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Take a peak into the fun and fascinating world of kids at Western. See page 8.
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FRONT COVER: Jessie Sinclair-Nixon, 4, plays with toys provided at the daycare center.

BACK COVER: (left to right) Megan Crouse, 5, and Lara Roberson, 4, have fun refining their balancing abilities.
For the Love of Books...
Mabel Zoe Wilson brings order to library

Story by Robert Johnson

The next time you are in Wilson Library, cussing out the floorplan while trying to find the book with the call number "KF 4150 A7 G3 1962," remember this: Western’s library system was in a worse state of affairs before Mabel Zoe Wilson became Western’s (then called Whatcom State Normal School) first full-time librarian in 1902.

Wilson was not only the guiding force for the library system here, but also throughout Washington State. She helped organize the Washington Library Association, served as president of the Pacific Northwest Library Association and served in committees for the American Library Association. She improved library conditions and accessibility across the state.

Most of her notable work was at Western, while she served as head librarian from 1902 to 1945. Wilson was born in Athens, Ohio, to Amos J. and Sarah Elizabeth (Crawford) Wilson. Her birthday is unknown. She received a Bachelor of Arts degree from Ohio University in 1900, so it is believed she was born in 1878. It is also not known if she had any previous work experience in a library, so how she got the job at Western is a mystery.

Wilson recalled in 1948 that when she first saw Western’s library, then located in the central portion of Old Main’s second floor, “My English reserve made me keep to myself.” She said the 800 books the library owned were placed where there was room, without rhyme or
reason. What books were there were not educational material but personal favorites of teachers and students. Numerous magazines were in one big, unkept pile in a corner. The only librarian was a student who worked part-time.

"There just wasn't a library!" was her opinion.

Wilson promptly went to work. When school opened that fall, she, by herself, had classified the books under the Dewey Decimal System and created a card catalog in longhand. Soon after, she set up and instructed a class on how to use and run a library. Then she set out to acquire the finest books in the country for the school.

By 1909, the library had 9,000 books (The student body was approximately 1,200-1,500. Today, for 9,500 students, the library has 400,000 books). It caused the student paper, the "Messenger," to boast, "We have many choice books not found in schools west of the Mississippi."

During the 1908-09 school year, Wilson took a leave of absence to receive a Bachelor in Library Science degree from a school founded by Melvyl Dewey (of Dewey Decimal System fame). Returning from Dewey's school, Wilson set up a new system of receiving overdue books. The names of those with overdue books were placed a list at the front entrance of Old Main (Fines were not reinstated until the 1950s).

The library grew to occupy the entire second floor of Old Main by 1917. Periodicals had to be placed in the attic. Students started demanding a new library.

"Desks are crowded to accommodate 150 students at one time. And everyday there are hours when more than 300 students are clamoring for books and a place to write," stated the school paper in an October, 1915 editorial.

It wasn't until 1923, when C. H. Fisher became president of Western (then called Bellingham Normal School), that the idea of a separate library building was taken seriously. Fisher and the Board of Trustees drew up a comprehensive building plan, encompassing 25 years, to more than double the floor space of the campus. The first building to come was the current library building. (The other buildings that came from this plan are Carver Gym, Miller Hall, College Hall, the Physical Plant, the Fine Arts building and the Performing Arts Center.)

The groundbreaking for the new library was in early 1927 and the dedication was June 5, 1928. The 25,000 square foot building had the capacity of 100,000 books (it possessed 38,000) and could seat 500 students. It was built so expansion would be of minimal inconvenience. The building, in Romanesque design, was made to blend with Old Main and old Edens Hall.

"Washingtonian" magazine said in its July, 1928 issue that the library, a copy of the Boston Public Library, was the "finest public building in Washington, outside of Olympia."

Wilson began to expand her influence in the 1920s. An article
by Thomas Antuch in 1987 says she started lobbying the legislature in Olympia. She got bills passed that provided state service to rural libraries and programs to fight illiteracy.

The Library News Bulletin said in a November 1945 article that in 1938 Wilson received a $9,000 grant from the Carnegie Foundation to purchase books. It said this was the first Carnegie grant given to a college library west of the Mississippi.

Today, Wilson would be called a liberated woman. Back then, she was considered a pain by the male faculty members. She demanded and received respect from faculty and students alike. Many male professors grumbled about being spoken down to by her. She never married. It is believed she was the first woman in the Bellingham area to own a car (which also drew sneers from chauvinistic faculty members), which she often used to spend weekends in Vancouver, B.C. and Seattle.

Wilson’s vacations were busman’s holidays. Every summer, she would tour libraries whether she was in the United States, Canada or Western Europe.

She retired from Western (then called the Western Washington College of Education) in 1945 with the title of Professor Emeritus of Library Science. The library by then had grown to 72,000 books and was recognized by other librarians as one of the finest college libraries in the nation.

Wilson continued to live near the campus and continued to participate actively for libraries in the Pacific Northwest, despite going blind in later years.

On October 8, 1962, west and east wings were dedicated, increasing the floor space to 64,000 square feet and allowing room for 200,000 books. The wings were of Gothic design, meant to complement the Romanesque architecture of the original portion of the library and the modern design of Haggard Hall.

About this time, 700 alumni, friends and colleagues of Wilson created the Friends of the Mabel Zoe Wilson Library and petitioned the Board of Trustees to name the building in her honor. The name then was “Library Building.” A similar proposal to the board was endorsed by Gov. Roland Hartley in 1932, but was never enacted (It was possibly lobbied against by the faculty members she had piqued). The board approved this time. The renaming ceremony was on April 15, 1964, but Wilson could not attend due to injuries sustained by falling downstairs. She died of these injuries June 1, 1964. She was believed to have been 86 years old.

By the early ’70s, the library was in need of expansion again. This time, the wings and the south end of the old section were surrounded, adding 99,000 square feet to bring the total area to 163,000 square feet. The expansion allowed a total capacity of 375,000 books (but now holds about 400,000 books). This $3.4 million addition was dedicated on Nov. 4, 1972.

The 1972 dedication program said another expansion would happen in the event Western’s (then called Western Washington State College) enrollment should grow to 15,000 students.

“...This would permit a capacity of 500,000 volumes,” the program says.

Wilson was a very private woman. She left few notes and no diaries. Yet through her achievements, Western’s libraries and her contributions to improving libraries throughout the Pacific Northwest, we can know more about the lady than we could from any diary.

Wilson was quoted from a recent Western Libraries publication as saying in 1912, “Why do we (she and her library staff) do this? ... It is because we believe a life without books is a meager existence and because we want to give our students every possible chance during their students days to know them.”
TAKING TIME TO TRAVEL

Students Can Study Abroad

Story by Lynette Dembiczak

Foreign Study programs are the sure antidote to the
blahs that every student experiences in the long race
of credit collecting.

College credits can be earned abroad in the exciting
atmosphere of a foreign country. If Vancouver, B.C. is the
only foreign city you have visited, read on.

Western offers a varied selection of foreign study
programs through which students can experience the cul-
ture, history and art of a for-
eign country for a quarter, a
semester or, if the “blahs” run
very deep, an entire year.

The Western Foreign
Study Office is located on the
5th floor of Old Main. An
entire rack of brochures are
available for browsing and
the selection might surprise
you. Along with the more
standard programs in Europe,
Western has now added new programs in Hungary,
Czechoslovakia and Poland. Students can travel “down
under” to Australia for a semester starting this spring.

After the brochure is in hand, specific questions might
come to mind like, “Which bank can I rob in order to get
some extra cash flow?”

