In 1949, the College celebrated its Golden Anniversary. Members of the faculty committee included: (front row, left to right) Fred Knupman, President Haggard, committee chairman Nora B. Cummins, Arthur Hicks, Laurence Brewster and Frank D’Andrea. (back row) Vivian Johnson, Hazel Plympton, Lorraine Powers, Albert Van Aver, Charles Rice. Members of the committee not pictured were Glenn Warrick, Elizabeth Hopper and Ruth Burnet.

Dr. James L. Jarrett was President of the institution from September, 1959, until July, 1964. During that period, the name of the school changed from Western Washington College of Education to Western Washington State College.

HE YEAR 1959 marks the Great Divide in the history of Western. Before this year the College was relatively simple and small, mainly dedicated to the education of teachers, more concerned with teaching than with other scholarly activities, homogeneous in faculty and student body, compact in the arrangement of the campus. In the sixties and seventies the College became more and more complex, experienced an enormous increase in the size of the faculty and in enrollment, greatly expanded its offerings in the arts and sciences, devoted a much larger share of its energies to research and administration, exhibited a much greater diversity among both students and faculty, and underwent a centrifugal expansion from the inner campus to the north, west, south, east and intervening points of the compass.

OLD AND NEW WAYS OF LEARNING

I.

WHILE THE EMPHASIS on the Arts and Sciences curriculum has been greatly increased during the most recent period of the history of the College, the education of teachers has continued to be an important function of the institution.
State College, 1959-1974

The provisional and standard certificates for teachers introduced by the state in the fifties have been retained in the sixties and seventies, but new guidelines and standards for the granting of such certificates have been established. In 1960 the State Board of Education placed responsibility upon the teacher-education institutions for recommendation of teachers to teach at specific grade levels and in specific subject-matter areas in the schools of the state. The assignment of first-year teachers at the recommended grade levels and in the subject matter areas became the responsibility of the school districts. Ten years later the State Board began the formulation of new standards for the Preparation and Certification of School Professional Personnel. These provided for emphasis on competencies and field experiences and assigned the responsibility for implementing the new standards to consortia composed of representatives from the colleges, school districts and professional associations.

The Teacher Education program of Western underwent considerable modification during the sixties and seventies. The most marked change in the early sixties was the reduction of the required hours for Supervised Teaching — or "Student Teaching," as it was generally called — from 24 to 16. The change was instituted in 1963-64. The Campus School shifted its emphasis from Supervised Teaching to educational research and was finally closed in June, 1967, after a distinguished history of 68 years. As the College reached its 75th year the requirements for admission to the Teacher Education program have been raised in terms of grade average and competence in English and Speech. The professional sequence has been cut down from 48 to 36 credits, and a distinction has been made between a campus-based sequence and a field-based sequence. For secondary teachers major concentrations have been constructed for 17 areas of subject matter, majors and minors for six areas, and combined majors for disciplines in six pairs involving eight departments. Biology has prescribed a degree in the Arts and Sciences and a fifth year of professional education for secondary teachers. For elementary teachers there is a complicated pattern of professional concentration that includes 14 areas. These developments have forced the College to spread its teacher education activities into many localities beyond the limits of Whatcom County.

An especially important development in the teacher education provided by Western has been the establishment of field-centered programs operating in conjunction with the public schools of selected areas. In 1972, Western's Education Department received an award from the American Association of Colleges for Teacher Education for distinguished achievement in a national competition that attracted more than 100 entries. The 1972 award was conferred in recognition of the results obtained in the department's innovative program that was implemented in Seattle's southeast area. In 1973, a second award was conferred by the AACTE for distinguished achievement in a program operating in conjunction with Everett public schools, one of the five presented to schools throughout the nation. The Everett project was dedicated to improvement in academic and social skills of approximately 524 low-income, central area students from kindergarten through the fifth grade at Everett's Garfield Elementary School. In addition, some 58 college students were earning provisional teaching certification by working in the program. Dr. Paul Ford of Western's Education Department was the designer of the Everett program, which was entitled Project Turnabout. It was based upon the principle of measuring the effectiveness of the student teachers by the progress of their pupils in achieving predetermined individualized goals rather than by the classroom behavior of the student teacher. In addition to undergraduate and graduate-level students, clinical professors from Western and local teachers were involved.
The first section of the Viking Union was completed in 1959.

Haggard Hall of Science, which opened in 1960, was the first building to fill in the open space south of the library.
Two buildings by Jones and Bindon, the north addition to Edens Hall in 1955, above, and the first phase of Highland Hall in 1956, concluded the era of campus architecture dominated by Bebb and Gould and related firms.

Mabel Zoe Wilson Library, dedicated to the librarian who served the College from 1902 to 1946, underwent two major additions, with wings added by architect Paul Thiry in 1962 and major enlargement designed by Fred Bassetti in 1972.
The Humanities Building, completed in 1962.

Sanford E. (Sam) Carver was, for almost half a century, coach and physical education instructor at Western. From 1913 until his retirement in 1955, he coached every sport and turned out a number of championship teams. He was honored in 1962 when the new physical education building was named for him. He was a graduate of Bellingham State Normal School and earned a master's degree at Stanford University.

Carver Gym, an addition to the Physical Education Building, was completed in 1961.
Ridgeway residence halls, completed in three phases from 1962 through 1965, have won two awards from the U.S. Department of Housing and Urban Development and first place in a national architectural awards program sponsored by Dow Chemical Company.
The series of conferences on education launched by President Haggard in the early forties has been continued by his successors in the sixties and seventies. Their subjects and principal participants are eminently worthy of honorable mention in this history, as follows: “Intelligence, Learning, and Creativity,” J. P. Guilford, Professor of Psychology, University of Southern California; “Image of Man,” Gordon W. Allport, Professor of Psychology, Department of Social Relations, Harvard University, and Neal Miller, Professor of Psychology, Yale University; “The Need for Reform in Elementary Education,” George D. Stoddard, Chancellor and Executive Vice President, New York University; “Equality and Education,” Robert J. Havighurst, University of Chicago; “Research in Education,” Ralph W. Tyler, Director of the Center for Advanced Study in the Behavioral Sciences, Stanford University, Arthur P. Coladarci, Stanford University, Julian C. Stanley, Center for Advanced Study in the Behavioral Sciences, Stanford University, and Department of Educational Psychology, University of Wisconsin; “Reading in Action in the Sixties.” Robert C. Aukerman, Professor of Education, University of Rhode Island; “English, Reading and Social Studies,” Dwight L. Burton, Professor of English Education, Florida State University, James L. Bostain, Foreign Service Institute, Department of State, and Guy L. Bond, Professor Emeritus, University of Minnesota; “English, Reading, Foreign Language, and Geography,” Frank M. Rice, Professor of English, University of Nebraska, Dorothy Rizer, Associate Professor of Education, University of British Columbia, Stephen L. Max, Department of French and Italian, San Diego State College; and “Education 1975,” J. Alan Ross, Director of Graduate Studies at Western, later Dean of the Graduate School; Louis Bruno, Superintendent of Schools, Pullman, Washington; Paul Woodring; T. R. McConnell, Chairman, Center for the Study of Higher Education, University of California — one of the conferences that were staged in the inauguration of James L. Jarrett as President in 1959.

A year later at the dedication of the William Wade Haggard Hall of Science, both science and education were discussed in a conference. The role of science in the modern world was discussed by Linus Pauling, a Nobel Prize winner; Robert M. Petrie, Director of the Dominion Astrophysical Laboratory; Frank Goddard, Assistant Director of the Jet Propulsion Laboratory at the California Institute of Technology; Henry W. Menard, Associate Professor of Geology, University of California; and P. F. Scholander, Scripps Institute of Oceanography. Problems in science education were explored in the conference by Otto Bluh, Professor of Physics, University of British Columbia, and Paul Brandwein, former head of the Science Department at Forest Hills.

On October 1, 1969, at 7:30 p.m., Miller Hall was dedicated in an impressive ceremony held in the College Auditorium with President Flora as Master of Ceremonies. After the presentation and naming of the building in which representatives of two construction companies, Architect Ibsen Nelson, and Trustee Millard B. Hodges participated, Paul Woodring paid tribute to Irving Elgar Miller, Chairman of the Department of Education and Psychology from 1917 to 1942, to which Neal E. Miller responded on behalf of the Miller family. Thereupon Arthur Flemming, President of Macalester College, delivered the dedication address on “Teaching and Learning — the Function of Society.” Dr. Woodring then made announcements concerning Western’s First Symposium on Learning, the theme of which was “The Application of Learning Principles to Classroom Instruction.” The symposium took place during the next two days. The speakers on Thursday were Jerome S. Bruner, Professor of Psychology and Director of the Center for Cognitive Studies, who discussed “The Achievement of Intellectual Skill;” Launor F. Carter, Vice President and Manager of the Public Systems Division of the Systems Development Corporation, whose subject was “Educational Technology;” and B. F. Skinner, Edgar Pierce Professor of Psychology at Harvard, who spoke follow-
State College, 1959-1974

ing dinner on “The Motivation of the Student.” After each of the first two speakers discussion groups engaged in animated debate and comment upon the facts and ideas to which they had just been exposed. On Friday a similar procedure was followed. Neal E. Miller, Professor of Psychology at the Rockefeller University, lectured on “The Spinal-Cerebral Nervous Systems versus the Autonomic Nervous System;” and John P. DeCecco, Professor of Psychology, Center for Research and Education in American Liberties, Columbia University, discussed “Psychology in Relation to Civic Man and Democratic Society.” At 3 o’clock Paul Woodring, Distinguished Service professor at Western, brought the symposium to a close with an address on “The Long Range Contribution of Psychology to Education.” In each succeeding year the Department of Education has organized and presented a Symposium on Learning and Teaching and will contribute to the celebration of Western’s Diamond Anniversary by a fifth Symposium on the specific theme of “Cultural Factors in Learning and Education.”

Western has been host to other notable conferences during this period. In 1964 the Western Washington State Speech Association held its Annual Meeting on the campus to discuss the theme “Challenge of Oral Communication in Education.” Among the leading participants were Karl Robinson and Albert Kitzhaber. In the same year the Pacific Northwest Conference on Higher Education came to Western to discuss “The Value and Limitations of Science in the Modern World.” The leading participants were Polykarp Kusch, a Nobel prize-winning physicist, and President Jarrett. In 1966 a Language Symposium was arranged by the Center of Continuing Studies in which Eugen Rosenstock-Huessy spoke on “The Lingo of Linguistics” and “Now We Are Called to Life,” S. J. Hayakawa on “Semantic Barriers to International Communications,” Charles E. Osgood on “Explorations in Semantic Space,” Melville Jacobs on “Mythology — Its Structure and Function,” and Sol Saporta on “Generative Grammar.” In 1968 at four-day Symposium on “Government, Individual Freedom, and Social Change” was held under the auspices of the Artists and Lectures Committee. In the Winter of 1969, a “People-to-People Forum” was conducted under the sponsorship of the Northwest Free University, the Bellingham Area Council of Churches and the Associated Students of Western. From time to time, notably in the spring of 1967, the Department of Philosophy sponsored lectures by distinguished scholars in the discipline, including Abe Melder, Herbert W. Schneider, Roderick Chisholm, and Gabriel Marcel (co-sponsored by the departments of Foreign Languages and Philosophy and the Artists and Lectures Committee). In the Winter of 1967 a symposium on “Teacher Education USA — Design for the Future” under the sponsorship of the Education Department and Continuing Studies was conducted with Western’s Sam Kelly as moderator and Roy Edenfelt, Alvin Llerheimer and Bernard H. McKenna from off campus. On November 20, 1969, Charles J. Flora was inaugurated with elaborate ceremony, with Paul Ehrlich on campus to deliver an address in honor of the occasion.

Closely related to the maintenance by the College of its function in teacher education was the increasing emphasis on the development of vocational education in such areas as home economics, industrial arts, and business. After the trustees were persuaded not to deny the rank of full professor to men in industrial arts and business education, the Long Range Planning Committee began to project the development of vocational education at Western, with the consequence that an applied arts and sciences building calling for the expenditure of more than $11 million — the largest building project in the history of the institution — was included in the capital budget request submitted to the Legislature in 1971. Of special prominence in the advocacy of vocational education was Edward F. Neuzil of the Department of Chemistry. He was not only a member of the Long Range Planning Committee that shaped the pro-
posal for an applied arts and sciences building, but also chaired a committee in the late sixties on the future of the Department of Industrial Arts. Out of the deliberations of that committee came the recommendation that the term technology be used instead of industrial arts as more appropriate to designate the future scope and functions envisaged by the committee for the department.

As if to justify the change of designation from industrial arts to technology, the department in the early seventies entered a contest in urban vehicle design sponsored by the Massachusetts Institute of Technology. Students of the department, with Michael Seal of the faculty as adviser, designed and built a two-seater automobile which in competition with 62 experimental cars produced by leading colleges of the United States and Canada placed fourth in the general competition and won first-place trophies for parking and innovative design and style. Noteworthy is the fact that Western was the only institution without a department of engineering to engage in the contest.

A distinguishing feature of the sixties was the recasting of the general education program by the subcommittee chaired by Dr. D’Andrea which was appointed in 1958. After nearly two years of careful study, the subcommittee submitted its proposals to the faculty in January, 1960, and after lively debate these were adopted with minor alterations. The new pattern reduced the number of general education credits from 74 to 59 and provided for greater integration through the creation of six lower division interdisciplinary courses in humanities, earth science, and behavioral science, and two upper division courses in interdisciplinary studies, which constituted more than half of the program. During the early sixties this program was implemented with some changes, which included the substitution of one course in non-western culture for the two upper division offerings in Interdisciplinary Studies and the addition of a course in economic and political institutions. In the late sixties the pressures of mounting enrollment forced the adoption of a more flexible program, which permitted the student two options. The first of these retained the interdisciplinary courses; the second reverted to the pattern of departmental offerings that prevailed during the forties and fifties. These changes were made after intensive study by the Committee on Liberal Education chaired by Edwin R. Clapp. Finally the emphasis on the interdisciplinary approach in general education led in 1970 to the establishment of the Department of General Studies under the chairmanship of Roscoe L. Buckland. General Studies as a department did not limit itself to the offerings in general education but developed an array of interdisciplinary courses that were more or less specialized and were available as components of an Arts and Sciences major in liberal or interdisciplinary studies.

