BIG BLUE CREW—Spurred on by coed coxswain Judy Morton, freshman from Olympia, Western’s varsity eight is pictured here on its way to a four-length victory over Oregon State University in the crew opener on Lake Samish. The Viking oarsmen, coached by Bellingham businessman Bob Diehl, also have defeated a University of Washington varsity reserve eight this season. Miss Morton is one of four women turning out for crew as coxswain.—Photo by Darryl Frellinger, Skagit Valley Herald.
Continuing Studies adds extra dimension

“Our name describes just what we do,” says Dr. Richard Feringer, director of Western’s Center for Continuing Studies. “We deal with a wide range of learning experiences, primarily for people who have finished their regular schooling.”

Feringer explains that in a time of rapid social changes, when people may need to change or upgrade their job skills in mid-career or must make decisions on many very complex social and political issues, programs of continuing education have an important role. “Learning is a life-long process that does not stop with graduation from the formal school system,” he says. “This is so obvious it’s a cliche, but many people, even many educators, do not realize the amount of programs and education programs are such a large part of our society’s total educational effort.”

He cited a study by the National Opinion Research Council which indicates that the number of adults active in some educational pursuit in a given year is half again as large as the number of persons under age 20 enrolled in regular school programs.

Continuing education at Western falls into three main categories: programs focused on professional goals, on community affairs, or in the arts.

“Our major approach to adult education is a pragmatic one,” Feringer says. “Older persons tend to take their education in a very practical way; their main question about a course usually is, ‘What is the real problem we are dealing with here, and are we going to learn theories, information and skills that have a real application?’ So most of our courses tend to focus on learning that has a direct relationship to some real-life situation.”

Even programs in the arts have a pragmatic basis, Feringer says. “The relevance of works of art is what they say to us about the human condition.”

Many of the center’s courses are devised in cooperation with a group from the community that wants access to the college’s resources for a specific purpose. Professional groups may contact the center for aid in arranging conferences; for example, the Bellingham chapter of the National Secretaries’ Association holds an annual workshop with assistance in registration and programming from the Center for Continuing Studies.

Another example of the center’s community service function is a management training program for the Lummi Tribe. “The Lummis have started several economic development projects, including the aquaculture farms,” Feringer says. “They found the tribe will need trained managers and administrators so they won’t have to depend on non-Indians to run their projects for them.”

Feringer designed the management training program, which is taught by Western faculty from various fields. It has been operating successfully for about a year, supported by a grant from the Bureau of Indian Affairs.

“Our whole operation is supported by tuition and registration fees, or by grants,” Feringer explains. “Continuing Studies receives no direct tax support from the state.”

Community affairs programs also take the form of a continuing effort to stimulate public discussion and awareness of important issues. In recent years the center has laid a particular emphasis on questions related to planning and environment control in Northwest Washington, bringing these matters before the public through workshops, conferences and television series developed in cooperation with local stations.

“We try to be sensitive to the needs of this region and provide opportunities for citizens and government officials to learn more about developments that are likely to affect the quality of life here,” says Feringer.

The center sponsors programs on a broad spectrum of other topics, including international affairs, child and youth study, drug use, and currently in the works, a statewide symposium on criminal justice which is being developed with the aid of a grant from the Department of Justice.

Ongoing programs offered every quarter include an art film series, in-service training for teachers and other professionals, a full program of evening classes from nearly every academic subject taught at Western and an independent study program for those who want to work on a college degree but cannot attend regular classes.

Instructors for these many and various programs come from Western’s regular faculty, who teach extension courses as overtime, or persons hired on a short-term basis for a particular course or workshop. The Center for Continuing Studies staff provides the organization and coordination of these efforts and handles registration procedures.

“We cover a lot of territory,” Feringer says. “Our programs reach high school drop-outs and people with graduate degrees, and we have made use of just about every kind of educational format and technique.”
Student paper wins 9 awards

Seven student journalists at Western took top honors with nine newspaper and magazine regional awards in the annual five-state "Mark of Excellence" competition sponsored by Sigma Delta Chi, national professional journalism society.

The students swept all three awards for best non-fiction magazine article, won both first and third honors for editorial writing and for best all-round student magazine, and placed second and third in news photography.

