishes up his lab work at 4 p.m. and attends a meeting of the biology department faculty members.

Kaplan's class is over at 5 o'clock, and he returns to his office to lay out the work that will bring him back to campus after dinner for another two hours. He has more Chinese publications to catch up on, plus student term papers to read. Kaplan's working day will end at about 9:30 p.m.

Williams will be working through the evening hours, too, but he makes sure he is at home for dinner and until his two small children are in bed. There is a poster on his laboratory wall showing a father and child; the caption says, "Take the time." After a final check of the lab, Williams mounts his bicycle at 6 p.m. and heads for home.

By the standard measure of faculty workload—student contact hours—Williams has put in but a single hour of work for the day, and Kaplan has put in four. Student contact hours are counted as only those hours a faculty member spends in an officially-scheduled class meeting. Yet both men have spent about 12 hours on the job today.
Miss Edna Channer retires

Miss Edna Channer, associate professor of elementary education in industrial arts at Western, retired at the close of the six-week summer session. She has been a member of the college faculty since 1940.

During her career at Western, Miss Channer has become known for her work in the preparation of elementary teachers. She has been a leader in the field of industrial arts for the elementary grades.

Miss Channer's work with elementary classes and student teachers has been characterized by demonstration and use of methods which enable elementary teachers to utilize a variety of activities by youngsters in the classroom in enriching academic course work.

"There has always been controversy regarding the role and amount of classroom activity in elementary schools," she says. "Activities engaged in by youngsters are fully justified if they are purposeful, constructive approaches to the regular course content."

"Although learning itself is an active process," she adds, "all activity is obviously not suitable. Frequently, schools use activity as busy work or for relaxation. The secret to its successful use is in choosing activities which are truly educative."

Miss Channer's philosophies and methods are closely in line with current U.S. Office of Education priorities. There is a growing feeling that active children can become career-oriented earlier and are therefore better adapted to the world when they emerge into the job market.

Western has recently been awarded $11,000 by the Coordinating Council on Occupational Education to support a program which will allow youngsters to actively explore and become aware of careers and occupations.

Born at Big Lake, near Mount Vernon, Edna Channer received a teaching certificate from Ellensburg State Normal School in 1926. She earned a bachelor of arts degree in history from the University of Washington in 1939 and the master of arts in education from the University of Iowa in 1940.

She taught in elementary schools at Raymond, Sedro Woolley and Bellingham before joining Western's faculty.

In her first assignment at the college, she taught fifth grade at the campus laboratory school. She became a member of the industrial arts department in 1962, teaching industrial arts for the elementary school, specializing in weaving and crafts.

Miss Channer has found satisfaction in weaving as a hobby and as a classroom tool which she has used in her professional career.

Davidson named computer center interim director

Dr. Melvin G. Davidson, professor of physics, has been appointed acting director of the Computer Center at Western effective September 1 to August 31, 1973.

He replaces Robert Holz, director of the center since 1967, who resigned.

Dr. Davidson has been a member of Western's faculty since 1967. His field of specialization is nuclear theory.

"We had a problem with salaries for our staff," Holz gave as his reason for resigning (three members of his staff resigned at the same time). "I figured I'd fought the battle long enough," he added. Holz will continue to work one-third time in the Mathematics-Computer Science Department.

Regarding his future plans, he said he has nothing definite planned, but might do some consulting or teaching.

HISTORIC TREE—Irwin Bowers of the WWSC grounds crew is shown with an Oriental plane tree (Platanus orientalis) seedling which was presented to the college by Dr. O. Szykiai of the University of British Columbia forestry faculty on behalf of the International Hippocratic Foundation of Athens, Greece. The seedling was taken from the tree under which the Greek physician Hippocrates taught and developed his famous Hippocratic Oath 2,400 years ago.
Senate is official governing body of college

Western Washington State College has initiated a new governance system, an All-College Senate that organizes all four constituencies of the college—faculty, students, administration and staff—under one constitution.

The Senate supersedes such older governing bodies as the Faculty Council and Associated Students Legislature as the official agency for determining policies to be recommended to the college Board of Trustees.

The constitution of the Senate reflects the idea that the faculty should have the dominant voice and that students should be their "junior partners" in college affairs. It gives 23 of the 41 elective Senate seats to the faculty and 13 to students.

College administrators elect two senators and the classified (civil service) staff employees elect three. The college president and the provost are ex officio voting members, making a total of 43 senators.

