5-1962

Western Reports, May, 1962

James Mulligan
Western Washington University

Follow this and additional works at: https://cedar.wwu.edu/alumni_reports

Part of the Higher Education Commons

Recommended Citation
Mulligan, James, "Western Reports, May, 1962" (1962). Western Reports and Résumé. 21.
https://cedar.wwu.edu/alumni_reports/21

This Book is brought to you for free and open access by the Western Publications at Western CEDAR. It has been accepted for inclusion in Western Reports and Résumé by an authorized administrator of Western CEDAR. For more information, please contact westerncedar@wwu.edu.
THE PRESIDENT REPORTS
Dr. James L. Jarrett, President

(The following excerpts are from a talk by the President to a meeting of college admissions officers, high school principals and counselors from around the state. His talk was titled, "Have We Oversold Higher Education?")

My first, impetuous answer was Yes, and it was based upon a fear that we are getting to the point where we expect virtually everybody to go to college, which will tend to water down the content of college education in order to make college entrance and even college graduation within the intellectual reach of all. When this has happened a counter movement will begin so that an elite curriculum is provided for the very able students. This will be called, of course, the Honors Program and a given Honors Program may be nothing higher or more honorable than what should have been offered to and required of all students.

But now I am prepared to modify this answer in the light of further thoughts. Now, I will risk this hypothesis: we have oversold a murky conception of higher education.

Thus, it is increasingly admitted today that the much publicized crisis in college admissions is a phenomenon restricted to something like one-tenth of 1 per cent of American colleges. A high school student may apply at Harvard, Yale, Amherst, and Wesleyan and find himself heartbroken to be denied admission to any of them. Yet we wonder whether he was acting intelligently in supposing that only at these fine colleges could a good education be had. This person we might then say has been oversold on college education, not on Ivy League college education.

The point . . . may be generalized: a very great number of students are oversold on college education because of certain misconceptions of college education. I would like to suggest several such misconceptions.

1) There is the misconception that a regular college is a trade school. 2) Closely related is a misconception of college as a professional school, right from the beginning. 3) A third prevailing misconception has to do with the difficulty and amount of work required by a given institution. I feel sure that a sizable number of students who fail in college fail not so much because of sheer lack of mental ability as because they never have recovered from the shock of discovering how much they were asked by their professors to do just to keep their heads above water. 4) Some students fail to grasp the extent of the financial burden of going to college and leave, discouraged by the difficulties of having to combine outside employment and studies.

My general point is, I trust, clear: namely, that the desire, the ambition to continue one's education beyond high school into college is not in and of itself necessarily admirable. There is the further question of how informed this ambition is, how well conceived this desire may be.

Every foreigner who visits our shores is astonished at the number of colleges which we more or less support. He ought to be even more astonished at the variety of these institutions. There are the big universities, the liberal arts colleges, the state colleges, the junior colleges, the civic colleges, the A. and M. colleges, the military colleges, the teachers colleges; church-related colleges and secular colleges; colleges where the very best students would be weaker than the weakest students at other colleges; colleges where athletics are all important, colleges that are country clubs, colleges that are degree mills, colleges that send forty per cent of their graduates on to graduate school, colleges famous for their music departments, colleges famous for the political liberalism of (continued on page 5)
SPECIAL REPORT:

Has America Neglected Her Creative Minority?*

BY ARNOLD TOYNBEE

AMERICA HAS BEEN MADE the great country that she is by a series of creative minorities; the first settlers on the Atlantic seaboard, the founding fathers of the Republic, the pioneers who won the West. These successive sets of creative leaders differed, of course, very greatly in their backgrounds, outlooks, activities, and achievements; but they had one important quality in common: all of them were aristocrats.

They were aristocrats in virtue of their creative power, and not by any privilege of inheritance, though some of the founding fathers were aristocrats in conventional sense as well. Others among them, however, were middle-class professional men, and Franklin, who was the outstanding genius in this goodly company, was a self-made man. The truth is that the founding fathers' social origin is something of secondary importance. The common quality that distinguished them all and brought each of them to the front was their power of creative leadership.

In any human society at any time and place and at any stage of cultural development, there is presumably the same average percentage of potentially creative spirits. The question is always: Will this potentiality take effect? Whether a potentially creative minority is going to become an effectively creative one is, in every case, an open question.

The answer will depend on whether the minority is sufficiently in tune with the contemporary majority, and the majority with the minority, to establish understanding, confidence, and cooperation between them. The potential leaders cannot give a lead unless the rest of society is ready to follow it. Prophets who have been 'without honour in their own country' because they have been 'before their time' are no less well-known figures in history than prophets who have received a response that has made the fortune of their mission.

This means that effective acts of creation are the work of two parties, not just one. If the people have no vision, the prophet's genius, through no fault of the prophet's own, will be as barren as the talent that was wrapped in a napkin and was buried in the earth. This means, in turn, that the people, as well as the prophet, have a responsible part to play. If it is incumbent on the prophet to deliver his message, it is no less incumbent on the people not to turn a deaf ear. It is even more incumbent on them not to make the spiritual climate of their society so adverse to creativity that the life will have been crushed out of the prophet's potential message before he has had a chance of delivering it.

To give a fair chance to potential creativity is a matter of life and death for any society. This is all-important, because the outstanding creative ability of a fairly small percentage of the population is mankind's ultimate capital asset, and the only one with which Man has been endowed. The Creator has withheld from Man the shark's teeth, the bird's wings, the elephant's trunk, and the hound's or horse's racing feet. The creative power planted in a minority of mankind has to do duty for all the marvelous physical assets that are built into every specimen of Man's non-human fellow creatures. If society fails to make the most of this one human asset, or if, worse still, if perversely sets itself to stifle it, Man is throwing away his birthright of being the lord of creation and is condemning himself to be, instead, the least effective species on the face of this planet.

Whether potential creative ability is to take effect or not in a particular society is a question that will be determined by the character of that society's institutions, attitudes, and ideals. Potential creative ability can be stifled, stunted, and stifulated by the prevalence in society of adverse attitudes of mind and habits of behavior. What treatment is creative ability receiving in our Western World, and particularly in America?