The core of the general education program that was implemented in the fall of 1960 was the Humanities. To this series of courses, which was intended to provide a comprehensive survey in historical perspective of Western Civilization through an integration of lectures, discussion sections, and laboratory experiences dealing with history, philosophy, social studies, and the fine arts, a goodly share of the most effective and mature teachers on the faculty dedicated their energies in the early sixties and earned for the humanities at Western a high reputation on the campus and throughout the state. As enrollment increased, however, it became increasingly difficult for the institution to maintain the level of teaching excellence that distinguished the program in its first years. A larger and larger proportion of younger, less experienced teachers were drawn upon to handle the discussion sections, and there emerged from among these a group of "Young Turks" who transformed their sections into tendentious discussions of the current social, racial, political and ethical problems that agitated many students throughout the nation in the turbulent years of the late sixties. In spite of strenuous efforts
made by the Director of General Studies Halldor Karason and members of the original staff to hold the program on course, it steadily deviated from its original design and purpose. The emphasis continued to be interdisciplinary, but the content tended to be more specialized and less general, so that the term general education became less and less applicable to the program. Under the aegis of the General Studies Department the Humanities continued this drift away from the intentions of those who drafted and implemented the program in 1960. As the institution approached its 75th anniversary, curricular thinking about General Education showed a trend toward the conventional “smorgasbord” concept of sampling courses from each of the broad areas of subject matter. Even the term “general education” gave way to the nondescript phrase “general college requirements.” This was a far cry from the program that was launched in 1926 under the title of “Introduction to Contemporary Civilization.”

It was perhaps, not merely coincidental that during the flourishing period of the Humanities in the early sixties, there also emerged outside the classroom a kind of intellectual renaissance that involved both students and faculty. This was due in part to the initiative of Lyle Sellards, Director of the United Student Christian Foundation. He launched a series of dialogues between faculty members and students entitled “Faculty Speaks.” A weekly schedule was set up which provided that a faculty member would appear before a group of students and speak informally on a given theme, such as “My Philosophy of Life” or “My Last Lecture.” The speakers represented diverse viewpoints and disciplines, and each speaker at the conclusion of his remarks was expected to respond to questions, statements or objections from his audience. The result in most cases was lively dialogue and stimulating discussion in which many students participated along with the faculty member. At times the controversy became so warm that, as one psychology instructor reported, it was a “traumatic experience.”

A curricular innovation in the academic year 1959-60 was the establishment of the Honors Program. This was proposed by President James L. Jarrett in his celebrated maiden speech at the first faculty meeting of the fall quarter, to be discussed in detail in a later portion of this chapter. Eight days later he called a special meeting of the faculty to hear a most impassioned plea for an Honors Program by Joseph Cohen, Professor of Philosophy at the University of Colorado. Soon after Dr. Cohen’s speech an Honors Committee was appointed with Erwin S. Mayer as chairman. The program was launched with considerable fanfare in the fall quarter of 1960 under the supervision of the Honors Board, headed successively by Henry L. Adams, Sam P. Kelly and Carol Jean Diers. Standards of admission were high, and even after the period of rapid growth in the sixties and seventies the number of honors students remained small. Special honors courses were to be provided for the four undergraduate years in a variety of formats, including individual tutorials; colloquia for small groups in science, the Humanities, and social sciences; summer readings; and independent study. Graduation “with Honors” would require recommendation by the Honors Board, six quarters of work in honors, twenty hours of credit in honors courses, and the composition of a senior thesis. By the middle sixties provision was made for departmental honors, which had requirements that differed from the Honors Program proper. The program has been sustained since 1960 by the dedication and willingness to carry an overload of a group of those on the faculty who believe in the pursuit of excellence. It is a far cry indeed from the Honors Program to the Pass-Fail movement supported in the later sixties by a good many students and some members of the faculty, which threatened to undermine and to a considerable extent did undermine the reputation for high scholastic standards that the College had earned and sustained through nearly 70 years.
As the College approached the end of its seventh decade and was all but overwhelmed by successive shock waves of students and the proliferation of programs established to meet their increasingly diverse needs, those of the faculty who remembered the earlier years of the institution when only a few hundred students were on the campus became nostalgic. Hence, when the President appealed in 1965 to the Academic Council to propose something daringly new and imaginative in the way of a program, Dr. Woodring suggested to his colleagues that some of the values of the smaller seat of learning might be recaptured by the establishment of a so-called “cluster college” limited in enrollment to 600 students. Out of this suggestion grew the conception of the autonomous residential Fairhaven College with its own faculty, a program of liberal education, an experimental approach to curricular and teaching strategies, and a large measure of freedom for the students to plan their own education and to participate in the governance of the new college. The students not only were to have the benefit of the advice and teaching program offered by the Fairhaven Faculty but were also to receive instruction in the major discipline or area of concentration of their choice from the Faculty of the College of Arts and Sciences — to use a term that has recently become current to distinguish the “cluster colleges” from the rest of the institution. Dr. Charles W. Harwood, Chairman of the Department of Psychology, was appointed Dean, and in 1967-68 a pilot project with a small number of students was launched. During the next year the enterprise got under way with the housing and instruction of 200 students in Edens Hall. In 1969-70 Fairhaven was able to operate with a doubled enrollment in the newly constructed complex of buildings in Hidden Valley south of the main campus. During its brief career Fairhaven has experienced many vicissitudes and has changed emphasis and direction, but it has remained consistently innovative.

Unlike Fairhaven and Huxley, the College of Ethnic
Studies was created in response to student agitation and demand in the late sixties for a kind of higher education more relevant to the needs of black, Indian and Chicano students than anything Western was offering at the time. The board established this third “cluster college” in the fall quarter of 1969 with the charge to provide an academic setting in which minority cultures and histories were to be studied and to create institutional procedures that would enable the student to assume as time went on a greater responsibility for the direction of his studies and the ultimate shaping of his educational experience. Dr. Ronald Williams became the first dean, and a faculty representing the disciplines of history, literature, the behavioral sciences, law, political science, the fine arts, the natural sciences and education has been appointed and a curriculum including a major, an honors program, a minor and a variety of courses has been designed and put into operation. This curriculum accounts for one-half of the student’s course work; the other half is taken in the College of Arts and Sciences.

An important development of the sixties and the early seventies was the establishment and expansion of the Center for Continuing Studies. For many years in the early history of the College Mrs. May Lovegren Bettman had served as coordinator of the Office of Correspondence Study and indeed provided this service for many students off campus well into the fifties. In the meantime Donald Ferris, while serving as registrar in the forties, was assigned the office of Coordinator of Extension Study. With the advent of President Jarrett the first step in expansion of this kind of study was taken with the employment of one full-time faculty member for the purpose. In 1962, Dr. F. Richard Feringer undertook the development of extension services, which were eventually given the more appropriate title of the Center for Continuing Studies. The center has been very active in the promotion of a great variety of courses both on and off campus and offers its services not only to those who are working as college students, teachers and school administrators but also individuals with special interests, community organizations, social service agencies and businesses that are looking for assistance in providing staff training and leadership development, or other special programs. Under Dr. Feringer's leadership the center has brought annually to the campus a series of art films, including many not made in the United States. The Center has even offered extension courses in the art of film.

The Center has also virtually taken over the management of the Artists and Lectures programs, also known as the Concert-Lecture Series, which before the Great Divide presented distinguished musicians, dancers, and speakers at a regularly scheduled morning hour on two days of the school week. Early in President Jarrett's administration the pressure of enrollment made necessary the shifting of the hour from morning to evening. This change has affected the attendance of students at such events and led to a reduction in the frequency of the programs. Yet the center is doing its best to preserve something of the old tradition that weekly brought together the whole student body to hear Percy Grainger, the Paganini String Quartet, Senator Robert La Follette, and other platform performers of high quality. The programs presented in the auditorium during the sixties and seventies have included concerts — vocal and instrumental — dance programs, speakers both grave and gay, plays, and operas.


Among these were Carlos P. Romulo, Soulima Stravinsky, Baymond Boese, Wilhelm Oltmans, Field String Quartet, May Sarton, Vincent Sheean, Peter Commandaras, M.D., Blanche Thebom, Daniel Nagrin, Grant Johannesson, John Morley, Edward Weeks, Porgy and Bess Singers, Ruth Slenczynska, Alistair Cooke, C.N. Parkinson, Carole Larson, The United States Navy Band, Averell Harriman, Madame Butterfly, Philip Hanson, William Kelley, Anne Russell, Sir Charles Arden-Clarke.
FOUR PRESIDENTS AND THEIR WORKS

IN THE YEAR of the Great Divide occurred the retirement of President Haggard after 20 years of service to the institution. He was the last of the presidents of Western whose training and experience were chiefly in Elementary and Secondary Education and the education of teachers at those levels. His successor was James L. Jarrett, whose specialties were philosophy and English and whose experience had included teaching in the University of Utah and other higher institutions, the Presidency of the Great Books Foundation, and the authorship of two books and a number of articles on aesthetics and other philosophic disciplines. President Jarrett announced his resignation early in 1964 and, after rounding out his fifth year, was succeeded as Interim President by Paul Woodring, Distinguished Service Professor of the College. Dr. Woodring, a psychologist by profession, had already achieved national fame as a bold, unconventional writer on American education. His first book, Let's Talk Sense About Our Schools, appeared in 1953 and was widely read and highly praised. Thereafter he became the first editor of the education section in The Saturday Review of Literature and continued to write books and articles on educational problems. Dr. Woodring remained in office until the arrival of Harvey C. Bunke, who was inaugurated during the celebration of Founders Day in February, 1965. President Bunke's disciplines were Business and Economics; he had served as Chairman of the Department of Economics at the State University of Iowa and was the author of a book called The Liberal Dilemma. He remained with Western less than three years and was followed at the end of 1966-67 by Charles J. Flora as Interim President and then as President in 1968. President Flora came to Western in 1957 as Assistant Professor of Zoology after completing his graduate work at the University of Florida and during the ensuing ten years rose to the rank of professor, served as academic dean, and authored two books on marine biology. In the early sixties he was named as winner of the Golden Mike trophy by the American Legion Auxiliary in Washington, D.C., in recognition of his program “Tidepool Critters” as “America’s best local television program in the interest of youth.” He was the first President to Western to be selected from the ranks of the faculty.

The five-member Board of Trustees appointed for the first time in 1957 continued to function during the sixties and seventies. Messrs. Pemberton, Forrest and Sprague and Mrs. Hall held over from the administration of President Haggard into that of President Jarrett. Stephen Chase of Everett replaced Mr. Eldridge in 1958 and was in turn followed by Mr. Kingsbury in 1965 for another tour of duty. New faces on the board thereafter were Millard B. Hodges of Bellingham, Harold C. Philbrick and RitaJean Butterworth of Seattle, Patrick C. Comfort of Tacoma, Paul B. Hanson of Bellingham, and Robert W. Winston, Jr., of Spokane. The last five named are in office during the Diamond Anniversary year. Noteworthy during this period is the geographical distribution of the trustees: in 1959 three were from Bellingham; in 1974 there is only one.

Dr. Jarrett's first year was marked by a great increase in the administrative responsibilities of the faculty arising from the creation of a constellation of new councils and a number of new departments. Acting upon suggestions from the President, the newly organized Faculty Council proposed and the faculty approved the abolition of the Curriculum Committee, which had functioned as a unified body for the planning of the undergraduate curriculum since the twenties. With the gradual increase in the size of the faculty there had developed considerable discontent among its members with the power wielded by department chairmen on the Curriculum Committee. Hence the new system of three Councils which replaced the single committee was so organized to transfer the major responsibility for cur-
riculum policy from the chairmen to the rank and file of the faculty. The chairmen became the constituent members of the Administrative Council, which functioned as a body advisory to the President, its chairman. The powers formerly exercised by the Curriculum Committee were transferred to the General Education Council, the Professional Education Council, and the Arts and Sciences Council, from which department chairmen were conspicuously absent. Along with the new councils appeared ten new departments - Physics-Chemistry, Biology, and Geology instead of the old Department of Science; History, Geography, Economics-Business-Government, and Sociology-Anthropology instead of the old Department of Social Studies; Philosophy, Psychology, and Professional Education instead of the old departments of Education and Psychology and of Student Teaching. Within the next few years Physics-Chemistry was split into two departments, and Political Science became a department separate from Economics and Business.

The creation of the new departments had far-reaching implications for the future of the institution. Opportunity was thus created for the development of the curriculum along lines characteristic of the liberal arts college. Each new department was challenged to justify its existence by enlarging its program of instruction and research in its particular discipline or disciplines, while the older departments would be motivated to do likewise. With large annual increases in enrollment each department would grow and develop new areas of specialization within the discipline. In the course of time there would emerge a potential for graduate instruction in the Arts and Sciences, which would eventually prompt the state to empower the College to launch programs leading to the degrees of Master of Arts and Master of Science. By the end of the first year of President Jarrett's administration the institution was already to all intents and purposes a liberal arts college as well as a teachers college, and the next session of the Legislature acknowledged the fact by changing the name of Western Washington State College. Two years later the Legislature acknowledged that Western had already demonstrated its potential for graduate instruction in the arts and sciences by authorizing the College to grant the degrees of Master of Arts and Master of Science. By 1965 programs of graduate study had been approved in history, English, psychology, mathematics and chemistry. Since then other disciplines have been added to the list. In the late sixties there developed in the institution a body of opinion that Western should eventually offer the doctorate. To make this possible special attention was given to the enrichment of the resources in the Library. The Legislature in 1969 authorized the launching of a program for the degree of Doctor of Philosophy in Education, a program that remains in abeyance until the College has made adequate preparation for it.

