Winter 1992

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Alumni Association, WWU

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Cartoonist from Western hits the big time. See page 1.
hits big time

In her spare time she drew, for a weekly newspaper near her home in St. Reyes, California, and for any publication that would buy her work on a freelance basis. Her first national cartoon was published in a magazine for United Auto Workers.

"I kept submitting ideas to syndicates, getting closer and closer until something hit."

According to LeMieux, King Features receives between 3,000 and 5,000 submissions a year. Of those, only two or three new ones are launched. "Lyttle Women" joins about 150 other cartoon strips, columns and puzzles King Features syndicates nationally.

LeMieux spent two years on an optional contract — proving her consistency before the syndicate gave her a full contract and began marketing the strip a few months ago.

The cartoon features two girls who are best friends: the no-nonsense Irene Lyttle, who would prefer Jane Pauley dolls to Barbies, and her cousin, Amy Taylor, who would sell her soul for a pair of $80 designer jeans. Supporting them are Kate, Irene's single mom; Amy's mom and dad; and the girls' grandmother.

"This allows me to write from the viewpoint of a little girl, a character without any guarantee of success. You just don't see that dedication often."

LeMieux admits she became "compulsive" about succeeding.

"I just felt that, if given the chance, I could do it. And that there was not a lot out there with characters from a female point of view. I've certainly paid my dues. I've done everything from waiting tables to direct-mail business to driving a forklift."

my age and an older woman," LeMieux says. "The inter-generational part appealed to me. And I try to keep the strip very positive."

The strip is also family-oriented. "There's a lot of helping out," LeMieux says. "I'm trying to establish female characters who stay at home, that's OK, and who work, and that's OK."

LeMieux adds. "Being a mother is very important and very hard to do. I know. I have a 6-year-old son, James."

LeMieux is very close to her own mother, a former teacher and now a Cowitz County commissioner who did her Master's work at Western. Her father died in 1983 but encouraged her doodling and drawing from an early age, providing copies of Mad Magazine, her earliest inspiration.

The realization of her longtime goal has left no time for celebration. LeMieux is too busy churning out strips: five weeks ahead on daily strips and nine weeks ahead on Sundays. She works daily, beginning when her son leaves for school and ending when he comes home. Her mind, however, never stops, and any comment or insight is grist for the mill. And the days when she knows she's written something funny, well, it's all worth it — all the "staring into space and nothing's happening."

Kathryn LeMieux

The strip also attempts to eliminate bias toward working moms or stay-at-home moms.

LeMieux's relocation to the San Francisco area, where she now lives, was published in The San Francisco Examiner, Portland, Dallas, El Paso, San Antonio and Knoxville.

LeMieux married about 10 years ago.

Donnelly views his friend's accomplishments with pride.

"There are a lot of people at age 20 or 22 with big plans and idealistic dreams," he says. "But when they get to their 30s, those things fall by the wayside in light of more practical matters. But Kathryn has hammered away without any guarantee of success. You just don't see that dedication often."

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Remembering Western
By Jean Rahn, Executive Director, The Western Foundation

Often, people hear of major gifts made to Western and think, "I wish I were in a position to make an impact on the future of education." By remembering WWU in your will, you, too, can help support a program of your choosing or provide scholarships... and still take care of your family's needs.

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The Old Main Society is the Western Foundation's recognition club for donors who have included Western in their estate plans. Members are invited to an annual dinner and other events on campus, and are listed in the Foundation's Annual Report. Confidentiality is maintained, of course, for those who request anonymity.

The Foundation can provide sample wording for including Western in your will that you may review with your attorney. It gives examples of ways to specify a lump-sum gift, a percentage of your estate, a residual bequest after all your other wishes are met, or a gift in memory of someone. The sample wording also shows how to place certain restrictions on the use of your gift.

Bequests of more than $10,000 are frequently designated as endowment funds. Interest earnings are paid annually while the principal donation remains intact in perpetuity, providing Western with a solid foundation of ongoing support.

Scholarship endowments have traditionally been established to support a particular area of study with the donor determining the field and other conditions of the award, such as financial need. Endowments or bequests can also be directed toward the Alumni Scholarship Fund, athletics, the library, and other programs.

Endowments can also fund lectureships, professorships and faculty enrichment or provide support to the department of your choice. Currently, the Foundation's Scholarship Endowments total almost $2 million and other endowment funds total over $400,000.

In addition to bequests in your will, you might consider a gift of life insurance which allows donors to make a major contribution with smaller payments over a period of time. Another possibility is a life income gift (trusts and annuities) which provides donors with income for the rest of their lives, a current income tax deduction, and possible capital gains tax savings.

If you are considering including a gift to Western in your estate planning or wish additional information, please call our office (206) 676-3027. Western students of the future will welcome your support.
World According to Garp) he has settled in Florida, where he has worked for 10 years in arts administration and as a performing arts teacher in a private school. He is married and has two sons.

"72 — Michael J. Page is the general manager of The Don Home Store in Tukwila and also President of the Tukwila Parkway Plaza Merchants Association.

"73 — Scott Anderson works part-time at Printing & Publications Services at WWU and devotes the balance of his workday to writing, editing and his desktop publishing business, Writer's Bloc. His book, Desktop Publishing Dollars and Sense, is due out in the spring.

