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Klipsun Magazine

Western Student Publications

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## Klipsun Magazine, 1982, Volume 12, Issue 06 - September

Jenny L. Blecha  
*Western Washington University*

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World Famous  
**UP & UP**  
Tavern

# L. KLIPSUN

September 1982

Inside:  
Photo Gallery  
Live Theater  
Parking



Becky Bolen-Rubey

Students splash across Fisher Fountain in Red Square competing for pizza in annual spring dorm contest.

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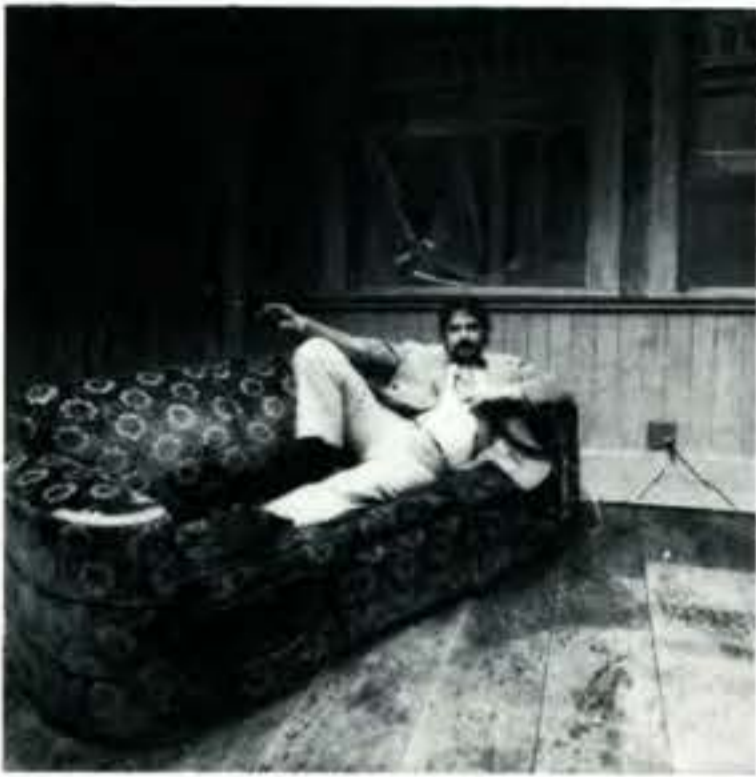
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Klipsun is a Lummi Indian word meaning "beautiful sunset."

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# CONTENTS



Becky Bolen-Rubey

Dennis Catrell lounges on stage set. See story page 18.



Casey Madison

Hitching the freeways. See story page 21.



Becky Bolen-Rubey

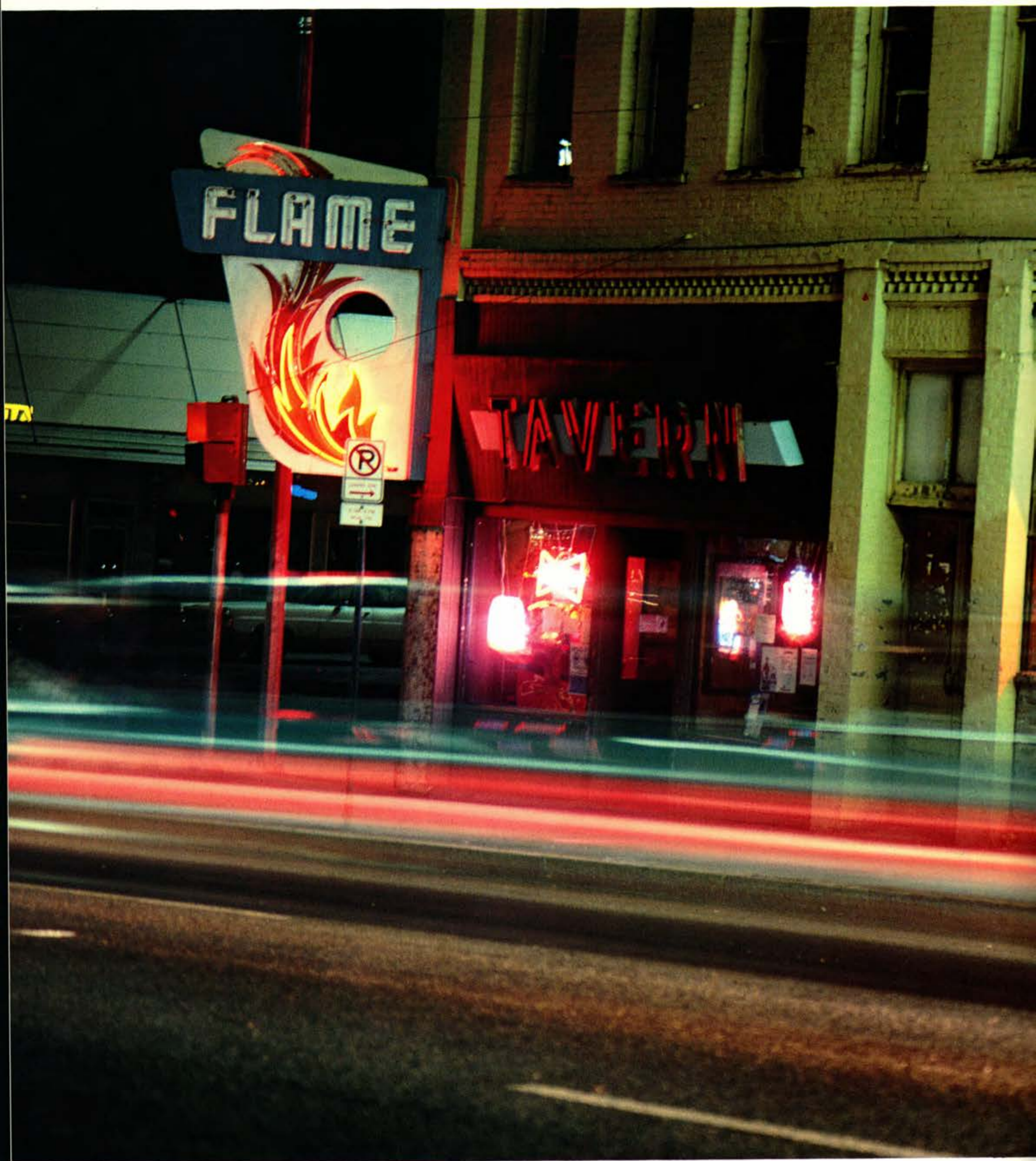
Grade competition. See story page 28.

Cover photo by Casey Madison.

## klipsun

Volume 12, Number 6  
a magazine of student interests

- 4 Detective Blues**  
Ms. X haunts Bellingham bars. Story by John L. Smith.
- 7 Radio-free Murphy**  
Profile of new AS president. Story by John L. Smith.
- 9 Portfolios**  
Photos by Larry Flood, Casey Madison, Becky Bolen-Rubey and Dave Jack.
- 14 Thomas Quinlan**  
Conversation with the vice president for student affairs. Story by Jo Lundgren.
- 16 Financial Aid**  
How to get what's left. Story by Ben Verkerk.
- 18 Live Theater**  
A look at local playhouses. Story by Donna Rieper.
- 21 Hitching in the Fast Lane**  
A hitchhiker's guide. Story by Larry Flood.
- 23 The Perils of Parking**  
Watch out for the man in the tow truck. Story by Laurie J. Sturdevant.
- 25 The Transit Alternative**  
Busing around town. Story by Connie Compton.
- 26 STRATA**  
Western's program for older students. Story by Donna Biscay.
- 28 Grade Report**  
Academic competition. Story by Jim Springer.
- 31 Time for a Change**  
A look at student government. Comment by Grace Reamer.





# Detective Blues

## Stalking Bellingham bars

by John L. Smith

It was a chilly, drippy afternoon in Bellingham, the kind of day for which the town is known. Rain rapped at my office windows with rude fingers as I tried to nap before leaving for the day. The private detective business was a helluva idea, but it wasn't paying the light bill. Then the phone rang.

"Sven Slade, Super Sleuth," I said, picking the sleep from my eyes.

"Mr. Slade? Sven Slade?" a sultry voice cooed from the other end of the line.

"This is Slade."

"I have a big job for you, Mr. Slade. It's worth a great deal of money. Let's meet tonight at the best bar in Bellingham. I must go now — they're after me."

"How will I know you?"

"Oh, I'll stick out in the crowd."

"Where do we meet? What time?"

She hung up.

I stared at the receiver.