Important as were the changes made in the institution during 1959-60, they were achieved at the expense of enormous labor and keen anxiety on the part of the faculty. The new President got off to a bad start with the speech which he delivered on October 1 at the first faculty meeting of the year. He chose to reveal his plans for the College under the similitude of a dream that he had after a dinner featuring Welsh Rarebit. In the dream he saw Western as revamping departmental structure, launching an honors program, increasing the scope of its graduate work, changing the pattern of general education, reducing the requirements in physical education and student teaching, establishing seminars on discussion methods, and giving greater emphasis to the role of independent reading in the curriculum. While these proposals were not highly offensive in themselves, his tone and manner of delivery gave to most of his listeners an impression of thinly disguised coercion and intimidation. Of all his eloquent speeches delivered during his five years at Western, this maiden one was the least successful in evoking a favorable response from his audience. Memories of it were recalled in jest at the
farewell banquet given in his honor in the spring of 1964, but in the fall of 1959 it was anything but funny. The faculty were not pleased!

Nor were they altogether reassured by the Inaugural of President Jarrett on October 29 and 30, which was the most elaborate ceremony of its kind in the history of the institution. To be sure, there was nothing offensive in the conference on “Education 75” that has received notice in an earlier portion of this chapter. Nor was there anything to raise the hackles of the faculty in the President’s address at the Inaugural Banquet on “Being With Meaning.” But the keynote for the whole affair was sounded in the choice of theme for the Humanities Symposium, namely, Hubris. This concept, generally associated with overweening pride, tyranny, arrogance and the height of folly, was celebrated with little if any reservation by the principal participants in the symposium, namely, a professor of English and an associate professor of classics from neighboring institutions and a professor of English and government from the Midwest. The introduction to the printed version of the symposium stated that “the inaugural committee hubristically decided that much of the nature of man is due to his hubris and that the examination of no other single characteristic would offer so fruitful a possibility for understanding.” After ascribing the development of language to Hubris, the introduction asserted that “man’s new capacity to destroy himself and his world is probably the most impressive achievement in history.” Under the circumstances it was hardly surprising that many of the faculty came to regard the Symposium on Hubris as an ironically appropriate commentary on the spirit of the new administration. As far away as New York City two former members of the faculty, Mrs. Burnet and Mr. Ruckmick, were prompted by reports of the proceedings in Bellingham to compose in highly satirical vein a parody of “I Got Plenty o’ Nuthin’” from Porgy and Bess, as follows:

I got plenty o’ Hubris and Hubris is plenty for me.
The Gods I regard with brash dubiosity,
Plain curiosity, — plus some pomposity.
For I got plenty o’ Hubris and Hubris is plenty for me.

There were other grounds for the dissatisfaction and anxiety which the faculty felt with increasing intensity as the weeks passed. Among these were uncertainty as to the intentions of the administration concerning the future role of the College in teacher education; emphasis on speed in remodeling the departmental organization and the curriculum; the increased burden of committee work carried by an already overburdened faculty; the reduction of communication among members of the faculty and between the faculty and the administration; the fact that 66 out of the total of 152 faculty members did not have tenure; the apparent failure of the Faculty Council to fulfill adequately its traditional functions of advising the President and reporting the grievances of individual faculty members; the lack of proportion between the junior and senior members of the faculty in the appointments made to the most important bodies dealing with the curriculum; the overburdening of Herbert Taylor with responsibilities on two councils and three committees; the policy of secrecy adopted by the General Education Committee and the Honors Committee concerning their deliberations during the fall quarter; the President’s communication to the faculty on January 14 recommending that the proposals of the Faculty Council and the General Education Committee be adopted; the disproportion of time in the faculty meeting of January 19 between the report of the chairman of the Faculty Council on departmental reorganization and debate by the faculty; a similar disproportion in the faculty meeting of January 21 between the report of the chairman of the General Education Committee and discussion by the faculty; the failure of the Honors Committee to report to the faculty or the departments concerned before implementation of
its proposed pilot program for the spring quarter; and offensive publicity exaggerating the role of the administration in the work involved in the proposed changes and stating the College was still a normal school.

By the end of January there were unmistakable signs of rapidly declining faculty morale. Members of the chapter of the American Association of University Professors became deeply concerned, and on February 8 a meeting was called to discuss the situation. Promptly a motion was made that a committee of four be appointed to discuss the morale question with the President. The mover buttressed his proposal with 14 points that recapitulated the experience of the faculty since the opening of the fall quarter. The motion was given considerable discussion and was finally passed with an amendment providing for a polling of the opinions of chapter members. At a second meeting it was disclosed that 45 of the 53 members polled recognized a morale problem of greater or lesser seriousness in the faculty. Thereupon the committee of four to interview the President was appointed and in a third meeting called on February 23 reported that he was willing to appear before the Chapter and expose himself to questioning from the group.

Accordingly the President appeared before the fourth chapter meeting on March 2 and after a preliminary statement declared that he was ready to engage in dialogue with the group. On being challenged concerning the future role of Western in teacher education he suggested that this professional function of the College was not incompatible with the development of the characteristics of a good liberal arts institution. He denied that he had any intention to limit the academic freedom of discussion in issuing his communication of January 18 and asserted that if any of the 66 non-tenured members of the faculty failed to speak their minds on that account they were lacking in courage. He admitted that he had not consulted with the Faculty Council's Executive Committee before appointing the standing committees of the year and thus had not behaved in accordance with a provision of the revised Faculty Council constitution. He seemed somewhat embarrassed at charges made concerning the offensive and false publicity that the College had received since the beginning of his administration and regarding the tendency shown by him and the Board of Trustees to treat certain departments as second-class. Although the discussion became at times heated and not all of the issues raised were resolved, the President closed the meeting with an expression of satisfaction with the opportunity to clear the air and even used for the first time the word *morale*, even though he applied it only to himself.

During the remainder of the academic year the faculty through the chapter, the Faculty Forum, and a Faculty Council with new officers and some new members continued the process of negotiation with the President that was initiated so promisingly March 2. The chief problem that emerged was the formulation of standards for promotion and tenure. On June 9 the Council voted to accept the invitation of the Executive Committee of the Forum to participate along with the Executive Board of the chapter in a discussion of tenure and promotion with the President and the Board of Trustees. Soon thereafter the Executive Committee of the Council drafted a letter to the President of the Forum which began with recognition of "unrest and insecurity . . . among the faculty," called for the creation of "a clear-cut frame of reference" on matters of appointment, tenure and promotion which would be understood in the same way by all those concerned with recommendations or decisions on these matters, and ended with the declaration that modifications of this "frame of reference" be regarded as "the joint responsibility" of both faculty and administration.

Thus the stage was set for an accommodation between the faculty and the President, and by the following September the morale of both had been
greatly improved. There remained complex issues to be resolved, but the essential problem of communication had been dealt with, and the institution was ready to confront the formidable challenge of implementing the momentous curricular and organizational changes that had been made during the historic first year of Dr. Jarrett's presidency.

Outward and visible signs of growth have not been wanting since the Great Divide. Before 1959 new buildings were erected at intervals of time and at locations that caused little interference with the ongoing activities of learning and teaching. Except for the Library, the sites were peripheral and did not encroach on the broad expanses of greenery that eventually stretched from Edens Hall south to Normal Drive. The impression of spaciousness was even enhanced by the levelling of the hill that for many years separated the Library from the Physical Education Building. For an all too brief period the eye could feast not only on the lawn stretching from Old Main past the facade of the Library and over the knoll to High Street but also on the much larger green area that spread from the Auditorium-Music Building past the lovely trees in back of the Library and on to the Campus School nestled at the foot of Sehome Hill.

Since 1959 the campus has borne more resemblance to a construction camp or a battlefield than to a seat of learning. Monstrous vehicles, stentorian jackhammers and rampaging pile drivers have mercilessly assaulted the ears of the multiplying population of the College. Trenches and crude huts for the housing of building materials have been erected to restrict access to some of the areas most frequented by students. It all began with the decision of the Board of Trustees in the late fifties to destroy the most lovely vista on the campus by the erection of the Haggard Hall of Science, which wrought untold damage to the beauty of the Library. Other encroachments occurred with the appearance of the Humanities Building, Bond Hall, Miller Hall and the substitution of brick in the square (popularly known among students as “Red Square”) for the original lawn. Then occurred the first addition to the Library and in the early years the second addition to the Library, which was especially productive of frustration and vexation among students, faculty and library staff. Very soon after peace returned to the Library an enormous enterprise of excavation was launched along High Street and College Drive to expand the utilities serving the College. Again a large part of the campus became a pandemonium and a landscape reminiscent of the trenches of the Western Front in World War I.

Fortunately not all of the construction took place in the heart of the campus. Dormitories sprang up on the north side on both sides of High Street — Higginson, Mathes and Nash halls named respectively after one of the first trustees and the first two presidents. To the west occurred considerable enlargements to the Viking Union, the College Cooperative Bookstore and the Auditorium-Music Building. To the south the pattern of expansion took on a dizzying complexity. Up Highland Drive dormitories mushroomed in the Ridgeway Complex that used up a sizable portion of the Greek alphabet in its designations. The Physical Education Building was dwarfed by the looming mass of the Carver Gymnasium to the east. The Arts Building burst its seams and reached out for extensive additional space on the horizontal and the vertical. Far away in Hidden Valley emerged the dormitories and classroom facilities of Fairhaven College, and still farther to the east and south on College Parkway appeared two contrasting installations of student housing called Birnam Wood — shades of Macbeth! — and Buchanan Towers, with a Commissary in between. More recent construction includes the Environmental Studies Center and the Social Sciences Building (to be known as Arntzen Hall) to the northwest of Fairhaven College. Still further afield was the laboratory building at Shannon Point Marine Center near Anacortes, which was named at the groundbreaking ceremonies winter quarter of 1973 the Leona M.
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Sundquist Marine Laboratory — Shannon Point — in recognition of Miss Sundquist's contributions to science education at Western and elsewhere which had already earned for her the title of Distinguished Service Professor.  

The wheel of construction comes full circle with the extensive remodeling of Old Main according to the plans of architect George Bartholick. The first phase of this project was completed during the fall of 1973.

As if in compensation for the pandemonium along High Street and Campus Drive that prevailed for months on end in 1973, Ibsen Nelson and Associates developed a new, landscaped “People Place” park and service area which in effect transforms the recent inferno into a landscape suggestive of Paradise. There are trees, benches, a brick-paved walk, bicycle racks and an information kiosk with space for a bulletin board and two pay telephones. The People Place along with the broad expanse between the Music Building and the Viking Union with its unobstructed view of Bellingham Bay once more makes Western's Campus a delight to the eye.

It should not be assumed from the emphasis on growing pains in the foregoing account of Western's physical plant that such growth was not demanded by the mounting pressures of enrollment and the development of new programs for the students. Evidence to the contrary is provided by the history of the Library. The beautiful Romanesque structure dedicated in 1928 was an important event in the history of Western because at long last it provided for the students and faculty of that period spacious and convenient accommodations for study, ready access to books, periodicals and other printed materials, and an atmosphere congenial to the life of the mind. By the early sixties, however, the Library had become too small to meet the expanding needs of the institution. More space, more books, more periodicals, some technical equipment, more personnel, more of almost everything that might be called bibliographical was needed. To meet in some measure these demands President Jarrett and the trustees worked hard to secure the necessary funds from the Governor and the Legislature for the first addition to the Library and the expansion of its resources. By the end of the decade still more space and a much greater volume of bibliographic materials were needed by faculty and students alike. President Flora was keenly aware of these needs and very energetically fought for the appropriations needed to expand the Library a second time. By the opening of the Diamond Anniversary year the enlarged Wilson Library had been dedicated. The third edition of the Library provides more than twice as much space as its predecessor, with open stacks for easy access to the collections, together with reading and study areas and seminar rooms. It includes facilities for the storage and retrieval of materials not in book form and expanded space for the archives of the College. Wilson Library now houses more than 500,000 items, including 272 volumes

7 In 1965 Miss Sundquist had already achieved national fame when she was named as the recipient of the forty-ninth Science Education Recognition Award by Science Foundation, Inc., publisher of Science Education magazine in Tampa, Florida, with a national circulation. In the grant of the award the magazine cited Miss Sundquist as “one of America’s most noted and finest classroom teachers of science over a period of some forty-seven years.” The December issue carried her picture on the cover along with a six-page article inside.

8 Shortly before the death of Mabel Zoe Wilson, the Library of the College was renamed at the first annual meeting of the Friends of the Mabel Zoe Wilson Library on April 15, 1964. Since the first addition to the Library had just been completed, it was realized that there could be nothing more fitting and proper than to give to the enlarged building the name of the little woman with a keen mind and a great spirit who had served the College for 43 years as its first professional librarian.

In the first year the organization staged a series of evening meetings devoted to the discussion of “The Presidential Campaign 1964 — Books, Issues, and Personalities.” Thereafter several banquets were held to which distinguished speakers were invited, such as Martha Boaz, who discussed the lively issue of book censorship. Open discussion meetings were held also, at one of which Herbert Hearsey of the Library Staff discussed the intriguing topic of “Libraries and the Eighth Commandment.”
of cataloged books and bound periodicals, 127,000 units of microtext, and large collections of federal and state government publications, curriculum materials, pamphlets and college catalogs. It maintains subscriptions to nearly 4,000 current periodicals and newspapers — a fivefold increase since 1967. Furthermore, there is an enlarged and competent staff to provide a great variety of services which students and faculty are utilizing at a rapidly increasing rate. Certainly one of the most important factors in the advancement of learning at Western is the Wilson Library. President Flora is also to be commended for his foresight in urging and insisting that a previously authorized administration building be converted into a classroom building for the social sciences and for the vigor with which he has promoted the many other additions to the buildings and physical plant of Western. The number, magnitude and usefulness of his works speak for themselves.