Dr. Art Kimmel, the Director of Foreign Study at
Western, is helpful in answering questions about the study
abroad programs, although he would most likely avoid
the one above.

Dr. Kimmel believes that many students are unaware
of the affordability of foreign travel through Western and
is proud to list the many bargain features of various
programs.

“The more typical programs are the quarter programs
we have pretty much every quarter. Mexico, which is
$1,700, is the least expensive program,” he said.

The most expensive is the Japan program, which tops
the list between $5,000 or $6,000 per quarter. Programs in
Hungary, Czechoslovakia and Poland are about the same
cost.

The programs which take students to Europe are more
expensive due to the rising costs in Europe. Kimmel
believes that it is still a bargain to go to Europe because the
prices are based on how the dollar was doing last year.

“The prices (in Europe) have actually gone up; for
instance, you could go to Italy for about $3,500 a quarter,
which is a real bargain,” Kimmel said.

Kimmel points out a student at Western pays $1,800
for tuition, room and board which covers just basic costs.
Along with these basic costs a foreign travel participant
can expect excursions, transportation and adventure.

“One of the reasons we do have programs which really
don’t cost much more than staying on campus is precisely
to allow any student who can afford to go to Western to go
abroad,” he said.

Kimmel advises students
to come and speak with him
after they decide where they
want to go, as well as what
they can afford. If an expen-
sive program is just a dream,
then he can assist in finding a
cheaper route through an ex-
change program, which will
make the trip a reality.

“There are two students
on exchanges to Hungary this spring on $2,500 a semester,
but it’s not as fancy,” he warns.

Good news for many penny pinchers is the availability
of financial aid. If a student is currently on financial aid,
they will receive financial aid for the program. Those who
have regular Pell Grants can ask for additional loan money
based upon the higher costs involved in going abroad.

“Financial aid is a very important part of foreign study
and a lot of students couldn’t go abroad without it,”
Kimmel said.

Kimmel said the most popular programs are Mexico
and Italy. At this time Italy is filled with a waiting list for
winter and there has been a flurry of applications for the
programs to France and Britain which are also filling
quickly.

The spring programs are more promising, for along
with Mexico, there are still plenty of openings for France
and Britain. A new program to Greece begins this spring
which students can expect to pay $3,000 for.

Now that you know that the price tag of a trip abroad
is negotiable, it’s time to make a change in your routine.
Western is giving you a chance to trade your typical
American breakfast cereal for a “kasha” in the Soviet
Union or a slice of “brot” in Germany.
"How about I just plant you in the ground," Sue Kenney tells 24 hungry and restless 3 to 5-year-olds. "O.K. You guys are seeds, I’m planting the seeds.”

The children stand up and begin to yell out what they’ll grow into.

“I’m a tree...I’m a beautiful flower...I’m a weed...I’m a daisy seed,” a chorus of little voices blurt out.

Kenney, a teacher at the Associated Students Co-Op Daycare on campus in Fairhaven, begins to plant the seeds, pressing the imaginary dirt down over them. The children begin to crouch down until they are all rolled up into seeds scattered around the daycare floor. Not until Kenney begins to water them with her invisible watering spout do the children grow, standing slowly as the imaginary sun nourishes them.

Kenney is trying to keep the children occupied until their lunch is ready. Today, it’s past the noon hour and the lunch still hasn’t shown. The imaginary seed game seems to have put off hungry tummies for now.

"Now the wind is blowing but your roots stay in one place,” continues Kenney. The children’s arms and bodies react to the wind, swaying and swinging. But then, the story continues, it gets too hot. The weeds, trees and beautiful flowers begin to wilt because they haven’t had water in a long time. Then along comes a storm with thunder and rain that rejuvenates all that’s grown.

Finally, into the brightly lit room rolls a tray of miniature sandwiches, bowls of raspberries and corn. The trees and flowers instantly become hungry children once again.

You’ve seen them around. They are the chain of children, linked by little hands and a few big hands, bundled up in pink ski jackets that nearly bury their faces and wearing black rain boots with red trim. They’re the active group of 2 to 5 year-olds that go to Western’s daycare.

They’re probably on their way to go swimming at the Carver Gym Pool, or play tag on a field or perhaps romp up Sehome Hill. The children go off campus every week too. They go to the children’s museum, the fire station, the library, pizza parlors and grocery stores.

Larry Macmillan, the program’s early childhood manager, thinks it is important to keep the children involved in the real world.

“We take them there on field trips to see where their food comes from.”
trips so they get a chance to see the real working world,” Macmillan said.

One of the goals of the program’s field trips is to help children become familiar with what is unknown to them. When a child at the daycare was having vision problems, the class visited an optometrist’s office.

“It really diffused some of the potential worry and fears,” Macmillan said.

The group of parents at Western who use the daycare include students, faculty and staff. The enrollment is made up of 80 percent children of students at Western, while the other 20 percent children of employees of Western.

“The program started because there were parents going to school here at Western.” Macmillan said. “They all started to talk about the need for child care on campus. So basically that group pulled this program together.”

The daycare is located in the bottom floors of the eleven and twelve stacks in the Fairhaven residence area at the south end of campus. There are two big classrooms, one for the older children, 3-and-a-half to 5 years old. And a second large classroom for the younger children, 2 to 3-and-a-half years old. The rooms are stocked with learning centers and tools. The walls have picture painted by the children and cut-outs of jungle animals. On one child-height cork board there are pictures of all the children enrolled in the program. Everyday, the children sign in by moving their photo to their permanently-stapled name cards. The age of each child is indicated by a different colored dot for each age.

In the older children’s room is a cage of guinea pigs, a ‘lite-brite,’ a tape recorder with headphones, and dollhouses. There are also other toys and craft stations. The children are free to choose their own activities or participate in group projects.

Almost everything at the daycare is scaled down to the children’s size. It is a place that fits them, not the older, taller...

Above: Matthew Crouse, 5, makes a play-doh pancake while twin sister Megan does the dishes.

Below: Melina McCollum, 5, pauses to examine her art work.

Whitney Bryson, 4, and her visiting friend Molly Huggins, 4, play together.
people of the world. Little hands are washed often throughout the day in mini child-height sinks. The chairs and tables are comfortable for them and awkward for adults. In one corner is a set of huge building blocks that, when put together, make a perfect sized house for those three feet and under.

Adjacent to the two big rooms are two smaller rooms. One is primarily used for napping time and the other for music lessons.

One group project the children engaged in is learning about science. A physics lesson for a 5 year old is coloring water, then putting it in a freezer. In a few days the children are allowed to play with their experiment and are encouraged to talk about what they think happened. They also spray warm water on the blocks of colored ice to watch it melt.

When asked if they learned anything -- you get a quick answer, "No." But on consideration, Amelia, 5, says she's seen something like these "icecubes" before.

Another activity the children love to participate in uses a round piece of cardboard with different faces expressing different moods on it. The children, with the help of Kenney, choose which face they feel like right then. Kenney gives each child a turn at explaining how they are feeling.

"Kelly?"
"A little sad," Seth answered quietly and declined to explain further.

"Paul?"
"A little sad 'cause I only got half of my sliver out but not all of it."

"Irene?"
"Kinda sad (sic) because my daddy ripped his pants."

Parents are required to work in the program a certain number of hours based on the amount of time their child is at the daycare. That number starts at two and a half hours a week and can get up to as many as four and a half a week.

Macmillan said it takes a while for everyone to settle in. "Initially it takes a couple weeks before we get the flow going," he said, "but because people [parents and student staff] work at a regularly scheduled time the same people are going to be there over and over at the same time. So that brings in some stability."

"The teachers are always there so the children can count on them. They're the primary care givers," he added.