Western awards(94,874),(267,996) for the twice-weekly newspaper Western Front and the twice-quarterly magazine Klipsun. The winners are as follows:

Non-fiction magazine article—Bill Dietrich of Tacoma, first; James Heitzman of Chehalis, second; Dan Tolva of Vancouver, Wash., third.

Editorial writing—Howard Scott of LaConner, first; Jack Broom of Seattle, third.

Best all-round student magazine—William Braswell of Tacoma, winter 1972 Klipsun editor, first; Bill Dietrich, spring 1972 Klipsun editor, third.

News photography—Robert Neale of Olympia, Western Front photo editor, second and third.

PROFESSOR PAYNE DIES

Dr. Dick S. Payne, professor of political science at Western since 1961, died in his sleep April 3. He was 51.

Flora makes state speaking tour

During the month of April, President Flora made an extended tour of the state of Washington, speaking to service clubs and contacting alumni, parents and prospective students. His itinerary covered the state from Mount Vernon to Vancouver and from Aberdeen to Spokane.

On his speaking junket, Dr. Flora discussed "Higher Education in a Quandary," emphasizing that state-supported higher education is losing the ability to chart its own course.

He stressed his pride in Western and its academic programs, citing the technology department's urban car and the education department's recent national award for its professional education program as examples of the institution's strength. He noted the need for eager students, faculty committed to teaching and a strong library in order for a college to strive toward excellence.

Western has not lowered its admissions standards in order to maintain a high level of enrollment. Nearly 80 percent of Western's faculty hold the Ph.D. and a commitment to teaching and learning is a prerequisite which new faculty members must meet in order to be hired.

Western's library has recently been expanded and its use by students has increased by 15 percent as compared with last year, even though enrollment has somewhat declined. "But support for higher education has declined more abruptly and dramatically in the state of Washington than it has in any other state in this union," Dr. Flora said. "Ours is the only state in which the absolute support to higher education was less this biennium than in the last."

He pointed to two reasons for this drop: the years of student activism left a very bad image in the minds of many people and the great Boeing cutback and general financial problems of the state gave legitimacy to the desire to cut.

"In addition," he continued, "the state government has become increasingly specific in its concern for what goes on within higher education. Currently, there are some 43 different studies being conducted by various state agencies, all having to do with features of our internal operations."

Dr. Flora conceded that the people of the state have every right to make these studies. There are trends, however, about which he feels the public should be aware.

Students are being charged a greater percentage of the total cost of operating colleges—22.8 percent in this biennium as compared with 11 percent ten years ago.

"I fear that increasing numbers of eager learners, especially from the middle-income sector, will not be able to afford their way into a college education," he commented.

Comparable institutions in other states are today paying an average of 15 percent more than faculty can earn at Western.

Because of tight budgetary control and increasingly specific concern on the part of state government, the college has lost much of its flexibility to arrange priorities and to spend the dollars appropriated for the things the college believes are most important.

"We are therefore in a quandary," he said. "Should we reduce our standards, our levels of expectation? I think not." But in the future it will be more difficult to provide books and distinguished professors needed for the thrust toward excellence.

"It is my belief that the future of this college as we perceive it will be more and more dependent upon the support of the private sector of our society," Dr. Flora continued.

He noted that the last session of the legislature appropriated $100 for each resident student attending a private college in the state. If pending litigation finds this move to be constitutional, the Council on Higher Education has recommended that this amount be increased to $300.

"It might be argued," he concluded, "that since the private institutions are now into the public trough, it is eminently appropriate for the public institutions to enter the private domain."
Ethnomusicology

Dr. Thomas Johnston, lecturer in Western's sociology/anthropology department, has brought a little bit of Africa with him to the Northwest. His attic office in Old Main is stuffed with souvenirs of a two-year-long stay with the Shangana-Tsonga tribe of Mozambique, including about 50 musical instruments.

An ethnomusicologist, Johnston lived with the Shangana-Tsonga from 1968 to 1970, studying their language, political, religious and social life. Music, he says, is a part of their everyday life. "Music is very much a part of the people's lives," he says, "and not a specialized occupation as in our society." Johnston pointed out that most of the Shangana-Tsonga can sing and play musical instruments. Music is not merely entertainment for them but an integral part of all important ceremonies and tribal events.