In addition to the commemorative monuments dedicated to Ida Agnes Baker, the victims of the Mount Baker disaster of 1939 and the holocaust of World War II, and President Fisher, there have appeared on the campus since the Great Divide four unusual and distinctive — if somewhat controversial — works of sculpture. The first of these, entitled “The Rain Forest,” is now located near the northwest corner of Haggard Hall of Science; it is a pattern of metal combined with a small fountain that suggests the subject and the title that the artist, James Fitzgerald of Seattle, chose to identify the work. On the Square in the neighborhood of Miller Hall is a sturdily designed structure of angles and arches created by Isamu Noguchi, entitled “Sky-Viewing Sculpture.” Directly north of the Wilson Library is a five-foot block of granite that picturesquely reproduces a local legend about a retired bounty hunter and his affectionate reconciliation with a specimen of his old quarry — the cougar. This is entitled “The Man Who Used to Hunt Cougars for Bounty” and is the work of Richard Beyer and son of Seattle. Lastly Fred Bassetti, the architect for the Humanities Building and other campus structures, created what he called “The Alphabeta Cube” from large hewn timbers enclosing a relatively small polygon with many facets on which are engraved letters of the alphabet and the ten digits used in mathematics and science. Appropriately this work is placed between Wilson Library and Haggard Hall of Science.

Among the signs of growth of Western after the Great Divide was the multiplication of administrative officers. The distinction between these and the faculty was sharpened, and some services that had formerly been rendered on a part-time basis by faculty members were assigned to full-time administrative officers. In 1959-60 there were 12 of the latter listed in the College Catalog aside from the categories of library staff and psychological services and research staff. Significantly the Dean of Summer Session and Director of Graduate Studies, the Director of Student Activities, and the Admissions Officer represented the only administrative functions added since the Golden Anniversary year. Six years later the number of administrative officers had grown to 28. The new functions included those of Academic Dean, Associate Dean of Research, Director of Housing, College Examiner, Coordinator of Space and Schedules, Assistant to the President, Financial Aids Officer, Director of General Studies, Coordinator of College Relations, Public Information Officer, Business Manager, and Director of Field Experiences. In 1972-73, just before the Diamond Anniversary year, central administrative officers colleges and other administrative offices accounted for 59 administrators, including as additions to the list of 1965-66 the Provost, Deans of Ethnic Studies, Fairhaven, and Huxley, and the Offices of Campus Planning, Center for Higher Education, Computer Center, Development, Educational Media, General Services, Health Services, Instructional Services, Personnel, Physical Plant, Project Fiscal, Residence Hall Programs, Safety and Security and Student Publications.
FROM 1959 ON through the sixties and into the seventies the faculty tripled in number and became more and more diversified as new departments were created and the so-called "cluster colleges" were established. In 1958-59 the count was 155; 14 years later it was 477. The proportion of those possessing doctorates was greatly increased as a result of the continuing emphasis on specialization and the raising of standards for promotion and tenure that marked the administration of President Jarrett. By 1972-73 this proportion had risen with a total of 338 doctorates to approximately 70 per cent of the faculty.

The mere increase in the size of the faculty created a serious problem of communication, which was compounded by the creation of new departments and the cluster colleges. To meet the need for the dissemination of facts and opinions Faculty News was born early in the spring quarter of 1963 with the blessing of President Jarrett. The first editor was James H. Mulligan, who also served as adviser to the Collegian and Klipsun and director of Public Information. For the remaining years of the decade the Faculty News provided a cornucopia of facts and opinions. Letters to the Editor were welcomed and printed under the heading of "Viewings (with and without alarm)". As the decade ended the faculty and administration became aware of the fact that a large and important segment of the college community, namely, the staff, was not receiving deserved attention. It was therefore decided that a publication directed to a larger constituency than the faculty was needed. Therefore the Faculty News was discontinued and a new periodical named Fast took its place early in 1970. Fast was an acronym for faculty and staff and was avowedly directed to both groups on the assumption that they had many interests in common. The format of Fast has changed from time to time, but it still functions as a major organ of communication for the faculty, administrative officers and the staff.

The new system of three curricular councils which supplanted the old Curriculum Committee encountered difficulties from the start. Departments were obliged in many cases to make two presentations of a given proposal instead of one, and at times the councils operated on the principle of not letting the right hand know what the left hand was doing. Two councils acting on the same proposal did not necessarily see eye to eye, and if a deadlock occurred an appeal to the President became necessary. There was a proliferation of paperwork, and communications among the councils became snarled. The difficulties were compounded by the fact that the curriculum had suddenly become much more complex and varied through the addition of new courses, the construction of new majors and minors, and the launching of the new program of General Education in fall quarter of 1960. The consequence was an enormous increase in the burden of committee work for the faculty. For five years heroic efforts were made by council members to improve and simplify the unwieldy system that bound them, but to little avail. Meetings of representatives from two or more councils consumed time and energy without producing any very tangible results. Even the introduction of a full-time Academic Dean into the system did little to improve its functioning.

Toward the end of these five years faculty frustration produced a demand for a change. The Faculty Council appointed a committee under the chairmanship of Dr. Flora, and during the academic year 1964-65 a new design was worked out that restored to a curricular body the unity along with the authority that resided in the old Curriculum Committee of 1959. This body was christened the Academic Council. It numbered 12...
members, four of whom were department chairmen, and was chaired by the Academic Dean. Committees of the council were appointed to deal with General Education, Teacher Education and the Arts and Sciences respectively. Thus, hopefully, the virtues of the two old systems were preserved and the faults of both were eliminated.

In consequence of the administrative changes just described and the rapid pace of increase in enrollment, additional committee work was assigned to the faculty and also to the staff, administrators and students. In the academic year 1955-56 18 committees and councils demanded time and energy from many of the faculty. In 1971-72 40 committees and councils were in operation, including most of those functioning in the fifties and a good many new ones. The additions were the Academic Council with six subcommittees — Agenda, Admissions Board, Arts and Sciences Committee, Elementary Teacher Education Task Force, General Education Committee and Teacher Education Committee; Academic Facilities; Auxiliary Enterprises with two subcommittees — Advisory Committee on Housing and Dining and Advisory Committee on Other Student Facilities; Campus Environment; Computer Policy; Drug Education; Educational Media Services Advisory; four subcommittees of the Graduate Council — Higher Education, Master of Arts, Master of Education, and Master of Science; Honors Board; Library; Minority Affairs; Parking and Transportation with one subcommittee — Parking Appeals; Placement; Purchasing; Radiological Safety; Safety; Student Rights and Responsibilities; and last but by no means least — Tenure and Promotion. A mere scanning of this list will show how much the institution had grown in both size and complexity within 16 years.

During the late sixties in consequence of increased involvement by students in the making of the curriculum in the departments, a proposal was made that one body representative of the faculty, the administration, the staff, and the students be organized as the central organ of the government of the College. President Flora gave strong support to such a proposal and eventually several committees were appointed in succession by the Faculty Council to draft a constitution for such a body, the first one chaired by Carter Broad and the second by Stanley Daugert, with representatives from all four groups. The Daugert Committee drafted a constitution for a College Senate of 41 elective members composed of 23 faculty members, 13 students, 3 members of the staff and 2 administrative officers. With the President and the Provost as ex-officio members the Senate numbered 43. The constitution also embodied detailed provisions for the functioning of the new governing body, und so weiter. Considerable opposition developed among the faculty, who first rejected the Daugert Committee draft but finally in 1971-72 accepted a revised form of it, so that by the end of that academic year the first steps had been taken toward the institution of the Senate. In the meantime, the Faculty Council continued in being and addressed itself to some of the problems that came before the Senate. As the 75th anniversary year approached the Faculty Council still clung tenaciously to its role as the voice of the faculty under the authority of the Senate, even though the original intention in designing the Senate had been to empower it to speak for the faculty along with the other groups composing the college community.

Meanwhile the interest of faculty members in research in their own disciplines had been stimulated by the organizational and curricular changes that occurred in 1959-60 and by the active encouragement of the administration. Before the Great Divide the Bureau of Research had been mainly concerned with institutional research, testing, the grading system and other matters bearing on the College's overriding concern with Teacher Education. At the beginning of the sixties the functions of the bureau had been extended through the initiative of Dr. Maurice F. Freehill to the field of Psychological Services, which were later offered by the Counseling
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Center. By this time institutional research had receded as a function of the bureau, and what remained of its original charge was chiefly the area of testing. This responsibility was soon turned over to the Testing Center under the direction of the college examiner. By the middle of the decade a new bureau called the Bureau of Faculty Research had been set up with Herbert Taylor in charge as associate dean. A major objective of the new bureau was the securing of foundation and government grants to foster research by faculty and students. The establishment of the Computer Center in 1962 was made possible through a National Science Foundation grant and an educational allowance by the manufacturer of the equipment. The facilities of the center were made available to faculty, students, and administration, with priority given to instruction and research. Grants for research have been made to the College by other agencies besides the National Science Foundation, including the United States Office of Education, the Atomic Energy Commission, the Office of Economic Opportunity, the Ford Foundation, the Rockefeller Foundation, the ESSO Foundation, the Carnegie Foundation, the United States Departments of Interior and Commerce, several agencies of the State of Washington and the City of Bellingham, and Canadian provincial and university agencies. In addition the bureau encourages and coordinates faculty research and creative scholarly endeavor in all departments.

The preceding list of sources suggests that the grants have become too numerous to specify with any claim to completeness. Among the programs financed by grants have been several for the education of young children, such as the Catch-up Program for the benefit of disadvantaged children in the lower grades; Head Start for the training of 25 selected and certified teachers dealing with pre-school children between the ages of 2 and 5; Project 1070 of the U.S. Office of Education, a field-centered project to prepare district trainers of teachers and students of teaching to meet effectively the special educational needs of young disadvantaged children in rural and semi-rural local educational agencies. Bearnice Skeen and Roberta A. Bouverat have been the moving spirits in these programs.

At a higher age level was Project Overcome, which grappled with the problems of disadvantaged children with potential for higher education, under the direction of Thomas Billings, who was eventually called to Washington, D.C., to serve as director of the Upward Bound program of which Project Overcome was a part. Project Teacher-Supervisor was administered by Richard Starbird. Fairhaven College received a grant from Educational Facilities Laboratories to inspect other cluster-type colleges. Charles Harwood and Peter Elich were granted funds for an elaborate Independent Study Experiment involving 600 Teacher Education sophomores. A generously funded program was Vicoed (a kind of acronym for Visual Communications Education), an elaborate program for students wishing to specialize at several different levels of skill in occupations derived from the Graphic Arts. The energies of Ray Schwalm were devoted to Vicoed for several years. A bequest of $10,000 came to the college from Mrs. Alma Ostrom and her husband for the purchase of books to constitute a Social Sciences Collection. A grant from HEW financed an eight-week Institute in Remedial Reading under the direction of H. O. Beldin. HEW also funded an eight-week general Institute in English for teachers of grades three through six under the direction of R. D. Brown. From the Office of Education came a grant for a 10-week course of training of English teachers in the vicinity of the College that involved graduate study for 16 fellows teaching grades 6 to 12 under the supervision of Robert Peters. The National Science Foundation made it possible for the Mathematics Department to conduct an institute for high school teachers of mathematics for a complete academic year under the direction of William Abel. The Physics Department was granted the funds to conduct an eight-week Summer Institute in
Physics with Raymond McLeod as Director. Similar institutes were conducted by the mathematics and geology departments. The College became involved in the India AID program of Summer Institutes for Teachers at the University of Rajasthan. To Edward Neuzil, Lowell P. Eddy, Paul Rygg and Frederic Lister went individual grants for advanced research in chemistry and mathematics. A notable project of the seventies was the Action Program supported by the Federal Government, which provided a great variety of experiences and activities in social and community service under the direction of George Drake. The National Science Foundation has also made possible summer institutes in the social sciences, in addition to those in the so-called "hard sciences" described above. Western also participated in research financed by the Office of Education in collaboration with the Northwest Environmental Education Center at Whidbey Island, which is under the direction of William Stocklin. The program of research was directed by John Miles of Huxley College.

Since the Great Divide the enterprise of the faculty has brought into being a number of periodicals or journals of a scholarly nature. The list includes *Albion*, edited by Barry Gough; *The Annals of Regional Science*, edited by Michael K. Mischakow; *Association of Voluntary Action Scholars* (AVAS) *Newsletter*, edited by George Drake; *British Studies Intelligencer*, edited by LeRoy Dresbeck; *Concerning Poetry*, edited by Lawrence Lee; *Journal of Cross-Cultural Psychology*, edited by Walter Lonner; *Journal of English Linguistics*, edited by Robert Peter; *Journal of Ethnic Studies*, edited by Jeffrey Wilner; *Studies in History and Society*, edited by Donald Eklund; *Occasional Papers* (East Asian Studies Program), edited by Henry G. Schwarz; and *Occasional Papers* (Center for Pacific Northwest Studies), edited by James W. Scott.

Of the writing of books, scholarly articles, poems, plays, monographs, etc., at Western there seems to be no end. Since the inception of the Bureau for Faculty Research, Dean Taylor reports that the number of such scholarly and creative endeavors has increased by six or seven fold. Only a carefully organized bibliography, which would by itself constitute a volume of considerable size, could do justice to the sheer industry, imagination and intellectual initiative of the faculty at Western.