HERE ARE TWO PRESENT-DAY adverse forces that are conspicuously deadly to creativity. One of these is a wrong-headed conception of the function of democracy. The other is an excessive anxiety to conserve vested interests, especially the vested interest in acquired wealth.

What is the proper function of democracy? True democracy stands for giving an equal opportunity to individuals for developing their unequal capacities. In a democratic society which does give every individual his fair chance, it is obviously the outstanding ability of a fairly small percentage of the population is mankind's ultimate capital asset, and the only one with which Man has been endowed. The Creator has withheld from Man the shark's teeth, the bird's wings, the elephant's trunk, and the hound's or horse's racing feet. The creative power planted in a minority of mankind has to do duty for all the marvelous physical assets that are built into every specimen of Man's non-human fellow creatures. If society fails to make the most of this one human asset, or if, worse still, if perversely sets itself to stifle it, Man is throwing away his birthright of being the lord of creation and is condemning himself to be, instead, the least effective species on the face of this planet.

There is at least one current notion about democracy that is wrong-headed to the point of being disastrously perverse. This perverse notion is that to have been born with an exceptionally large endowment of innate ability is tantamount to having committed a large pre-natal offence against society. It is looked...
upon as being an offence because, according to this wrong-headed view of democracy, inequalities of any and every kind are undemocratic. The gifted child is an offender, as well as the unscrupulous adult who had made a fortune at his neighbor's expense by taking some morally illegitimate economic advantage of them. All offenders, of every kind, against democracy must be put down indiscriminately according to this misguided perversion of the true democratic faith.

There have been symptoms of this unfortunate attitude in the policy pursued by some of the local educational authorities in Britain since the Second World War. From their ultra-egalitarian point of view, the clever child is looked askance at as a kind of capitalist. His offence seems the more heinous because of its precocity, and the fact that the child's capital assets is his God-given ability and not any inherited or acquired hoard of material goods, is not counted to him for righteousness. He possesses an advantage over his fellows, and this is enough to condemn him, without regard to the nature of the advantage that is in question.

It ought to be easier for American educational authorities to avoid this intellectual and moral mistake, since in America capitalists are not disapproved of. If the child were a literal grown-up capitalist, taking advantage of an economic pull to beggar his neighbour, he would not only be tolerated but would probably also be admired, and public opinion would be reluctant to empower the authorities to curb his activities. Unfortunately for the able American child, "egg-head" is as damming a word in America as "capitalist" is in the British welfare state; and I suspect that the able child fares perhaps still worse in America than he does in Britain.

If the educational policy of the English-speaking countries does persist in this course, our prospects will be unpromising. The clever child is apt to be unpopular with his contemporaries anyway. His presence among them raises the sights for the standard of endeavour and achievement. This is, of course, one of the many useful services that the outstandingly able individual performs for his society at every stage of his career; but its usefulness will not appease the natural resentment of his duller or lazier neighbors. In so far the public authorities intervene between the outstanding minority and the run-of-the-mill majority at the school age, they ought to make it their concern to protect the able child, not to penalise him. He is entitled to protection as a matter of sheer social justice; and to do him justice happens to be also in the public interest, because his ability is a public asset for the community as well as a private one for the child himself. The public authorities are therefore committing a two-fold breach of their public duty if, instead of fostering ability, they deliberately discourage it.

In a child, ability can be discouraged easily; for children are even more sensitive to hostile public opinion than adults are, and are even readier to purchase, at almost any price, the toleration that is an egalitarian-minded society's alluring reward for poor-spirited conformity. The price, however, is likely to be a prohibitively high one, not only for the frustrated individual himself but for his step-motherly society. Society will have put itself in danger, not just of throwing away a precious asset, but of saddling itself with a formidable liability. When creative ability is thwarted, it will not be extinguished; it is more likely to be given an anti-social turn. The frustrated able child is likely to grow up with a conscious or unconscious resentment against the society that has done him an irreparable injustice, and his repressed ability may be diverted from creation to retaliation. If and when this happens, it is likely to be a tragedy for the frustrated individual and for the repressive society alike. And it will have been the society, not the individual, that has been to blame for this obstruction of God's or Nature's purpose.

T HIS EDUCATIONAL TRAGEDY is an unnecessary one. It is shown to be unnecessary by the example of countries in whose educational system outstanding ability is honoured, encouraged and aided. This roll of honour includes countries with the most diverse social and cultural traditions. Scotland, Germany, and Confucian China all stand high on the list. I should guess that Communist China has remained true to pre-Communist Chinese tradition in this all-important point. I should also guess that Communist Russia has maintained those high Continental European standards of education that pre-Communist Russia acquired from Germany and France after Peter the Great had opened Russia's doors to an influx of Western civilization.

A contemporary instance of enthusiasm for giving ability its chance is presented by present-day Indonesia. Here is a relatively poor and ill-equipped country that is making heroic efforts to develop education. This spirit will put to shame a visitor to Indonesia from most English-speaking countries except, perhaps, Scotland. This shame ought to inspire us to make at least as good a use of our far greater educational facilities.

If a misguided egalitarianism is one of the present-day menaces in most English-speaking countries to the fostering of creative ability, another menace to this is a benighted conservatism. Creation is a disturbing force in society because it is a constructive one. It upsets the old order in the act of building a new one. This activity is salutary for society. It is indeed, essential for the maintenance of society's health; for the one thing that is certain about human affairs is that they are perpetually on the move, and the work of creative spirits is what gives society a change of directing its inevitable movement along constructive instead of destructive lines. A creative spirit works like yeast in dough. But this valuable social service is condemned as high treason in a society where the powers that be have set themselves to stop life's tide from flowing.

This enterprise is foredoomed to failure. The classic illustration of this historical truth is the internal social history of Japan during her two hundred years and more of self-imposed insulation from the rest of the world. The regime in Japan that initiated and maintained this policy did all that a combination of ingenuity with ruthlessness could do to keep Japanese life frozen in every field of activity. In Japan under this dispensation, the penalization of social service is condemned as high treason in a society where the powers that be have set themselves to stop life's tide from flowing.