The program has four main goals established for the center.

The first is to provide quality child care experience at an affordable rate. The second is to provide an opportunity for parents to be involved in the care of their children. The third goal is to provide parent education. This is done through parent conferences. The final goal is to provide a setting for student practicums and observations for students in education, childhood or physical education programs.

"Right now we have the speech/audiology (program) which gives them the opportunity to have the students work with real people, the young children, and gives us the opportunity to give free hearing exams. It's a benefit both ways," Macmillan said.

Funding for the program comes from the Associated Students, parents who use the services, the university and the United States Department of Agriculture food program. The U.S.D.A. provides some federal money through the state.

Rates for child care are based on what the student can afford, taking into account family size and income.

Rates start at $1.50 goes up to $2.50 per hour.

"I think we have developed a curriculum that is very strong and fairly unique, and eclectic, drawing on a lot of different resources and a lot of different theories and a lot of different approved practice in the field. So we have a very strong program in that regard," Macmillan said.

Workstudy student, Michelle Kleinke shares playtime with Dustin Byrne, 5.
Garbage Disposal Clogged?
Recycling is the Answer!

Story by Maria Manliclic

They are the vestiges of modern day life which appear in Rohina Rubicz's day in a constant, steady stream.

Notebook paper, coffee cups, a disposable razor, a paper towel, computer paper, a pizza box, facial tissues, a yogurt container, a cardboard toilet paper tube, a seltzer water bottle, an issue of The Western Front, a half-gallon milk container, a pen, and several pieces of junk mail.

Since the beginning of the school year, Rubicz, a Western junior, has been separating glass jars, newspapers and aluminum cans from her regular garbage — placing it in the recycling barrels behind Buchanan Towers to await the next trip to the nearby Recycling Center.

"We're generating a lot of needless garbage," she said. "It's just piling up and we need to do something about it."

If the Recycling Center and the Associated Students Board have anything to say about it, all students will eventually follow Rubicz's example.

Recycling program opportunities have existed at Western since 1971. Originally born at Huxley College of Environmental Studies, recycling has grown in student participation through recycling activities.

"If students are willing to recycle, the Recycling Center is willing to pick it up," Doug Ireton, junior, said.

The center did not implement a model solid waste recovery program until late 1980, when it received a $772,000 grant from the state legislature and the Department of Ecology. By coincidence, the city of Bellingham decided to develop its own solid waste management program at the same time.

In 1976, the AS recognized Huxley's recycling program as a drop off center for the community and people who wanted to recycle, he said.

Ireton, of the Housing and Dining Committee and the University Services Committee, said more education about prerecycling, reducing the amount of paper generated by the AS and more funding for the Recycling Center to take care of the overflowing barrels, is mandatory to meet Western's recycling goals.

"By 1995, (Western has) to be recycling 50 percent of its waste stream," he said. "In 1993, the university has to be using 50 percent of recycled paper, and by March of 1991, we have to have a comprehensive plan laying out how to meet that 50 percent waste reduction."

The facilities are available here if you want to recycle, Ireton said.

A growing national consciousness realizes waste cannot just be disposed of anymore, it must be put to other uses or not be produced at all. Model representatives for recycling are the Japanese, who recycle more than 50 percent of their trash.

In Whatcom County, 80,000 tons of garbage was disposed of in 1989. Trucks, carrying 120 tons of this waste is exported to a landfill near Pasco. According to the management plan, this "long-haul" trucking operation is only temporary.

"The county needs some place to put all this garbage," said Bob Jurica, solid waste manager of Whatcom County's Solid Solutions Division.

One way in which the county is dealing with its waste management problem is through the county's new curbside home collection recycling program, which begins Feb. 1, 1991.

"If they live in Bellingham, they've already had curbside recycling for over a year, since July of '89," Jurica said.

The conventional red, white and blue recycling containers will be available to residents of Ferndale, Blaine and all unincorporated areas in the county who have garbage collection service like Bellingham.
Psyched for Success
Western players focus on mental preparation

The silence inside the small locker room is almost deafening.
The players sit with blank stares, while the butterflies inside their stomachs send the message that this is a big game.

Each of the 15 Western players deals with the problem alone, as the team prepares to take the basketball court to play rival Central Washington.

This game is all the players have thought about for a week. The voices of 3,000 screaming fans arise from the gym and signal their preparation is about over.

It's game time.

But most fans know very little about how the team has gotten ready for this moment.

Story by Kevin Jackson

The pre-game preparation for the Western basketball team is one filled with almost as much mental training as physical preparation.

Dr. Ralph Vernacchia, sports psychologist for all varsity team sports at Western, will never get his name in the box score, but he plays a key role in the success of Western athletics.

Vernacchia meets with the team at different points throughout the season and helps the team mentally prepare, while always stressing a focus on the positive.

"The players have a choice to either think about the distractions or focus on what they need to do. Sports psychology is just teaching them to think right as opposed to thinking wrong," Vernacchia said.

Photos by Dave Rubert

"In a stressful situation, if you know what to expect and know what is going to take place beforehand, you can focus on what you need to do."

Vernacchia leads the Viking basketball players in a process he calls "attuning."

The first step in the process is to attune to the environment.

Vernacchia tells the players to picture the scene of the gym, the time of the game and the crowd.

"If you're aware of the distractions ahead of time, you don't think about them (when they arise)," he said.

Michael Dahl, a 6-foot-6 senior center, said the process of blocking out the distractions before a big game is the key in his preparation.
Dahl said he tries to isolate himself and usually will only socialize with a few close friends during the days before a big game. “I don’t like to talk about the game coming up or think too much about it. I try not to be around a lot of people who are going to want to talk about it. I just try to stay away from the hype,” he said. The second stage in Vemacchia’s process involves the attuning of the athlete’s body, thoughts and feelings. “A good athlete listens to his body and will do what their body tells them,” Vemacchia said. “They won’t overplay or underplay, but will follow the regulations of their bodies.” The final step in the process is for the player to attune to his coaches and teammates. In this step, the players learn to respect their teammates right to prepare for the competition in their own way. Vemacchia says it is important for players to develop a routine before each game.

However, he does draw a line between routines and superstitions. He said he has seen several Western athletes who followed superstitions and emphasized the difference. “In a superstition, the athlete thinks the behavior - like putting their socks on a certain way or wearing a certain pair of socks - causes the performance,” he said. “We want the athlete to think he performs well because he’s a good athlete. They’re the ones affecting the outcome, not a pair of floppy socks.”

Vemacchia’s advice on routines has rubbed off on several Western players.

Sophomore guard Trevor Sugarman said he tries to settle into a pattern before every game. “I always try to establish some type of routine and not emphasize one game over another. You don’t want to do something different for a particular game,” he said. “I like to spend time just quietly going over the game plan and personally visualizing the situation. “I just treat it like any other day. You have to eat a little earlier, but I try not to do anything else special.”

Freshman pointguard Jeff Dick said his pre-game routine usually includes a time to relax. “Back in high school, I would always take a nap to relax myself,” he said. “Then I would just think about who we were playing and prepare myself mentally.”

For senior forward Steven Clinscales, a nap is the farthest thing from his mind in the hours before a game. “I mainly just try to stay awake. I usually listen to my walkman - a combination of rap tapes. That gets me into the right frame of mind,” he said.

Eating the right pre-game meal is another concern for the players. “I try to eat about four hours before tipoff,” said junior guard Jeff Curtis. “I always try to avoid any kind of dairy product...because milk doesn’t (react well in the stomach) when you start to sweat...I eat mainly pasta and stuff that is high in carbohydrates - like spaghetti or lasagna.”