"Best bar in Bellingham?" I thought. The town had a couple dozen taverns and lounges. Finding the best one wouldn't be easy.

Casey Madison



Casey Madison

I donned a felt fedora, overcoat and trudged toward State Street. The sun had just drowned itself in Puget Sound and the pubs were coming to life. First stop, Pete's Tavern.

The place was packed with Bud-guzzling boys and girls from the university and Georgia Pacific shift workers still too soft for some of the tough dock taverns. I sat at the bar and watched two blond boys set up microphone stands. That's Pete's Tavern: someone's always setting up microphone stands or adjusting amplifiers. The music may not always be good, but there's always lots of it. The beer was cheap, cold and the electric guitar blues was as hot as a pistol.

Dancing, beer drinking, but no Ms. X. I went next door to Fast Eddie's.

Comatose. The entire group was comatose. The only action bubbled from a plinking, blinking pinball machine in the far corner. The place was friendly, the way cemeteries are friendly in the day time: pleasant, but no signs of life.

The "World Famous Up and Up Tavern" was next. The place was dark, except for three glowing beer signs: Rheinlander, Heidelberg and Pabst Blue Ribbon. The floors were sticky, and I wanted to draw my gun. If Ms. X was here, I didn't want to know her.

The Flame Tavern's sign glowed like a burning cigarette. I opened the door.

Nearly everyone had scars and leather jackets. Hamms was on tap. I ordered a glass and sat at the table closest to the door. The beer tasted as if it was brewed through the Hamms Bear. Next door. . .

The Holly Tavern. It's where Flame patrons go when they want a change of scenery. I left for the Leopold.

Sickly sweet acoustic guitar dripped from the Casino Lounge inside the downtown hotel. While I sat at the bar, two anemic minstrels strummed and sang "Dust in the Wind," "Eleanor Rigby" and "Tie a Yellow Ribbon 'Round the Old Oak Tree."

Half the patrons looked like cutouts from the polyester clothing catalog. I hoped no one would light a match. The whole place was likely to melt into a molten ball of plastic and take over the city.

The drinks and hors d'oeuvres were tasty. I tried to picture Ms. X coming into the Casino Lounge. In



Casey Madison

my imagining she wore kelly green pegged pants, a lavender bowling shirt and a beehive hairdo. I glanced around the room. Fourteen women fit the description.

I hailed a taxi and rode to the Cliff House. While the driver kept the engine running, I ran inside. The Cliff House had enough tweed and aging English professors to fill a dozen writing clinics. Talk was literary and extremely relevant.

"Driver," I said, returning from the tweed and drizzling night, "take me to the Fairhaven."

The Fairhaven was in the middle of yet another backgammon tournament. The house wine was quite

good and the music was the best canned sound I had heard all night. The conversation was garbled, the sound drunk people make when trying to converse articulately. And, as before, I saw no Ms. X.

Returning to the middle of town, I stopped at Gus & Naps, Snuffy's, the Beaver Inn and the Beach House Pub.

Gus & Naps was quietly congenial but lit like an operating room. No one would want to drink off kitchen tables anyway.

Snuffy's was filled with pool sharks and punchboard wizards.

The Beaver Inn and Beach House Pub were empty. Not quiet, not sparsely populated. Nada.

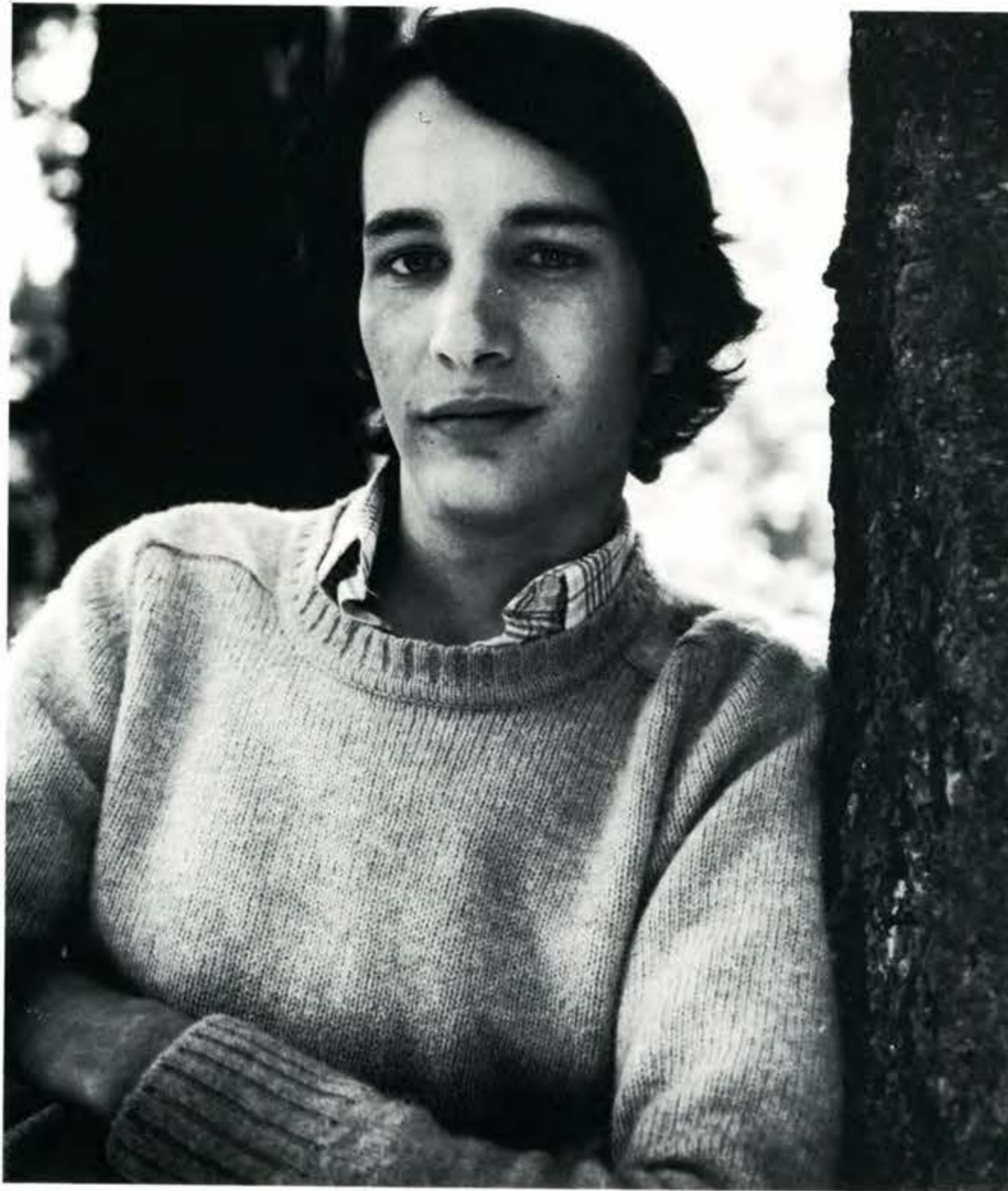
I was frustrated and the rain wasn't helping matters. Walking past the bus station, I stepped into the Toyon and was engulfed by loud, danceable music and extremely friendly atmosphere. It lacked the pretense of the other bars — and the heterosexuality. The beer was good and the folks were friendly. I looked around for Ms. X. Still she was not there. Ultimately frustrated, I left the Toyon and stood on the sidewalk and thought.

"Best bar in Bellingham? There is no best bar in Bellingham. All have their strengths, weaknesses and interesting qualities. And who ever heard being a Super Sleuth in a pulp-mill town? For that matter, who ever heard of a dame called Ms. X?"

The rain was pounding harder now. I turned up my collar and walked to an all-night grocery for a bottle of cheap chianti. ♡



Casey Madison



Becky Bolen-Rubey

# Radio-free Murphy

*AS president knows how to communicate*

by John L. Smith

**M**ark Murphy is the quintessential communicator.

Western's new Associated Students president has a mellow manner and a voice disc-jockies dream about. Tempered by jobs at four radio stations and toned by acting in 45 different plays, Murphy can make his versatile vocal chords imitate any style on the radio dial.

While taping sound effects for the KUGS Radio Theater in a closet-sized studio last spring, Murphy demonstrated part of his ability.

"At K—T—E—L (a 1,000-watt

country/western station where he first worked) I used to play a lot of those Waay-lon and Willie songs," he said, his Ws originating somewhere between Waco and Walla Walla.

His voice was more sedate and sensuously FM when he explained his persona for KUGS, where he worked as public affairs and news director last year.