"74 — Judy (Moore) Scoust is Administrative Assistant for the Safety Inc. Corporate Public Affairs Division in Pittsburgh, California ... Dennis DeKay, CPA, has started the Kirkland accounting firm of Smith and DeKay, P.S., where he is also president.

"75 — Terry Svinth Lambeth works for the Public Utility Commission of Oregon in Salem as a revenue analyst. Jerry Fohsom has been hired as the Funding Specialist for the Lummi Tribe.

(continued on page 4)

Alumni Scholarship Winner Clemens

Michele J. Clemens, a psychology/social studies minor, is one of seven WWU Alumni Association Scholarship recipients. She plans to graduate this June, expects to attend graduate school, and ultimately become a teacher and counselor. She is only the second individual to receive this scholarship for four consecutive years.

At Western, Michele has maintained a 3.5 gpa and has been the inspirational team leader on the women's basketball squad, in spite of suffering what would normally have been a career-ending knee injury between her freshman and sophomore years. In the words of her coaches and fellow players, Michele is "a perfect role model of what a student athlete should be."

WWU Alumni Association Scholarships pay tuition and fees for the academic year. Funding for the scholarships is derived solely from earnings of the Alumni Association Scholarship Endowment Fund, which is made up entirely of funds donated by Western alumni and friends.

WWU Alumni Travel Program is No Gamble

Forty-four Western Washington University alumni and friends (left), gambled on the WWU Alumni travel program and took its first "Cruise to Reno" September 29-October 3. The pay-offs were big.

The trip started in Vancouver, B.C., on board the luxurious Holland America Line cruise ship, the MS Westerdam. For three days and three nights, WWU Alumni travelers relaxed, gambled and ate their way to San Francisco, where they caught a flight to Reno and spent 2 nights at the Eldorado Hotel/Casino. Not everyone hit the "big" jackpot, but everyone had fun.

Catherine Ward, the Alumni Travel Program Coordinator, and Chris Goldsmith, the Alumni Relations Director, accompanied the group to be sure that things went smoothly.

Because the WWU Alumni Travel Program has been dormant for years, the Alumni Office and Bellingham Travel wanted to kick-off the rebirth of the program with something fun, unique and affordable. Response to this trip was overwhelming and just about everyone who went on the "Cruise to Reno" is ready to go again next year — even Director, Chris Goldsmith who got "75 on 'Big Bertha,'" but didn’t get the big jackpot. Better luck next year Chris.

Other WWU Alumni travel trips are already in the works. If you have any place that you would like to travel with WWU Alumni, call Catherine Ward in the Alumni Office at 647-6832.

Kudos All Around

Geography professor James W. Scott is one of 10 authors honored with a 1991 Governor’s Writers Award for Washington: A Centennial Atlas. The Pacific Northwest Council on Foreign Languages has named Rudolf Weiss Pacific Northwest Teacher of the Year. President of the religion and politics section of the American Political Science Association is professor Gerald Ratan. Western was named among the top two “up-and-coming” regional universities in the U.S. News & World Report’s 1992 national survey. Colorful football player Buts Giraud, crew standout Darrell Vreugdenhil, first Western 1,000-point basketball scorer Stan Peterson and most winning prep coach in the state, Sehome High School gymnastics coach Nola Ayres, were inducted into the WWU Athletic Hall of Fame October 12.

New Home for Alumni

As of early November, the Alumni Relations Office moved to the corner of Oak and High Streets. Alumni staff members ask your indulgence while they turn the former private residence into a cozy new headquarters for alumni. When they’re ready, an open house will be held. Until then, the telephone number is the same (676-3353) and you are welcome to drop by to see Alumni House take shape.

resumé / Winter 1991-92
August 27
Tallinn looks very much the same as it did on my last visit earlier this month (August 3-6) to arrange a research trip to the island of Saaremaa. All very interesting, and we hope to print a cooperative journal article.

The news just came here to the Academy Building! Estonia is now free and independent. This is a great and historic moment! (Schwartz interrupts the writing of his fax to join in the celebration.)
The good and great news came just about noontime, spreading through the Academy like wildfire. To celebrate, I invited (a group of friends) to the restaurant in the tourist hotel Viru. Once seated, I expected the usual good service typical of these Estonian restaurants. This was different. No waiters were in sight.

... at last

Looking into the kitchen, we could see the waiters and cooks running around with bottles of vodka and hear the constant popping of champagne corks. Every once in a while someone in the kitchen would yell, "Long live Estonia!" and there would be cheers. Finally, things settled down and we were served a fine dinner accompanied by our own share of vodka — seems all the champagne was gone by then.

I am going to walk around town and see what is going on. Everyone is happy and excited. It's like New Year's Eve in the middle of the day.

September 8

The big celebration came today. In a huge amphitheater on the edge of the city, nearly 75,000 people showed up for an afternoon of song, speeches, fireworks, prayers — and tears. It was an overcast afternoon and, after Estonian President Rüütel spoke, a military band played the national anthem as it began to rain. Tens of thousands of emotional voices in song are impressive, but near the end of the anthem, the sun burst through in brilliant glory and, amid cheers, the anthem was sung again — at twice the volume and zest.

Tears were not in the eyes of Estonians alone.

September 16

With the euphoria over, the realities of everyday life have reappeared. Salaries are low, prices are high, common necessities are unavailable, there are long lines everywhere and the currency is still devalued at 30 to the U.S. dollar, and Soviet army troops are everywhere as before. In all of these things, nothing has changed from the past, and Estonians fear it will be several years before things get better.