Both Dick and Clinscales said they also try to include pasta in their pre-game meals.

But Vemacchia’s main recipe for success is positive thinking. As the sports psychology instructor in the school’s physical education department, he said he tells the players to always focus on something they have done well when they are on the court. “People are socialized to think in a certain way. There is a real tendency to think on the negative. Society is very critical and judgmental,” he said. “I just ask the players to imagine their best ever performance and
think of what it felt like. When they describe it to me, their faces always light up."

In the visualization process, Vernacchia instructs the players to visualize the scene of the game as accurately as possible by picturing the exact setting in their minds.

He said when they are able to picture the setting before the game, they are less intimidated when game time arises.

He then instructs the players to picture themselves being successful on the court.

The process is not similar to hypnosis, it just allows the players to mentally picture themselves playing well in a game in the same manner a student might picture himself doing well on a test.

Dahl said he has had success in using the technique when he is on the court.

"If I get in a situation where I'm in a hot game and I've made a few mistakes in a row, I just try to do something I can have success at - like playing good defense or whatever," the senior said.

"Then I focus on what I've done well and use the positive mental imagery."

Curtis said Vernacchia helped him use positive imagery to overcome a shooting slump.

"I didn't feel I was shooting the ball well and I went to him. He told me to just visualize my best ever shooting performance and transfer it to the present," Curtis said.

After emerging from the slump by using the technique, Curtis said he now incorporates the practice into his preparation for each game.

"I use a lot of visualization. I try to see myself doing the right things and making the big plays," he said.

Curtis said the pre-game bus trip is a good time to use the visualization, while other players said they employ the technique when they are alone at home before games.

Western coach Brad Jackson said he has drawn some of Vernacchia's advice about performance into his coaching philosophy.

The sixth-year coach said he doesn't stress winning in his talks with the team, instead he focuses on a good performance.

"If your goal is just to win, you may not play your best every time out. But if you teach the players to play up to their own best self, there is an intrinsic motivation every time you step on the floor," he said.

"Winning will take care of itself."

Jackson said he and the team's assistant coaches don't believe in giving loud inspirational speeches before a big game.

They expect the players to draw inspiration from within.

And the players appreciate that philosophy.

"The one thing you will never hear coach Jackson say is that we need to win this game," said Dahl.

"He just wants you to do the best you can do. He believes, and so do we, that if we play up to our full potential we will win at the end." But even with the mental preparation, the pressure to perform is still often difficult for the players.

"I get really excited sometimes and my mind starts to wander," Sugarman said. "I would rather be playing than sitting there in class and it's hard to concentrate."

"Sometimes I have trouble sleeping," added Dick. "It's just hard to take your mind off it. You feel like you're ready to play right there. When you get nervous, it's hard to concentrate."

Fortunately for the Vikings, Vernacchia is there to help swat away the butterflies. 

Team captain, Michael Dahl (40) and Shawn Bovenkamp (22) play aggressively on court.
STRETCH Your Dollar
More Fun with Your Funds in Bellingham

I t's the weekend again and after a long week of classes and studying it is time for some good fun. Taking a look at your cash supply, however, you find there isn't much there.

Evenings out usually start with a stop by the cash machine to stock up on spending money and usually end with an empty wallet.

It's easy to spend $20 or $30 for an evening of entertainment without giving it a second thought. Add a date and the bill for the night can be astonishingly expensive.

Bellingham doesn't quite have the big-city entertainment options, but don't despair because Bellingham isn't dead. There are quite a few things to do and many cost less than $10.

Classes and studying are synonymous with campus; however there is more. The theater department presents one or two plays each quarter, and for less than $5 you can see performances such as Shakespeare's "Othello" and Chekhov's "Three Sisters".

Upcoming productions are advertised on posters around campus or else check in the Performing Arts Center (PAC).

The Artist and Lecture series allow students and the community to be entertained by top rate performers for a minimal price, usually under $10. The Eugene Ballet Company performed this past fall quarter and various professional vocal and instrumental groups are featured throughout the academic year. The performances are on campus at the PAC, across the street from Haggard Hall.

Music students perform recitals each quarter which are open to the public at no cost. Notices of the type of recital, date and location are posted in the PAC.

You could also see a movie on Sunday nights in Old Main 100 for $2. The movies aren't the box office hits, however for $2 the selection isn't too bad.

Besides campus theater productions Bellingham has its own community theater and students can see plays and musicals for $5. Last year The Bellingham Theatre Guild, 1600 H St., presented "Godspell" and "Steel Magnolias". Call 733-1811 for information about upcoming performances and reservations.

If there is a movie you are dying to see and just can't wait for it to be offered on video, than take advantage of the matinee shows offered by all movie theaters. The same $6 movie is now only $2.50 or $3.50 just earlier in the day.

Sitting in a theater or concert hall may not be your style so Bellingham has other low-priced activities for the active person.

Parks and trails are scattered around Bellingham providing first-rate views of some spectacular scenery. Pine and Cedar Lakes is a 300-acre park at the trailhead lot of the Old Samish Highway, about one and a half miles

Story by Sara Bynum
from where it meets Chuckanut Drive. After a two-mile hike you are pretty much out alone in the wilderness. Fishing areas are available and from certain viewpoints in the park you can see Mount Rainier, the San Juan Islands and the Canadian Cascades.

Mount Baker isn't just for skiers. On the road sides signs mark hiking trails and provide a refreshing break from studying to take a look at the marvelous creation we often forget is right around us. Parking is usually available close to the trails.

Perhaps a game of golf in the wet Bellingham weather isn't quite your idea of a pleasant time. Miniature golf is a great alternative for the not-so-serious golf enthusiasts. Luigi’s Indoor Miniature Golf, 2428 James St., costs $2.50 for 18 holes.

Bowling is traditionally a favorite past time and Twentieth Century Bowling Inc., 1411 N. State, is open from 9 a.m. until midnight. Step into a pair of those stylish shoes and bowl a game or two. Games cost $1.75 each and shoe rental is $1.

Most girls once dreamed of being Dorthy Hamill but the closest they got was copying her haircut. Now you too can become an ice skating star at The Baker-view Ice Arena, off exit 258, which is now open for public use. Try out your ice skating talents 7:30 p.m. to 9:30 p.m. Tuesdays and Saturdays, and 1 p.m. to 3 p.m. Sundays. Admission is $2.50 and skate rental is available for $5. It is a good idea to call the rink if you plan on skating Saturday nights because a hockey team may have the rink reserved. For more information call 676-7305.

On your way up to the trails at Mount Baker stop off at the Mount Baker Vineyard, 10 miles east of Bellingham on the Mount Baker Highway. Free tours are available Wednesday through Sunday from 11 a.m. until 5 p.m. There are no scheduled tour times, just show up at the winery. The guided tour includes information of how wine is made and bottled. At the conclusion of the tour the group is treated to free wine tasting.

A 30-minute drive south to Anacortes is the gateway to the San Juan Islands and Victoria, British Columbia. If you walk on the ferry the cost is considerably less than taking your car. A round trip to Friday Harbor is $4.65 and you are already in the town upon arrival. There is a main street of little shops to browse in and walks to take.

The three-hour ferry ride to Victoria costs $6.05 each way and there is certainly not a lack of things to do in Victoria. Take a ride on a double-decker bus, treat yourself to a British tea or tour through Buschart Gardens. For ferry departure times and other information contact Washington State Ferries at 1-800-542-0810.

If you are still bored then pick up a local newspaper. The scene section usually has a listing of current, local events or visit the Visitors and Convention Bureau at 904 Potter.
Bored with Bellingham? Try Vancouver British Columbia. This city, which sits merely 45 minutes away, offers a multitude of activities 24 hours a day.