"And at KPUG," he said, pausing, "this is Mark Murphy and it's twenty-five minutes before nine in Bellingham." His voice was

friendly, authoritative and under the influence of an AM amphetamine when he talked about KPUG, the Bellingham station where he worked part-time for more than a year before devoting his time to the presidency.

"I came to realize my communicative skills early on," Murphy said, his voice articulately cutting through the recorded approach of galloping horses. "As president I think I'll be able to further develop some of those skills and grow—and help the AS grow."



The 21-year-old English major comes from a family of creative communicators. His father, a former New York television talk-show host, is the news director of KMST, the CBS affiliate in Monterey, Calif. His mother is an artist, specializing in oil painting and drawing.

Perhaps his Irish heritage contributes to his verbal ability.

"You know, there's an old saying: You can get an Irishman to tell you what you want to know, but you can't get him to stop," Murphy said, smiling.

And Murphy's theater background is as rich as his radio experience and has been as influential in developing some of the skills necessary for an AS president, he said.

"I've played everything from a hostile Indian chief to a retarded Cockney lad. And Pinocchio and Uriah the Hittite."

As a student at Walla Walla Community College in 1978-79,

***'You know, there's an old saying: You can get an Irishman to tell you what you want to know, but you can't get him to stop,'***  
***Murphy said, smiling.***

Murphy directed and acted in street theater. Since then he has acted, directed and written plays throughout the Pacific Northwest. He has been a regular around Western's theater/dance department for the two years he has attended the Bellingham school. Though he said he regrets leaving radio and theater for a while, what he has learned has been invaluable.

"The experience I have gained from theater has been great. I've learned to work with others and theater has taught me to be sensitive and observant. I think I'm a pretty good listener."

Murphy compared his experience in theater to his role as president.

"I can serve as a guide, absorbing all the ideas," he said. "It comes from my experience as a director.

When directing, you often take traces of ideas from actors. The university structure needs a guide.

"I think the AS president has to serve as a solid hub around which activity and student organizations revolve. And they (other AS members) should look to me for support and lean on me when things are going badly. I hope to provide awareness, at least encouragement."

But the job of president is more than that of chief cheerleader. Western's student leader will be faced with developing the Washing-

***'I think the AS president has to serve as a solid hub around which activities and student organizations revolve. And they (other AS members) should look to me for support and lean on me when things are going badly. I hope to provide awareness, at least encouragement.'***

ton Student Lobby, dealing with an often hard-of-hearing university Board of Trustees and fighting cuts in higher education.

"I hope to play a major role in the Washington Student Lobby. We'll be helping other schools who are having organizational problems that I can't explain. We think the WSL is a great idea that needs to become a reality soon," he said.

Murphy said the trustees need to be dealt with firmly but fairly, especially as they consider adding a student to the board.

"You have to be persistent and demanding, but at some point you need to empathize. The board needs help to run the university. Some of the members don't know a whole lot about the university.

"We need to make it clear that we want to play an important role in decision making, not in merely making things more complicated. In actuality, we want a student on the board because we have good ideas

and can help them do their jobs better. There is a need for teamwork now more than ever," he said.

Teamwork and organization are two traits necessary to battle the slashes in higher education, Murphy said.

"The word 'cuts' is one I use with great caution. We need to prioritize programs. There is no easy solu-

***Teamwork and organization are two traits necessary to battle the slashes in higher education, Murphy said.***

tion. Student programs aren't meant to make money, but we'll be working on making them break even."

Recorded song birds twittered and children chattered while Murphy thought of an example.

"The student credit union is a good idea, but it would take two to three years before it would break even," he said, explaining that Western cannot afford to lose any more money than it already is losing.

Murphy stressed that having an understanding of the needs of students and administrators is essential if his presidency is to be successful.

"Part of communication is knowing who you're dealing with. You have to know both sides of an issue

***Murphy stressed that having an understanding of the needs of students and administrators is essential if his presidency is to be successful.***

before you can really support your own argument — even before you can have an argument. I must be able to communicate to others (schools, trustees, administration) the desires of Western students."

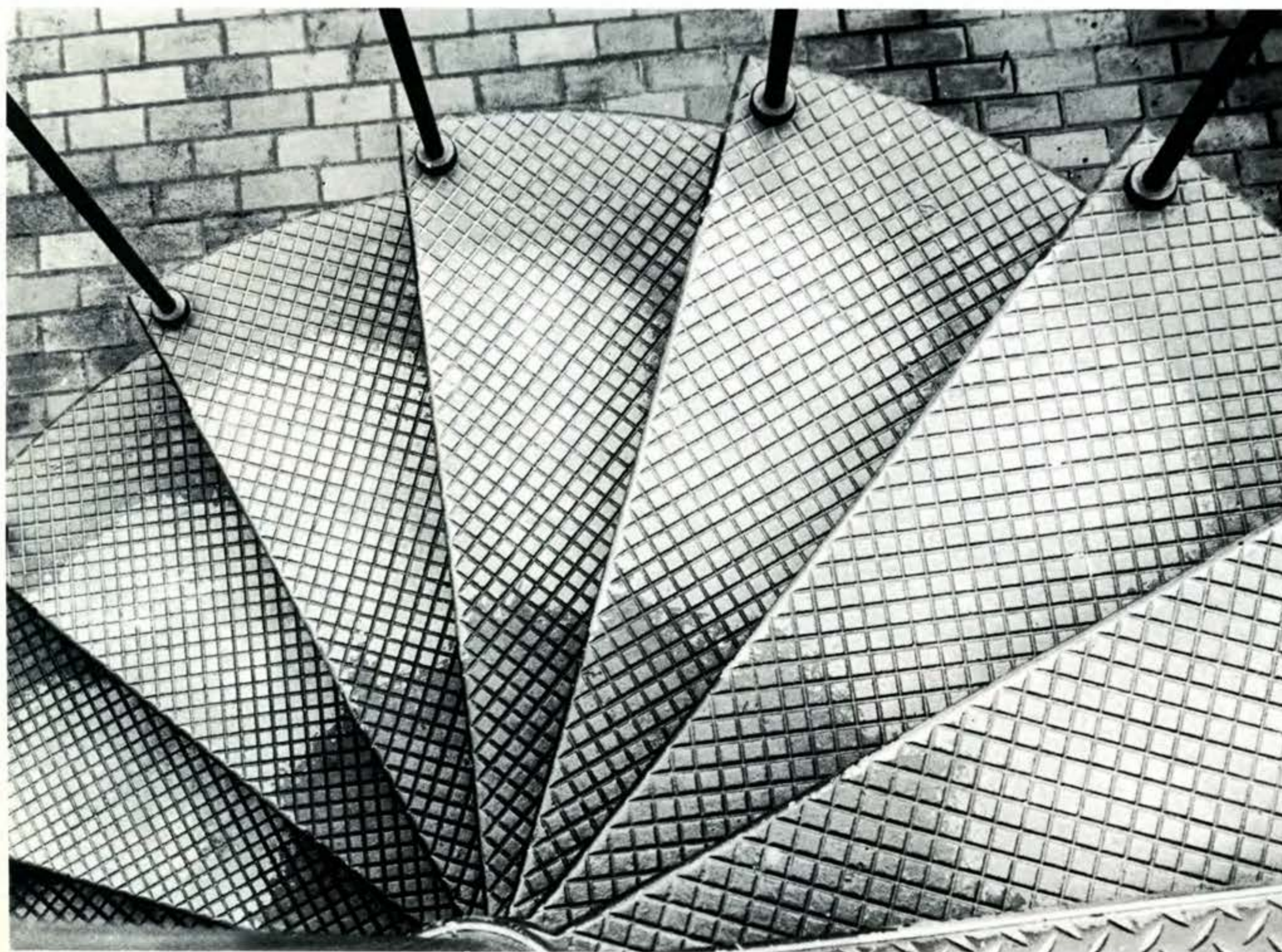
When it comes to communicative skills, Murphy appears most qualified.



# P O R T F O L I O S

*Klipsun* was fortunate to have four talented photographers working on assignments for the magazine spring quarter.

A glimpse of their myriad talents, which are diverse and range beyond photojournalism, are displayed in this photo gallery.