On the positive side, there is talk of an Estonian Army and Estonia is beginning to take over border guard stations. Ships are flying the Estonian flag. New currency has been printed (in the USA), called the Kroon. Only a convertible, tradeable currency can bring economic stability and prosperity. For the long term, there is the question of dividing up land and privatizing large industries.

September 21

I leave today for Helsinki and fly home tomorrow to act like a dean again. As I go, I debate rages over who shall have Estonian citizenship, a matter that greatly affects the 40 percent of the population that is ethnic Russian — some born here and some arriving to work only last year.

Many things have changed since I first came to this part of the world in 1974. Then, people would not talk about politics in their homes, at work, or in any public or private places they believed would bebuged. They would only talk on the beach if they were out of sight of everybody else. But the economic realities of everyday life have not changed and no one expects that independence, by itself, will cause them to change rapidly.

Nonetheless, the events I have witnessed these last few days carry an enormous meaning to the Estonian people. A Cabinet Minister said it on television and the people have picked it up as the phrase which sums up their feelings: "World War II, at last, has ended."
A Grand Experiment: Fall '91 Seminar in Community College Education

"Great!" "Well done." "Eye opening and enlightening." "All faculty should hear this." "Wonderful introduction to community colleges." These are but a few of the very positive comments recorded by participants attending the Fall '91 Seminar in Community College Education in Port Townsend, Washington, September 8-11.

Sponsored by the Western Washington University Woodring College of Education and endorsed by the State Board for Community and Technical College Education and the Washington Association of Community and Technical College Presidents, this seminar was a "grand experiment" which developed into a great success.

The three-day seminar was designed to help new and recently-hired faculty in Washington State community and technical colleges better understand their professional roles. Indeed, over 60% of the participants were relatively new to their present positions. But the program included so many topics of current interest it attracted registrants with a wide range of instructional experience.

The seminar was held at Fort Worden, a turn-of-the-century military installation on the sandy spit where the Strait of Juan de Fuca becomes Puget Sound. Fort Worden, along with Fort Casey and Fort Ragger, was built between 1897-1911 to guard the cities located around Puget Sound. The Fort's giant cannons ultimately became obsolete, and the army left in 1953. The site became a juvenile treatment center and then a state park and conference center. Today most people recognize Fort Worden as the location of the movie An Officer and a Gentleman.

Participants indicated that one of the high points of the seminar was the beautiful Point Wilson site of the fort. The balmy weather, beautiful beaches, and nautical activity around the point – from navy submarines to sailing schooners and sea kayaks – all contributed to a delightful atmosphere.

The 138 participants represented 22 state community and technical colleges. Over 40% were faculty who teach courses in technical and vocational fields. The smallest group (7%) was social studies faculty. The distribution of participants reflects, in part, recent hiring activity in the state's community and technical colleges which were merged into a single system by the 1991 legislature.

The seminar curriculum was planned by an advisory council for community college programs, formed in fall 1990 by the Woodring College of Education. Twenty-five informational sessions focused on seven general topics:

- The challenge of teaching in the community college
- History and organization of the community college
- College teaching, learning and evaluation
- Professional issues
- The quest for cultural pluralism on campus
- Faculty and student services: partnership for success
- Current issues in community/technical college education.

Approximately 50 professionals made presentations, singly or in groups, during the seminar. Nearly all were current community college faculty and staff, augmented by personnel from universities, high schools, the State Board for Community and Technical College Education, the Higher Education Coordinating Board and the State Office of the Attorney General.

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The tightly-scheduled program turned out to be rather taxing, but participants overwhelmingly rated every topic on the program important enough to be included next year. Many also said the topics were important for all faculty, not just new faculty. Opportunities for informal participant interaction were facilitated through social hours and a beach barbecue. Participants especially valued the opportunity to get acquainted and share ideas with faculty from their home institutions as well as faculty in the same discipline from other colleges.

Participant evaluations and recommendations will be considered by the advisory council at its November meeting. With calls received already for a repeat performance, it is likely that the Grand Experiment will be repeated in 1992.

With calls received already for a repeat performance, it is likely that the Grand Experiment will be repeated in 1992. We invite you to watch for details. With data from the State Board for Community and Technical College Education predicting a hiring rate of from 100-200 new faculty per year statewide for the next ten years, an important challenge remains. Anyone interested in learning more about Western's community college faculty preparation program may call (206) 647-6891 for more information. Cal Mathews
During the mid-eighties, a movement began in Washington State to convert industrial arts or "shop" programs to a new curriculum known as technology education. In the summer of 1990, the Office of the Superintendent of Public Instruction in Olympia published the first technology education curriculum guide for Washington State. This guide was developed at Western.

The technology education movement did not begin because there was anything inherently wrong with industrial arts. However, the initial curriculum for industrial arts has its roots in the Russian Manual Arts and Swedish Sloyd movements of the latter 19th century. The core courses in the Sloyd programs were woodworking, metals, and drafting, still the core of industrial arts today. During the 1930s, '40s and '50s, machine tool instruction was added and auto shop, electronics, power, and plastics were added to some programs with varying degrees of success. The most successful addition to the curriculum of student response has been auto shop and it is still a part of many programs.

Pew, if any, of these programs have been subjected to systematic revision regarding content.