Getting to Vancouver is barely as much trouble as going to Sumas, Lynden or Blaine. These are the three crossings into Canada. The I-5 crossing at Blaine is the easiest. Traffic at the border can be a nightmare if you follow hoards of Canadian shoppers back to their homeland. Be sure to leave all those fun things like alcohol, excessive stores of tobacco and firearms at home. The Royal Canadian Mounted Police who run the border crossing don’t look to favorably on these goods. A helpful tip is to leave the WWU parking permit in the glove box and dress like a tourist or businessperson. College students are often the first people they tend to pull over for lengthy searches at the border.

Once across, remember that Canada uses the metric system; the speed limit signs are in kilometers, not miles per hour. The rule of thumb is that Canadian highways are usually regulated to 100 to 110 kilometers per hour and streets are 50 kilometers per hour (which is close to 20 mph). Radar detectors will be confiscated at the border, so it’s better to just leave your investment at home unless you are willing to stand in line to get it back on your return trip.

As for accommodations, your best bet is one of the many hotels along Kingsway, which runs between downtown Vancouver and New Westminster. The best place by far is the Kingston Hotel at 757 Richards St. Located near B.C. Place Stadium, this European style hotel offers free parking, telephone, television and, best of all, student rates. The Kingston is close to bus stations and Vancouver’s Skytrain. The rate for a double occupancy room is $35-$55 Canadian. Before choosing any hotel/motel, though, remember that they get more expensive as they get closer to downtown.

A good place to stop before any traveling is the American Automo-
The Robsonstrasse offers a whole variety of shopping experiences.
Stores carry a spectacular variety of merchandise.

The Robsonstrasse offers a whole variety of shopping experiences.
Stores carry a spectacular variety of merchandise.

Mobile Agency. They offer tons of tour guides, free to members and ranging in the five-to-ten dollar range for non-members. These tour guides describe all hotels, places to see and finer restaurants in town.

Getting around Vancouver is even less complicated because all you have to do is buy a three-zone pass from any Skytrain ticket machine, Vancouver ticket outlet, 7-11 store or Safeway Foodstore. An all day, three-zone pass will get you onto any bus, Skytrain and Seabus in the greater Vancouver area for $3.50 Canadian.

Now that you have a place to sleep and a way to get around, it’s time to tour the town. The first stop has to be the Harbor Center Complex, and it’s one of the easiest buildings to find. Located at 555 W. Hastings, the Harbour Center has a large underground mall and a fantastic viewing platform at the top. The glass elevator ride will set you back $4.50 Canadian, but the view is spectacular. At every point in the observation room you can see the city of Vancouver.

For the student with a few bucks in his/her pockets, the Robsonstrasse offers everything the Rodeo Drive of Vancouver should. Robsonstrasse is on Robson Street, and the activities start at the pedestrian mall on Granville Street next to the Government building which marks the center of town.

Outside the downtown area, in North Vancouver, you can venture up to the Capilano Suspension Bridge and park, or go to Grouse Mountain. Each destination is achieved by riding the Seabus, located at the bottom of Granville Street next to the Pan-Pacific Hotel. The Seabus will drop you off at the Lonsdale Quay, a relatively large mall and open-air market.

Stanley Park is the one place on anyone’s list that is a must to visit. The park, located in the west side of downtown, has everything from a free zoo to a children’s train, which can be a blast for the “under age college student.” On a warm day, the park is filled with painters, artisans, puppet shows and spectators. The Vancouver Aquarium, located within the zoo, is one of the best on the West Coast and boasts a large new addition for the Beluga Whale exhibit.

All in all Vancouver is the city for weekends. You can have a great time seeing the sights for under $50 in American money.
TEST DRIVE A CAREER

Students ride internships down the road to success

Do you ever wonder what your life will be like after graduation? Worry you won't be able to find a job using your degree? Question whether you'll even like that job?

Some Western students have found a way to ease some of those worries. An internship is a way to test-drive a career and beef up a resume before graduation.

For some, it's a requirement. Four departments at Western — communications, journalism, recreation and education — require students to do internships before graduation.

Why?

"Learning by doing, experiential learning, is the best kind of learning," Jim Moore of the recreation department said. "The students test what they know, and find out why they need to know it."

Dean Shelton (senior, recreation) interned last spring at Harborview Medical Center in Seattle. He said it was a great experience.

"I got a lot of responsibility from about the second or third day,"
Shelton said, "It was pretty overwhelm­ing. Usually you'd ease into a job more."

He definitely got a taste of the real world.

"I saw people who'd been hit by a train, gotten in a motorcycle accident and slid down the freeway in shorts, skiing accidents, gunshot wounds... It's amazing what people do to themselves or to each other."

Shelton was unpaid. It didn't bother him.

"I barely even got free park­ing!" he said. "But I never even brought it up. I think it would have changed the experience. I was broke, but it was worth it."

He said he looks back and sees things he could have done differently, but is satisfied with what he accomplished.

"It was such an overall learning experience," Shelton said. "I like to think I gave those people something they might not have had otherwise. I had some impact on their lives."

Huxley College requires students to do either a senior thesis or an internship.

Jean Carr (senior, environmen­tal policy and assessment) interned for the City of Olympia this summer. She was the first intern the Department of Water Resources had ever had. She said she spent most of her time on "valuable" work.

"Once in a while I'd get stuck at the copy machine," she said. "But that was only in emergency situations; we had a secretarial staff. Most of the time I was doing what I was supposed to be doing."

Carr said her experience was worth the expense. "It was defi­nitely worth doing. There's a pos­sibility I can get a job there after I graduate."

Western's School of Education requires students to complete a 16-week (semester) internship, com­monly known as student teaching. The students' degree of success during the semester directly affects their ability to find work later. The final evaluation is a recommenda­tion for or against awarding a teaching certificate. It is also re­viewed by prospective employers.

Dean Lancaster (senior, sec­ondary education) is student teaching sixth grade at Whatcom Middle School. So far, he loves what he's doing.

He said it has been an eye­opener as well. Whatcom Middle School was designed to hold 500 children, but handles about 800.

"There's so much pressure on the system. Society has created this mess and they want us to fix everything. You're teaching academic and social skills. Some of my stu­dents are at a third-grade reading level. That really shocked me when I started," Lancaster said.

He sees family problems, ne­glect and violence as well. "One of my kids ran away last weekend," he said. "He was gone all weekend but he showed up at school Mon­
day morning. His home life is so bad that he’d rather be at school.”

But now that Lancaster has experienced it, he can’t wait to start working.

“I like to think I gave those people something they might not have had otherwise, I had some impact on their lives,” Shelton said.

“At this point, all you want to do is get out and start teaching,” he said.

Sometimes students elect to intern even when it isn’t required. Pacific Communications (PACCOM) has had marketing and advertising majors from Western intern with them for the past two years. Currently, there are three marketing interns, two production interns, and two regular staff.

Steve Jensen (senior, marketing) is one of PACCOM’s three marketing interns. His position involves doing sales, “cold-calling” and trying to get new business. He’s found he spends most of his time doing other miscellaneous work.

“I think the interns are there mostly for secretarial stuff, and just to do whatever the account execs don’t have time for,” he said. “They want to make it (the internship) two quarters. Then maybe we could do some more meaningful stuff. It takes awhile to get to know what you’re doing.”

Jensen said he hasn’t been given much responsibility.

“Mostly I’m just learning how to act in a business situation,” he said. “I’m not getting much job experience, as far as what I want to do. It isn’t what I thought it would be like.”