## Larry Flood

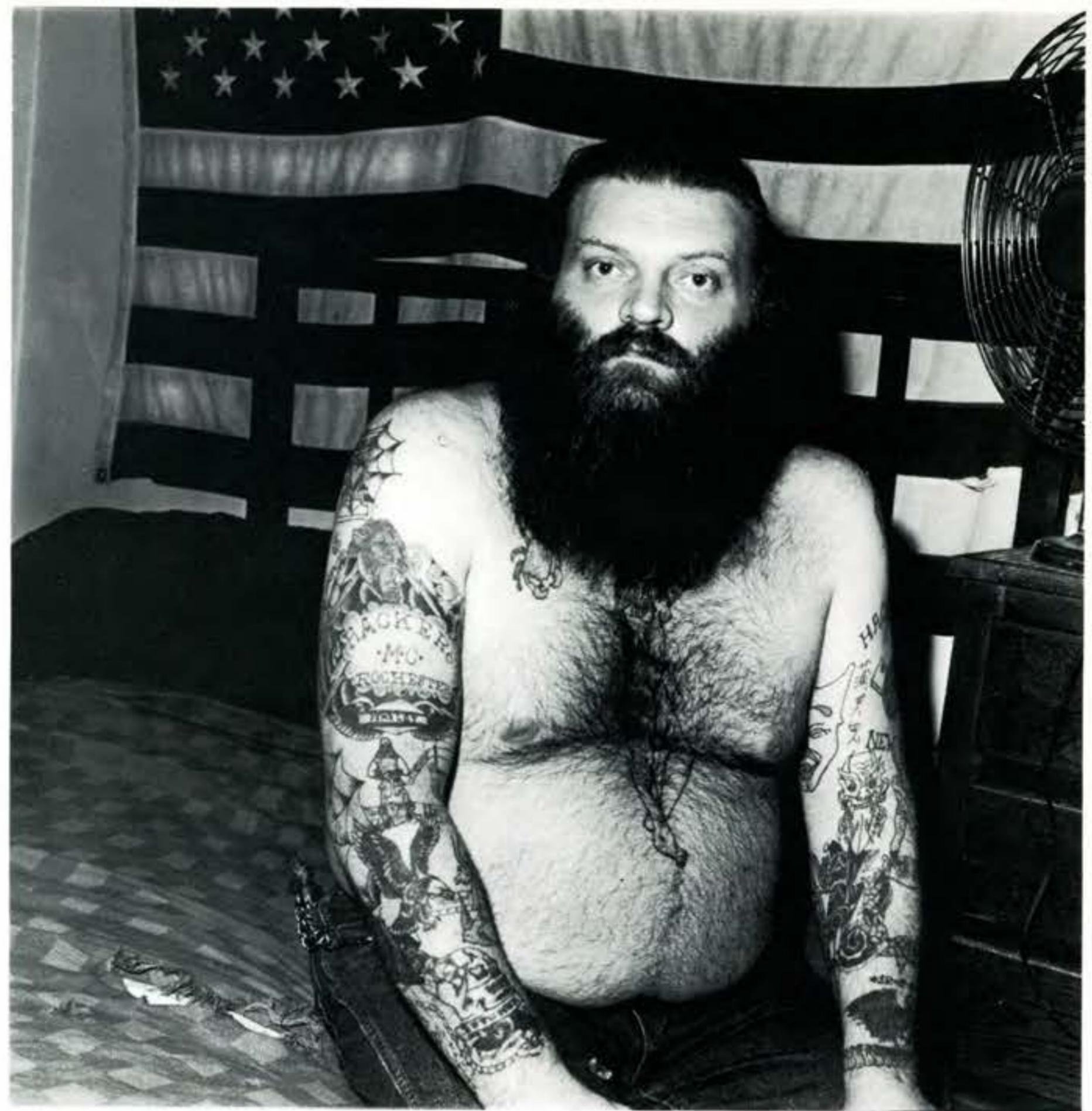
"*The Spiral Staircase* was a situation that posed a lot of ambiguity for me. I realized that there was an element of elegance inherent in the structure but I had to walk up and down the stairs a couple of times until I saw the picture." Flood has been involved in photography since 1978. He currently is working toward his bachelor's degree in VICOED. He is concentrating in photography and writing.



## Casey Madison

"These photographs, by isolating certain elements of an image, make the viewer 'see' something quite differently, which stood apart from the whole scene. The first photograph was taken at citizen's dock in Bellingham, the second from a monument maker's shop in downtown Bellingham." Madison is a junior at Western and has been involved in photography for a year-and-a-half.





## Becky Bolen-Rubey

*Patrons of Doc Holiday's Bar, Rochester, N.Y.* "These portraits of ex-Hell's Angels, now in their 30s, reveal beneath intimidating exteriors a sense of vulnerability and gentleness not often shared with outsiders." Bolen-Rubey is a fifth year student at Western.

# Dave Jack

"I enjoy taking my camera to the street to see if I can capture the things that make life so interesting. It's the endless assignment." Jack is a student at Western and plans to graduate spring 1983 with a bachelor's degree in journalism and a minor in English literature.







by Jo Lundgren

The dim, lofty office at the north end of Old Main displays artifacts and antiques, some from Africa, but the comfortable room is not crowded. The cream-colored walls are neatly dressed with photographs, hangings and shelves of books. The room has an official but inviting ambiance with personal touches reflecting the busy man who works there.

Behind the old wooden desk, in a carved, high-backed chair, sits one of Western's top administrators, Vice President for Student Affairs Tom Quinlan. The pressures of a full day of meetings and decisions seem to be with him still as he resignedly answers another phone call.

As one of Western's three vice presidents, Quinlan is far from a celebrity, although his daily decisions and recommendations affect all stu-

dents.

"It's not my style to have a very high profile," Quinlan said, explaining that he thinks it is more important students are aware of the services his office provides and how to use them.

Those services include Academic Advisement, Career Planning and Placement, Counseling and Health Services and Athletics Administration. The list goes on to include the offices of university residences, student life and financial aid as well as the Viking Union and student activities.

Quinlan sees himself as a liaison between students and outside forces, such as the local community and the state Legislature. In times of growing budget cuts, that position becomes increasingly important, he said.

Because money is becoming less

abundant, the money available is allotted sparingly. In the department of financial aid, he said, guidelines must be drawn and stipulations for eligibility set to prevent precious funds from being squandered on students who do not maintain satisfactory academic standards. It is the responsibility of Quinlan's office to see that these standards are set and maintained.

Concern with budget cuts runs high within the departments of student affairs, but there appear to be few complaints with Quinlan's handling of the situation.

"All cuts from student services would be greater without Quinlan," said Bob Thirsk, associate director of the Career Planning and Placement Center. He went on to explain, "Dr. Quinlan has the ability to articulate our function in the higher education

# THOMAS QUINLAN

## Prestigious position—Modest man

process, which is important because of the budget problems.”

Although budget reductions ultimately will mean some changes, Quinlan is optimistic about not losing the total function of one of his offices.

“It is important to me that our services are maintained and funded and I think we can justify (to the Legislature) what we are doing,” Quinlan said.

Arriving at Western in 1978 after serving as vice president for student affairs at Loyola University, Quinlan brought with him an impressive list of credits.

He taught for seven years at Beverly Hills High School in California before he left with his family for Kenya. There he spent three years doing field work at the University of Nairobi for his dissertation toward his doctorate degree in international and comparative education from UCLA.

Quinlan cites the major role of his office as overseeing those programs involving students that are not formally academic. The office also protects student rights and responsibilities, reprimanding those that don't follow regulations.

“The responsibilities (of this job) are so varied,” Quinlan said. “They can include everything from the crises students are facing here to putting stripes on the track.”

As a result, Quinlan cannot deal with each problem personally.

“If I'm to be effective I have to delegate,” he said. “That's why I have to select and retain reliable people.”

Quinlan also thinks that his effectiveness in student affairs depends on his ability to compromise. He sometimes sees compromise, however, as a drawback because it involves

so many frustrations.

To be successful, Quinlan said he must keep open productive communication between conflicting factions of students, administrators and legislators.

Also, Quinlan is as receptive to student attitudes and needs as he is to those of his office.

“As a student I was frustrated and dissatisfied with the institution I attended,” he said. He thought the administration at UCLA was not sensitive to students' needs, which spurred his interest in opening relationships with students at Western.

“I think students realize that the budget cuts are not the administration's fault,” Quinlan said. He thinks students currently are most concerned with the budget and the presidential replacement for former University President Paul Olscamp, who left last summer for Bowling Green State University in Ohio.

Quinlan believes education must take place within the whole environment of the university, not just the classroom. Contact with the campus environment separates a liberal arts education from a technical education and he thinks his office plays a part in that exposure.

“We serve as a lab for students so they can test ideas from the classroom,” Quinlan explained.

Although the campus provides a great learning arena for students, he added it also can isolate them from reality if sufficient steps are not taken to integrate the diversity of the outside world.