A contemporary instance of enthusiasm for giving ability its chance is presented by present-day Indonesia. Here is a relatively poor and ill-equipped country that is making heroic efforts to develop education. This spirit will put to shame a visitor to Indonesia from most English-speaking countries except, perhaps, Scotland. This shame ought to inspire us to make at least as good a use of our far greater educational facilities.

If a misguided egalitarianism is one of the present-day menaces in most English-speaking countries to the fostering of creative ability, another menace to this is a benighted conservatism. Creation is a disturbing force in society because it is a constructive one. It upsets the old order in the act of building a new one. This activity is salutary for society. It is indeed, essential for the maintenance of society's health; for the one thing that is certain about human affairs is that they are perpetually on the move, and the work of creative spirits is what gives society a change of directing its inevitable movement along constructive instead of destructive lines. A creative spirit works like yeast in dough. But this valuable social service is condemned as high treason in a society where the powers that be have set themselves to stop life's tide from flowing.

This enterprise is foredoomed to failure. The classic illustration of this historical truth is the internal social history of Japan during her two hundred years and more of self-imposed insulation from the rest of the world. The regime in Japan that initiated and maintained this policy did all that a combination of ingenuity with ruthlessness could do to keep Japanese life frozen in every field of activity. In Japan under this dispensation, the penalization of social service is condemned as high treason in a society where the powers that be have set themselves to stop life's tide from flowing.

A contemporary instance of enthusiasm for giving ability its chance is presented by present-day Indonesia. Here is a relatively poor and ill-equipped country that is making heroic efforts to develop education. This spirit will put to shame a visitor to Indonesia from most English-speaking countries except, perhaps, Scotland. This shame ought to inspire us to make at least as good a use of our far greater educational facilities.

If a misguided egalitarianism is one of the present-day menaces in most English-speaking countries to the fostering of creative ability, another menace to this is a benighted conservatism. Creation is a disturbing force in society because it is a constructive one. It upsets the old order in the act of building a new one. This activity is salutary for society. It is indeed, essential for the maintenance of society's health; for the one thing that is certain about human affairs is that they are perpetually on the move, and the work of creative spirits is what gives society a change of directing its inevitable movement along constructive instead of destructive lines. A creative spirit works like yeast in dough. But this valuable social service is condemned as high treason in a society where the powers that be have set themselves to stop life's tide from flowing.

This enterprise is foredoomed to failure. The classic illustration of this historical truth is the internal social history of Japan during her two hundred years and more of self-imposed insulation from the rest of the world. The regime in Japan that initiated and maintained this policy did all that a combination of ingenuity with ruthlessness could do to keep Japanese life frozen in every field of activity. In Japan under this dispensation, the penalization of social service is condemned as high treason in a society where the powers that be have set themselves to stop life's tide from flowing.

A contemporary instance of enthusiasm for giving ability its chance is presented by present-day Indonesia. Here is a relatively poor and ill-equipped country that is making heroic efforts to develop education. This spirit will put to shame a visitor to Indonesia from most English-speaking countries except, perhaps, Scotland. This shame ought to inspire us to make at least as good a use of our far greater educational facilities.

If a misguided egalitarianism is one of the present-day menaces in most English-speaking countries to the fostering of creative ability, another menace to this is a benighted conservatism. Creation is a disturbing force in society because it is a constructive one. It upsets the old order in the act of building a new one. This activity is salutary for society. It is indeed, essential for the maintenance of society's health; for the one thing that is certain about human affairs is that they are perpetually on the move, and the work of creative spirits is what gives society a change of directing its inevitable movement along constructive instead of destructive lines. A creative spirit works like yeast in dough. But this valuable social service is condemned as high treason in a society where the powers that be have set themselves to stop life's tide from flowing.

This enterprise is foredoomed to failure. The classic illustration of this historical truth is the internal social history of Japan during her two hundred years and more of self-imposed insulation from the rest of the world. The regime in Japan that initiated and maintained this policy did all that a combination of ingenuity with ruthlessness could do to keep Japanese life frozen in every field of activity. In Japan under this dispensation, the penalization of social service is condemned as high treason in a society where the powers that be have set themselves to stop life's tide from flowing.
on conserving the social and economic system under which this
comfortable affluence has been acquired. With this unattainable
aim in view, American public opinion today is putting an enorm­
ously high premium on social conformity; and this attempt to
standardize people’s behaviour in adult life is as discouraging to
creative ability and initiative as the educational policy of egalit­
tarianism in childhood.

EGALITARIANISM AND CONSERVATISM work together against
creativity, and, in combination they mount up to a formidable
repressive force. Among American critics of the present-day
American way of life it is a commonplace nowadays to lament
that the conventionally approved career for an American born
into the affluent majority of the American people is to make
money as the employee of a business corporation within the rigid
framework of the existing social and economic order. This dismal
picture has been painted so brilliantly by American hands that a
foreign observer has nothing to add to it.

The foreign observer will, however, join the chorus of Amer­
ican critics in testifying that this is not the kind of attitude and
ideal that America needs in her present crisis. If this new concept
of Americanism were the true one, the pioneers, the founding fa­
thers, and the original settlers would all deserve to be prosecuted
and condemned posthumously by the Congressional committee on
un-American activities.

The alternative possibility is that the new concept stands
condemned in the light of the historic one; and this is surely the
truth. America rose to greatness as a revolutionary community,
following the lead of creative leaders who welcomed and initiat­
ed timely and constructive changes, instead of wincing at the
prospect of them. In the course of not quite two centuries, the
American Revolution has become world-wide. The shot fired
in April, 1775, has been “heard around the world” with a ven­
gence. It has waked up the whole human race. The Revolu­
tion is proceeding on a world-wide scale today, and a revolution­
ary world-leadership is what is now needed.

