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Alumni Association, WWSC
Season's Greetings
Edmongs freshman Scott Lacy is the first recipient of the Alumni Board of Trustees scholarship, a year's tuition grant awarded to the son or daughter of a Western alumnus. Lacy was selected for the scholarship over other candidates at the Alumni Board of Trustees meeting in October. The $495 grant consists of contributions of alumni board members and others. The scholarship is not a part of the annual Alumni Fund Drive.

Young Lacy was admitted to Western with honors (top one percent of the freshman class) after graduating in the top 15 of his class at Edmonds High School last spring with a grade point average of 3.6. At EHS he was active in debate, Honor Society and chorus. The red-headed freshman is considering either teaching or computer work, with possible joint majors in math and either chemistry or computer science.

O'Grady sees growth and success in athletics as a key to growth in the college. "I want to help promote the school's growth and help in any way I can."

An avid sports fan, Tim last spring became chairman of the association's athletic committee. He wants to promote the Carver fund (for athletic scholarships) and stimulate alumni interest in Western's athletic teams. He was instrumental in arranging a block of tickets for alums at this month's Daffodil Classic basketball tourney in Tacoma.

Tim, who is married to Gail Buccini (class of '71), became a member of the alumni board in the spring of 1972 and was elected executive-at-large last June. He plans to enter law school at UPS in the near future.
Death course popular at Fairhaven College

"Death — Enrollment Limit 20"

That could be the title of a chiller-type suspense movie, but it's not. Instead, it's the listing of a course being taught for the third year at Fairhaven College.

One of only a few such classes being offered in this country, the course is designed to explore the subject in an interdisciplinary way, utilizing such topics as literature, anatomy, religion and others to create an academic understanding of the fact and impact of death.

What makes the course interesting—aside from the uniqueness of its content—is the number of students who want to take it each year. Dr. Robert H. Keller, who designed and teaches the seminar-type class, says he had expected it to have very limited appeal.

"The first year it was offered, I fully expected perhaps only two or three students would sign up. Instead, there were 25, with 26 more on a waiting list." The next year, both the class size and the waiting list had grown tremendously. Because classes at Fairhaven are deliberately kept small for maximum individualization, an enrollment limit of 20 has now been established and at times as many as 50 students are waiting to take the course.

Why do young people sign up for a class on death? That question is put to the students their first night in class. Their answers reveal that most of them have given the topic a good deal of thought.

"I'm horrified at the thought of death," said one young woman. "The way I was raised, I can't cope with it. I hope the course can bring me into contact with people who have thought about it, and who can help me put it into perspective."

One young man, the son of a minister, said his introduction to death had been casual, through the funerals over which his father presided. "I began to realize that old people tended to die mostly at the end of spring and the end of fall. I got curious about death and life after death. Do I even want a life after death? I want to confront that."

Another young woman said a study of other cultures had convinced her that Americans are very death-fearing and try to deny their mortality through violence. "I don't think people know how to live until they can confront the fact of death," she said.

Such reasons for taking the course parallel Dr. Keller's reasons for teaching it. A minister himself at one time, he took a college course in the psychology of religion, dealing specifically with funerals and bereavement and how people recovered—or didn't recover—from grief.

"It's one of my convictions that if anything can prepare you for the fact of death, it's thinking about and looking at it. I do it, rather than letting it catch you unaware," he tells his students. "Yet in our society, death is a taboo subject."

Dr. Keller points out that death has replaced sex in this country as the most prohibited topic. "We treat death as we used to treat sexuality in the 19th century," he says. "We make up phrases like 'passed away' to avoid the word 'died.' We even send our pets away to be 'put to sleep.'"

Above all, there is a minimum of contact with corpses.

To expose his students to as many aspects of death as possible, Dr. Keller utilizes a wide variety of experiences. Students are expected to read and annotate ten books during the quarter and will see and discuss several films, all concerning death or dying. Each student must also complete an individual project on some phase of the subject and must complete an evaluation of that project.

The course is not limited to impersonal classwork. During the quarter, students will encounter death face to face on several occasions. Scheduled are field trips to a cemetery, a mortuary, a rendering plant and, finally, to the King County morgue to watch an autopsy.