They are essentially craft-oriented, teaching the tools, materials and processes of product fabrication. Little change has occurred in the content of these courses since the 1950s, while 90% of the technological developments in use in the world today have been introduced in the last 25 years. Although students are developing some important skills in industrial arts courses, the content is not a reflection of modern industrial technology since, at best, less than 10% of the course content is current. If we are going to prepare youth to cope with and understand technology in the future, change is critical.

Technology education is an activity-oriented program that develops proficiency in technological design, problem-solving and decision-making processes and demonstrates the impact of technology on individuals, society and the environment. The content possibilities are extensive. In Washington, there were organized into five different clusters: introduction to technology, physical technologies, information technologies, power and energy technologies, and bio-technologies.

The content focus is not so much on knowledge of facts (since the total information available will double twice while a student is in high school), but on processes primarily centered around information management and critical thinking. However, there are basic concepts of technology that should be incorporated into every technology education course that will distinguish it from industrial arts. These include: creative design and problem solving, computer applications, history and evolution of technology, social and environmental impacts of technology, technological systems, control systems, mechanisms, structures, careers in technology and the use of mathematical and scientific principles in the solving of technological problems.

Probably the best way to explain technology education is to describe a technology learning activity currently being conducted through Western. You are probably aware of the recent success of the Viking XX solar car designed and built in the Technology Department's Vehicle Design Institute. Now the department is sharing that success, learning and excitement with the secondary students in the region. These students, who started their secondary school solar vehicle design competition in cooperation with the Washington Technology Education Association, will be the focus of this contest.

This activity is a two-part competition: solar-powered boats for junior high students and solar-powered cars for high school students.

In this contest, students will be confronted with real-world applications of technological concepts and principles through an engineering design problem. Students will be encouraged to form teams composed of students from different disciplines and to seek the assistance of teachers and other resources to conduct their design activities.
Dr. Suzanne L. Krogh joined the faculty of Western Washington University's Woordring College of Education as professor and chair of the Department of Educational Curriculum and Instruction effective fall quarter 1990. "I am absolutely delighted to be associated with the Woordring College and Western," Krogh said at the culimation of her first year.

Since 1984, Krogh had been an associate professor of early childhood instruction and curriculum at the University of Florida. She joined the Florida faculty as an assistant professor in 1979. Krogh was visiting professor at the University of British Columbia in 1987 and an assistant professor of early childhood education at Southern Oregon State College from 1976-78. She said, "I first visited the WWU campus in 1987 with my son. It was a Saturday and we just stopped by. Somehow we started asking people about the College of Education and received favorable comments from everyone. At that time, I was living in Florida and knew next to nothing about WWU. What I saw and heard that day really impressed me."

In 1989 she supervised student teachers and taught social studies methods for a pilot overseas program in Barcelona, Spain. Krogh has also taught in public and private elementary schools. She spent a year's sabbatical in 1987-88 teaching second grade at Benjamin Franklin International School in Barcelona.

While in Florida, Krogh served ten years as liaison for early childhood education for the state of Florida and the University of Florida and two years as a consultant to Coro/NET Film and Video.

Krogh, 53, is an author of books, numerous articles, reviews and papers on early childhood education. Her most recent book, The Integrated Early Childhood Curriculum, was published in 1990 by McGraw Hill in New York. She has also been working on the research project Moral Reasoning in Early Childhood-Elementary Education Master's for the University of Florida.

Krogh earned her bachelor's degree from Florida State University in 1959 and went on to receive a master's degree in education from the University of Maryland in 1975. She earned a doctorate from the University of Oregon in 1979.

"Dr. Krogh emerged as the top choice among a list of excellent national finalists," said Lawrence W. Davis, dean of the Woordring College of Education. "I was and continue to be enthusiastic about her vision for the teacher education program and her leadership as we expand to new degree and certification offerings."

Krogh is active in several professional and scholarly organizations including the Association for Childhood Education International and the National Association for the Education of Young Children. She has also served as the regional representative and national treasurer for the National Association of Early Childhood Teacher Educators.

Among her hobbies, past and present, have been the piano, organ, and French horn. Krogh used to run long distances and has completed a marathon, but currently prefers long walks for her exercise. As a person who readily admits to a love of travel, she says that her idea of a good time is "...be alone and lost in a small town where no one speaks English." She most recently experienced this last summer when she traveled to Czechoslovakia to visit her son. "Interestingly," she reports, "people automatically assumed that if I couldn't speak Czech I could certainly speak German." So, upon her return, Krogh purchased a beginning German book, which she says illustrates another hobby, the study of foreign languages. She admits, however, that it's "...usually just long enough to be able to break the code. Then I get bored and start on another one."

A Phi Lambda Theta member, Krogh is featured in "Who's Who in American Education."

**Educational Administration and Foundations**

**Violet M. Malone begins 1991-92 year as new EdAF chair and professor**


Malone has been professor and specialist in adult and extension education in the College of Agriculture at the University of Illinois at Urbana-Champaign (UIUC) since 1977. In this position she was responsible for the staff development and training of the Cooperative Extension Services staff throughout the state of Illinois, and she gave leadership to the graduate degree program in extension education. She joined the University of Illinois faculty in 1972 as assistant professor and specialist.