“I deplore the state Legislature for placing so many restrictions on out-of-state tuitions,” he said, because it narrows the diversity of students coming to Western.

In addition to the frustrations, disappointments and demands of the

job, Quinlan also receives a great deal of satisfaction from his accomplishments and successes.

“A lot of my job is like a mosaic where you have all these little pieces. A picture will emerge, but you're not sure how,” he said.

Quinlan enjoys working at Western because of the positive atmosphere reflecting student interest. He would like to direct that interest to its best advantage.

“Students should be involved in everything,” he said, adding, “I want to see a connection between the academic and the social.”

Quinlan has made a similar connection within the Office of Student Affairs by introducing the idea of annual staff retreats at which people within the division create workshops. The result is a group of people benefiting from each other's experience and expertise.

Mary Daugherty, associate director of another division of student affairs, the Academic Advisement Office, said she thinks Quinlan was important in creating a cohesiveness between the offices at a time when dwindling funds could create competitiveness.

“He is generally committed to the institution. There are no secrets or deceptions. I don't feel I'm competing for money even in these budget reductions,” Daugherty said.

Thirsk agrees with Daugherty on this point, adding, “Quinlan is one of the first student personnel administrators who really has the ability to integrate all student service areas.”

Daugherty added, “A leader creates an environment in which people can and want to do their best. There is something magic in student affairs at Western. Tom has allowed that to grow and flourish.”





# FINANCIAL AID

More than 50 percent of Western students received some kind of financial aid last year. Because of decreased employment opportunities and increased tuition and housing costs, at least that amount will require assistance again this year. But government cuts in financial aid programs will make it harder to get.

Some aid programs, such as National Direct Student Loan (NDSL) or Work Study, should have been applied for last spring and likely are not available now, Student Financial Aid Director Wayne Sparks said. But other kinds of assistance still are available to the needy student.

One kind is the Pell Grant, a federal entitlement program. Grant awards in recent years have ranged from \$146 to \$1,670 and students can apply as late as March 15 for a grant this year.

Because it is an entitlement program, Sparks said, Pell Grant funds are not fixed and are guaranteed by the federal government. Everyone who is eligible and applies will get one. "It's like an open-ended checking account," he said.

A student's eligibility for a Pell Grant is determined from the cost of attending Western for that student, and from his or her family's financial situation if the student is dependent. The grant is a gift so repayment is not required.

A second kind of aid still available is the Guaranteed Student Loan Program (GSL), a long-term, low-interest loan obtained anytime through a private lending institution, such as a bank or credit union. Eligibility for the loan is determined by the student's income, or by his family's income if the student is dependent.

Sparks said a number of local banks offer the GSL and it usually is not difficult to get. But he added that the lender, not Western's financial

aid office, decides whether the loan is made, although Western does complete part of the application form.

Repayment of the loan generally begins six months after the student leaves school.

Another loan program Sparks suggested is the Parent Loans for Undergraduate Students (PLUS). This private lender loan allows parents to borrow for students at an interest rate of 14 percent. They must begin repaying the loan 60 days after it is made.

Sparks said PLUS is not one of Western's aid programs and that financial counselors try to help students with the university's own programs before recommending it. "But I think it will be a more common option as the other programs become accessible to fewer students," he said.

Sparks said these three loan programs are most useful to students this year who primarily need long-term financial assistance, but added that two short-term "emergency" loans are available "to solve temporary problems."

The Institutional Loan program allows students to borrow a maximum of \$300 at an interest rate of 6 percent. Any student who has completed at least one quarter at Western and attends at least half time is eligible to apply.

A guarantor is required to co-sign the loan and, if approved, it takes 10 to 14 days to be processed, Sparks said. The loan must be repaid within six months, depending on its amount.

The Emergency Loan program allows any Western student to borrow as much as \$50 for a maximum of four weeks at 6 percent interest. A co-signer is not required for the loan and it can be cashed the same day it is granted.

Both loans are relatively easy to obtain, Financial Aid Counselor Ron



# Get it before it's naught

by Ben Verkerk



Becky Bolen-Rubey

Masaru Fujimoto

Noborikawa said. He estimated that only 10 to 15 percent of the applications for Institutional Loans are rejected, usually because the student has a poor repayment record for previous loans or because the student has no way to repay it.

Applications for Emergency Loans are not often rejected, he continued, unless the student's repayment record is bad.

Sparks said both short-term loans are used "a lot," adding that a trend of increasing demand, especially for Institutional Loans, has developed. By mid-April last year the financial aid office had made 468 Institutional Loans in excess of \$116,500, compared to 450 loans in excess of \$116,400 for the entire 1980-81 school year.

Last year was "the third year in a row we've exhausted our fund for Institutional Loans," Sparks said. The office had to borrow from the Service and Activities Fee reserves to replenish the fund. But Sparks said this was a short-term solution and that a better one is needed to solve the problem.

Noborikawa said he would expect the Institutional and Emergency loans to be used often if Western runs out of long-term loan funds this fall, as it did last year. Their use also may increase during spring quarter when some students have used their summer earnings and have no money left, he said.

A short-term loan sometimes provides only a short-term solution to budgetary problems, however, and students could benefit from financial counseling, a service that often is overlooked by those with financial troubles.

Noborikawa said he counsels few students who do not receive financial aid. "There might be a perception on campus that the (financial aid) office

is only for people on financial aid or for potential aid recipients," he said. But the office can be a valuable resource for financial planning.

Much of the counseling the office staff does is for older returning students on financial aid, who may have problems adjusting to life on a budget that is tighter than they are used to, Noborikawa said.

"Living on financial aid doesn't easily allow owning a car," he said, for example. Financial aid recipients who are making car payments either have to give up the car or make other sacrifices in their lifestyles.

The final kind of financial assistance available through Western is employment.

The Student Employment Center keeps a job board open to all full-time Western students that lists job opportunities off campus and those on campus that are not part of the Work Study program. The center also has information on full-time summer employment.

In addition, the center in 1980 hired a part-time employment coordinator who develops jobs in the community for students.

Student Employment Coordinator Kathy Sahlhoff said she expects the center will be used a great deal this year. "Part-time employment generally is down and it's become harder for students to find the jobs themselves," she said.

Wayne Sparks said a lack of part-time jobs could increase the demand for financial aid if students who cannot get jobs turn to aid to get them through the year.

While government cutbacks have made some aid less accessible, ironically at a time when it is needed most, other kinds of aid and financial assistance, such as the Pell Grant or short-term loans, still are available. ❧

# LIVE THEATER

## Playing around in town

by Donna Rieper

**M**ention “theater” and most people assume the subject is movies — Hollywood, tinsel and the silver screen. But “live” theater thrives in Bellingham as well. For about the same price as a movie, one can enter the world of grease paint, dusty boards and illusion under the spotlight.

People who enjoy live theater can attend a new show every weekend during most of the year in Bellingham. The six established theaters offer their patrons a different taste, an individual blend of dramatic ingredients, according to their goals and the desires of the directors.