These last two trips are not mandatory, but students generally decide to take them, Dr. Keller says. "Even those who at the beginning of the course say they won't, usually change their minds and do go," he observes.

The purpose of the trip to the rendering plant is to make students aware that humans are not the only creatures who die and whose dying must be dealt with, Dr. Keller says. It's also a preparation for the sight of death away from the trappings of a funeral home.

While a few of the students have seen dead humans, their experience is usually limited to attendance at funerals. The trip to the morgue has, in past years, had a tremendous impact on participants, thanks to the efforts of Gayle Wilson, M.D., who recently retired as King County coroner.

Along with a discussion on the nature of the work of the coroner's office, Dr. Wilson also lectured on human anatomy and then performed an autopsy in view of the students. The subject of the autopsy performed during last year's field trip was a 19-year-old college student who'd died from an overdose of drugs, a sobering experience for young students who tend to think of death as the province of the elderly.

SAE charter granted at Western

Students at Western have been granted a charter to form a campus branch of the Society of Automotive Engineers (SAE) by the national organization, headquartered in New York. Of 78 applications for charters received by SAE this year, Western's was one of only 15 granted, even though the college does not have an engineering department.

The new chapter, with 30 members, has elected officers for the coming year and has set about the task of getting organized. President of the group is Gerry Usher, a senior from England. Corry Hildenbrand, a junior from Seattle, is vice president and Joseph Demarte, a senior from Seattle, was named treasurer.

The charter was granted following examination by the national organization of Western's curriculum offerings and student activities. The college was encouraged to apply for membership by SAE officials following a competition in Detroit in 1972 in which the urban car produced by the Technology Department finished third against entries from engineering schools from throughout the United States and Canada.

Affiliation with the national organization gives WWSC students access to valuable information and facilities which otherwise would not be available to them. Films, books, speakers and other resource material and personnel can be obtained. As members of SAE, Bellingham students will be able to use the wind tunnel at the University of Washington, testing equipment at Boeing and other regional facilities.

Faculty adviser for the local group is Dr. Michael Seal, assistant professor of technology.

A major activity of the new student group during the coming year will be organization of a fuel-economy run from Blaine to Tijuana, Mexico, to take place in 1975.

Dr. Michael Seal, assistant professor of technology.
When Western was a normal school, the main work of the faculty was preparing students to teach elementary school. According to Dr. Keith Murray, professor of history, social science teachers were expected to present methods courses rather than, for example, to study in depth the causes of the American Revolution.

During the 1920s, however, the emphasis changed and the faculty at the school began to concentrate more upon subject matter.

In 1925, the faculty developed a general education program which included an introduction to contemporary civilization. This course was assigned to Thomas Hunt, who held the Ph.D. degree, and was responsible for a different aspect of its curriculum. Eventually there was a person with a Ph.D. in each of the areas of history, geography, sociology, anthropology, economics/business, and political science.

"At one time there were only 23 people on the faculty who held the Ph.D. degree," Dr. Murray said, "and social studies had seven of them.

As part of a general college administrative reorganization in 1960, each of the five areas in social studies had grown strong enough to allow Arntzen to resign as chairman, and of each of these "lead-men" then became department chairman. Dr. Murray remained as chairman of the History Department until 1969.

When Professor Arntzen became chairman of the Social Studies Department in the early 1930s, he laid plans for several specialized subject-matter areas of instruction. Five academic disciplines were blocked out with the idea that each would eventually become a separate department. Arntzen hired a person in each area who had a strong academic background and who could become a "lead-man" in his field at the college. Under this program, Dr. Murray was hired in 1946 as "lead-person" in the field of history.

"When I first came to Western, there were only three people in the Social Studies Department, and each taught a wide variety of subjects," Dr. Murray recalls. "All three, for example, taught the history of civilization. It didn't make any difference whether the subject was in your field of specialization or not, you taught the course.

"There wasn't much time for research then, because you were too busy trying to keep ahead of the students in your classes," Dr. Murray continued. "If the President called you into his office at nine o'clock, you might have a tough time teaching your ten o'clock because you had planned to use that hour to prepare for it.

"Arntzen taught economics and world civilization, Thomas Hunt taught geography and English history, and Nora Cummins, who had been a supervisor in the campus school in 1911, taught European history, sociology and political science," Dr. Murray said.