Prior to that, Malone was an elementary school teacher and adult basic education instructor in the Chicago Public Schools for seven years. She was named teacher of the year by the local PTA. She was appointed director of adult guidance services in the Cook County, Illinois, school system and later became the director of admissions at Chicago's Kennedy-King Community College. During this time she served on the State Board of Education for Corrections and as a consultant to the State Vocational Education Unit. She also served as a board member for the United Way of Illinois.

Malone is the academic editor for a textbook series for adults published by Scott Foresman Publishing Co., a chapter author in the Adult Education Handbook on Agricultural Extension and in the University of Gueth Bookhand on Extension Education. In addition she has given leadership to the development of train-the-trainers manuals for various groups and associations.

In her role as adult and extension specialist at the UIUC, Malone was actively involved in a variety of international programs. She served on agriculture sector design teams in the Caribbean, Pakistan and Kenya where she specialized in training, communication, extension management and related program issues. She has conducted several international 'train the trainer' short courses; and she has been the lead instructor using an experimental learning process for training and train-the-trainers programs in extension, water resource management and farmer group commodity association development in Jordan, Sri Lanka, Zambia, Pakistan, Canada and the Caribbean. "My view of life is expanded by these international experiences in a very positive way" she said, "My teaching has been affected. I'm more tolerant, but also more pointed, more focused on what are real, practical uses of knowledge."

Malone holds an undergraduate degree in elementary education from Northwestern Illinois State University, a graduate degree in guidance and counseling from Chicago State University, and one in adult education from the University of Chicago. Her Ph.D. from Florida State University is in adult education with work in anthropology and social psychology. She is the former president of the Adult Education Association of the United States and chairperson of the National Coalition for Literacy.


When Malone is not being an adult educator or traveling internationally, she plays "at the organ and guitar—hoping for an audition to play guitar chords at a rock mass. "I really wish someone thought I was good enough to play in public," she commented wistfully. "But I'm not." She does a little white-water rafting and Sumi-e painting. A Colorado reviewer of her first painting identified the quality sections before announcing that the rest looked "like chicken-pox." She is a Sherlock Holmes, Agatha Christie, "Matlock," and Perry Mason fan. Her favorite writers include Nikki Giovanni, Sidney Sheldon and the late Dr. Seuss. She and her companion, W. M. Redditt, live on Sanish Way in Bellingham.
Adventures in summer education can be enriching

Parents can send their kids to college without having secured a huge savings account or filling out endless application forms. The only hitch is—you child must be between the ages of nine and sixteen (approximately), have a strong enthusiasm for learning, and think it's a "rad" idea to spend a week at camp.

Each summer since 1982, young people in grades 4-12 have come to Western Washington University to attend the Adventures in Science and Arts academic enrichment program. That may sound like a pretty serious title for a summer camp—and it is.

Kids who come to Adventures are motivated by learning. Top-notch instructors, many of whom are WWU faculty, guide students into the fascinating worlds of the arts and humanities, computers, technology, science and nature. Workshop content is carefully structured to encourage academic curiosity, creativity and communication.

Although the program emphasis is on academics, kids that come to Adventures will tell you it's a lot of fun. Classroom activities are designed for student interaction and hands-on learning.

"The most precious gift students have is to be curious and to have the ability to learn on their own," says marine biology instructor Jerry Flora. "Learning expands awareness of what's around us in this world, and programs such as Adventures broaden awareness."

Flora is quick to point out that the program gives instructors the rare opportunity to teach students who are unusually enthusiastic and eager to learn. This creates a teaching dynamic that is collaborative and cooperative.

Students in Flora's field-oriented workshop explore marine life in its domain rather than through a textbook. Daily lesson plans are by necessity very flexible, depending on the tides and what is uncovered at the moment. Flora notes that self-motivated learners often get bored in the typical educational process. The learning style promoted by Adventures helps satisfy these students' enormous curiosity to learn new things.

Flora says that he has had many rewarding experiences teaching Adventures. One outstanding experience which he characterizes as "the most marvelous sensation," was discovering that two outstanding lead students in his WWU group were past Adventures participants. They had chosen Adventures for fun, but they chose to attend Western because they knew what and with whom they wanted to study. Flora feels the Adventures program gave these students the "broader scope" that enabled them to select a field of study for their college major.

Scott Babcock, WWU geology faculty and Adventures instructor, echoes Flora's enthusiasm for the success of the Adventures program. "Adventures instructors get to choose their favorite subject for developing a class, and students get to choose their favorite subject to study for the week. The blend of the two is the foundation of a truly stimulating and enriching educational experience for both student and teacher."

The educational emphasis of the Adventures program is complemented by a social emphasis. In an effort to round out a student's "college experience," students who attend Adventures have the option of participating in the residential program. This affords students a sense of what it's like to live at college. Residential staff live in the residence hall with the students and provide supervision and guidance appropriate for each age group. Staff members are carefully trained to offer a safe environment, develop a student's sense of responsibility, and to coordinate activities that build social skills and stimulate peer friendships.

Debbie Young, Adventures coordinator, exudes enthusiasm for the program. "It's wonderful seeing these students' love for learning and being an instrumental part of providing a program where young people can immerse themselves in the process of learning in the company of peers who share their interest and enthusiasm." Young thoughtfully adds, "Students get frustrated when they are limited to an hour a day in the traditional classroom setting. In Adventures, students are spending six hours a day focused on a subject they're interested in, with an opportunity to get a meaningful response to their discoveries and questions."