There are minstrels who make a living by traveling from one community to another with the latest news set to music, but Johnston says these cannot be considered the equivalent of our professional musicians. "The minstrels don't necessarily play or sing better than anyone else," he says. "They are usually extroverts who like to sing and shout and jump around in front of an audience." One of the minstrels' functions—because they are protected by a kind of diplomatic immunity—is to convey insults from one tribal chief to another.

Johnston himself had been a professional musician (saxophone and vibes) before venturing into ethnomusicology, a branch of anthropology. A native of London, he picked his musical talents after his arrival in the U.S. in 1970, including a world tour as arranger and musical director for pop singer Englebert Humperdinck.

Since coming to this country, Johnston has also earned two master's degrees, one in music and another in anthropology, and earned a Ph.D. in ethnomusicology from the University of Witwatersrand in South Africa.

African music is particularly interesting to ethnomusicologists because of its rhythmical complexity, he says. "One of the few Western musics to approach the same complexity of rhythm is jazz, which is partly derived from African music." Johnston says that African songs may feature two or three rhythmic patterns played against each other, and that from an early age many Africans are capable of stamping their feet in one rhythm, clapping to a second beat and singing in a third—all at once.

Because they are attuned to the complex interplay of different rhythms, Johnston says Africans find our marches and hymns, with their comparatively simple 2/4 or 4/4 beat, very boring indeed. "And because their melodies follow speech-tones, the missionaries' settings of African words to hymn tunes make nonsense out of the words by going up when they should go down. Thus church has come to be known as 'the nonsense place,'" he adds.

Johnston says Western's natural setting is peaceful and conducive to writing, in contrast to the Los Angeles area where he recently commuted daily between the University of California at Irvine, California State at Fullerton and California State at Long Beach. Since arriving at WWSC in September, he has had 16 articles accepted for publication in various scholarly journals, drawing on the information he gathered during his stay with the Shangana-Tsonga.

Johnston hopes to return to Africa for the year 1973-74 to pursue further anthropological research. In the meantime, he keeps his ears in tune and his fingers nimble in jam sessions with other musicians at Western.
Summer stock theatre is in third season

Western Theatre will offer its third season of summer stock this year featuring nine plays, including one reader's theater production and two children's shows.

Alumni may purchase single admissions or season tickets at the reduced faculty/staff rate of $2 and $10.50, respectively. Children's show tickets are 50 cents. Tickets should be ordered from the Alumni Office. All showings will be in the College Auditorium. Adult productions will begin at 8:15 p.m. and children's shows are slated for noon and 3 p.m.

Persons age 65 or over will be admitted free when showing proof of age at the box office.

The adult productions are as follows:
- Bye, Bye Birdie, July 11, 12, 13 and 14
- A Midsummer Night's Dream, July 18, 19, 20 and 21
- Jabberwock, July 25, 26, 27 and 28
- Children's Hour, August 1, 2, 3 and 4
- The Rain Maker, August 8, 9, 10 and 11
- David and Lisa (reader's theater), August 13 and 14
- You're a Good Man Charlie Brown, August 15, 16, 17 and 18

Children's shows are:
- The Emperor's New Clothes, July 27 and 28
- Great Cross-Country Race, August 10 and 11

Women win, lose

Western's women's basketball team got by the first round in the national basketball tourney but lost in the second round to the eventual winner of the tournament held March 22-24 at Queens College, Flushing, N.Y.

The Vikettes won over East Carolina and 55-51 but were defeated by Immaculata College (Pennsylvania) 66-53.

The Vikettes, coached by Lynda Goodrich, finished a highly successful hoop season with a record of 22-2.

Dr. Costigan here

Dr. Giovanni Costigan, professor of history at the University of Washington, is a visiting faculty member this quarter at Fairhaven College, a division of Western. He is teaching courses in his academic specialty, the history of Ireland.

Dr. Costigan has been recognized by students and colleagues as a gifted scholar and outstanding teacher.

Fairhaven College study shown

Freshman students at Fairhaven College are more academically oriented, received higher grades in high school and are more politically liberal than the average freshman enrolled in the nation's four-year colleges. This information was provided as the result of a survey sponsored by the American Council on Education.

Sixty per cent of the 1972-73 Fairhaven freshman class ranked academically in the top one-quarter of their high-school graduating class. The national average is 52 per cent.