At the beginning of each academic year, Arntzen would choose a faculty member to be the department chairman over the years, each became responsible for a different aspect of the curriculum. Eventually there was a person with a Ph.D. in each of the areas of history, geography, sociology, anthropology, economics/business, and political science.

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With the completion of the library in 1928 (lower right), a second stage in the development of the campus was accomplished. The school had grown beyond the confines of one building and the green quadrangle in front of Old Main had been defined. The campus remained relatively unchanged for a period of seven years. A portion of Waldo Field, with covered bleachers, can be seen at right.
Fairhaven College attracts senior citizens

A program to bring senior citizens to college got under way during November at Fairhaven College and, if Leone Western has her way, the program will be a rousing success.

Mrs. Western, a senior citizen herself, has been appointed director of a pilot project called The Bridge, a federally funded experiment in education for older persons.

The Bridge is one component of a $134,333 grant which will be used to bring retirees, middle-aged people and pre-schoolers to Fairhaven cluster college for a multi-generational living and learning experience.

No stranger to new senior citizen activities, Mrs. Western comes to Fairhaven from Port Angeles where she organized and, for the past four years, directed a Senior Citizen Drop-In Center. She also founded for Peninsula College a state-accredited institution of higher education for senior citizens, at which she has been teaching two courses.

Senior citizens coming to Fairhaven are not required to attend classes, but have the voluntary option of doing so. They also may serve as resource persons for younger Fairhaven students. Mrs. Western hopes, however, that many of them will choose to further their education.

"I'm going to be wearing many hats," she says, "and one of my jobs will be to encourage those who come to take advantage of the educational and cultural opportunities available on a college campus. We hope they will take advantage of these opportunities to enrich their lives."

Two Fairhaven College residence halls were remodeled into apartments to accommodate the 30 to 40 older persons who are part of The Bridge.

While most of those who have applied so far are coming from nearby areas, inquiries have been received from as far away as Florida. Interest appears to be greatest among retirees who are already college graduates, but Mrs. Western is hopeful that others also will come.

"We want people with all sorts of backgrounds," she says. "We want to mix persons with different levels of income, educational experiences, and jobs and careers. We're really looking for aware people."

Because living in a college environment would not be suitable for everyone, all applicants are being carefully screened to insure that those who do come will enjoy the experience. "I think food, conversation and music are the keys in group dynamic work," Mrs. Western says. "Give people

Gene Omey appointed registrar

B. Eugene Omey has been appointed to the position of Registrar at Western. The promotion, following unanimous recommendation of the selection and search committee, was announced by the Board of Trustees at their November 1 meeting in Bellingham.

According to Dr. Jerry M. Anderson, academic vice president, Western will profit from the contributions Omey will be able to make in his new assignment. "We are fortunate to have a person of his caliber for this position," he said.

Omey, 37, has served as director of admissions at Western since 1964. In his new post, he replaces William O'Neil who was recently appointed executive assistant to the vice president for academic affairs and director of the summer session.

Born in Nebraska, Omey attended public schools in Kent. He earned a bachelor of arts degree, graduating with honors, and a master of arts in education from Washington State University. He is a member of Phi Beta Kappa academic honorary society.

Before coming to Western, Omey was a teacher in Santa Cruz (California) schools. He served for five years as admissions counselor at WSU.

The admissions committee of the college, acting as a search committee, is seeking candidates nationwide in order to select a person to fill the position of admissions director made vacant by Omey's promotion.
When school began this fall, Carol Mowbray of Bellingham was teaching in a new classroom. Armed with a recently earned master's degree in education from Western, the 10-year teaching veteran took on a new challenge: working with sightless youngsters at the State School for the Blind in Vancouver, Washington.

Behind those scarcely unusual facts lie several unusual stories. Carol Mowbray is blind herself and was the first sightless teacher of normal kindergarten and second grade students in the United States. But working with sighted children, rewarding as it was, was only a stepping stone toward Carol's ultimate teaching goal, helping the blind to help themselves. 

Married, and the mother of two children, Carol had discontinued her teaching career with Bassett Unified School District in Southern California when the family moved to Washington two years ago. A graduate of Whittier College, she wanted to return to school to take special education classes which would give her needed background to work with handicapped children.