It is ironic and tragic that, in an age in which the whole
world has come to be inspired by the original and authentic
spirit of Americanism, America herself should have turned her
back on this, and should have become the arch-conservative
power in the world after having made history as the arch-revo­
olutionary one.

What America surely needs now is a return to those origi­
nal ideals that have been the sources of her greatness. The
ideals of the organization man would have been abhorrent to
the original settlers, the founding fathers, and the pioneers alike.
The economic goal proposed in the Virginia Declaration of
Rights is not “affluence”; it is “frugality.” The pioneers were
not primarily concerned with money-making; if they had been,
they could never have achieved what they did. America’s need,
and the world’s need, today, is a new burst of American pio­
nersing, and this time not just within the confines of a single
continent but all around the globe.

America’s manifest destiny in the next chapter of her his­
tory is the help the indigent majority of mankind to struggle
upwards towards a better life than it has ever dreamed of in
the past. The spirit that is needed for embarking on this mission
is the spirit of the nineteenth-century American Christian mis­
sionaries. If this spirit is to prevail America must treasure and
foster all the creative ability that she has in her.

Woodring to Return in August
Dr. Paul D. Woodring, one of the nation’s outstanding edu­
cational authorities and editor of the Saturday Review Education
Supplement, will end a six-year leave of absence from Western
and return to Bellingham in August.

Woodring, a professor of psycholgy, will teach half time
at Western and continue editing the Saturday Review’s monthly
education supplement.

He has been associated with the Ford Foundation’s Fund for
the Advancement of Education since 1956. He was selected for
the Saturday Review post four years later. The supplement is a
joint venture of the Saturday Review and the Fund.

Woodring first became known for his ideas in educational
philosophy when Harper’s Magazine published an article, “Let’s
Talk Sense About the Schools,” which later was developed into his
first book.

In the book, Woodring maintained that education is based on
what the public wants as far as a democracy is concerned. He said
that the controversy over methods vs. subject matter resulted
because the public is confused about what it wants.

Other ideas were published in a Ford Foundation booklet,
“New Directions in Teacher Education,” summing up studies with
the Foundation and evaluating its work in the field of education.
Woodring is the author of two other books, “Education in a
Free Society” and “A Fourth of a Nation.”

THE PRESIDENT REPORTS
(Continued from Page 2)
their faculties; colleges from which no one flunks because grading
standards are so low, colleges from which no one flunks because
the admissions standards are so high.

Given the huge variety among colleges, it should become in­
creasingly clear that there is no moral obligation upon any one
college to try to be all things to all people, offering, as some claim
to do, anything for which there is sufficient demand.

It is not the proper job of any college to sell itself — much
less oversell itself. It is its proper job and its duty to strive con­
tinually for a clearer and more widespread understanding of what
it is and what it stands for so that it will be appropriately selected
and appropriately rejected.

President Griswold said of himself and his fellow college pres­
idents: “We who hold this office spend so much time justifying
what we’re doing that we don’t have time to do what we’re jus­
tifying. But it’s time we admit that beyond justifying and doing
there is explaining and clarifying. We need to do better, but we
cannot do it alone. We need your help.”
Arntzen Will Retire in July; Hicks, Gelder to Step Down

Edward J. Arntzen, professor of history and a department chairman from 1933 to 1960, will retire in July after 38 years at Western.

Two other department chairmen — Dr. Arthur C. Hicks of English and Harvey Gelder of mathematics — will step down from their administrative duties in the summer to devote more time to teaching and research.

Arntzen, 67, who estimates he has taught some 10,000 students, looks on retirement as an “extended sabbatical.” He and Mrs. Arntzen are planning some travel with one eye on the Orient.

Asked how he would compare today’s student with the student of 30 years ago, Arntzen replied that teenagers now come to college much better prepared than they did years ago. “They spell better, write better and speak better,” he remarked. “Despite the limitations, public schools have done an increasingly better job of priming their students for college-level work. They also are doing an excellent job of educating the average student.”

Does he have any regrets about leaving?

“I have always accepted the beginning, middle and end of everything,” he said. “I probably will get a little homesick and will miss certain things, especially the classes. A college teacher has a sense of theater. He enjoys his audience. It will seem strange for awhile being away from it.”

When Arntzen came to Western in 1924, the only buildings on campus were Old Main, Edens Hall and the first gymnasium (constructed in 1901) which later became the student center. Change and expansion has been rapid and Arntzen views it with approval to the extent that it has allowed a broad curriculum and the hiring of a first rate faculty.

Arntzen’s specialty has been American economic history. He was chairman of the Social Studies Division until it was split into departments in 1960.

Dr. Hicks, who is rounding out his 29th year as chairman, headed an English staff of two when he took the job in 1933. The department will have 25 members next fall.

He asked to be relieved of his administrative duties to concentrate on teaching The Romantic Period in English literature is his specialty, but he also has a place in freshman composition and humanities.

A series of two-credit courses in poetry, drama and prose —a literary type sequence — will be introduced next year and Dr. Hicks expects to find himself in the middle of it.

“I have no regrets about leaving the chairmanship,” he remarked recently, “but I feel it’s time for a change. I am looking forward to a somewhat different role on campus.”

Dr. Hicks will turn over the chair to Dr. Edwin C. Clapp who came to Western in 1960 from the University of Utah where he had been department chairman for eight years. Dr. Clapp received his B.A. from Stanford University and his M.A. and Ph.D. from Harvard University.

Gelder, chairman of the Mathematics Department for the past 12 years, also asked to be relieved of the chairmanship. He recently was appointed to a statewide mathematics committee to work with the State Office of Public Instruction.

The committee will work to coordinate new mathematics systems and procedures being introduced into the schools. In announcing the appointments, State Superintendent Louis Bruno pointed out that “the new concept of mathematics has presented the schools with problems of in-service training for teachers and a need for guidance in selecting instructional materials.”

Dr. Joseph Hashiaski of Montana State University will replace Gelder as chairman. He is author of a forthcoming book, Theory of Arithmetic, and is well-known throughout the West as a mathematician.