A program catalog will be available in early spring. Anyone interested in receiving a catalog or finding out more about the program can write to University Extended Programs, Old Main 400, Western Washington University, Bellingham, WA 98225-9042, or call (206) 676-3520.

Port Angeles Center completes its first year

After a busy and successful first year, the Woodring College of Education Human Services Program is alive and well in Port Angeles. The Port Angeles Center was born after Peninsula College President Paul Cornaby and WWU President Kenneth Mortimer signed a formal agreement in the spring of 1990. Housed at Peninsula College, the program in human services provides junior and senior level courses for students entering the program with either an Associate in Arts degree or the equivalent.

Program director Hunter Nickell reports there are now 42 full-time students in the program, and interest in the program is building. Identifying and hiring adjunct faculty from the community has been one of the program's highlights. "What's intriguing to me with the five instructors on staff, four with Ph.D. degrees and another with a Juris Doctor," Nickell reports. "We have an incredibly powerful faculty. In addition to having top-notch credentials, these people are practicing human services professionals."

The five members of the adjunct faculty teach in a wide variety of human service fields. Dr. Penny Harrick of Port Townsend teaches second year core and supervises second year students in their internships. Dr. Mike McBride, a psychotherapist from Sequim, teaches the counseling track. Dr. Steven Ironhill, director of the West End Mental Health Center in Port Angeles, teaches developmental psychology and applied social research. Recently retired from the University of Alaska, Dr. Norma Forbes of Port Townsend will teach program funding and a special short course titled "Television: Its Impact on Value Development." Marijo Olson, the administrator of the Port Angeles Community Services Office of the Department of Social and Health Services, holds master's and Juris Doctor degrees. She will teach in the areas of counseling and guidance.

"There will be tremendous opportunities for our students to become employed following graduation," according to Nickell. "A great number of people in this area have been 'dislocated' from their livelihoods as a result of the restrictions placed on logging. Career opportunities in the helping professions is a growth industry in Clallam and Jefferson counties."

Nickell is optimistic and encouraged by what has happened so far with the program. "There appear on the horizon many opportunities for us to be truly innovative in delivering upper-division courses in an area where, until we came along, none were available," he states.

Persons interested in learning more about the program in Port Angeles may contact Nickell at (206) 452-9277, ext. 307.

Seattle human services program installs honorary society chapter

Western Washington University's human services program at the WWU Seattle Urban Center installed a new chapter of the national honorary society Alpha Delta Omega on Wednesday, October 9. The chapter, called the Theta Chapter, is the society's eleventh in the nation.

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Debbie Young, Adventures coordinator, exudes enthusiasm for the program. "It's wonderful seeing these students' love for learning and being an instrumental part of providing a program where young people can immerse themselves in the process of learning in the company of peers who share their interest and enthusiasm." Young thoughtfully adds, "Students get frustrated when they are limited to an hour a day in the traditional classroom setting. In Adventures, students are spending six hours a day focused on a subject they're interested in, with an opportunity to get a meaningful response to their discoveries and questions."

A program catalog will be available in early spring. Anyone interested in receiving a catalog or finding out more about the program can write to University Extended Programs, Old Main 400, Western Washington University, Bellingham, WA 98225-9042, or call (206) 676-3520. — Lois Longwood
From the Foundation

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Gifts of $388,500 for Education

Four gifts have enhanced Western's teacher education programs. Dean Emeritus of the college which bears his name, Paul Woodring, provided $250,000 which, upon his death, will be used to endow the Woodring Scholarship for outstanding education majors he and his wife established in 1983.

Bearnice Skeen, professor emeritus of education, gave $78,500 to the fund which was established upon her retirement by her colleagues and students as a lasting tribute for her contributions to education. Her gift will remain in trust until her death, at which time it will become an endowment for the Friends of Bearnice Skeen Fund.

A gift of $50,000 from Miriam Snow Mathes established The Edward Tilden Mathes Endowment which will fund annual scholarships for students planning to teach in the Humanities field. Mrs. Mathes, a professor emeritus of education, is the daughter-in-law of the late WWU President.

An anonymous gift of $10,000 will fund the Wilson Library Child Development Associate Archives, early childhood education reference materials available to scholars nationwide.

Corporations/Foundations Fund Variety of Special Programs

U.S. Bank has pledged $10,000 a year for the next five years to support ethnic minority scholarships. A grant of $25,000 for development of Viking XXI, a experimental vehicle powered by solar energy and compressed natural gas, has come from Puget Power.

Western's Speech and Hearing Clinic has received a Cadwell auditory nerve signal averager used to evaluate the hearing of very young children. Purchase was made possible through grants of $12,000 each from MD-19 Lions Hearing Foundation and the St. Lukes Foundation and $5,755 in support from the manufacturer, Cadwell Laboratories of Kennewick, WA.

In addition, St. Lukes Foundation has provided a $14,300 grant to Western's Counseling and Health Service program for computing and typsetting equipment.

Distinguished Alumnus Award

Nominations are being accepted through January 30, for the 1992 Distinguished Alumnus Award, one of the highest honors Western can bestow upon a graduate.

Nominations are screened by a committee composed of WWU Alumni Board of Directors, a faculty representative and an administrator. Nominations should be based upon a lifetime of achievement in a particular field or toward humanity in general. Nominees must have graduated from Western or from one of its predecessor institutions.