With all of the encouragement and emphasis given to research by the faculty, thorny problems in college government demanded a good share of their attention in the seventies as in the sixties. Just as President Jarrett in his first year encountered opposition both as to substance and procedure in the policies that he proposed, so President Flora came under fire from many of the faculty on similar grounds. Dissatisfaction with his policies came to a head at the end of his fifth year in office. A good deal of this was no doubt an inevitable consequence of the rapid growth of the institution. With more and larger departments there were fewer opportunities for communication among them, and the possibilities of disagreement and misunderstanding were multiplied. Some of the departments were critical of the emphasis and support given to the "cluster colleges," particularly during the lean years for higher education that began with the Legislature of 1971. For that matter, the departments themselves were not disposed to view each other's claims on the budget with impartial eyes. The negative public reaction to campus unrest during the years of agitation over civil rights and the war in Vietnam generated anxiety among many of the members of the faculty which was associated in their minds with the Legislature's tightening of the purse strings. The indirect impact on the faculty of the Council on Higher Education established by the Legislature in 1969 was probably another important factor in the malaise of the faculty. The council had taken upon itself the formulation of guidelines, standards and policies that in effect encroached upon the autonomy
exercised by the institution in the management of its own affairs for seven decades. Lastly the growth of the apparatus and the increase in the personnel of administration previously narrated had aroused great uneasiness in a faculty that had only recently included a smaller number of full-time and part-time administrators who communicated readily with the teaching faculty and in some cases had teaching responsibilities themselves. The sharp distinction between the faculty and the administrative officers that developed in the late sixties became a potential source of divisiveness and misunderstanding analogous to that created by the proliferation of departments in the early sixties. The installation of new administrative officers, particularly the Provost in 1970, had the unfortunate effect of decreasing the opportunities for communication between the President and the faculty — opportunities of the sort that were available to the President when he fulfilled most of the functions of the Academic Dean, as in the years that ended with the administration of President Jarrett. The very size of the faculty necessarily changed the meetings of the faculty from occasions for the give and take of informal discussion to formal gatherings for the presentation of the President's views concerning the situation, problems and policies of the College.

In such circumstances it was hardly surprising that opposition to the President among the faculty was generated and became vocal. A curtailed budget prompted him in the winter quarter of 1971 to reduce the faculty by 18 full-time equivalent positions. This action aroused alarm and indignation in many quarters. A Curriculum Commission chaired by the Provost made public a drastically changed program of instruction allegedly in the interests of both economy and educational efficiency. The program was subjected to heated attack by a large majority of the faculty and in less than two months was tabled by the President. A symptom if not a cause of dissension among the faculty was the campus appearance in 1970 of a local unit of the American Federation of Teachers. This organization, with emphasis on collective bargaining and opposition to the administration, necessarily became competitive with the chapter of the American Association of University Professors which had played an important role in institutional conflicts and controversies since its establishment in 1939. In the spring quarter of 1972 a negative decision on grounds of taste regarding publication on campus of the student literary magazine Jeopardy was attacked by civil libertarians on the faculty. Soon after a decision to allocate additional personnel to the College of Ethnic Studies was the target of bitter criticism from spokesmen for a number of departments. By the end of the academic year there were disquieting signs of polarization in faculty attitudes toward the President.

It was unfortunate that two governmental bodies, the College Senate and the Faculty Council, were in a position to claim jurisdiction and that the smaller body moved more quickly and then left the larger body to deal with the consequences of its action. If ever there was a need for negotiation between the faculty and the President it was at this time. A petition to the Board of Trustees with 128 signatures which came to the council's attention clearly demonstrated such a need. Instead, the council decided to poll the faculty on the issue of confidence in the President and after the results indicated a small negative majority of the 404 responses decided by a vote of 7 to 6 to recommend to the Board of Trustees that the President be dismissed. The latter decision would suggest that the one-vote majority of the council had precious little awareness of or concern with either the past or the future of the institution. The board, however, was not disposed to imitate the hasty behavior of the council and decided to refer the matter to the College Senate, which in turn set up an Ad Hoc Committee of Inquiry under the Chairmanship of Emeritus Professor Clapp to discover the grounds upon which the faculty vote was taken. In due course the
Committee of Inquiry presented its report to the Senate, which transmitted it to the Board of Trustees. Although the board finally affirmed its confidence in President Flora, the polarization among the faculty persisted and made the prospects for effective negotiation between him and the faculty even less promising than they might have been before the council polled the faculty. The Faculty Council maintained its role of adversary to the President, appointed a committee chaired by John R. Sauer to evaluate the top level of administrators, which in the winter quarter of 1973 produced a report for the edification of the Board of Trustees that was apparently intended to force the President to resign or to limit his direct communication with high-level administrators to the Vice President for Academic Affairs, the Dean of Students, and the Business Manager of the College. All chairmen of departments and deans of colleges (Arts and Sciences and the three so-called "cluster colleges"), Graduate School, and Faculty Research and Grants would report directly to the academic vice president. President Flora accepted the second alternative and recommended the proposals that it covered to the board in the spring of 1973. He also recommended the creation of a new office, that of Associate Dean for Teacher Education and Certification, who would report to the Academic Vice President. The board approved of all the President's recommendations, although the College Senate objected to the last one on the ground that it would in effect transform the Department of Education into a School or College of Education. Such an intention or result was denied by one of the trustees. In these ways, the controversy between the President and the two representative bodies of the faculty was in considerable measure resolved.

The role played in the intellectual life of the faculty by the Men's Discussion Club, which expired in the early sixties, was in a measure filled by the Faculty Luncheon Discussion Group which was promoted by Mr. Sellards, the director of the United Student Christian Foundation alluded to in the chapter entitled "War and Peace." This new organization was necessarily restricted in the length of its meetings, but it had the advantage of including women as well as men. A broad range of topics was explored. The format was the familiar one of the speaker's reading a paper for questions and discussion by the other members of the group. Among the subjects discussed were "Biblical Sanctions and Women's Rights," "Music in the Church — An Act or an Art?;" "Aspects of Hindu Philosophy," "The Future of the Church," "Religion and the United Nations," "How to Integrate a Negro Neighborhood," "Barzun — Science versus the Humanities," "Zen Buddhism and Psychological Science," "Changing Concepts of Church Music;" "Beyond the Images," "The Classical Gods in Medieval Iconography," "The Theater of the Absurd;" "Straight-Line Philosophy;" "Federal Government and Secularism;" "Bolivian Christians;" "The Corruption of Shakespeare;" "The Motivation Factor in Secondary Physical Education;" "Art and Dilemma;" "The Human Dilemma;" "Implications of the 'God is Dead' Theology;" and "Kierkegaard and Secularism." The group represented in miniature "a community of scholars." Its members came from a number of departments and disciplines — speech, music, psychology, English, education, philosophy, physical education, art, and sociology — and included besides one administrator and two "gentlemen of the cloth." Alas! the group was short-lived and lacked the staying power that enabled the Faculty Men's Discussion Club to attain the venerable age of 22.

The tradition of cultural cooperation between the College and the surrounding community has been maintained during the sixties and seventies. To be sure, the Civic Music Association founded in 1935 was forced to abandon its program in 1962. During this period interested students were allowed free admission to Civic Music concerts. Among the artists who appeared during the last three seasons were Leontyne Price, the Finland National Ballet, Goya and Matteo, Adele Addison, Hollywood String Quartet, the Robert Wagner Chorale,
Marais and Miranda, Grant Johanneson, Theodore Uppman, Eleanor Steber, Nelson and Neal, and Rosand and Slissner. Regrettably the Bellingham Concert Association, which was established in 1970, does not allow free admission to students, even though the concerts have been presented for the most part in the College Auditorium and the College orchestra directed by Barton Frank and Mr. Frank as solo cellist have appeared from time to time on its programs. Among the other artists presented by the Concert Association during the last four seasons are the Royal Winnipeg Ballet, Madam Butterfly staged by the Seattle Opera Association, Sergiu Luca, Erick Friedman, Jan Peerce, the Vienna Boys Choir, Norman Abelson, Joseph Levine (with Mr. Frank), Michael Lorimer, the Seattle Symphony Orchestra, Jerome Hines, and Jacqueline Spring.

An even more striking example of cooperative music-making was the Bellingham Chamber Music Society, which during most of the sixties staged its monthly concerts in the Viking Union Lounge. This society, which was founded in the fifties through the energy and initiative of Pauline Dalquest, who had played in the College Orchestra as a student, afforded many opportunities for public performance to faculty members and students of the College as well as musicians off campus. The shifting of the concerts from the campus to the auditorium of the Bellingham Public Library since 1969 has not lessened the association of “Town and Gown” in this rare form of cultural enterprise. In recent years the staging of Chamber Music Workshops by the society on campus has further strengthened the ties that bind the College to its constituency in the local area, the state and even beyond.

The Bellingham Theatre Guild continued to receive effective support from faculty members and students during this period. Paul Wadleigh’s comedy about a college professor entitled Afoot and Light-Hearted was given its premiere by the guild in the early sixties. Ralph Carter, Mark Flanders and James G. McAree were active in the direction and staging of several productions, including Athaliah, Lady Windermere’s Fan, The Lady’s Not for Burning, and Amahl and the Night Visitors.9

In the year marking the Great Divide the Art Department began to exploit its Studio Gallery, as it was known during the two preceding decades, with a stepped-up program of exhibitions. David Marsh in that year made himself available for the position of director of the Western Gallery, as it came to be known during the sixties and seventies. On a very limited budget Mr. Marsh organized exhibitions of such Northwest artists as Paul Horiuski, Bill Cummings, Mark Tobey and Herbert Steiner and brought to the campus traveling exhibitions from the San Francisco Museum of Art and other collections.

In 1962 Robert Michener was appointed director of the gallery and for four years was responsible for exhibitions of prints of the German Expressionist Max Bechmann, the Mexican expressionist Jose Luis Crevas, drawings and prints of the Italian futurist Umberto Boccioni, studies for the murals of Dartmouth College by Jose Clemente Orozco, prints of Picasso, photographs illustrative of the architecture of Felix Candela, prints from the King Lear Series of Oscar Kokoschka, and sculptures by the contemporary American artist Bruce Connors. An exhibition of “Old Master Prints” included works of Durer, Rembrandt, Schongauer, Lucas Cranach, and James McNeil Whistler. Another of “Fifty Years of American Prints” gave examples of the works of Whistler, John Sloan, John Marin, George Bellows, Winslow Homer and Edward Hopper.

In 1963 Mr. Michener organized with the aid of Martin Tucker and Walter Wegner the first of “The Annual Small Sculpture and Drawing Exhibitions.” Thomas Johnston and Lawrence Hanson have worked in

9 Other Guild productions in which students and members of the faculty participated were Don Juan in Hell, The Gondoliers, Little Mary Sunshine, The Odd Couple, Beauty and the Beast, Look Back in Anger, Private Lives, Black Comedy, Curse of an Aching Heart, Kiss Me Kate, Androcles and the Lion, Life with Father, Hay Fever, Harvey and Winterset.
recent years to maintain this program, which has brought to the campus for the last ten years a cross-section of the best small sculptures and drawings of contemporary American artists. It has also enabled the department to bring each year a noted juror to the campus to judge the exhibition and to lecture to the public. From 1964 on the jurors have been sculptor Leo Steppat, printmaker Lee Chesney, painter and printmaker John Paul Jones, sculptor Manuel Neri, sculptor and printmaker Hugh Townley, painter and environmentalist Robert Irwin, sculptor and author George Rickey, former director of the San Francisco Museum of Art Gerald Nordlund, director of the Art Gallery of the University of California Peter Selz, and painter, sculptor and feminist Judy Chicago. The “Annuals” also led to an association of the department with the Artist and Lectures Committee, which with funds at its disposal made it possible until 1971 for the department to bring more ambitious exhibitions than those which the department was able to fund with its own resources.

In 1966 Lawrence Hanson became director of the Gallery and initiated a policy of originating many exhibitions on Western’s campus rather than depending on circulating exhibitions. Among the notable exhibitions that have been on display in the Gallery in the late sixties and seventies have been the following: “Fiber; Metal; Clay” — featuring many of the nation’s foremost craftsmen; “The Art of the Yoraba” — African sculpture; the work of the contemporary potter, Warren McKenzie; “Marsden Hartley” — American modernist painter of the first half of this century; “African Sculpture”; “Artists of British Columbia” — a survey of current production; “Photographs by Edward Weston;” “Invitational Crafts Exhibition” — specimens of the work of Fred and Patti Bauer, Ed Rossback, Katherine Westfall, Tim Crane, Paul Soldner, Harvey Littleton and Marvin Kipofsky; “Piranesi Prints” — G. B. Piranesi, 18th century etcher of “fantastic” architectural scenes; “Robert Irwin” — paintings; “Light, Movement, Reflect-
not to speak of the fairly extensive permanent collection and some of the travelling exhibitions that included works of very famous artists.

Moreover, the plastic and graphic arts have been represented in "The Continuing Symposium on Contemporary Art," an annual enterprise launched in the seventies under the direction of Eugene Garber of the English Department, which has been concerned with all of the fine arts — including the literary, musical, choreographic, dramatic and cinematic.

Other areas than the arts brought the faculty into a collaborative relationship with the surrounding community. Manfred Vernon, who came to Western in 1964 as the first chairman of the newly formed Department of Political Science, has been and still is an active member of the International Point Roberts Board. In the middle sixties Dr. Vernon initiated and frequently participated in a weekly program on television (KVOS - Channel 12) entitled "Outlook" in which he or another master of ceremonies introduced other participants and gave opportunity for an exchange of views on some topic, problem, issue or question of interest and concern to the viewing audience. In the Diamond Anniversary year Dr. Vernon is still to be seen and heard once a month in "Outlook," which has demonstrated its value and vitality as a public service program for the greater part of a decade.

In the field of social welfare George Drake has been a prime mover in the local branch of the so-called "Action Program" supported by the Federal Government and is a leader in a local organization concerned with the welfare of retarded children. In local government Arthur Hicks promoted and participated in a strenuous attempt in 1950 to revise the antiquated and chaotic City Charter — an attempt that was rejected by the voters in the November election of that year. Michael K. Mischaikow was among the elected freeholders who undertook the same task in the early seventies and succeeded in persuading the voters to accept their proposed new charter. Dean C. W. McDonald served for several years on the Bellingham City Council in the sixties, and H. Stuart Litzsinger, director of the Physical Plant, was elected in the early seventies to the same office. Harold A. Goltz, director of Campus Planning, waged a vigorous campaign in 1972 for a seat in the Legislature that gave him a substantial majority over his opponent in the November election.