Grants Total $105,100

The National Science Foundation grants totalling $105,100 have been awarded to Western Washington State College. Both grants will be used to provide summer institutes for secondary school teachers.

One grant of $59,700 will be used for an institute in mathematics, under the direction of Dr. Sheldon T. Rio. The second of $45,400 will go toward an institute in field biology to be headed by Dr. James S. Martin.

Both institutes will run for eight weeks, from June 25 to August 17. The bulk of the money will be used as aid to participating students. The rest will be applied toward instructional costs.

Dr. Jarrett remarked that he “was delighted by the further recognition of Western by the NSF. Participation in this program by science and mathematics teachers will increase their future classroom capabilities,” he said.

Three Receive Degrees

Harley E. Hiller and Richard F. Whittemore, both members of the Department of History, and Marie Pabst of the Geology Department, recently received their Ph.D. degrees. Hiller received his from the University of Minnesota, Whittemore from Columbia University, and Miss Pabst from the University of Washington.
City Gives Grant

A $3,700 grant from the Bellingham Water Board has been given to Western for a continuing study of Lake Whatcom. The grant is the first ever made by the city to the college for a research project.

Mayor John Westford, chairman of the Water Board, explained that the city "wants to take advantage of the talent and knowledge which the college has to offer." The grant has gone to the college's Biology Department for the project, being headed by Dr. Charles J. Flora and Dr. Gerald F. Kraft. Flora said that complete soundings will be taken of the lake and a 24-foot scale model will be constructed. Additional information will be gathered from commercial and city agencies which have done previous studies. He added that the model should be finished by mid-summer.

Flora and Kraft will utilize students to help study the water temperatures, plankton, silt, currents, pollution and other features of the lake.

Admissions

About 200 high school counselors and principals met with admissions officers of Washington colleges and universities on the Western campus recently for a workshop on admissions problems.

The workshop was aimed at effective guidance of college-bound high school students. It was sponsored by the Washington High School-College Relations Committee.

Speakers and panelists discussed the changing admissions picture in the state with emphasis on "Mapping Your Education" a cooperative publication by colleges in Washington and Oregon to assist high school students in making an informed decision about higher education.

Speakers included Dr. James L. Jarrett, Dr. William Budd of Western, chairman of the Research Committee of the Washington Pre-College Testing Program, and Dr. Mary Durning, supervisor of guidance and counseling for the State Department of Public Instruction.

Gym Dedicated

The recent dedication of Western's new one million dollar gymnasium honored Sanford E. (Sam) Carver, chairman of the Men's Physical Education Department from 1914 until his retirement in 1955.

The building was formally named Carver Gymnasium in ceremonies March 30 which included tours, an open house, a banquet and a series of talks. The ceremonies concluded with the presentation of the keys by architect Fred Bassetti to Joseph Pemberton, who accepted for the Board of Trustees.

Guest speakers included E. V. Pullias, professor of higher education at the University of Southern California; Golden Romney, dean of the Division of Physical Education at Washington State University; Robert Osborne, chairman of the School of Physical Education, University of British Columbia, and Mable Locke, chairman of the Women's Physical Education Department at the University of Idaho.

The gymnasium contains two balcony floors in addition to the main floor. It will seat 2,700 spectators and 3,900 with completion of additional folding bleachers. The gym's main floor is constructed with every square foot of flooring resting on 2½x4-inch rubber pads which give a free floating resilient floor.

Classrooms and faculty offices are located in the north end of the building on the ground floor. They include seven offices, two classrooms, a library, seminar rooms and a lounge.

Western participants in the ceremonies included Dr. James L. Jarrett, Dr. Raymond Cizek, chairman of men's physical education, Ruth Weythman, chairman of women's physical education, Charles F. Lappenbusch, director of athletics, and Margaret Atken, associate professor of physical education.

Commencement Speaker Named

Lawrence E. Dennis, associate director for the Peace Corps Volunteers, will be the commencement speaker at Western June 8. Dennis' background includes positions as special assistant to the U. S. Commissioner of Education, administrative assistant to the President, provost, and president for academic affairs at Pennsylvania State University. He also served as chairman of the Governor's Commission on Higher Education for Pennsylvania.

Dennis is the author of two books on communication: "Keeping Up With the News" and "Read the News." In the communications field, he has been a member of the Iowa State Citizen's Committee on Education Television and has directed the People to People program.

He also has taught political science and journalism at Iowa State University, Kansas State College and Drake University.

In announcing the commencement speaker, Dr. Jarrett also noted that Western has asked about the possibility of setting up a Peace Corps training center during the summer session of 1963. The Peace Corps is considering the proposal.

Western's commencement exercises are scheduled for 1 p.m. in Carver Gymnasium. They will be followed by the traditional memory walk ceremony and a reception for graduates and guests in the Viking Union.

The cornerstone for the new classroom building is planned as a highlight of commencement week.

Grads Rank High

Teachers who have taken the Graduate Record Examination at Western in the past two years scored well above the national averages in three of four categories.

Figures released by the Graduate Office show that the teachers were high in social science, natural science and education. They were slightly below the national average in humanities.

The exam is taken by all candidates for graduate school. Most of the teachers taking the exam did their undergraduate work at Western. The national averages are compiled from examination results of graduate schools throughout the country.

These were the average scores for the past two years with a total of 289 taking the exam at WWSC:

- Social science — Western 499.2, national 494; natural science — Western 509.7, national 484; education — Western 497.2, national 418; humanities — Western 494.5, national 498.
Resident Center Begins At Everett

A number of the state's public schools are trying out for a heavier load in the educational machinery that makes a teacher out of a student.

The Everett School District opened its doors this quarter as a "Resident Center" for a group of nine student teachers from Western. Other districts are weighing the possibilities of a similar step.

The resident concept — where students live and teach in a given district with a minimum of contact with the college — may be one answer to a barrage of problems facing Western officials.

The most obvious is the opening of new areas where students may be placed for their practice teaching. As the college grows, officials find themselves backed against the wall looking for schools within a commuting distance to train the increasing groups of prospective teachers.