Even though it’s not required for his major, Jensen wanted the experience an internship would give him. And even though it hasn’t been a dream come true, he’s learned from it.

“I’m getting business smarts, and it’s something to put on my resume. I could only do it once, though,” he said, laughing.

Terry Pile, account executive for Ogilvy & Mather/West public relations, has selected and supervised interns for six years. She said she looks for specific qualities when interviewing candidates.

“It is very rewarding,” he said. “When you see a kid smile after he’s done well, you can see you’re making a difference. That’s probably the best part.”

“I look for enthusiasm,” she said. “Someone who’s done a little research, knows what the internship is all about. And someone who I can see is hard-working.”

Once they’re actually working, Pile said she’s actually worked some of her past interns.

“Number one, shyness. They’re afraid to get to know the staff or to ask for work. Number two, resentment. You work hard here and you don’t get paid. That’s why we only accept interns who are getting college credit. But instead of trying to make it work, some students dwell on the fact that they’re not getting paid.”

Dean Shelton also offers a few tips to students who are considering an internship.

“Start early. Other people will be applying for those positions,” he said. “And once you’re there, be committed, even if you don’t like it. No job situation is ideal, but it’s a very good learning experience. Take advantage of the situation.”
Story by Sally James

It's a well-known fact that many people are not too pleased with the parking situation here at Western. The grumblings and complaints are often the topic of students' conversations.

Now, Ann Wallace, manager of Western's parking department, gets a chance to tell the department's side of the story concerning the budget, amount of parking space available and the number of permits sold. She also explains how money generated from parking fees is spent and discusses future plans to help the parking system.

With all the money coming in from parking permits, parking tickets, fines and parking meters it would be hard not to wonder where all this money goes. Wallace said the parking department is self-funded, that is, the state does not supply any money for parking. So the money from the parking permits and parking fines goes toward the upkeep, maintenance and improvement of the parking lots, not to mention the salaries of the parking checkers, the people at the visitor's center and the parking office.

The parking department's revenue for the 1989-1990 year was $392,000. Of that amount, 64 percent came from parking permits and 24 percent came from parking fines.

Total expenditures, rounded off, came to the following:

- $19,000 - Printing parking permits, parking maps and guides, application forms, etc.
- $19,000 - Parking lot maintenance: filling pot holes, replacing signs, etc.
- $5,000 - Vehicle maintenance, including parking scooters.
- $132,000 - Staff salary.
- $30,000 - Benefits of the staff.
- $11,000 - Pay for student employees.
- $18,600 - Cost to operate the visitor's center, including salaries, benefits etc.
- $66,000 - From the reserve fund for lot improvement, which included paving the Buchanan Tower parking lot, paving the lot behind the water tower near the Ridgeway complex and paving 9V and 6G lots.

Even though the parking lots are divided into different sections, Wallace said there are only two basic costs for parking on campus - one for commuters and one for residents and employees. For commuters, a permit costs $14 per quarter, while residents and employees pay $28 per quarter.

Wallace said resident-permit costs were raised because residents receive more privileged parking areas, and the permits are good 24 hours a day. The rise in cost for employees, however, is because they are receiving more "prime parking" areas, that is, parking is not only closer to main campus but...
there is also a greater demand for parking during the day.

Commuters may purchase an annual permit for the year, which covers them through the summer, for $42. Residents may also buy an annual permit for the year, but their cost of $93 is again higher because of the round-the-clock service and prime parking areas.

The cost of operation and maintenance of the parking lots governs how much a permit costs. “If there is a rise in material costs, for example,” Wallace said, “then this would reflect in permit costs.” The price for permits, however, has not gone up since the Fall of 1985.

Wallace said complaints about the cost do occasionally come in, as do other complaints. “We get general day to day complaints, but we try and help every person,” Wallace said.

To those who would like to park more conveniently, Wallace will explain that there is only so much space available. For people could not get a permit, she will give alternative transportation advice, such as bussing and carpooling information.

“We have a carpooling board out in the office and we can match you up with other carpoolers,” Wallace explained.

And for those people who complain about having to pay for parking permits at all Wallace will explain that, yes, other state universities do charge for parking.

Trying to make the distribution for commuters and residents more equitable, that is, fair, was the main idea behind redesignating the parking spaces in the Fall of 1989. One problem the department noticed was that residents who were unable to buy a resident parking permit would instead buy a commuter parking permit. The resident would then leave his/her car in the commuter space for an extended period of time which, in turn, gave less accessible parking space to commuters. (This procedure is no longer allowed.)

Wallace said that when redesignating the parking spaces, the parking department not only looked at the ratio of commuters to residents, but also considered which group needed parking the most. This year, it was the commuters who needed parking the most, and they ended up purchasing an estimated 2,150 parking permits, Wallace said.

There are approximately 3,000 parking spaces on campus, which Wallace said are used for a variety of reasons. These include such things as parking for visitors, reserved spaces and loading and unloading spots.

Wallace admitted the parking department did sell more permits than parking space available, a procedure which happens every year. “We’re trying to accommodate more people,” she said. “If the department only sold one permit per space there would be a lot of empty spaces and this would deny many people access to these unused spots.”

Wallace further explained that if people saw several open parking spaces they would question why they didn’t receive a parking permit. By selling more permits than space available all the parking space is utilized.

As for some of the long term solutions, the Parking Advisory Committee has recommended to have the Campus Master Plan focus part of its concerns on the parking situation. The Campus Master Plan is to be discussed over the next ten years.

Some of the future plans include increasing public transportation, such as expanding bus service and creating carpools. Another idea includes developing a parking lot outside of campus and having a shuttle service transport people to and from campus.
Western junior Troy Turner was solo flying a Cessna 152 airplane over Hilsboro, Ore. when it started losing air speed.

Although he continued to give the plane more power, he was losing speed and elevation. Then the engine quit.

"All I heard was the wind and I saw a steel propeller in front of me," Turner said. "I knew I had to get the plane down in a hurry."

Turner said he had to make the best landing he could without hurting the plane or himself.

"You have to be calm. If you get flustered you will make a wrong choice and that's when mistakes happen," he said.

After calling the emergency channel on the radio, Turner regained partial power in the engine and landed safely at Hilsboro Airport.

"It was a learning experience which I value. It proved to me how good my training was and it proved to myself how good of a pilot I am," Turner said.

Western is considered home to many pilots. With Bellingham International Airport so close, students such as Turner and senior Dave Stubenrauch are able to go to school and still do what they enjoy most - fly.

Both Turner and Stubenrauch plan to follow in their father's footsteps and become commercial pilots.

Stubenrauch received his private pilot license 1 1/2 years ago. Out of the three planes he flies, the Piper Warrior II is his favorite because the wings are under the airplane, allowing it to fly flatter. The Cessna airplanes fly at a slightly downward tilt because the wings are on top of the plane.

At age 16, Turner was one of the youngest people to receive a private pilot license. Turner's flight exam-
iner, who went to work for the Federal Aviation Administration, told him he was one of few people at his age to have the ability to fly so well.

"He was a stickler, so what he said impressed me. It’s like having a hard professor and getting an ‘A’," Turner said.

Presently, Turner is capable of flying six aircrafts, which include the Cessna 150, 152, 172 and 172RG (retractable gear), plus the Piper Warrior II and the Dakota. Turner has been flying for five years and said the Cessna 172RG is his favorite.

"It’s a real plane, the gear comes up," Turner said.

Like Turner, Stubenrauch had a frightening experience while flying.

Stubenrauch almost collided with another plane 3,000 feet up in the air. He was practicing stalling the plane and dropped his speed down to 60 mph. A second later, he noticed another plane pass about 100 feet in front of him going full speed.