Nominees and materials should include a current résumé or vita, letters of support, and documents, news clippings or other supporting material. All nominations must be received by the Alumni Office no later than 5 p.m. Thursday, January 30.

Lifelong Friendship Prompts $20,000 Scholarship Gift

A lifelong friendship prompted Bea Nelson's gift to Western. Mrs. Nelson recently provided $20,000 to the James Michael Haskell Memorial Scholarship Endowment fund, established last year by F. Murray (Red) and Betty Haskell in memory of their son. The Haskell Endowment funds four-year tuition-and-book scholarships for students demonstrating both financial need and exceptional academic merit. The Haskell Scholarships are among the most prestigious awarded by the University.

"To me, Red and Betty are very important people," she says. "My husband and Red were best friends for 30 years or more."

Her husband was Robert G. Nelson, owner of Nelson Construction Company in Ferndale. Over the years, Nelson Construction carried out projects at Western, remodeling Old Main and building a couple of residence halls and the commons.

"We've lived in Whatcom County all our lives," Bea, a former nurse, recalls. "Bob was from Ferndale, and I grew up near Lynden where my father, William Vaughn, was a dairy farmer. Although Bob has passed away," Bea says, "we wanted to give something back to the community -- something permanent. I also wanted to do something personal for Red and Betty, and we've been involved with Western through the years.

"I didn't know I could add to the Haskell Fund," she continues, "but when I found out I could, it was exactly what I wanted to do. It was both as a personal tribute to the Haskells and something we could do for young people."

Presidents Club Grows Rapidly

Last year, more than 90 percent of Western's $3.1 million in private support came from Presidents Club members who exhibit "exceptional commitment to the University and an understanding of the importance of public-private partnerships in higher education today," according to Richard A. Pedersen, vice president of the Western Foundation Board of Directors.

Pedersen, senior vice president and manager of Dain Bosworth, Inc. in Bellingham, is chairing the effort to increase Presidents Club membership which stood at 220 alumni, friends, corporations and foundations as of November 15. Members, all of whom have provided major gifts, enjoy a close relationship with the University through special recognition and invitations to campus activities.

Their contributions have enhanced academic excellence, Pedersen says, citing examples of contributions for scholarships, faculty enrichment, awards for teaching and research, performing arts productions and community service activities. Information about Presidents Club membership can be obtained through the Foundation, (206) 676-3027.

Note: Year-End Giving Tax Benefits

Alumni and friends planning gifts to the Foundation are reminded that those postmarked by December 31 offer 1991 tax benefits. Your contribution will be channeled to your interest area -- scholarships, an academic discipline, the library, athletics or the area of greatest need if you desire to place no restrictions upon it. Donors considering gifts of appreciated securities or real estate are encouraged to call Jean Rahn, Executive Director, for additional information (206) 676-3027.
Planes...

Alaska Airlines Captain Christy Gomes was trained to handle just about everything except what happened to her early this year, an event that was in newspapers and on the airwaves around the country. A male passenger demanded to get off her Phoenix-Seattle flight because he didn’t want to fly with a woman pilot.

At first, she thought it was a joke. She was used to good-natured ribbing and comments; only about 20 of her company’s 850 pilots are women. "No one gets on the plane and has no reaction," she says with a quick smile.

But this was different.

Gomes made arrangements for the man to leave Flight 603, which was poised for takeoff, and paused to consider how to explain the delay to her other passengers. Her training told her to avoid embarrassing the man. But, she decided, she could have asked about the sex of the pilot in advance and avoided inconveniencing everyone else, so she deserved what he would get.

The passengers, including the Cougar (WSU) and Hunky (UW) men’s basketball teams, murmured in disbelief. Some of them booed.

After a 10-minute delay, Gomes lifted off and piloted the plane to a safe and uneventful landing, just like she had hundreds and hundreds of times before.

Story continued on next page...

Boats...

water using the knife-like edges of its twin hulls, consuming less fuel. With a 90-horsepower engine, the boat burns about three and half gallons per hour, compared to eight or more gallons per hour used by conventional powerboats.

An avid boater himself, Graf was inspired to create the Glacier Bay 24 in 1988 after being tossed to and fro during a fishing trip in rough waters with his father in a conventional boat.

"This is crazy," he told himself. "It doesn’t have to be this way. There has to be an engineering solution." He began devising the design while chief engineer for Pteoor, Inc., an exercise equipment manufacturer, and credits retired Boeing naval architect Ross Gomes made arrangements for the man to leave Flight 603, which was poised for takeoff, and paused to consider how to explain the delay to her other passengers. Her training told her to avoid embarrassing the man. But, she decided, she could have asked about the sex of the pilot in advance and avoided inconveniencing everyone else, so she deserved what he would get. The passengers, including the Cougar (WSU) and Hunky (UW) men’s basketball teams, murmured in disbelief. Some of them booed. After a 10-minute delay, Gomes lifted off and piloted the plane to a safe and uneventful landing, just like she had hundreds and hundreds of times before. Story continued on next page...

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Back at Western during her senior year, she tried to fly but found she didn’t have the time or the money. So she dropped a year’s worth of pre-med courses in order to get on with flying.

After graduating, she stayed at Western as a resident director in Mathes Hall for a year, flying in her spare time. That wasn’t working fast enough, so she took out a loan and earned her commercial, instrument, flight instructor’s and instrument flight instructor’s ratings simultaneously.