Several obstacles loomed in her path, however. Many of the required classes she would need for her master's degree involved work seemingly impossible for a sightless person. Her husband's salary as a welder, while adequate to the family's needs, might not cover the costs of her returning to college. Transportation to Western, three miles from home, was unavailable.

Encouragement, however, came from a variety of sources. "Often, blind students are told there are classes they can't take," Carol explains, "either because professors feel they might be dangerous or just too difficult. But Western's special education program has very fine professional teachers, highly dedicated. They did everything they could to help me."

Additional encouragement came from the Vocational Rehabilitation Service for the Blind which offered tuition assistance and also provided "readers"—people who would record textbooks onto tapes.

Further financial assistance came in the form of a fellowship which permitted Carol to work in the Association of Special Education Instructional Materials Center—known as ASEIMC—a part of the WWSC library which deals with educational materials. Yet another monetary boost came from an unusual scholarship. Many years before, a retired janitor from Spokane visited the WWSC campus while on vacation. He happened to encounter a crippled student and was impressed with the girl's determination to get an education despite her handicap.

Following his death several years later, it was discovered that he had left a bequest of $2,000 to WWSC to be used to help other crippled students.

While Carol was blind, rather than crippled, college officials were impressed by her determination and wrote to trustees of the estate, asking if she might qualify. With their approval, Carol received a $500 scholarship from the Clarence W. Eggleston fund.

The transportation problem was solved, in part, by two retired Bellingham men, a music teacher and an army major. "People who want blind people to help themselves give their time," Carol says of these men and others who helped her. When, on occasion, no rides were available, she walked the several miles to and from the college.

Carol cannot say enough about the people who helped and encouraged her. "I was given every chance to reach my own potential. Nobody ever said, 'What's she doing here? I was expected to do the same work as everybody else.'"

Part of this work included a class in activities for the handicapped in which teachers learn things such as woodworking so they can pass these skills to their students. Carol wielded a saw and other tools along with her classmates and found learning to mitre a picture frame one of her more challenging experiences.

Another class involved working with a particular kind of graph for which no braille equivalent was available. Undaunted, Carol's professor took plastic paper home to his wife and, with a sewing machine, that problem was solved.

While her educational dilemmas were being resolved, however, a personal problem was marring the family's happiness. While five-year-old Susan Mowbray is normally sighted, her older brother John, 6, is legally blind. Plans for his future included sending him away to a special school where he could be taught braille and other things necessary to insure his independence. While the Mowbrays were convinced such schooling was essential, the thought of separation was almost more than they could bear.

Again Carol's WWSC professors came to her aid. With her master's degree in special education, they argued, she would be qualified to work not only with the physically handicapped, but also with the mentally retarded, both areas occasionally coupled with blindness. Her own sightlessness would give her a special rapport with blind youngsters. Why not apply for a teaching position at the State School for the Blind?

With their encouragement, Carol did apply. Another friend, herself a polio victim, helped Carol type needed letters and applications and, to the family's delight, she was accepted.

During one busy week, Carol received her master's degree in education—the first ever awarded to a blind student at Western—and the family made a hurried trip to Vancouver to house-hunt and enroll John in first grade at the School for the Blind. An ideal home was found, right on a bus line to the school, and the family returned to Bellingham where Carol began the tedious job of packing for the move.

"I'm so happy I got the job," she enthused as she worked, "but I must admit I'm absolutely exhausted." She paused for a moment and added quietly, "But I figure God's brought me too far to let me down now."
On-campus housing

(Continued from page 7)

per week, enabling them to spend even less for board.

Students queried about their choice of living arrangements, however, cited additional reasons for their decision to live on campus. Convenience of location, a genuine dislike for shopping and cooking, budgeting of time and enjoyment of group living were all mentioned in a quick survey of upperclass students.

"I like dorm life," said Jan Perry, a junior from Tacoma. "I wouldn't like to have to do my own cooking or to spend my time shopping. I'd rather be out playing tennis."

Cyndi Chovil, a junior from Federal Way, agreed. "The all-around atmosphere is really nice," she added.

The "atmosphere" in residence halls is a relatively new thing. Until about four years ago, students coming to live on campus were supervised by housemothers who functioned as disciplinarians. Today's residence-hall directors, who are often not much older than the undergraduates in the halls, act more as advisers.