A NEW GENERATION OF STUDENTS

The Chief Problem confronted by the College from 1959 on has been that of mounting student enrollment. In spite of the introduction of higher admission standards early in the period, students flocked in ever larger numbers to the doors of Western. In contrast with the 20 preceding years, during which the enrollment fell and rose and approximately doubled, after the Great Divide the figures rose by leaps and bounds year after year into the early seventies. Increases of 275, 444, 547, 599 marked the early sixties. Beginning with 1964-65 the increases became truly alarming; 764 was topped in 1969 by 2,025 and for two years thereafter the figures were above the thousand mark. To sum up, within 13 years the student population nearly quadrupled. In 1958-59 the enrollment was 4,505; in 1971-72 it was 15,562. The average increment from one year to the next was 789. Not until the fall of 1972 did the pressure abate.

In the early sixties the prospect of rising enrollment for an indefinite period led to a change in admission policy for freshmen. For more than six decades the standard for admission never rose above the requirement of graduation from an accredited four-year high school or from a three-year senior high school. This policy remained in force chiefly in order to encourage enrollment, figures for which were always of special impor-
In the preparation of the biennial budget to be submitted to the Governor and the Legislature. Never before the sixties had it seemed in the interests of the College to have the enrollment reduced instead of increased. However, the accelerating pace of growth that set in after World War II clearly indicated that the College could afford to be more selective in the admission of freshmen with no threat to the curtailment of its program and with the positive expectation that students with higher academic qualifications at entrance would be the beneficiaries of a higher quality of education than Western had provided up to this time. Therefore, in the catalog for the academic year 1961-62 there first appeared the announcement that in fall quarter, 1962, graduates of Washington State high schools would be admitted if their high school records indicated a cumulative grade average of 2.5 or above, or if they ranked in the upper half of the graduating class. Other students would be obliged to demonstrate “the ability to do college work through aptitude tests which are commonly used in high school counseling and testing programs.” A few years later other students were obliged instead to submit evidence to the director of admissions that they had the capacity and the maturity to succeed in an academic program. In spite of the change, the deluge of students continued, but one may plausibly speculate that a continuation of the policy of unrestricted enrollment would have compounded the problems and difficulties that as they unfolded put a serious strain upon the physical and human resources of the institution.

A considerable proportion of the new students who came to Western during these years and before had acquired one or two years of higher education at the community colleges (formerly called junior colleges) of the state. During the late sixties an important development in the relations between Western and the community colleges occurred. Calvin E. Mathews, who joined the faculty in 1964 as associate registrar and coordinator of college relations, conceived the idea that Western should enter into agreements with community colleges to accept their Associate of Arts college transfer degree as evidence that the students had completed this institution’s general education program. The effect of such an agreement would be contingent on the approval by Western’s Academic Council of the general studies program of the community college in question. Over a period of seven years Western has signed 21 agreements of this kind with community colleges and has set an example that has been followed by most of the state colleges and universities of Washington.

With more and more students on the campus as each succeeding fall quarter opened, some long-cherished traditions were abandoned, streamlined or slain with laughter. Even before the Great Divide the spring festivity called Campus Day, which originated in 1926 as a combination of work and play and in time became a kind of all-school picnic with games, sports, pie-eating contests, etc., came to an end in 1957 because most students ignored it in favor of their own personal plans for a holiday. In 1960 Class Day, which was first held in 1902 in the week of commencement and had been ritualized in 1912, was merged with Commencement Day, and with an abbreviated outdoor ritual became a hasty, confused anti-climax to the preceding commencement exercises. More recently the election and crowning of successive queens named Sigrid, each with a train of princesses, which from 1938 on had provided a ceremonial of beauty, pomp, and circumstance for the celebration of Homecoming in November, were ridiculed to death by a crass practical joke, namely the nomination and election of a sow named Grenalda as Queen, instead of a beautiful girl worthy of the name and title Queen Sigrid XXXII, along with the usual array of pretty princesses. The perpetrators of the joke did not carry it so far as to include the sow in the procession, in which the princesses appeared as charming as ever but with no queen to give them a reason for being. The result was to make that particular Homecoming procession as absurd as a performance of Hamlet without Prince Hamlet. Sic
The image of woman on the campus as shown by the election of Grenalda as Queen Sigrid XXXII in 1969 apparently had greatly changed since the year 1938, in which Sigrid I had been elected. Further evidence of this change is to be found in the history of the Associated Women Students, established in the same year. Among the activities of the AWS was the drafting of regulations regarding housing, dress and closing dormitory hours by the AWS Standards Board. The AWS also sponsored teas, fashion shows and tolo dances in which the women took the initiative to invite their own partners to the affair. On occasion they invited faculty members to address them at special meetings. When the College repealed regulations that did not apply to both men and women students, the AWS Standards Board was left high and dry with nothing to do. Students lost interest in teas and fashion shows during the sixties. The last tolo dance took place in the academic year 1969-70, which was also the last year in which the election of Queen Sigrid and her princesses took place. In succession to the AWS the Women’s Commission was established in the spring of 1971 as a loose confederation of campus organizations reflecting women’s concerns and interests.

During the last years of President Haggard’s administration, great efforts were made by the students to overhaul and reconstruct their system of government. The Board of Control, which was instituted in 1908 as the central organ of the Associated Students, was replaced by a larger body called the Student Legislature on October 8, 1958. During the sixties and seventies the legislature has become involved in more areas of concern and activity than its predecessor. In 1968 committees were appointed with such titles as responsible leadership, academic standards, community involvement, student welfare, the National Student Association, and the Student Academic Advisory Board. The president of the Associated Students granted authority to committees on union facilities, activities, finance, central purchasing, central stores, and public relations. The vice president appointed a Tutorial Committee. In the year preceding the Diamond Anniversary the Associated Students have 25 office rooms or spaces, which are apportioned out to the Executive – president, vice president and office assistant; business manager; Services Council – Co-op Nursery; Drug Information Center; Hand to Hand (Tutorials); Housing and Employment Commission; Information Volunteer Center; Legal Aids; Political Affairs Commission; Sex Information and Education; Activities Council – Program Commission, Recreation Commission, American Indian Student Union, Asian Student Union, Black Students Union, Free University, Gay People’s Alliance; League of Collegiate Veterans; MECHA (for Chicano students); Concerned Citizens for Peace; Veterans for Peace; Women’s Commission; and Publications – Jeopardy, Klipsun, and The Western Front.

After the Great Divide the greater number and variety of students created a demand for many new clubs. An upsurge of interest in creative writing occurred, which brought about the demise of The Writer, which had been sponsored by the English Department, and the institution of a campus literary magazine—at first called Synthysls and later Jeopardy—under the auspices of the Associated Students. This included not only poetry and prose but also a good deal of art work by students of Western. Contributions to the magazine have also come from writers off campus.

Religion shared in this development. New Christian groups such as the Baptist Student Union, the Christian Science Organization, and the Deseret Club (sponsored by Latter Day Saints Institute of Religion), made their appearance. A Jewish Student Union was formed. The religions of the Far East inspired some students to establish Bahai and the Student International Meditation Society.

The United Student Christian Foundation and its successor, The Campus Christian Ministry, became even more active after the Great Divide than the USCF was
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before. Besides the series entitled "Faculty Speaks," an Open Forum program was conducted featuring two or more speakers on controversial topics. Among those debated with both light and heat were "Can the College Climate Sustain the Challenge of Democracy?", "Our Rights Defined," "Employment Opportunity — Capability or Desirability," "Do Local Media Support the Reality of Equality?", "Does a Moral Student Need to be Religious?", "Has Taxation Reached the Point of Saturation?", "Can Anyone Live Anywhere?", "Has Private Concern Initiated Any Action?", "The Free Speech Movement at Berkeley," "Eyewitness to Cuba," "The Case Against the House Un-American Activities Committee," and "How to Change the Rules." Involved in the enterprise of the CCM have been the Reverend Lyle Sellards, representing the Methodist and other denominations, and the Reverend John Harriman, Episcopalian. Currently involved are the Reverend William Sodt, Lutheran; The Reverend Paul Magnano, Roman Catholic; the Reverend Dan Martin, Missouri Synod Lutheran; the Reverend Jack Vance, Episcopalian, and the Reverend Rod J. MacKenzie, Methodist and other denominations.

A natural consequence of the creation of new departments was the emergence of many new clubs focused on academic subject matter, although professionally oriented clubs were not abandoned. In fact, the founding of a chapter of the SWEA, affiliated with the Washington Education Association, showed that teacher education continued to be one of the major concerns of the institution. One aspect of vocational education was represented by the Home Economics Advisory Council. On the other hand, the arts and sciences flourished as never before in both clubrooms and classrooms. For students in the fine arts Alpha Rho Tau was installed. Foreign languages accounted for Le Cercle Francais (a new club with an old name), an honorary German society called Delta Phi Alpha, the Spanish Club, and Los Amigos. Mathematics fathered three clubs — the Mathematics Club, Sigma Pi, and an honorary called Pi Mu Epsilon. The hard sciences inspired two clubs in geology — the Geology Club and Tau Kappa Pi — and Student Affiliates of the American Chemical Society. History brought in Phi Alpha Theta, geography both the Geography Club and Gamma Theta Upsilon, and Political Science Pi Sigma Alpha, the Collegiate Council for the United Nations, and World University. Psychology surfaced as a club under the name of Psy Kee.

Social clubs were still in the picture after the Great Divide, and new ones appeared under the names of the Bachelors Club, the Women's Commission, the Viking Union Bridge Club, and the Off-Campus Interhouse Community.

With expanded facilities for sports and recreation as well as greatly increasing numbers of students, many new clubs catering to these interests appeared on campus. The mountains called to members of the Alpine Club and the Ski Club; the sea suggested the formation of the Sailing Club, the Viking Sounders (skin divers), the Viking Union Yacht Club, and the Water Ski Club; the air challenged the daring and skill of those who belonged to the Parachute Club; one group adopted the comprehensive name of Outdoor Program. Team sports gave rise to the Rugby Club and the Soccer Club. A variety of skills were deployed in the Judo Club, the Fencing Club, the W W Rifle Club, the Archery Club, and Motor Sports. Some clubs were created to provide training in the direction of juvenile physical and social activity such as the Alph Phi Omega for the Boy Scouts, Girl Scouts on Campus and Gamma Sigma for the Girl Scouts, and Sigma Tau Alpha for the Rainbow Girls. There was also formed a Physical Educational Professional Club for those interested in teaching.

Some students dedicated themselves to several kinds of service both on and off campus — the Caides to handicapped children, the Circle K Club to support the program of Kiwanis, the cheerleaders to the stimulation of school spirit, the Northwest Free University (which
included faculty as well as student members) to the enlargement of opportunities for teaching and learning, and the Crisis Clinic to supplement the work of Psychological Services.

The interests of foreign students and ethnic groups found expression in the Huo O Hawaii, the American Indian Student Union, the Asian Student Union, the Black Student Union, MECHA (in which so-called “Chicano” students found a haven), and the International Club. Students at Western in the middle and late sixties were blown upon by the same winds of doctrine that swept over most of the other higher institutions in the nation. Hence there was a good deal of student “activism” during the period which led to the organization not only of Young Democrats and Young Republicans but also the Student Nonviolent Coordinating Committee, the New Conservatives, the Students for a Democratic Society, the WW Society of Individualists, the American Civil Liberties Union, the National Student Association, the Action for Conservation Club, the Huxley Environmental Reference Bureau, the League of Collegiate Veterans, the Student Mobilization Committee, the Third World Coalition, and the Young World Development of Purpose.

A central concern of the middle sixties was the national movement for the extension of civil rights to the blacks and other ethnic groups. Activity in their behalf was not confined to the clubs named above. Many students participated in demonstrations on and off campus in support of legislation to desegregate the schools of the nation, to extend voting rights to the disfranchised blacks in the South, and eventually to introduce courses and curricula that would focus on the culture, history and problems of ethnic minorities.

In 1966-67 there developed a campus rash of concern with drugs – LSD, marijuana and others. Symposia for the discussion of the pros and the cons of drugs – mainly the pros – were organized and attended by many students. The term “psychedelic” became widely current with its implication that certain drugs could be used to expand consciousness and enrich experience. Week after week in the Collegian — which in the next year changed its name to the Western Front — it was suggested that the paramount issue of life at Western was drugs — to take or not to take. Such phrases as “tune in,” “turn on,” and “drop out” became trite elements in campus jargon. Through the year the emphasis on drugs was reinforced by the choice of Book of the Fall Quarter, the joint performance of Leary and Cohen, and the poetry reading program of Ginsberg. Fortunately the campus did not degenerate into a community of listless lotus-eaters, and the psychedelic experience of drugs was for the great majority of students more of a conversation piece than a way of life.

Students during the late sixties became deeply concerned over the issues raised by American involvement in war in the Far East, much more so than those who attended Western during the Korean “Police Action” of the early fifties. Numberless meetings were addressed by speakers from off campus, and organizations such as the Students for a Democratic Society were active. Some meetings partook of the nature of demonstrations, and anonymous threats of violence were conveyed over the telephone but never carried out. So-called “sit-ins” were held at the Placement Bureau in protest against the recruiting activities of corporations engaged in production related to war. There was considerable participation in the peace moratoriums of the fall quarter of 1969, and an all but universal explosion of wrath occurred on the campus in the spring quarter at 1970 at the time of the extension of the war into Cambodia by President Nixon. The killings of students at Kent State University and elsewhere following the incursion into Cambodia were bitterly deplored. Fortunately the indignation of the students was sufficiently restrained to prevent the occurrence of serious violence, although the threat of it hung over the college community for several years. Only one incident of
violence, which involved the burning of a Viet Cong flag, took place, and this resulted only in minor injury to and brief hospitalization of a young woman. As the President’s Vietnamization policy took hold and the flow of American ground forces back to the States got under way, the excitement of the students died down, and there was precious little left of the impassioned protest of 1970 in January, 1973, just before the proclamation of the cease fire.