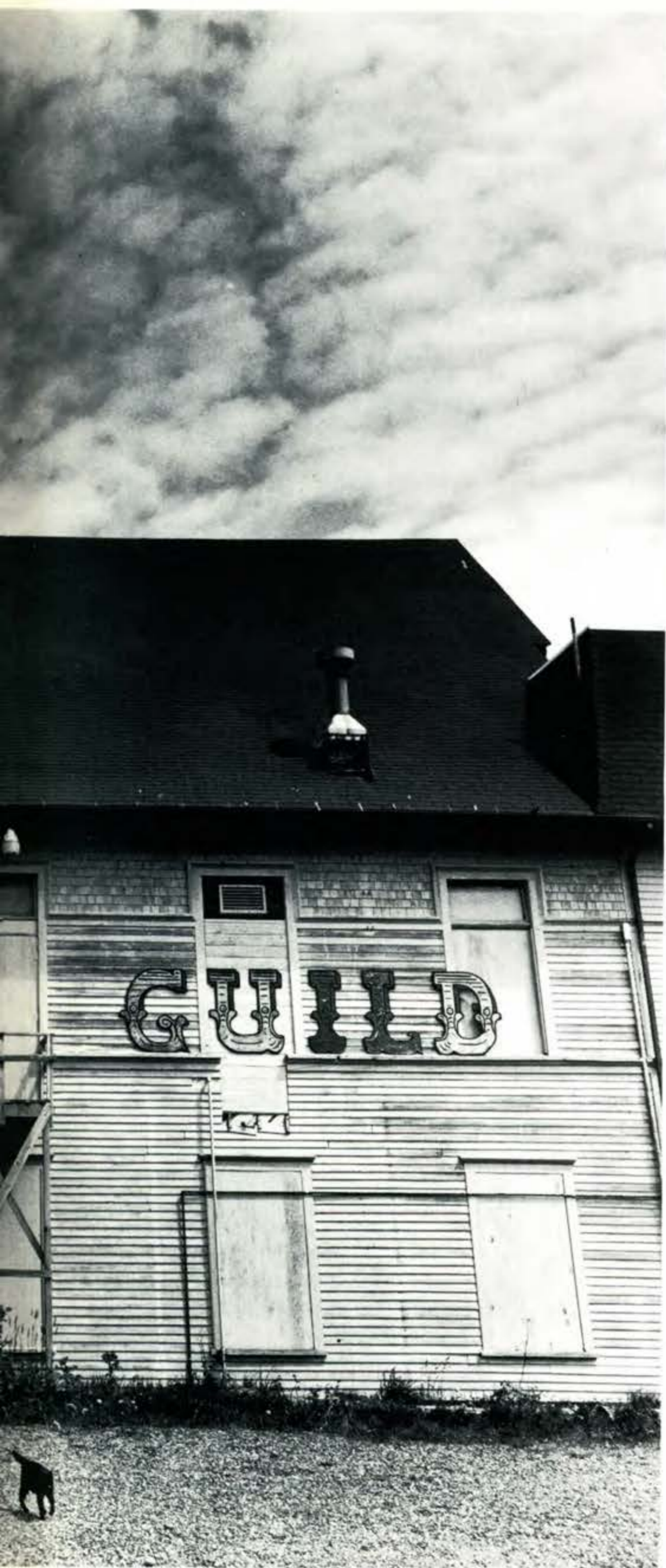
The three theaters at Western are in a continual round of rehearsal, performance and class use as faculty-directed plays, one or two new-playwright dramas and a host of student-directed productions are staged each quarter.

In choosing which plays to produce, the faculty strive for a balance between classic and modern pieces, and large and small casts, thereby producing an interesting array from which to choose.

Each show’s production needs determine in which theater the play is performed. Musicals or big spectacle productions are viewed in the plush comfort of the 1,200-seat Main Auditorium of the Performing Arts Center.

Dramas using a smaller set or relying on the development of a





Becky Bolen-Rubey



Becky Bolen-Rubey

Dennis Catrell (left) directs Western's theater program. The Bellingham Theater Guild building (far left) at H and Dupont streets was converted from a church in 1943.

relationship between the characters and the audience are produced on the simple box stage of the 200-seat Old Main Theater. Sitting in the wooden seats of what once was a gymnasium before it was converted to a lecture hall in the early 1950s, one feels a connection with Western's more intimate theater productions of the past.

The small lab theater, a high-ceilinged, stark room with stage lighting, in the back of the PAC, is popular for staging new playwright works and experimental theater pieces.

"Basically, we believe you can do anything, anywhere," said Dennis Catrell, chairman of the theater program. "But, you can make it harder or easier on yourself."

Until 1976, when the theater/dance department was created as a separate entity, theater was part of the speech department, with no home of its own. Faculty offices were in College Hall, the costume shop was in Miller Hall and the scene shop was where it is today, in the basement of the Armory building on State Street.

Now housed in the sprawling PAC with its own identity established, the theater program is able to do much more, said Catrell, who became co-chairman when the theater/dance department was created.

In addition to regular season productions, a touring theater group under the direction of Douglas Vander Yacht performs children's theater in the public schools in Washington and lower British Columbia. After rehearsing fall quarter, the group tours Thursdays and Fridays during winter quarter.

Each year during the intensive nine-week Summer Stock program, a musical, a Shakespeare comedy, dramas and plays for children are produced.

All productions have auditions open to anyone in the community.

"We try to keep an open policy to encourage as much interaction as possible," Catrell said.

Throughout its history, Western theater has had much interaction with one group in the Bellingham

community in particular, the Bellingham Theater Guild.

A tradition in Bellingham, the all-volunteer Guild has been performing community theater since 1929 and is the longest-running, continuous-acting guild in the state, said John Jameson, Guild actor, director and board member.

The Guild has been staging productions at 1600 H St. since 1943 in its steepled building purchased from the Church of the Four-Square Gospel. Theater-goers climb the carpeted stairs inside the big main doors and are escorted to their seats by formally dressed ushers.

Guild sets are elaborate; the costumes are realistic. The comfortable 200-seat playhouse wears an air of venerable gentility.

The Guild produces four shows during its regular season — usually well-known works with wide appeal such as this season's opener, the Neil Simon play, "Barefoot in the Park" — and as many as three specials.

Jameson emphasized new people always are welcome in all parts of production, from set building to ushering, and auditions are open.

Summing up the appeal of community theater, Jameson said the Guild is the only organization he has ever been part of where people from all walks of life work side by side with equanimity for "theater," and nothing else matters. Truly, "the play is the thing."

The Friends of Fairhaven, a community theater at Fairhaven College creating its own tradition of Gilbert and Sullivan operettas, will open its 11th season with its 11th production by the popular duo, "Princess Ida."

David Mason, Fairhaven faculty member, is the director and driving force behind the theater's performances. The Friends usually stage three productions a year.

The philosophical Mason said the theater makes money on the fall operetta, which helps finance the other two dramas, chosen without the express aim of making money. He said the most popular theater sometimes is not the most educational.

"I take very seriously the mission of integrating theater with culture," Mason said. "I try to select works which have some kind of social importance." He usually has a lecture/discussion series that goes along with the dramas, exploring the time in history in which and about which the play was written.

Unconventional set design, such as stacking the players on a steep ramp on the stage and constructing ambitious stage extensions in all directions, help compensate for the small stage in the Fairhaven auditorium, where all shows are performed.

Acoustics in the auditorium, which seats about 100, are excellent.

Auditions are open, and, in keeping with Fairhaven's tradition of non-competitive excellence, Mason said he finds a place for everyone who wants to be in a performance. "I see theater as giving people license to grow," he said.

The Gallery Theater at 209 Prospect St. is part of the Bellingham Academy of Performing Arts, an umbrella

organization for several groups. The Gallery presents theater aimed at young, open-minded audiences, founder-producer J. Michael Newlight said.

Since January 1981, the Gallery has been producing contemporary dramas in what once was the Salvation Army building. The original wooden seats have been put on plywood risers and a simple stage built, turning the old prayer-meeting room into a theater seating 120. The theater has no curtain; the stage is darkened between acts while the stage crew changes props.

The Gallery Theater has different production seasons than the other theaters in town — a winter-spring season and a summer-fall season. Newlight said he likes to produce works interesting for the director and players.

"I look for plays with real social meaning, but that are entertaining — sort of the sugar-coated pill approach," he said.

Last spring, Newlight wrote and produced an original musical, "The Farm," with his wife, Judith Avinger, which was based on the experiences they had living on a communal farm in Skagit County. Some original works are planned for this season. Auditions are open.

Bellingham Children's Theater, also in the Gallery Theater, offers classic children's theater for children and the child in everyone.

The dream child of Pat Kelly and Karen Crawford-Mason, BCT is the only theater of its kind north of Seattle, Kelly said. Children enroll in production workshops in which they learn a combination of acting skills, voice and movement.

"We've had kids from all over Whatcom County participate. Children are involved in all aspects of production," Kelly said.

Kelly and Crawford-Mason have extensive backgrounds in theater. They handle their multi-aged cast with aplomb and produce fresh and comical theater.

Kelly said BCT welcomes auditions by high school students and adults, and needs volunteers for the lighting and technical parts of production.

The American Revue Theater at 915 Harris St. presents yet a different kind of theater — musical revues. The first of five productions for this season, its third, is an original revue by David Duvall, "Alan Jay Lerner, Lyrically Speaking."