Eighty-one per cent of Fairhaven's freshmen chose their college on the basis of its special educational programs. Only 27 per cent of the freshmen across the nation selected their college for this reason. Also, significantly more of the students from Fairhaven included graduate studies in their plans for the future.

Politically, the survey showed only a third as many of the freshmen at Western's first cluster college consider themselves middle-of-the-road, compared to the national average.

Franza receives additional honors

Mike Franza, Western's All-America guard from San Jose, Calif., has received additional honors since the last issue of Resume, highlighted by his selection on a National Association of Intercollegiate Athletics (NAIA) basketball team that toured Israel.

Franza was picked for a 12-member NAIA squad that left New York March 26 and returned April 6. The group held a three-day practice session at Monticello, N.Y., before leaving. The team played games against the Israeli National team every other night of the tour in a different locale. Clinics for the Israeli team coaches were also held.

Franza wound up the season as the top college basketball scorer in the Northwest with a 25.6 per game average.

The 6-1, 21-year-old senior was a unanimous choice on the Evergreen Conference and the NAIA District I teams. He also made the All-Northwest team and was its top vote-getter.

Franza also was named to the NAIA All-America second team, which was considered quite a feat for a player whose team didn't make it to the NAIA finals. He was also named to the second team on the College All-America by the National Basketball Weekly magazine. In addition, Franza was given honorable mention on the Associated Press college division All-America squad; and All-Coast honorable mention on the United Press International team which included the big schools.

Husband-wife alumni team

A young husband and wife team who are graduates of Western are working in The Philippines helping Filipinos to plan their growing cities and their growing families.

William and Sally Wolfert are now working in Bacolod, The Philippines, after serving six months in the Peace Corps at Recife, Brazil.

Wolfert, 24, is Bacolod's city planner, while his 23-year-old wife works for the Family Planning Organization of The Philippines.
New music curriculum innovative

A major overhaul of the music curriculum currently under way at Western may soon change the way music is taught in the public schools. As a result, students will not only learn to be performing musicians, but will understand more about the creative aspects of the art of music.

According to Cole Biasini, associate professor of music at Western, the traditional music curriculum in this country has limited the student's concept of music and has restricted his imagination.

"Traditional music education has been based upon the work of classical European composers and has virtually excluded any knowledge of popular music or of music from other cultures," he said. "In addition, while many students have become fairly accomplished performers by the time they reach college age, few of them have any real knowledge of the structure of music."

The major change in the music department at Western is that the courses have become more student- and performance-oriented. Freshman and sophomore courses dwelling upon the technical aspects of pitch have been augmented by musicianship classes that deal with the production and understanding of sound.

"With the old curriculum, everything was fragmented," Biasini explained. "Students took classes in theory, classes in composition and classes in directing. Then they were somehow expected to make connections in their own minds which would bring these separate things together into one sensible block of knowledge about music."

"Many didn't make the connections."

Freshman and sophomore musicianship courses are currently presented at Western as a unit by five faculty members. Students may transfer from one instructor to another, but rarely do, preferring to stay with one instructor through the two-year musicianship series.

Besides Biasini, instructors involved in the series are Jerome Glass, Edwin LaBounty, David Schaub and Paul Stoner. Dr. LaBounty serves as coordinator for the lower-division program.

Individual instructors are free to tailor the content of their classes to fit their own particular strengths and backgrounds. Through weekly conferences, each faculty member is kept abreast of what the others are doing. Predetermined goals are set which the students in all sections must meet within specified time periods.

With the new approach, students are brought back to the very basics of music. In Biasini's classes, the first thing they learn is that music is an organization of sounds and silences into some sort of meaningful pattern.

"We try to get students to investigate a variety of sound sources," Biasini said. "I lead them in what I call a 'timbre tantrum,' in which they begin to realize that there may be other kinds of sounds than those we traditionally consider, which may be included in the concept of music."

From this activity, students discern the need for musical notation, so that they can communicate an organization of new sounds to other people. Where traditional notation is appropriate, it is used. Where new notation is needed in order to communicate an unconventional sound, it is developed by the student.

This activity leads naturally to composition of a piece of music using new and conventional sounds, which then can be played by students in the class. Students analyze and criticize the composition, then may be asked to conduct the class in playing it.