But this is only the proverbial scratch on the surface. The problems go much deeper. Dr. John Snedeker, head of Western's Department of Education, puts it this way:

"Until now the colleges have taken the lion's share of responsibility for training teachers. We believe the public schools are well prepared to absorb a larger share of this responsibility with us."

"If this pilot program is successful — and all signs indicate it will be — you can be sure we'll explore the feasibility of expanding it to include other districts next year."

Snedeker, who came to Western from Ball State Teachers College at Muncie, Ind., last fall, has attacked the job of heading the college's largest department with vigor and a sense of humor.

He makes no bones about the resident program. In 15 minutes he can sell a visitor and have time left over to debate the quality of teachers, the education curriculum, the weather, and the medicinal advantages of a steaming cup of black coffee.

"The resident center is like a fresh breeze whipping across the campus," he says. "And it's an excellent illustration of cooperation between Western and the public schools."

At Everett, the program works this way:

The district has a resident coordinator — in this case Assistant School Superintendent Robert Groeschell — who supervises the students and handles local problems. Groeschell has been relieved of some major administrative duties to work with the students.

The nine students teach a full day, five days a week. They meet twice a week with Dr. Snedeker in evening seminars. In Bellingham, students teach only four days a week, and spend the other day on campus — plus a week at the beginning, in the middle and at the end of the quarter.

All nine students live in or near Everett and have been invited to use the library facilities of Everett Junior College. They are teaching at the elementary, junior high, and high school levels. They are treated like any other teacher — they put in a full day and make their own lesson plans. The only variation is the evening seminars with Snedeker where they discuss programs, problems, learning theory and evaluation.

Early reports show that the resident program is considered "excellent" by administrators, regular teachers and students themselves. One remarked recently that the program is a "long step toward equity in the responsibility of the college and the public school districts."

For the student teacher, the resident program means he can live at home, have more contact with pupils, and face a more realistic teaching situation.

For the district, it means a group of well-trained, first year teachers may very well be gathered into the fold the following fall.

For the college, residency means more time for the Education Department faculty to devote toward a higher degree of professionalism in their graduates.

FM Station Proposed

Plans are under way to set up a 10 watt student-operated radio station on campus. A committee has been organized to iron out administrative wrinkles of the proposal before asking the student Legislative for $2,000 in operating funds later in the quarter.

The station would operate five days a week from two to four hours a day. A number of faculty, administration and student leaders are supporting the proposal. The college already owns a studio tape recorder, console unit, remote kit for originating broadcasts, microphones and cables. To begin operation, it needs a transmitting unit and an antenna coaxial cable and some renovation of existing materials.

Students suggest that the dormitories can be equipped with FM receivers at a cost of less than $25 a unit. They also plan to acquire converters to relay the FM signal over AM. Plans call for the station's content to include lectures, news interviews, faculty discussions, plays, athletic events, concerts, and courses offered through Extension Services.

Allan Resigns

Dr. Melvin A. Allan, Western's place­ment director, has resigned to accept the presidency of Highline Junior College south of Seattle. His resignation will take effect July 1.

Allan came to Western in 1953. He received his B.A. and Ed.D. from the Univer­sity of Washington and his Ed.M. from Western.

48 Graduate

Dr. J. Alan Ross, Dean of the Summer Session and of Graduate Studies at West­ern, gave the main address at the conve­nition for 48 winter quarter graduates.

The degrees awarded included 36 Bachelor of Arts in Education degrees and 12 Bachelor of Arts degrees.
Summer Programs

At Home and Abroad

An inviting fare of conferences, workshops, seminars, prominent lecturers and arts events are on the summer session menu at Western.

Highlights include a conference in applied anthropology on "The Governing of Men" with guest lecturer Sol Tax of the University of Chicago; a series of lectures on education by George D. Stoddard, chancellor of New York University, and the fifth Danforth East-West Conference, which will focus on Africa.

Dr. Tax, chairman of the Department of Anthropology at Chicago, is editor of Current Anthropology and is noted for his work in applied anthropology. He is author of numerous books and articles on the ethnology of Latin America. He will be on campus June 25-28. A symposium in applied anthropology also is scheduled in conjunction with Dr. Tax's lectures. Guests from the University of British Columbia, the University of Washington and other institutions will participate.

Dr. Stoddard's lectures July 9-11 will be based on his recently published book, The Dual Progress Plan. Topics he has selected are "The Need for Reform in Elementary Education," "The Origin and Design of the Dual Progress Plan," and "The Dual Progress Plan: Tryout and Next Steps."

Principal speaker at the East-West Conference will be Dr. George H. T. Kimble, chairman of the Department of Geography at the University of Indiana and author of the recent two-volume study, Tropical Africa. Lectures, seminars and social events are scheduled.

A series of lectures on structural linguistics by Harold B. Allen, professor of linguistics at the University of Minnesota and president of the National Council of Teachers of English, is planned for July 2 and 3.

Also scheduled are a conference on geography in education, a laboratory of outdoor education at Camp Silvertone in the Cascades, and the 37th International Graphic Arts conference.

One of the four speakers at the latter conference will be E. A. Whiteford, founder and president of the Whiteford Paper Co., and developer of the "impact" formula for printing. The formula is used to produce the best possible matching of colors in ink and paper.

Western's Summer Sessions Bulletin, comprised of brown and blue ink on yellow paper, was produced with the Whiteford formula.

Other speakers at the conference, scheduled for July 29 through Aug. 3, are Stephen Baker, vice president of an advertising agency; Richard S. Cane, editor and art director of Commercial Art magazine, and Faber Birren, professional color consultant.

Additional summer programs are planned in school publications, mathematics, psychological services, the sciences, foreign languages, special education, and music.

The college also is offering credits for two study trips abroad—an art tour in the Orient and a music tour of Europe. (See adjoining column.)

Topping off the fare will be the annual Arts Festival—a series of cultural events in architecture and design, art, dance, motion pictures, music, poetry and the theater. It is scheduled to run from June 20 through Aug. 6.