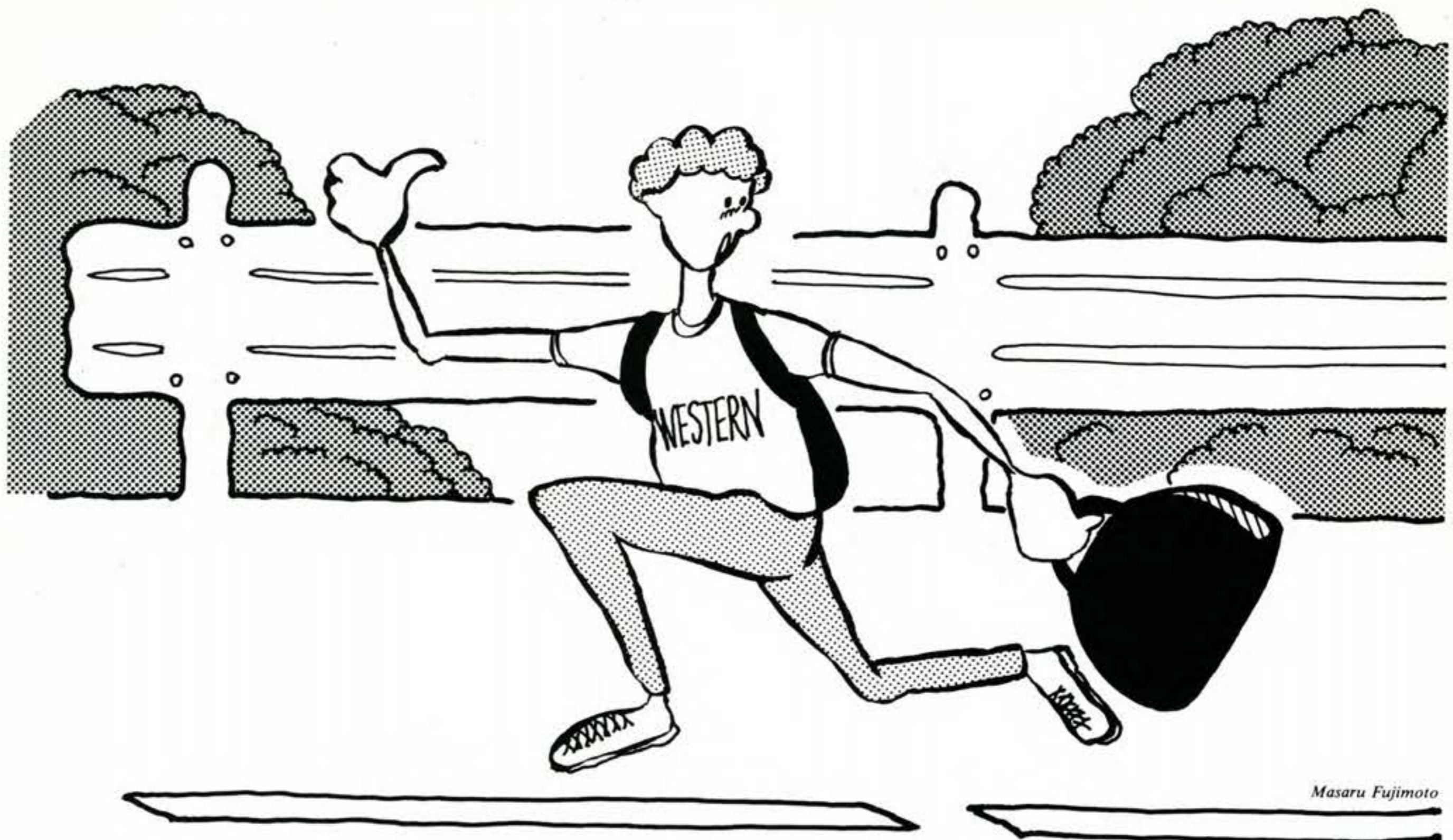
The second show is "Blithe Spirit" by Noel Coward, a sophisticated comedy. The others are revues — collections of musical numbers by the same composer or chosen with a theme. Three specials will be produced.

Duvall, director, writer, composer and pianist for the productions, presides over the small stage area. The singers perform close to the audience, creating an intimate nightclub atmosphere in the 60-seat theater.

Duvall expressed the dilemma directors have when playing to popular tastes.

"I don't mind pure entertainment, but I like to get poignant once in awhile, so I just slip it in when the audience isn't looking."

Competition and quality in Bellingham theater have grown with its diversity in the past few years. And for a town its size, Catrell said, "Bellingham may have more theater activity than any other town in the state." ❧



## *Hitching in the Fast Lane* by Larry Flood

**S**mothered by humidity and heat along a hot, dusty freeway in Tulsa, I waited, hoping to hitch a ride west. As the evening rush hour traffic began to thin out, I began feeling desperate.

I tried looking sincere, like I had a destination in mind. It worked. An olive-green sedan pulled over. I grabbed my bag and ran up to the car. Looking inside, I asked the driver how far he was going.

"Up the road a ways," he replied.

I figured any ride was a good ride at this point. I hopped into the car. The driver was a small guy, with stringy, greasy black hair and small, squinting, black beady eyes. He wore a pair of wire-rimmed glasses with oval frames perched on his long snout of a nose.

Cruising down the freeway, I got a queasy feeling in my stomach from the glances the guy was sending my way. His brown polyester suit was all wrinkled and dirty, as if he had just climbed out of a hole.

I thought I'd settle down if I talked to him. "Do you, uh, live here in Tulsa?" I asked.

"I would really like to go someplace where we could be alone," he replied with a strange grin.

I clenched my fists and became tight as a taut spring ready to snap. In case he made any movement toward me, I would be ready to strike.

"Listen buddy, I don't play those kind of games and I think it would be best for both of us if you just let me off as soon as possible. You can let me off right here along the shoulder of the freeway, right now!" I said with one hand clenching the door handle.

"C'mon, couldn't you just let me touch you for a little while?" he asked meekly.

"I've told you where I'm at, now pull over and let me get out," I yelled.

His hands quivered and he hunched over the wheel as if he had

been hurt. I thought he might be afraid I might call the police after he dropped me off. I could do nothing except demand that he let me out.

"You just let me off here and I won't call the police or anything like that," I said sternly.

Looking up for a second, I saw an exit ahead. This was it. Either he would pull over and let me off or he would try to force his perverted little sexual fantasies on me.

The car decelerated. I looked at the driver's face. Sweat was streaming down his face. His beady eyes stared straight ahead, not daring to look at me. Before the car came to a full stop I threw open the door and jumped out. The gravel crackled under his wheels as he sped off leaving a trail of dust and a confused hitchhiker.

Feeling angry, disgusted and sad, I picked up my bag and headed toward the on-ramp of the freeway. I put my thumb out as I stood



Casey Madison

along the grey gravel shoulder of the ramp, waiting for my next driver. Only 2,000 miles more to go until I reached home.

\* \* \* \*

Hitchhiking gives an individual a viable means of transportation for little or no money. Travel the nation's freeways simply by raising your thumb at the on-ramp. Of course, it's not always easy to catch a ride, but it's certainly more adventuresome than riding the bus. Once you learn the ins and outs of this mode of traveling, you never will be limited geographically.

One of the most important aspects of hitching is where you stand along the roadway. If you are at the freeway ramp, stand at the entrance of the ramp. The drivers are going slow and they can stop more easily. Most drivers feel that once they've pushed the accelerator down, they can't stop. Also, make sure there is plenty of room for a car to pull over and stop for you. Leave room to jump out of the way

of those demented drivers who don't believe in hitchhikers.

Generally, it is better to face the traffic with your thumb out, rather than turning your back to the oncoming cars. This is not so much for the sake of showing the driver you have all the normal facial characteristics of a human being, but more for your own protection.

Occasionally, some people in cars get a thrill out of spitting at hitchhikers or using them for target practice with their empty cans and bottles. If you are facing them you are more able to spot their onslaught and dodge their bombardment. Also, do not try to retaliate with the nearest rock: a 2,000-pound car can damage you easily. Just a polite raising of the middle finger is all the response they are worth.

When that magic moment arrives — a car pulls over for you — be careful you don't jump into the seat with a wild-eyed drooling sadist. Quickly scan the person and see if

you feel at ease with him. Ask him how far he is going. This enables you to see if he is capable of coherent speech, and you can tell him you are waiting for a long ride, or something like that, if you feel uncomfortable. Learning to be a quick judge of character is necessary if you want to be a successful hitchhiker. A small element of danger looms behind every two- and four-door sedan. You have to learn to discern the crazies from the straights.