She reached that goal nine years ago, after working seven days a week, 16 hours a day, for two and a half years. She flew as a charter, air taxi, and finally, corporate pilot before Alaska Airlines hired her.

After she was promoted to captain, four years ago, she bought her first aerobatic plane, a two-seater Christen Eagle, now worth $60,000. She’s since won awards in aerobatic competition and acquired a peppy, 200-horse one-seater rebuilt Pitts S-1 biplane worth $35,000. Its propellers get louder the faster she goes, to the delight of airport neighbors.

“If I used full power on my airplane," she says, "I’d sound like the world’s biggest buzzsaw, just screaming up there." At 700 feet above ground here, the only kind of buzz where you really get to experience the feel of flight," she says while sipping a cup of black tea at the Bellingham Airport between maneuvers. “In an airliner, the whole idea is to make it feel like you’re not flying. But I like to really fly, to experience all the airplane’s capabilities.”

She now competes in the advanced aerobatic category, which involves maneuvers like outside loops that try to drive the pilot out of the airplane at about four-times the force of gravity. Gomes stresses that aerobatic pilots are not stunt pilots, who sometimes endanger themselves and the public while showing off.

“I don’t like it when I get scared," she says. "I like it when everything just clicks like clockwork.”

Paralyzed from just below the shoulders 42 years ago, Dale Bockstader wanted physical therapy but was considered “beyond help.” So he told officials at the county hospital where he lay motionless for years: “I’ll quit eating if I don’t get therapy.” Things finally began to move, he recalls.

The same determination he showed then earned Bockstader, 61, a bachelor’s degree in industrial technology in June after three decades of effort. Unable to go to school, he began with correspondence courses. Then a sympathetic new director at his Bellingham nursing home found him transportation to community college where he earned an associate’s degree.

Finally, at Western, there was a boost from computers and the then-new computer-aided drafting (CAD) software. But there was also other assistance: improved physical therapy techniques, special transportation, better access on campus for the disabled, and people who cared.

Cheering him at commencement were fellow students who took notes for him, fed him his lunch. There was special care and attention too for faculty member Dick West, who introduced Bockstader to CAD technology in the mid-'80s.

With a chopstick fastened to his right hand, Bockstader helped design parts for the Viking XX solar racer and has done a number of other projects creating complex, precise technical drawings of industrial machine parts.

At 19, Bockstader was part of a five-man tumbling act in Vancouver, Washington, when a fall broke his spine. The damage could have been worse. He was left with limited function in his shoulders, enough to move his arms. Had the break occurred an eighth of an inch higher on his spinal cord, he wouldn’t be able to use his arms at all.

He spent several years after the accident in a county hospital. After his threat to starve himself, he was transferred to a nursing home where he was taught to use his shoulder muscles to move his arms, and was fitted with his first set of prosthesis for his hands. They functioned as fingers, enabling him to pick up small objects. He practiced putting pegs in holes in an "idiot board," and worked his way up to printing letters and doing mosaic tile projects.

The transformation from "idiot board" to computer has been slow, and the process sporadic. Bockstader’s biggest obstacle was not his disabling condition. It was transportation.

His first motorized wheelchair, given to him as a Christmas present in 1963, increased his mobility. But until specialized transportation became available, he used to travel up to 18 months inside the nursing home.

He began his progress toward a degree in 1961 with correspondence classes in geometry and algebra after he transferred to a state-run nursing home in Bellingham.

Considering the time and effort required to obtain his degree, Bockstader takes it only as prologue. "It’s something that’s done," he says. "Now I’ll go on to something else. I’ve got the time for it.

“With this new Auto CAD program coming out, I’ll be able to do three-dimensional work on the screen. I like the more advanced projects.”
How's Your 'Normal College Knowledge'

Normal College Knowledge, a humorous and loving look at Western Washington University over the past 30 years, has recently been published by former university President Dr. Charles J. (Jerry) Flora. It contains hundreds of facts about Western that every alumnus should know off the top of his or her head.

Flora begins with a lengthy "exam", although he has long preferred the less threatening terminology "sharing experience."

Following the exam are the annotated answers to each question, which Flora admits may "clarify or obscure" the test taker's perception. In some instances the correct answer is obvious, in others it is not.

"In any event, my answers are final, after all it is my examination," Flora notes in his introduction. Some examples from his 100 questions:

First dean of Fairhaven College was:

Bond Hall has how many concrete columns fronting Red Square?
A. 10, B. 14, C. 17, D. 20 or E. 18.

Which campus building has the greatest number of urinals — any way you figure it: total, per square foot of building, per capita of building users?
A. Old Main, B. Haggard Hall, C. Environmental Studies, D. Bond Hall or E. Miller Hall.

Western’s longest lasting protest sit-in took place in which building?
A. Old Main, B. Viking Union, C. Fairhaven College, D. Haggard Hall, or E. Edens Hall.

The book, already a hot seller on campus, can be purchased through the Alumni Office for $20.

Please send me _____ copies of Normal College Knowledge.

Name: ____________________________

Address: ____________________________________________________________

City: __________________ State: ______ Zip: ______

Phone: ____________________________

Please include $20 plus $1 for shipping for each book ordered. Address orders to: Normal College Knowledge, Alumni House, Western Washington University, Bellingham, WA 98225. Allow 2 weeks for delivery.

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