"I just didn’t see him," Stubenrauch said.

If Stubenrauch didn’t stall his plane, the two aircrafts would have collided.

This near collision has made Stubenrauch more aware of what is going on in the sky. He now watches for other planes constantly and asks his passengers to tell him if they see another plane.

When Stubenrauch was a child he didn’t like to fly and would get sick. Now, he loves to take to the sky because the view is wonderful. Stubenrauch said downtown Seattle is the prettiest place he has flown over, and Renton Airport is where he enjoys taking off and landing the most.

"It (Renton) has a big runway, I can’t miss it," Stubenrauch said.

Turner has flown in Arizona, California and the Pacific Northwest. He said flying south at 8,000 feet toward Portland at night is beautiful. The moon shines off the Pacific Ocean and the lights from Portland and Astoria light up the sky.

To some, the feeling of being 5,000 feet off the ground gives a sense of freedom.

"There’s nothing holding you back, nothing connecting you to the Earth. It’s total freedom," Turner said.

Getting a pilot license is not an easy task. To receive a private pilot license it is necessary to go to flight school and pass a written test. It is not mandatory to attend ground school classes, but it is a good idea to prepare for the 4-1/2 hour written test.

Receiving a private license is difficult and takes hard work. Turner had an advantage when he entered flight school. He had flown with his father many times and grew up in an aviation-oriented household.

"It (receiving a license) wasn’t hard because instead of reading comics as a kid, I read flight manuals.

. . . it took determination and hard work as (it does) with anything," Turner said.

Turner said flight school was challenging because of the accuracy needed while flying. He said pilots are thinking all the time and are constantly checking the gages in the aircraft to make sure everything is all right.

"Mentally it is a workout. It’s not like a car. When you are back on the ground you are mentally exhausted," Turner said.

It can take between six and seven weeks to receive a private license. Forty air hours are required, which includes about 20 hours flying with an instructor and 20 hours solo. Ground school consists of about 56 hours of lectures in a classroom. Turner went to the lectures from 6 a.m. to 8 p.m. for two weekends before taking the 4-1/2 hour written test.

To get a private license it costs about $3,000 and for a commercial license it costs about $7,000 or more.
Years ago, going to a movie theater was like sipping a cup of hot chocolate—all warm and sweet. It felt good.

Those theaters were grand and had plush seats. The screens seemed as big as football fields. Then the multiplex came along, and many venerable theaters were closed down or destroyed. But the news for movie buffs, reminiscent of grand luxury theaters, is not all bad—at least not in the Bellingham area.

The single-screen, 1,700-seat Mount Baker Theatre on Cornwall Avenue, with its high balcony and 80-foot Gothic dome still remains and is in no immediate danger of closing its doors.

“As long as we have a breath of life left in us...the house will not close,” Ruth Shaw, general manager of the Mount Baker Theatre said.

The Mount Baker, the last single-screen movie house between Seattle and Vancouver, was completed April 29, 1927 by architect R.C. Reamer, and it was listed as an historical landmark in the national registry in 1978. Reamer, who was commissioned by the Fox Theater chain to build the Mount Baker as part of four west coast theaters for 20th Century Fox Studios, also designed the 5th Avenue Theater in Seattle for Fox.

Today, the off-beat, experimental theater building, designed in a Spanish motif, is owned by the city of Bellingham. It is managed by the Mount Baker Theatre Center—a “not for profit” corporation.
that formed in 1983.

Unlike many single-screen theaters across the country, the Mount Baker has been able to survive on its sales at the concession stand, despite its low admission prices and lack of popular mainstream films.

“We don’t have a ‘competitor’ in Bellingham because we don’t show the first-run films,” Shaw said. “We cannot compete with Sunset Square or Cineplex Odeon for first-runs because the film distributors want too much money for them. So we show second-runs...then foreign language films and classic films like the Picture Show used to do,” she added.

Sophomore Dana Weatherby said she thought the theater was unique.

“(Mount Baker) is willing to show the type of films you wouldn’t be able to see in the big profit movie theaters,” she said.

Despite a few holes in the walls, tattered, old seats and chipped paint, the Mount Baker has continued to provide movie-goers with quirky non-mainstream films, foreign language film, blockbuster hits, 3-D movies, children’s movies, vaudeville acts and world class series of live performances and art shows for the past 63 years.

“It’s our belief that the people in Whatcom County shouldn’t have to drive to Vancouver or down to Seattle to see world class entertainment,” Shaw said. “They should be able to come right here in their own hometown.”

In an era of $6 tickets for first-run attractions, the economics of movie theaters are driving smaller operators into joining national chains or go out of business.

“Personally, I believe single-screen movie houses are a lost art because it is an expensive business,” Joan Smith, house manager of the Mount Baker Theatre said.

Bob Horton, city manager of Sunset Square Cinemas, agrees. “Financially, (you) can’t make it on just one screen any more.”

The most notable example being the Picture Show Theater, one of Fairhaven’s principal single-screen movie houses of non-mainstream films, which closed its doors on March 22, 1990 after more than eight years of business.

“It’s a business,” Horton said. “To bemoan the loss of that theater is wrong because it’s gone. What people could have done is supported what they were playing and what they were doing,” he said.

Smith, who also works as Mount Baker’s projectionist, says Bellingham is not in the market for art houses.

“Seattle and Vancouver have bigger art house markets and Bellingham is caught in the middle.”

Theater owners and operators are locked in a battle for market shares and business is suffering.

“The days of the single-screens that do nothing but show films for profit...have to diversify,” Shaw said. “So we offer things the average theaters don’t offer.” Presenting live performances and renting Mount Baker’s stage are two ways Shaw mentioned that keep the theater a thriving business.

Every Thursday night, Movie Palace Night, the Mount Baker’s balcony is opened to the public and admission is only $2.50.

For movie-goers, the theater wars may be good news. Many operators and multiplex chains are building theaters with decent-size screens, comfortable plush seats, expensive sound and projection systems and are focusing on customer service — for the first time in years. One notable example being Bellis Fair’s six-screen, purple carpeted Cineplex Odeon, which serves “real butter” on its popcorn.

“As far as plush seats, we’ve got an average chair,” Horton said. “I think those are false perceptions of what makes a theater a good place to go.”

As for movies, Horton says they are still one of the cheapest forms of entertainment.

“I look at a theater as a place people can come to, pay their $5.50, get a real good presentation of a major Hollywood film and be able to enjoy the show with few interruptions and problems as possible. Where else can you get that kind of entertainment?”
Competing for jobs on campus can be extremely frustrating for many students at Western. But competing with work study students, if you do not receive financial aid, is next to impossible.

Work study is one way for students who qualify for financial aid to earn state funds. Washington awards a certain amount of money per financial aid student through a grant. Part of which goes directly toward tuition bills and the rest may be earned through work study. Loans are another option for students who do not work.

Since the state is paying for work study, these students are essentially free employment to any department. Any non-work study student hired on campus must be funded by individual department budgets. This is too costly for many departments.

At the beginning of each year, departments request the number of work study students they will need. The Student Employment Center then tries to distribute work study students’ evenly across the campus, according to the student’s interest and major. Only about 50 to 60 percent of the positions are filled because that is the number of work study students available.

Kelly McManus, a junior work study student at the Fairhaven Daycare, received a financial aid grant, and is able to earn up to $700 per quarter through work study. Her grant already pays for part of her tuition.

“Financial aid is based on what they (Western) think your needs are,” McManus said. “My freshman year they (Western) figured $800 for transportation, but that didn’t apply to me because I don’t have a car. But it all works out because I may have other expenses, like maybe my books will cost more than originally estimated.”