Both the six-week and nine-week sessions will get under way June 18. The former will close July 27 and the latter Aug. 17.

A wide variety of new and revised courses have been added to expand the schedule of summer classes.

An added feature will be regular excursions by chartered bus from the campus to Seattle World's Fair. Both group and individual trips will be scheduled by various departments and offices.

Further information and a copy of the Summer Bulletin may be obtained by writing the Director of Summer Sessions at Western.

Tours Planned

Reservations are still being taken for two summer credit tours—one to the Far East, the other to Europe. They are being organized by faculty members at Western and are designed primarily for teachers and students.

The Far Eastern tour will be an art workshop centering in Japan. It will be directed by Miss Ruth Kelsey of Western's Art Department, a veteran of three summer tours to Mexico and a faculty member here for 14 years.

Tour members will leave Vancouver, B. C. June 27 and return July 29. They will visit Tokyo, Nikko, Tateyama, Yokohama, Kyoto, Osaka, Nagoya and many other centers of art and industry in the Japanese islands. From Japan, they will visit Hong Kong, Macao, Manila and Hawaii. Miss Kelsey points out that there will be plenty of time for individual exploring in addition to visiting the art centers. The 33-day workshop carries eight credits.

Further information on costs and reservations may be obtained by writing Miss Kelsey, Department of Art, Western Washington State College, Bellingham, Wash.

The European tour, titled "The Arts in European Culture," is an eight-week study...
tour which may be taken for nine college credits. It is being organized by Dr. Frank D’Andrea, chairman of Western’s Music Department. Tour members will visit centers of art, music and drama in Portugal, Spain, France, Italy, Austria, Yugoslavia, Holland, Belgium and England. The tour will leave New York for London June 24 and return Aug. 12.

Additional information may be obtained by writing Dr. D’Andrea at Western.

Author to Lecture

Dr. Arthur S. Trace, author of a book comparing text materials in the United States and Russia, will give two lectures at Western July 30 and 31.

Trace’s book, “What Ivan Knows that Johnny Doesn’t,” was published last year. It compares textbook materials in reading, literature, foreign languages, history and geography in the two nations.

Trace also is co-author of another book, “Preparatory Reading for Writing.”

He presently is on the English faculty at John Carroll University in Cleveland. He taught English at the University of Nebraska, Stanford University and Purdue University.

Dr. Trace received his Masters Degree from Columbia in 1949 and his Ph.D. from Stanford in 1954.

His lectures at Western will be based on the content of his book.

Fifth Year Change

A revised fifth year plan leading to the Standard Teaching Certificate has been adopted by the Council for Teacher Education. The council cautioned that it does not apply to the Master of Education degree. The plan is now in effect for persons beginning their fifth year. It also is recommended as a guide for those who already have begun an approved fifth year program.

The work will be planned so the student will gain additional depth in his major or minor field, additional breadth in learning (fields other than his major or minor), and additional skills in his professional competence. (foundations of education, curriculum, methods and materials of teaching).

A minimum of nine quarter hours in each of the three areas is recommended. The remaining 18 hours may be used to expand any of the three categories.

No man is completely worthless — he can always serve as a bad example.

You can give the bore credit for having one virtue — he doesn’t talk about other people.

Recipient of Award

At a recent dedication of Tumwater High School, Jim Pill, W.W.S.C. alumnus, was given a special award in recognition of his assistance in the planning and completion of the Tumwater High School. A model of the high school was selected to be displayed at the NASA convention in Atlantic City and the NASD convention in St. Louis.

Pill received his B.A. degree in 1949 and his M.Ed. in 1959 from W.W.S.C. He is presently vice principal of the newly completed school.

Studio Theater Started

A new wrinkle in college theater unfolded at Western recently with the introduction of a Studio Theater Series.

The series, planned at the rate of one a month, will provide an outlet for original plays by students and faculty. It also is geared to offbeat and experimental works, according to Dr. Paul Wadleigh, a member of the Speech Department and director of the series.

The initial performance in the Campus School auditorium found two one-act plays are on the program. One of them, “The Hunger Artist,” was written by Dr. Gerald Cohen of the Departments of English and Foreign Languages at Western. It was based on a short story by Franz Kafka.

The second selection was Gilbert and Sullivan’s “Trial by Jury,” a one-act operetta. It was directed by a student, Stephen Buss, a senior majoring in speech.

Wadleigh pointed out that the idea of the Studio Theater Series is to give creative writers a chance to get their plays before an audience for a hearing. “We don’t guarantee perfection,” he added, “but we can promise interest and stimulation.”

150 Firms Offer ‘Matching Gifts’

Right now there are nearly 150 companies in the country that have a “matching gift” program to help support higher education—and the number is increasing steadily.

While individual companies may vary in the operating details of their programs, all are essentially alike in that they match—dollar for dollar—the contributions of an alumnus-employee to his college or university. When a Western graduate who works for one of these companies makes a contribution to the alumni scholarship fund, he simply fills in a short form provided by his employer, who then sends an equal amount to Western.

Are you employed by one of these companies? Check this list:

- Abbeville Mills, a Division of Deering Milliken, Inc.
- Aetna Life Affiliated Companies
- Allegheny Ludlum Steel Corporation
- American Brake Shoe Company
- American Express Company
- American & Foreign Power Company, Inc.
- American Home Products Corporation
- Atlas Chemical Industries, Inc.
- Atlas Rigging and Supply Company*
- Bank of New York
- Whitney Blake Company (The Cook Foundation)
- Bank Teller
- Boston Manufacturers Mutual Insurance Co.
- Buchan Loose Leaf Records Co.
- Burlington Industries
- Cabot Corporation
- Campbell Soup Company
- Canadian General Electric Company, Ltd.
- Carter Products, Inc.
- Cerro Corporation
- Chase Manhattan Bank
- Chemical Bank New York Trust Company
- Chicopee Manufacturing Corporation
- Chilicothe Company
- Cleveland Electric Illuminating Company
- Columbian Carbon Company
- Combustion Engineering
- Connecticut General Life Insurance Company
- Connecticut Light and Power Company
- Continental Oil Company
- Corning Glass Works Company
- Crossett Company
- Deering Milliken, Inc.
- Diamond Alkali Company
- Diamond Crystal Salt Company
- Dow Chemical Company
- Dow Corning Corporation
- Draper Corporation
- Wilbur B. Driver Company
- Eaton Car and Construction
- Esbasco Services, Inc.
- Electric Bond and Share Company*
- Fafnir Bearing Company
- Ford Motor Company
- E. & J. Gallo Winery
- General Atomics Corporation
- General Electric Company
- General Foods Corporation
- General Foods Limited
- General Public Utilities Corporation
- Gibbs & Hill, Inc.
- Glenn and Company
- Glidden Company
- B. F. Goodrich Company
- W. T. Grant Company
- Gulf Oil Corporation
- Harris-Intertype Corporation
- Hercules Cement Company
- Hercules Powder Company
- Hewlett-Packard Company
- Hill Acme Company
- Hooker Chemical Corporation
- J. M. Huber Corporation
- Hughes Aircraft Company
- International Business Machines Corporation
- Jefferson Mills, Incorporated*
- S. C. Johnson & Son, Incorporated
- Jones & Laughlin Steel Corporation
- Kaiser Steel Corporation
- Kern County Land Company
- Walter Kidde & Company
- Walter Kidde Constructors
- Kidder, Peabody & Co.*
TRACK

Coach Ray Ciszek will head a track squad this year that looks like one of the best balanced in years. As always the distance events are the strong points as Coach Ciszek has freshman Mike Jones to lead the way. Jones already has run the mile in 4:22.3 and the two-mile event in 9:28.9. Jim Freeman has been taking second in most of the same events and along with Fred Cardall gives the Vikings a tremendous distance trio.

In the sprints, the Vikings count on Jerry Joyce for the fourth year. Joyce was in top form early this season when he ran a 9.9 100-yard dash and a 22.2 220-yard dash.

The pole vault event should be a victorious one for a change as Jerry Kenaston already has set a school record this year with a vault of 13'-4". In the high jump, freshman Bruce Schaefer will be a strong contender for conference honors as he already has leaped 6'-2-1/2".

The field events are led by Ken Fry and Dick Nicholl who are expected to be strong in the discus, shot and javelin.

GOLF

According to Coach Jim Lounsberry, this is the strongest golf squad in several years as the Vikings have Paul Rudas returning from three years ago. Rudas played with Bill Wright who won the National Publinks Crown while playing for the Western squad. Also playing are Tom Bier end in 4:22.3 and the two-mile event in 9:28.9. Jim Freeman has been taking second in most of the same events and along with Fred Cardall gives the Vikings a tremendous distance trio.

In the sprints, the Vikings count on Jerry Joyce for the fourth year. Joyce was in top form early this season when he ran a 9.9 100-yard dash and a 22.2 220-yard dash.

The pole vault event should be a victorious one for a change as Jerry Kenaston already has set a school record this year with a vault of 13'-4". In the high jump, freshman Bruce Schaefer will be a strong contender for conference honors as he already has leaped 6'-2-1/2".

The field events are led by Ken Fry and Dick Nicholl who are expected to be strong in the discus, shot and javelin.

BASKETBALL

The Western cagers finished the 1962 basketball season by playing in the National Association of Intercollegiate Athletics District 1 Playoffs for the sixth consecutive year. This is a record for a coach in District 1. The Vikings compiled an 18-win - 8-loss record.

Western started the season by winning the Totem Tournament at the University of British Columbia, defeating Port Alberni and Central Washington.

The final tournament for the Vikings was a playoff at PLU for the trip to the NAIA finals in Kansas City. The last place Whitworth Pirates beat Central, Western and Eastern to win the tournament.

The season's leading scorer was Jim Adams with 332 points. Mike Kirk led in field goal and free throw percentage with 50.7 per cent of his field goal attempts and 80 per cent from the free throw line. The leading rebounder was Jim Adams with 274.
ALUMNI MEMBERSHIP

WILL HELP KEEP THIS STUDENT IN COLLEGE!

100 top-flight students did not enter Western this year because they lacked sufficient funds. At least 100 more did not return for the same reason.

We cannot afford to let this happen. Our very survival depends on the maximum development of our human resources.

The Need Is Great . . . Join Today

You may contribute directly to the scholarship fund or you may purchase a Type B or Type A membership.

SCHOLARSHIP FUND

All money contributed will go for scholarships to talented and able students who are in financial need. The donor may give as much—or as little—as he wishes.

TYPE B MEMBERSHIP ($10.00) —

This is primarily for alumni who live within commuting distance of the college. It will admit the holder to all home games in all sports, admit them to the Alumni Cabaret Dance and the Queen's Ball; during Homecoming, establish library privileges and contribute about $7.50 to the Scholarship Fund. The remainder of the $10.00 will be used for alumni operating expenses.

TYPE A MEMBERSHIP ($5.00) —

This is mainly for those beyond commuting distance of the college but who still visit the campus occasionally. The membership card will admit them to the Homecoming Game, Alumni Cabaret Dance, and Queen’s Ball, establish library privileges and contribute about $3.50 to the Scholarship Fund. The remainder of the $5.00 will be used for alumni operating expenses.

*(This message supplements the regular Spring mailing and is carried to you at less cost than an individual appeal).*

I WISH TO GIVE $......................... * FOR:

☐ Scholarship Fund Only.
☐ Type B Membership ($10.00)
☐ Type A Membership ($5.00)

Name: ___________________________________________

Address: _________________________________________

Class: .............................................. Where Employed: ________________________

If Type A or B Membership

☐ NEW MEMBERSHIP
☐ RENEWAL

*If you prefer, you may enclose this card in an envelope with your check or money order. It will save additional postage for the Alumni Association. Otherwise, simply tear out and mail. We will send you your membership card or recognition of donation.

Mail Today!

Academically talented students are waiting for YOUR contribution.