Soon, early in the freshman year, students get back to learning more traditional things, but the performance orientation remains in the way these subjects are presented. The process is similar to learning to understand mathematics by studying number systems using a base other than ten.

"Once the student gets used to looking at music in a different way, he is never the same again," Biasini said.

Classrooms have become more like laboratories where student interaction can take place. Lectures on some of the more technical aspects of music such as harmony, counterpoint, form or rhythm are put on tape by the instructor and placed in the music library where students can come in and listen on their own time and learn at their own pace.

"Under the old curriculum, it was rare to see a musical instrument in a theory class," Biasini said. "Composition had become an academic exercise instead of the creation of a musical selection to be played."

With the new curriculum, performance and theory are brought together into a unit that makes all of it easier to understand. Because it is easier to understand, it is more suitable for use by Western's graduates when they become teachers in the public schools. The curriculum can be adapted for use at the kindergarten level and continued through high school.

Most students in the typical high school band merely memorized their parts in a musical selection. They may have little notion of how the notes they play fit into the chord structure, what the particular musical arrangement they are playing sounds like or what kind of effect the band music has upon the audience.

The new curriculum will change that. The new curriculum is an outgrowth of innovative programs which have recently been developed in this country. Among them has been the Manhattanville Music Curriculum Project, sponsored by the U.S. Office of Education and begun in 1965 at Manhattanville College in Westchester. (Continued on back page)
Music
(Continued from page 7)

County, New York. This project involved music teachers from the metropolitan New York City area in a study of how children from kindergarten age through twelfth grade function and learn music.

Biasini has been involved in this program from its outset, having been a high school music teacher in Spring Valley, New York, serving as teacher-consultant to the Manhattanville Project. His school became a demonstration center for people interested in the project at the senior high school level.

As a result of the success of the Manhattanville Project in improving the public school curriculum, in 1970 a second project was begun, to introduce the theory into colleges and universities which train teachers for the public schools. Western became one of twelve schools in the nation to participate in this stage of the program.

The new curriculum has been put into effect for a three-year period at these schools, at the end of which time it will be evaluated for use in music schools across the nation.

"As a result, we believe Western is at the forefront of musical education in the nation," Biasini said. "Evidently others believe it too, judging from the number of visitors who come to Western from other states to see what's going on."

The faculty members involved in the musicianship curriculum at Western are enthusiastic about the changes that have been made even though they create more demands on faculty time and resourcefulness. The effectiveness of the program as a means of producing graduates who are equipped to teach is constantly being evaluated and revisions are being made as the need for them is seen.

Blix Honored

Trygve I. Blix, who was graduated from Bellingham State Normal School (Western's forerunner) in 1928, was honored recently as Tacoma School District's "Administrator of the Year."

Blix, who launched his teaching career 45 years ago, has been with the Tacoma school system since 1936.

'60 John Barnett is an assistant professor of art at the University of Puget Sound.

'67 Mel Martin and Lauren Husby ('72) were married recently and are living in Great Falls, Mont., where he is assistant manager of a lumber company.

'67 Robert Lintott has received his master's degree in education from the University of Alaska.

'68 Patty Williams is an assistant professor of communications at the University of Vermont.

'69 Diane Tyree and Michael Dodd were married February 18 and are living in Blaine. David Rudell is employed by a food service company at a hospital in North Dakota.

'70 Everett Greenberg received his master's of science degree in microbiology from the University of Iowa.

'71 Steve Glass is teaching remedial reading at Bellevue High School. Sidney Glass is a substitute teacher in Seattle.

Richard Hearsey received his master's of science degree in computer science from Iowa State University.

'72 Gail Kelly and Rod Simmons ('73) were married in December and are living in Bellingham. Kathy Newell is teaching at Fircrest School in Seattle.

Kathy and Jon Smith are living in Kirkland where she tutors at Lakeview Elementary School and he is the animal facility manager at Virginia Mason Hospital.

Kris and Barry Willis are living in Puyallup. She is teaching art and English in Fife and he is working on his elementary certificate. Dale Battson is with the Peace Corps in British Honduras. Leslie Roberts and Joseph DeMarle were married February 17 and are living in Bellingham.

'72 Paul Wetzel is teaching sixth grade in the Grays Harbor area.

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