Nevertheless a great many diverse and controversial ideas were in the air of the campus during this period, and many students grew restive with the regulations governing the appearance of speakers before college audiences. For instance, Gus Hall, a Communist party leader had been barred from the campus by order of the President in the academic year 1961-62 in spite of the desire of many students to hear him. 1964 was a year marked by concern with free speech at the University of California at Berkeley and many other colleges and universities throughout the nation. The issue was vigorously pressed through the academic year 1963-64 by students, so that in May the Faculty Council approved a new policy for speakers. The crucial sentence in the phrasing of the new policy was: “Any faculty or recognized student group may invite to the campus any speaker the group would like to hear, subject to normal restraints imposed by considerations of common decency and state law.” Other provisions disavowed endorsement by the college community of the ideas of any speaker, restricted the privilege of inviting speakers to members of the college community, and gave the President discretionary power in exceptional cases to limit the audience to the group that issued the invitation and to direct that a tenured member of the faculty preside over the meeting.

To test the policy a group of students soon invited George Lincoln Rockwell, the leader of the American Nazi Party, to speak in the auditorium. Herbert Taylor was designated by the President to serve as chairman of the meeting. The students had previously been advised by a group of faculty members to behave with cold, silent indifference as they listened to Rockwell’s rabble-rousing speech. Some faculty members organized a protest demonstration against Rockwell in the area between the Auditorium-Music Building and Haggard Hall. In the auditorium Dr. Taylor in his introductory remarks showed indeed that he had not come to praise this would-be Caesar. The students were on cue and did nothing either to encourage or discourage the speaker by applause or other demonstration. Such treatment infuriated Rockwell, and in succeeding months he spurred his party organ to an indignant protest and stirred up a controversy on campus between those who thought that he had received his just deserts and others who felt that he had been gratuitously insulted. At least, he had been heard by many students, and his appearance cleared the way for invitations to speakers that would have been refused access to the campus under the old dispensation.

Another extra-curricular enterprise was the selection of “The Book of the Quarter” by a committee including faculty members and students. The prime mover of this program, which was implemented by several panel discussion meetings to which faculty and students were invited, was the Circulation Librarian W.H.O. Scott, who chaired the first committee on June 29, 1962, and has continued to serve in this capacity into the Diamond Anniversary Year. The books of the quarter have included a considerable range of both fiction and non-fiction with an emphasis on the contemporary and the timely, although classics such as Lewis Carroll’s Alice in Wonderland and Kenneth Grahame’s The Wind in the Willows have been chosen from time to time. In politics the choices have run the gamut from Barry Goldwater’s The Conscience of a Conservative to Mao Tse Tung’s Thoughts. The common schools come under fire in Edgar Z. Friedenberg’s Coming of Age in America and Everett Reimer’s School Is Dead. The cause of the American Indian is championed in Alvin M. Josephy’s The Patriot Chiefs and Vine De Loria’s Custer Died For
Your Sins. Several varieties of fiction are represented in *The Last Temptation of Christ* by Nikos Kazantzakis, *Cat's Cradle* by Kurt Vonnegut, Jr., *One Flew Over the Cuckoo's Nest* by Ken Kesey, and William Golding's *The Lord of the Flies*; Theodore Roethke's *Words for the Wind* was chosen for one quarter. Paul Claudel's *The Tidings Brought to Mary* coincided with a performance in French of this play on campus under the auspices of Concert-Lecture Series. Erich Fromm's *May Man Prevail?* reviews in broad philosophical perspective the human condition. 10

During the sixties and after, the production of drama both on and off the campus by students of the College was increased in spite of the inadequate facilities for this form of activity. There was available, however, Lecture Hall One, formerly the Campus School gymnasium, which underwent considerable alteration to provide a small stage with its necessary apparatus and considerable seating capacity. For the more spectacular productions there was also the auditorium in the Music Building. Also from time to time the Bellingham Theatre Guild playhouse was used for College plays. The staff of directors was enlarged and included William Gregory, also active in the late fifties, who was welcomed back to Western after several years of work in repertory theaters in the Midwest to take general charge of the College's drama program. Among the plays produced by Dr. Gregory, Byron Sigler, Thomas H. Napiecinski, Dennis E. Catrell and Donald A. Adams, and other directors were *Bus Stop, Death of a Salesman* (distinguished by the highly professional performance in the role of Willy Loman by Laurence Brewster), *The Emperor Jones, The Skin of Our Teeth, The Visit, The Wild Duck, Tartuffe, Underwood, Trial by Jury, Of Mice and Men, The Bald Soprano, The Lesson, H.M.S. Pinafore, Crimes and Crimes, A Streetcar Named Desire, Don't Go Away Mad, Juno and the Paycock, The Ballad of Baby Doe* (an American opera that brought the Division of Drama and the Music Department into collaboration), *Shenandoah, The Hairy Ape*, a work by a Canadian playwright entitled *Oh Dad, Poor Dad, Mama's Hung You in the Closet and I'm Feeling So Sad, Uncle Vanya, J.B., A Midsummer Night's Dream, Slow Dance on the Killing Ground, The Taming of the Shrew, The Boyfriend, Under the Gaslight, Rosencrantz and Guildenstern are Dead* (the four last named forming part of the program of Summer Stock Theatre in 1971), *A Man for All Seasons, Marat-Sade, Summer and Smoke, Heartbreak House, Love's Labor's Lost, and Indians* (a play about Buffalo Bill). There was also developed during this period a program of Children's Theater which was sent on tour and included during this period a program of Children's Theater which was sent on tour and included among its productions *Winnie the Pooh, Greensleeves Magic, Cinderella* and *Tom Sawyer.*

The making of music continued to be an important concern for students after the Great Divide. Under the leadership of three department chairmen — Dr. D'Andrea, C. Murray North, and Phillip R. Ager — the music faculty became much larger than it was in 1959, and a great variety of opportunities for musical expression has been made available to students. The College-Civic Symphony Orchestra, which was organized by Dr. D'Andrea in the late forties, has flourished ever since under his direction and that of Jerome Glass, Thomas Osborn and Barton Frank. The orchestra gave impressive performances of symphonies and concertos with soloists including members of the music faculty, advanced
students, and distinguished artists from off campus. A string orchestra called Western Symphonic Strings was formed in the sixties by Paul Stoner and developed an extensive and varied repertory. Later in the decade Bela Detrekoy organized a chamber orchestra of similar character. A concert band was successively directed by Mr. Glass and Mr. Ager. Smaller instrumental groups included a Wind Ensemble for students and a Music Faculty Wind Quintet, and a Faculty String Quartet—the last named had a brilliant but all too short career. Looking toward the future, the Music Department made arrangements for the training of children in violin performance by the method of Shinishi Suzuki with the engagement of Miss Mitsuko Aruga.

In the meantime vocal music was not neglected. The choral groups varied in composition and size. The largest was the Concert Choir, which gave concerts on campus and on tour and merged with all the other vocal organizations near the end of the fall quarter in the performance of a Christmas Choral Concert. The other organizations included a Co-Ed Chorale, Western Statesmen, Girls Chorus, Vocolegians and College Singers. A recent development in vocal music is the program directed by Mary Terey-Smith for the performances of operas and opera scenes.

During this period many instrumental and vocal concerts have been presented to an appreciative public by the music faculty and advanced students. Among the performing artists have been Dale Reubart, True Sackrisson, David Schaub, Robert Whitcomb, C. Murray North and Michi North (duo piano), Arpad Szomorou, Bela Detrekoy, John McIntyre, Edwin La Bounty, Jacob Hamm and Barton Frank.

To the question what kinds of music have been made on campus during the sixties and seventies the only reply is all kinds—baroque, classical, romantic, impressionistic, atonal and other varieties of modernism, not to speak of the kaleidoscope of modern popular music.

Athletics continued to play a large role in the life of the campus. Football remained the most spectacular sport and was most often thought of in the usage of the term "school spirit." After Charles F. Lappenbusch gave up his position as coach in 1956, John Kulbitski took up the position which Mr. Lappenbusch had held for almost a quarter of the century. In 1960 Mr. Kulbitski resigned and was succeeded by Dr. James Lounsberry, who held the position for several years. Thereafter Fred Emerson and Boyde Long took over in succession. Rugby football began with a brilliant record in 1959-60 made by a team that scored wins in 10 games, a tie in another, and had only one defeat. Lorne Davies was the coach for Western's first Rugby team and was succeeded by Al Mathieseon, Ray Moreland in 1962-63, and then Stan Le Protti.

The 1959-60 season was one of glory for Western's basketball team, coached by Jackson Hubbard, who had succeeded C. W. McDonald in 1955 after the latter had carried the two rules of basketball coach and dean of men for nine years. The Vikings triumphed in the first year of the new decade by winning the Evergreen Conference basketball championship, which in turn qualified Western to participate in the tournament of the National Association of Intercollegiate Athletics (NAIA) in Kansas City. In 1962-63 Charles Ross Randall Jr., affectionately known to the college community as Chuck Randall, became the coach of basketball at Western and in the years that followed shaped up one successful team after another, some of which qualified to compete again in the NAIA tourney.

Other sports were assiduously cultivated after the Great Divide, including two new ones, that is, soccer and wrestling. The vogue of soccer was short, but wrestling was solidly established as a major sport by Dr. William A. Tomaras in 1961-62. Golf, tennis, baseball, swimming and track were not neglected in the capable hands of coaches Kulbitski, Lounsberry, Lappenbusch, Hubbard, Ray Ciszek, Bob Jacobs, Boyde Long, Don Wiseman, Fred Emerson and Jim Smith.
In the meantime athletes were appearing among the women. In 1964-65 a women's field hockey team coached by Chappelle Arnett engaged in competition with teams on other campuses and rendered a good account of themselves.

For eight years following the Great Divide the campus newspaper continued publication under the name of Collegian, the third of the names bestowed upon this important purveyor of facts and opinions. For the first few years of the new era the Collegian, curiously enough, reverted to a format similar to that of the Messenger of the first three decades. J. V. Hansen served as adviser during these traditional years and was obliged to work with an editor who seemed to think of the Collegian as the weekly projection and extension of his own personality. When James Mulligan appeared on the scene as director of Public Information and adviser to Student Publications, the Collegian appeared in more modern dress and greatly enlarged the scope of its interests in news and opinions as well as its size. After the controversies that raged in the newspaper in 1966-67, especially on the drug question, the leading figures on the Collegian staff, apparently in order to obviate the tarnished image of the Collegian as a house organ for drug addicts, decided to change the name. The first three issues appeared under the masthead of The Straight News, but on October 10 the fourth issue appeared as The Western Front, as though the College were a battlefield, which in truth in succeeding years it seemed to be in appearance as well as other respects. There was also a crisis regarding the choice of editor. The burly young man who first undertook the position within a few weeks found the burden of his responsibility to be intolerable, and a new editor had to be found in circumstances that suggested the Lincolnian maxim about changing horses in the middle of the stream. Fortunately a young, slim, little, blue-eyed, frail-looking, plucky girl named Jeanne Doering declared herself ready and willing to take the helm, and The Western Front under her leadership did not miss any deadlines during the remainder of the academic year.

With the departure of Mr. Mulligan in the late sixties, his responsibilities were divided: Public Information and Development became the bailiwick of an Administrative Officer, while the adviser to Student Publications became a member of the English Department. Gerson F. Miller filled the latter position, was reinforced in succeeding years by R. E. Stannard, Jr., (better known as Ted), and George L. Garrigues, Maynard Hicks and Peter Steffens. In the early seventies The Western Front became a bi-weekly with publication days on Tuesday and Friday.

While the Klipsun continued publication under the old name which had been chosen in 1913, the Editor and Staff in 1963-64 radically changed its character. In the words of Editor George P. Toulouse it became "an experiment in photo-journalism," an experiment that failed in the opinions of many students. A bonfire was constructed on the campus for the destruction of an untold number of copies, so that a good many of the class of 1964 do not have this memento of their last year at Western. A return to a more conventional format was made in the three following years, but in 1967-68 the Klipsun changed even more radically than it had in 1964 and became a "quarterly," that is, it appeared once a quarter in fall, winter and spring. (The implication seemed to be that there was no such thing as a summer quarter.) The Klipsun appeared once more as an annual in 1968-69, but in the next year an even more revolutionary change occurred with its emergence as a "Twice Quarterly" with two issues for each of the fall, winter and spring quarters and another assumption that nothing happened on campus between commencement and the opening of the fall quarter of the new academic
A New Generation of Students

In content the Klipsun has become a collection of illustrated essays and feature articles or stories with precious little in the way of "an abstract and brief chronicle of the time" which made the older Klipsun so valuable to an historian or any other student of the past of the institution.

In the middle sixties students through their elected representatives in the Student Legislature showed a healthy concern for the quality of education they were acquiring, and at the commencement of 1963 two awards for Outstanding Teacher" were conferred by the President of the Associated Students upon Eleanor King (foreign languages) and Stewart Van Wingerden (education). The selection process for determining the awards included nominations by individual students and the use of evaluation forms in the nominees' classes under the supervision of the college examiner. In 1965 James G. McAree (history) and Edward F. Neuzil (chemistry) received the award. James R. Bennett (English) and Irwin L. Slesnick (biology) were thus honored in 1965. The next year the recipients were Jean-Charles Seigneuret (foreign languages) and Peter J. Elich (psychology). The last award, so far as this historian can determine, was conferred in 1967 on Laurence W. Brewster (speech) and Dr. Neuzil, the only one of the group to receive the award more than once. Because of circumstances with which this historian is imperfectly acquainted the award lapsed in 1968 and has not since been conferred. In the meantime a counter movement by students against excellence had got under way.