The system of representation was devised only after a great deal of discussion and dispute, most of it between the students and faculty.

An "Ad Hoc Committee on College Government" began working in early 1969 to design a replacement for what nearly everyone had agreed was an outgrown and vastly inefficient governing system. The time coincided with a peak period of the student power movement. Whether or not that national trend was a factor, the student and faculty representatives on the committee continually locked horns during the year and a half of the committee's existence. Points of disagreement centered primarily on the number of Senate seats to be allotted to each group.

Enough of the faculty had serious reservations about the governance plan to defeat it by a small margin when it was first presented for ratification in May, 1970. Students, staff and administrators approved the proposal by substantial majorities the first time around, however.

At the time of its presentation to the college community, the Daugert Proposal, as it came to be known (for Stanley M. Daugert, professor of philosophy, who chaired the governance committee), had become quite different from anything anyone had envisioned in the beginning.

One change in the concept was the inclusion of the college staff in the governing structure; related to that was the shift in emphasis from an "academic senate" to an "all-college senate" plan.

The original charge to the committee mentioned nothing about including classified staff members under the proposed constitution. That staff employees were eventually included was largely due to the efforts of William Martinez, a technician in the physics department.

Martinez was chairman of the Staff Employees Council at the time the college governance committee was established. He had been trying to convince the college administration that staff members should be recognized as significant members of the community.

The objection most frequently raised to including staff employees was that the staff is not directly involved in the central mission of the college, teaching.

Though the number of staff representatives in the Senate is small, they could conceivably decide a vote on some crucial curricular issue. Some of the faculty expressed doubts about giving such power to a group only peripherally involved in the educational process.

Martinez countered with a claim that the line between faculty and staff is becoming less distinct. "A lot of staff members are very much involved in programs in academic departments," he said. "I have about 30 students working with me in the labs, and I may have more student contact hours than some of the faculty."

Martinez went on to cite other matters, such as policies on recreational facilities and health and safety, that traditionally were decided by faculty-dominated committees but affected both faculty and staff.

In the end, after all the arguments and compromises, and the brandishing and burial of hatchets, the committee came out with what Daugert describes as "an amazingly democratic government."

After the Daugert Proposal failed, due to lack of ratification by the faculty, when it was first presented to the college community, another committee was formed to revise the constitution into a hopefully more acceptable form.

The new committee made only slight changes, and it made no changes at all in the apportionment of Senate seats.

In April, 1971, the proposal was again put to a vote and was passed by all four constituencies. Elections for the Senate were held last October.

On November 17, Western Washington State College President Charles J. Flora opened the first meeting of the new All-College Senate.

Western's Board of Trustees has given permission for the college to begin operating under the new government, but delayed ratifying the constitution for two years.

Roll Call

'65 DONALD L. MAYOR is principal of an elementary school in Sumner.

'66 Mr. and Mrs. JIM WILLIAMSON (LINDA STRACHAN '66) are living in Little Ferry, New Jersey. He is working for Prentice-Hall, Inc. as director of sales training and product manager in marketing in the educational book division. She is a stewardess.

(Continued on back page)
'67 USAF Capt. JAMES L. TURNER has been certified as a flight engineer/aircraft commander at Charleston AFB, S.C.

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LINDA D. OLSON and Douglas Engel were married recently in Seattle . . . Rev. BILL RITCHIE, formerly on Western's faculty, was appointed minister at a United Methodist Church in Clark County . . . CYNTHIA BERGER and CHARLES STEWART were married June 3 and are living in Olympia . . . PAMELA LUVAAS and John Lowell were married June 17 and are living in Seattle where she is attending the University of Washington . . . HARRIETTE LE VERING received her M.A. in May at the Northern Arizona University. She is teaching physical education at the high school in Jerome, Alaska . . . KATHY OWENS and RICHARD ROWLAND were married June 17 and are living in Tacoma . . . BRYON MALLOTT is the head of the new Department of Community and Regional Affairs at Juneau . . . DEBORAH ZDENEK and Glen Moore were married June 17 and are living in Bellingham . . . IMOGENE WELCH retired in June after teaching for 24 years in Port Angeles . . . JEANNE DARNEILLE is resident director of the Beta/Gamma dormitory at Western . . . GLENN ROSE is teaching fourth grade at LaCenter . . . R. CALVIN PAPRTIZ is teaching geography in the United Kingdom during the 1972-73 academic year under the International Educational and Cultural Exchange program . . . CYNTHIA RICE and James Stewart were married June 16 in Shelton.