According to Ron Martinez, Student Financial Resources administrator, the law requires that paychecks be distributed to financial aid students who earn money through work study. Work study is to cover rent, food, books and other living expenses, Martinez said.

“We figure they’ve (students) become adults. We’re trusting them to use the money in their best interest. It’s only detrimental to them if they pass up the economics book for the keg,” Fred Ondeck, Student Employment adviser said.

Martinez said 4,900 students are employed on campus and only 1,300 are work study students. However, over 500 of those same jobs are non-work study students working for food services.

After departments receive work study students, they consider non-work study students. “It’s a money thing. Depending on department budgets, some can hire and others run tight with funds,” Ondeck said.

Work study students are paid by state and federal funds, whereas, non-work study students must be paid through a department budget. The raise in minimum wage to $4.25 last year cut more non-work study students from department budgets.

“Non-work study people appear to be second-class citizens,” Ondeck said.

Martinez said it is an institutional policy to provide jobs to work study students who need money. It becomes a department’s priority to hire as many work study students as possible because, they’re free to the department. Otherwise, the department must budget additional funds to pay non-work study students, he said.

According to Ondeck, many other colleges nation wide have work study students positioned as food service help or custodial work.

“Western has a policy of trying to place work study students in positions according to career plans and interest,” Martinez said. Work study positions cannot be religious or political in nature.

“I really wanted to work at the Fairhaven Daycare, because I’m going into elementary education and I worked with daycare this past summer. It’s good experience and within walking distance of my apartment,” she said.

The work study program reimburses 90 percent to non-profit organizations, 65 percent to private organizations and 80 percent to the public school district, for hiring work study tutors. Approximately 100 work study students currently work off-campus.
Story by Matt Baunsgard

It started as a harmless examination into phone sex lines became a journey into depression.

I have always wondered what would be waiting for me at the other end of the GIRLS! GIRLS! GIRLS! and GIRLS LIVE! lines. So I set out on a journey. Into the back pages of Rolling Stone magazine I delved.

GIRLS! GIRLS! GIRLS! was the first line I tried. Catchy name. Excited and breathless, I dialed. Just think, in moments I would be talking with the woman of my dreams.

"Hi," the voice said. "This call will be billed discreetly to your Mastercard or Visa. Please enter your number now or wait for further instructions."

Hmmmmmm. Well, considering I don't have a Visa or Mastercard, I guess I better wait for further instructions.

"To enter into an orgy with two girls, dial 1-900-999-ORGY. To enter into an orgy where anything goes dial 1-900-999-KINK. Enter your credit card number now or wait for further instructions."

Hmmmmmm. Still don't have a credit card. Better wait for more instructions.

"To talk with national girls (????????) dial 1-900-999-JODY. Enter your credit card number now."

No more further instructions?

I decided it would be wise to get a credit card.

"Dad? Hi, this is Matt. I was wondering if I could borrow your credit card number."

"What for?"

"Well, I'm trying to order some tickets through Ticketmaster and I need a credit card number."

Quick thinking.

"Sure."

Yes. Now I can shut that lady up and get some real action going.

"Hi," the voice said, again. "This call will be billed discreetly."

Ya ya ya, get on with it.

"Enter your credit card number now or wait for further instructions."

With a feeling of great pleasure I typed in the 12-digit code on my father's Visa card. Dial tone.
Wait a minute, I just typed in my card number.
Maybe it disconnected me on accident.
“Hi,” the voice said on my next try. “This call will be billed discreetly…”
“Enter your credit card number now or wait for further instructions.”
Hesitantly, I typed in the 12-digit code for the second time.
“I’m sorry we can’t accept your Visa number right now. If you have any questions call 1-800-688-USID.”
Can’t accept my Visa number? Can’t accept my Visa number?
“Dad, this is Matt. I just called Ticketmaster and they said they can’t accept your Visa number.”
“I just paid if off and the card doesn’t expire until next year. Would you like me to call them for you?”
“Thanks dad, but that’s ok.”
There just must be some mistake. Perhaps all the girls are taking a break.
I decided to call one of the numbers given to me in the further instructions. 1-800-955-KINK sounds interesting.
“We’re sorry. This line is no longer in service,” the automated voice informed me.
The same automated voice informed me that all the lines given to me in the further instructions were no longer in service.
I decided this line didn’t want my money. I’ll try another.
GIRLS LIVE!, the advertisement read. Great.
I dialed the number, though not with the same enthusiasm I once had. Was I feeling a bit rejected? Maybe the phone service was too good to accept my call.
“Hi,” a familiar voice said. “This call will be billed discreetly to your Mastercard or Visa. Please enter your number now or wait for further instructions.”
Now why would the same sex line have two separate ads and two separate phone numbers? And why couldn’t I get through to a phone sex line? Was it me?
I decided to try a change of pace and get my mind off the depressing reality of being rejected by a phone line.
Kissing Tips from Harlem, the ad read. Sure, I could use some kissing tips.
However on further reading I saw the service offered much more than that.
“RADIICALLY IMPROVE YOUR SEX LIFE!”
Awesome.
The automated, Oriental lady told me in her slow sex drawl to grab a pencil and listen as she shared her secrets.
Being the nice guy that I am, I will share with you the wonderous secrets she indulged me with.
There are six natural aphrodisiacs. The first and most potent is called Yohimbe, a natural crystalline substance, that was used in ancient orgy rituals. “It makes you horny,” she cooed. “It gives men longer erections and increases lubrication in women.” Simply combine the
yohimbe with two cups of water, bring to a boil, then drink.

How can I get this miracle substance, I wondered? I would love to have longer erections and a completely better sex life. Hey, who wouldn't.

As she started in with the second aphrodisiac, something called Rocket Fuel, which increases your sex glands, I was trying to figure out how much this barrel of information was costing me.

"Let's see, at two dollars a minute, and I have been on for five minutes already and she is only on the second of six..."

I hung up the phone, realizing I would never benefit from longer erections and more lubricated women. Oh well. Was it really worth at least $60, plus the amount it would cost for her to send me this breakthrough in sexual history. I didn't think so.

One last try. One last futile grasp to hold on to my own sanity. To tell myself that, yes, I too can enjoy the benefits of a phone sex line.

I scanned the back pages of Rolling Stone.

For Guys Only. Cool. I am a guy.

No Visa or Mastercard required. Great. So far so good.

I dialed the number, throwing my father's Visa card number over my shoulder.

However, as I dialed I hesitated. Should I take the risk of another failure?

Yes Matt, you can do it!

I finished dialing. Afraid to breathe, I heard a series of beeps. More beeps. In fact, the beeps continued for about a minute. I hung up.

One more try.

This time there was a long silence. I hung up again.

Knowing full well that those two calls would show up on my phone bill, I tried one more time.

"Thank you for calling," a male voice said. "Please press one if you are in the Eastern states, two if you are in the Mid-west and three if you are in the Western region."

I felt like crying with joy. I had gotten through. A real phone sex line. I felt triumphant. Confidence surged through my blood.

I pressed three with confidence I had never felt before.

"Press one to listen to messages. Press two to set up a mailbox. Press three to hear messages in your mailbox."

This isn't quite what I had in mind, but hey, at least I got through. I decided to listen to some messages, to get an idea what it was like. I pressed one.

"Hi, I'm John. Leave me a message in my box. I am looking for some great phone sex."

Different thoughts began racing through my head. Shouldn't they differentiate between male customers and female customers? Then I remembered the ad, For Guys Only.

"Hi, I'm Joe. I'll take anyone, anywhere..."

I hung up.

I threw away my Rolling Stone.