During the later sixties students — at least a vocal, resolute, albeit small minority — agitated for a share in the making of the curriculum and other matters of college governance. On October 25, 1966, a group attended a regular meeting of the Academic Council and insisted on their right to be there. The Academic Dean as chairman felt obliged to call for a motion declaring the council in executive session in order to permit discussion of the students' demand. Since regular meetings of the council had been open — at least to the faculty — no good reason was found for barring students. The latter, however, were not content to be merely spectators and auditors: they demanded the right to participate in discussion and also a role in the making of decisions. Before the end of the quarter the council suggested that their representatives be designated as a committee of the council coordinate with the General Education, Teacher Education, and Arts and Sciences committees. This suggestion was accepted by the Associated Students, and the Student Academic Advisory Board became a part of the council's advisory apparatus.

Concurrent with these developments, there was lively discussion on campus of a proposal to introduce a so-called "Pass-Fail" system of grading at Western. (This was later known officially as 'Pass-No Pass'.) It turned out to be one of the chief preoccupations of the Student Academic Advisory Board. In 1967-68 its members proposed and secured the approval of Pass-Fail for all elective courses with the provision that no Pass grade and no Fail grade would be included in the calculation of a student's grade point average. There was no provision that a Pass grade be any higher than the minimum grade of D under the prevailing system that determined the grade point average. A minority of the council objected to these regulations on the ground that a Pass-Fail course entailed no risk to a student's scholastic standing. He could soldier through a course with a minimum of effort in order to earn the equivalent of a D, or he could ignore the course altogether and get an all but painless Fail — this would look bad on his record in the Registrar's Office, but it would not jeopardize his re-enrollment in the College.

Alas for electives! But the end was not yet, even though the Student Academic Advisory Board of 1967-68 professed satisfaction with the limitation of the Pass-Fail system to electives. The students on the board during 1968-69 showed that they were hunting bigger game. They managed to persuade the majority of the
Academic Council that they were entitled not only to give advice but also to participate in the making of final decisions on curricular matters. The Faculty Council in turn sanctioned this power play by adding four student members to the Academic Council. In the spring of 1969, shrewdly aware that they needed the support of only five of the faculty members on the council, the students proposed and secured approval of the option of Pass-Fail for all courses in General Education, which opened up the horrifying prospect that a lower division student could get the equivalent of D or F in 58 credits without jeopardy to his academic standing.

Alarmed at the prospect of a serious deterioration of academic standards, Dean of Students James H. Hitchman and other members of the faculty made forcible objection to the council and secured a reinstitution of scholastic standards for all students who received a Fail under the Pass-Fail system.

Thus the first leak in the dike was plugged. Another was soon discovered. During 1969-79 a committee of faculty and students on the Pass-Fail system reported to the Academic Council that the achievement of all students in courses taken under that system was the equivalent of D-plus. Evidently a good many Pass grades were no better than D. By March 26, 1970, the Academic Council realized that this was not good enough as a minimum Pass grade and discriminated against students who incurred academic jeopardy by getting a D under the regular system. To rectify this injustice and to discourage underachievement in the immensely important constellation of General Education courses, the council raised the minimum equivalent grade from D to C for all Pass-Fail courses, in spite of the anguished cries of certain students. Three years later even more drastic action was taken. In the winter quarter of 1973 the Academic Council made Pass-Fail inapplicable to General Education courses, allowed only electives to be taken on this basis, and left the minimum equivalent grade for Pass to the discretion of the instructor. Thus the whirligig of time brought about the restoration of the Pass-Fail system of 1967-68.

While some students were expanding their power and influence in the realm of the curriculum, others seemed to have adopted the motto Excelsior as they proposed that a student be appointed to the Board of Trustees. In 1968-69 the president of the Associated Students worked actively to secure the introduction and passage of a bill in the Legislature to implement the proposal. Students lobbied at Olympia in its behalf and secured the support of Governor Dan Evans and several members of the Legislature, and a bill to include both a student and a member of the faculty on the Board of Trustees was eventually introduced. Controversy raged in the columns of the Western Front and The Bellingham Herald between supporters and opponents of the proposal. Among the latter were several members of the faculty and President Flora, who took the position that a student or faculty member of the board would be involved in a conflict of interest that would be contrary to the welfare of the institution. At Olympia evidently the issue did not loom as large as it did in Bellingham. In any event, the bill died in the committee, and no serious attempt has been made since 1969 to install a student or a faculty member on the Board of Trustees.

REMEMBRANCE OF THINGS PAST

IN SPITE OF the problems and complications that beset the institution after the Great Divide, there remained an awareness of the past, and several attempts were made to celebrate it. In the fall of 1960 President Jarrett requested that a continuation of The First Fifty Years be composed and read before a meeting of the new faculty. In the academic year 1962-63 Richard Reynolds, director of Student Activities, suggested that an annual celebration be held in commemoration of the
In the fall of 1968, the first freshman class at Fairhaven College moved into temporary quarters in Edens Hall.

The Arts Annex, completed in 1968, has received an award for design excellence from the Seattle Chapter of the American Institute of Architects.

Dr. Irving Elgar Miller, for whom Miller Hall was named, was a member of the faculty for 25 years, from 1917 to 1942. He served as chairman of the Department of Education and Psychology.

Dedication of Miller Hall, the addition to the Campus School Building, in 1969, marked completion of the four buildings directly facing the new brick quadrangle.
Bond Hall, completed in 1968, formed the third side of a new campus square.

Higginson Hall was named in memory of Russell Carden Higginson, a member of the first board of trustees (1895-1899), and Ella Rhoads Higginson, his wife, who was a neighbor and friend of the College for more than 50 years.

Bond Hall was named for Dr. Elias Austin Bond, a teacher at Western for 40 years (1907-1947) who was nationally recognized in the field of mathematics.

Construction of the curved residence units Mathes (far right) and Nash Halls in 1966 and 1967 marked completion of the northern extremity of the campus. The two buildings received an honor award from the U.S. Department of Housing and Urban Development. Higginson Hall (left center) had been completed in 1961.

A final addition to the Viking Union-Viking Commons-Bookstore complex was completed in 1969. At the time this picture was taken, an addition to the Auditorium-Music Building was under way.

Dr. Charles J. Flora, inaugurated as President in 1968, held the reins of the College during its Diamond Anniversary year.
founding of the college. It was therefore decided that
the date of the signing of the bill that brought the
institution into legal existence determine the time for
the celebration of Founders Day. Since Governor John
McGraw signed on February 24, 1893, the first Found­
ers Day program was held on February 18 and 19. On
the first day, Monday, Dr. Harold Chatland, newly
chosen as the first academic dean of the College, gave his
first major address on campus as academic dean and as
the spokesman and representative of the faculty. In the
Tuesday morning program that followed, the main
program was held in the auditorium of the Music
Building and included the presentation of awards to Dr.
Janet McArthur, Professor of Internal Medicine at the
Harvard Medical School, as Distinguished Alumnus of
the College, and to Justice Matthew Hill of the Washing­
ton Supreme Court as Distinguished Citizen of the State,
and an address by Harold Taylor, formerly President of
Sarah Lawrence College, on “The World of the American
Student.” In the evening occurred the ceremony of
dedicating Humanities Hall, and a Founders Day concert
of both vocal and instrumental music was presented by
members of the Music Faculty.

The second celebration of Founders Day occurred
on February 25, 1964. Dr. Jarrett, who had announced
his resignation early in the year, gave one of his last
major addresses on “The Idea of a College” on Monday,
the 24th. In an evening program awards were given to
Arvid T. Lonseth, Chairman of the Department of
Mathematics of Oregon State University, as Distinguished
Alumnus of the College, and to Dean Crystal, M.D.,
heart surgeon par excellence, as Distinguished Citizen of
the State. The celebration closed with an address by
Senator Wayne Morse of Oregon on “Looking Ahead in
Education.”

The third and last celebration of Founders Day was
held on February 22 and 23, 1965, in conjunction with
the inauguration of President Harvey C. Bunke. On
February 22 the Distinguished Alumnus award was
presented to Dr. Burton W. Adkinson, head of the Office
of Science Information Services of the National Science
Foundation, and the award for the Distinguished Citizen
of the State to the Honorable William O. Douglas,
associate justice of the United States Supreme Court.
Justice Douglas also delivered the Founders Day address
on “The Rule of Law and Survival.” On the next day the
inauguration was preceded by a luncheon in the Viking
Commons and a colloquium panel on “The Economy of
the Pacific Northwest” moderated by Robert Monahan
of the Department of geography. In Dr. Bunke’s
inaugural address, which was entitled “An American
Perspective,” he pledged to strengthen the faculty still
further, widen the College’s commitment to general
education, preserve the grace of Western’s campus, and
remember the importance of individuality in an institu­
tion of this nature.

Another indication of the College’s awareness of its
past is the naming of buildings, rooms, and outdoor
embellishments of the campus after individuals who have
rendered distinguished service to the institution. Two
trustees have been honored in the christening of two
dormitories, Edens Hall in the early twenties and
Higginson Hall in the early sixties. Since 1957 several
presidents have given their names to William Wade
Haggard Hall of Science, two dormitories – Mathes Hall
and Nash Hall, and the Fisher Memorial Fountain.
Members of the faculty are memorialized by the Mabel
Zoe Wilson Library, Bond Hall (Computer Center,
Mathematics and Physics), Miller Hall (Education and
Psychology), and Edward Arntzen Hall (Social Studies).
Other faculty members are made heirs of fame by the
Dick S. Payne Memorial Lounge in Edward Arntzen Hall
and the Ida Agnes Baker Bird Sanctuary described in a
previous chapter. Members of the administrative staff
have not failed to achieve this kind of recognition. The
meeting room of the Board of Trustees in Old Main is
now identified by the name of Doloris S. Riley,
executive secretary in the President’s Office for 14 years.
Buchanan Towers recalls to many the engaging presence of S. J. Buchanan, who for many years served in the Business Office in positions ranging from Financial Secretary to Comptroller. It is a pleasure to record that Mr. Buchanan, unlike the others named above, is still in the land of the living, albeit in retirement.

There are also Memorial Funds for scholarships and other purposes. One bears the name of President Charles H. Fisher. Several are tributes to members of the faculty: Edward J. Arntzen, Lucy Langley, Arnold Lahti, Marie Pabst (scholarships); Declan Barron (history of science book fund), Mark Flanders (memorial book fund), Leslie Hunt (memorial book fund), and Charles W. Harwood (emergency loan fund). Among the good who have died young and been honored by memorial funds are three students — James Murray (along with his mother Olive), Nicholas Borovikoff and Adele Saltzman.

Further awareness of Western's past is afforded by the founding of organizations and the launching of activities involving the Alumni during the administration of President Jarrett, alumni affairs languished under the administration's policy of "benign neglect." In 1964, however, the attorney-general of the state responded to an inquiry in such fashion as to clear the way for the establishment by friends of the College of the Western Washington State College Foundation. The charter creating and governing the foundation was made operative February 15, 1966. The foundation's purpose was to provide a repository and an agency for the reception and disbursement of funds derived from bequests, donations, and contributions made by benefactors of the College for a variety of purposes, including scholarships, student loans, funds for the purchase of library books and others. In the middle sixties the Alumni Association was reactivated, and reunions were again held in the spring as well as at Homecoming. In addition to the alumni committee of the faculty, an alumni relations function was incorporated in the Office of the Director of Educational Placement. By the end of the sixties an alumni relations officer was working on a full-time basis.

In 1971 an Alumni Founders Club was established to foster communication between the College and its earlier graduates. This event took the form of a luncheon at commencement time to which members of the Class of 1921 were especially invited. The classes of 1922 and 1923 have been featured in the same way at the luncheons of 1972 and 1973. By this time the foundation felt the need of a development officer and engaged George Shoemaker for the position. Under his vigorous leadership a WWSC Annual Fund Drive has been mounted. Prospective donors are invited to contribute to any of the special funds, memorial or otherwise, which the foundation has in its custody or to make their gifts without restriction on the assumption that the foundation will apply such gifts where they are most needed.

To improve communication between the campus and the alumni an illustrated monthly publication called Western Reports of eight pages or so was established in the early fifties and continued to inform the alumni of current developments in the institution as a whole for nearly two decades. A similar publication with the same purposes entitled Resume was founded in the late sixties and carries on the good work of keeping the Alumni in touch with their Alma Mater.

Model of Arntzen Hall, completed in 1974.
An addition to the Auditorium-Music Building was completed in 1973.

Buchanan Towers, a high-rise apartment building, was added to the roster of residence halls at Western in 1971. A central commissary, at far right, was completed in 1969. Mobile homes, to the left of the Fairhaven College campus, were installed to relieve a critical housing shortage in 1968. In 1973, they were moved to a new location off West Bakerview Road, north of the city of Bellingham.

Birnam Wood apartment complex was built by United Homes Corp. for Western in 1970.

The Northwest Environmental Studies Center, containing headquarters for Huxley College of Environmental Studies plus Geology and Biology departments, was completed in 1973. It was the first building completed in a south campus area reserved for future construction of academic buildings.
Alphabeta Cube, created by Fred Bassetti as part of the art allowance for the 1972 addition to Wilson Library.

The Bounty Hunter, a sculpture in granite by Richard Beyer, completed in 1972.


These raccoons comprise one of fourteen small sculptures in concrete created by Noel Carawan Osheroff and located in and around Ridgeway Residence Halls.

Western Washington State College recognizes the impact of environment on man and seeks the creation of a campus environment conducive to learning and contributive to aspiration. Works of art should be a part of every student's general education. It is consistent with the objectives of the College to place art not only in galleries but in the paths and mainstreams of students and faculty.

— from a statement by the Office of Campus Planning, March 12, 1970

During the 1969 academic year, Western received an award from the State Arts Commission in recognition of the contribution the College has made to the advancement of arts in Washington. The presentation was made by Governor Dan Evans.