Students now are treated as adults from the moment of their arrival on campus and nearly all restrictions that once made dorm living intolerable for young adults have been removed in recent years.

While it might be expected that young students would tend to be overly self-permissive in setting such policies, such does not seem to be the case. Girls in Western's Ridgeway Alpha, for example, voted unanimously their first night in the hall not to have male callers arrive unannounced after 9 p.m., although campus policy permits visits by members of the opposite sex until 2 a.m. on weekdays and 4 a.m. on weekends if such policy is approved by two-thirds of the students in each individual hall.

WWSC offers a variety of living arrangements for those who decide to live on campus. In addition to the all-women's halls such as Ridgeway Alpha, there is one all-men's hall, seven co-educational halls—segregated either by wing, floor or suite—a complex of units with limited visitation options, two apartment complexes and 43 two-bedroom mobile homes located several miles away from school and designed primarily for married students.

Each of these individual living areas tends to develop its own personality during a school year, according to students, depending upon what sort of policies and personalities emerge as students get acquainted.

"Coed dorms are too noisy," is the opinion of Marianne Brecek, an attractive sophomore from Olympia, who this year is living in an all-women's hall. "There's a tendency to 'show off' in a coed dorm."

EKSTROM is with the Grant County Journal-News Cast news department in Ephrata.

'72 KAREN LEE JACOBSON and Howard Larsen were married July 21... DAVID MAYFIELD has been awarded a teaching assistantship for the 1973-74 session in economics and business at Western... Pamela Jo Deane and MICHAEL RHOADS were married June 30 in Port Angeles where they are now living... SUSAN STEVENSON and Christopher Janos were married in June. She is teaching elementary school at Bothell... COLLEEN CARPENTER and GILBERT RODRIGUEZ were married in Oak Harbor recently. She is teaching at the Vancouver School of Music in Vancouver, B.C., and he holds a graduate assistantship in theatre while working on his master's degree... BARBARA CHUDEK and GLENN HJOR T were married in June and are living in Fairbanks where she is teaching and he is working on his master's degree at the University of Alaska... VICKI DUSSAULT and STEPHEN HAGEN were married recently in Seattle... MARY LOUISE GAUDIO is teaching music in Aberdeen... JILL MCKINSTRY ('73) and GREGG EPPERSON were married in July in Seattle... Cathy Gillis and V. MICHAEL ASHFORD were married in June and are living in Bellingham where he is employed by the Northwest Medical Center... SALLY ROSS and JOHN MALEK II were married in June and are living in Federal Way. She is a social security claims representative trainee in Tacoma... KAROLYN CRAMER ('71) and JOHN BATES were married in March and are teaching at Oak Harbor High School on Whidbey Island.

'73 Pamela Myer and RICHARD E. MARTIN, Jr. were married recently and are living in Kent where he works for the school district... ROBERT BROOKE teaches fifth grade in Port Angeles... GAIL MARTIN and CRAIG WELLS were married recently in Marysville where they are living... MONROE ROBERT McLACHLAN is employed by the newspaper, The Independent, in Port Orchard... LINDA OPPIE and Curtis Leadly were married in June in Seattle... KATEY PRICE is teaching school in Adelaide, Australia... DIANA SHALANDER is teaching special education at Omak... RUBY ANN CHINN and JACK SWANEY were married in August in Seattle... RENEE BOULAC and TIMOTHY RUNYAN were married recently and are living in Ferndale where he is employed by the FDA... CHERYL CORRINGTON and Larry Saunders were married recently in Seattle and are living in Torrence, Calif... CLARE CRONIN and STEVEN CLANCY were married in June in Seattle... DOUGLAS PADGET will be teaching at the Collegio Americano in Bogota beginning in January... PAMELA NUNN and BRIAN BABBITT were married in June in Centralia.

IN MEMORIAM

'13 MARY OSSEWAARDE ZYLSTRA, May 8, in Grand Rapids, Mich., from cancer... '31 SIGRUN ALKIRE, July 18, near Neh Bay, when the plane she and her husband were flying in crashed... CHARLOTTE CLAUSSER CHURCHWARD, May 4, in Auburn.

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