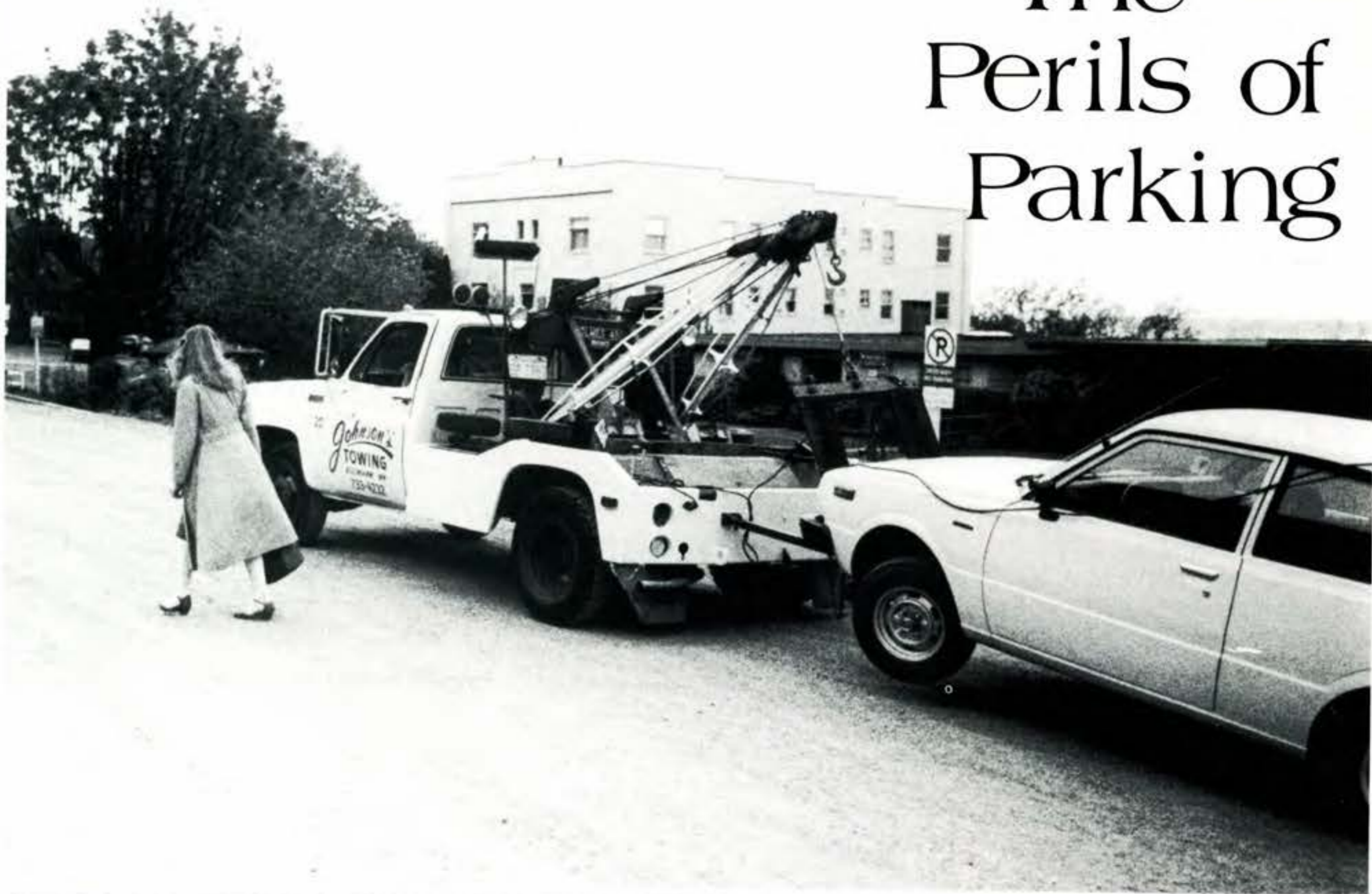
Nonetheless, there comes a time when you misjudge a seemingly good-natured soul who turns out to be a member of the lunatic fringe. When this happens, try not to panic — remain rational. Try talking to the looney in a very straightforward manner. Explain to him directly that you need to get out at the next exit or as soon as possible. Try to not let him talk, as many maniacs start foaming at the mouth once they start to verbalize their thoughts. If you can fool him into thinking you are not scared to death, and remain insistent on being let out, you probably will be able to get your way.

At times, you find yourself stuck somewhere and it looks as if no one is going to pull over for you. The easiest thing to do is change your location. Go look for a truckstop if you are near a town. Truck drivers usually are amiable and willing to take a rider for company. Another option is modifying your basic stand-there-with-your-thumb-out-doing-nothing approach.

Try running along the freeway ramp with your thumb out as the drivers pass by. This alerts them to your presence and it lets them know you are getting desperate for a ride. Or, you can wave at drivers who look at you out of the corner of their eyes, pretending they don't see you. Maybe shout, "Howdy," to let them know you are a friendly person. If you play a musical instrument or know how to juggle, or if you possess some other form of visible entertainment skill, show it off. Many people love to pick up free entertainment.

If all this fails, or if you have no lust for adventure, take the bus. 🐾

# The Perils of Parking



Casey Madison

Distraught student watches helplessly as her car is towed away after receiving her tenth parking violation.

by Laurie J. Sturdevant

Very little actually has been done to alleviate the strict shortage of parking space on Western's campus, despite mounting concern from vehicle owners over the years.

Numerous recommendations to improve parking have been reviewed by the Parking and Transportation Committee and the Business and Finance Council, but few have been worthy of implementing or found to be successful.

The side effects of the insufficient parking system are expensive permits — limited to a first-come, first-serve basis — unexpected citations and the frustration of seeing your car towed.

In 1977-78, impounding services were somewhat controlled through a bidding policy. Towing companies

would bid for the lowest towing costs and the university would contract the winner. At that time, \$14.23 would release a car.

Today, charges are anywhere from \$45 to \$65, which does not include an \$8-a-day storage fee.

Greg Sobel, former Associated Students president, said administrators abandoned the bidding policy, for unknown reasons, and replaced it with the current system in which Johnson's and Horton's towing companies are utilized without bid or contract.

Consequently, the towing companies have a free hand to charge whatever they wish and are reaping benefits, he said.

"The student whose car is towed has no choice . . . they have us by

the balls," he said.

One reason the bidding policy was abandoned, Sobel said, is that the towing companies respond more quickly to a request for impounding when they will make three times as much money.

"What kind of person would work for a towing company?" Sobel asked, referring to the lack of compassion shown by towing company employees who refuse to release a car even when the student returns at the moment the car is being hooked to the truck.

Sobel served on the Parking and Transportation Committee for two years (1979-81) and during that time made a few of his own recommendations to the administrators.

One, called the Denver Boot Sys-



tem, appeared to be a rational way around the hassles of being towed.

When a car is illegally parked, instead of being impounded, a steel clamp would be placed on the front bumper. Before the owner could have it removed he would have to pay a fine of \$5 or \$10.

Everyone would win. The university would collect the money and students would be spared a lot of cash.

Impounding still would occur, however, if a car was parked in an emergency zone.

This idea, however, was ignored by the administration. Sobel said he thinks the main reason was that security would have to deal directly with the people.

Another recommendation was brought to the transportation committee by Sobel in March 1980.

He suggested the administration designate selected lots as compact-car-only parking lots. If implemented, the number of available parking spaces would increase by about one-third.

Between March 1980 and fall 1981, the security office and campus administrators decided it was too much trouble to erase the old parking lines and paint new ones.

Instead they simply put up compact-car-only signs without changing the stalls and began ticketing larger vehicles.

"The recommendation made sense but the actions were absurd," Sobel said.

After being ticketed in the designated lots, three students complained to security, Sobel said.

The complainants were told to go to Sobel because it was his responsibility.

Finally, after enough pressure was applied to administrators, the signs were removed.

In the early 1970s, a multi-level parking ramp was considered for the improvement of the parking situation. A schematic plan was drawn up and a study conducted.

Jack Cooley, Western business manager, said the cost of building the ramp far outweighs the revenue it would generate.

"Parking ramps are cost prohibitive and potential 'white ele-

phants,' " Sobel said. "This means as cost of gas and increasing awareness of environmental problems develop, there will be less demand for parking."

Another effort came during the 1979-80 academic year when former University President Paul Olscamp recommended to Jack Cooley that parking gates be installed on campus lots to mitigate the problem of illegal parking and reduce the costs of hiring parking checkers.

As a pilot project, a control gate was bought and installed by Arntzen Hall. Those with permits had a plastic card that was inserted into a machine, raising the gate's arm.

Sobel said he and other members of the transportation committee voiced concerns about the potential breaking of the gate's arm. But concerns were cast aside and the gate installed.

Within weeks, Sobel said, it was realized that the space through the gate was too small to allow emergency vehicles to go through.

"Perhaps there was reason to believe there would never be injuries or fires in Arntzen Hall," Sobel said.

After carefully examining the problem, administrators decided to remove the control gate.

"It's now being stored in a basement somewhere on campus," Sobel said.

"I've heard that the Art Acquisitions Committee is going to commission a world-renowned artist to paint the gate so it can be placed in Red Square to further enhance the university's reputation in the art community," he joked.

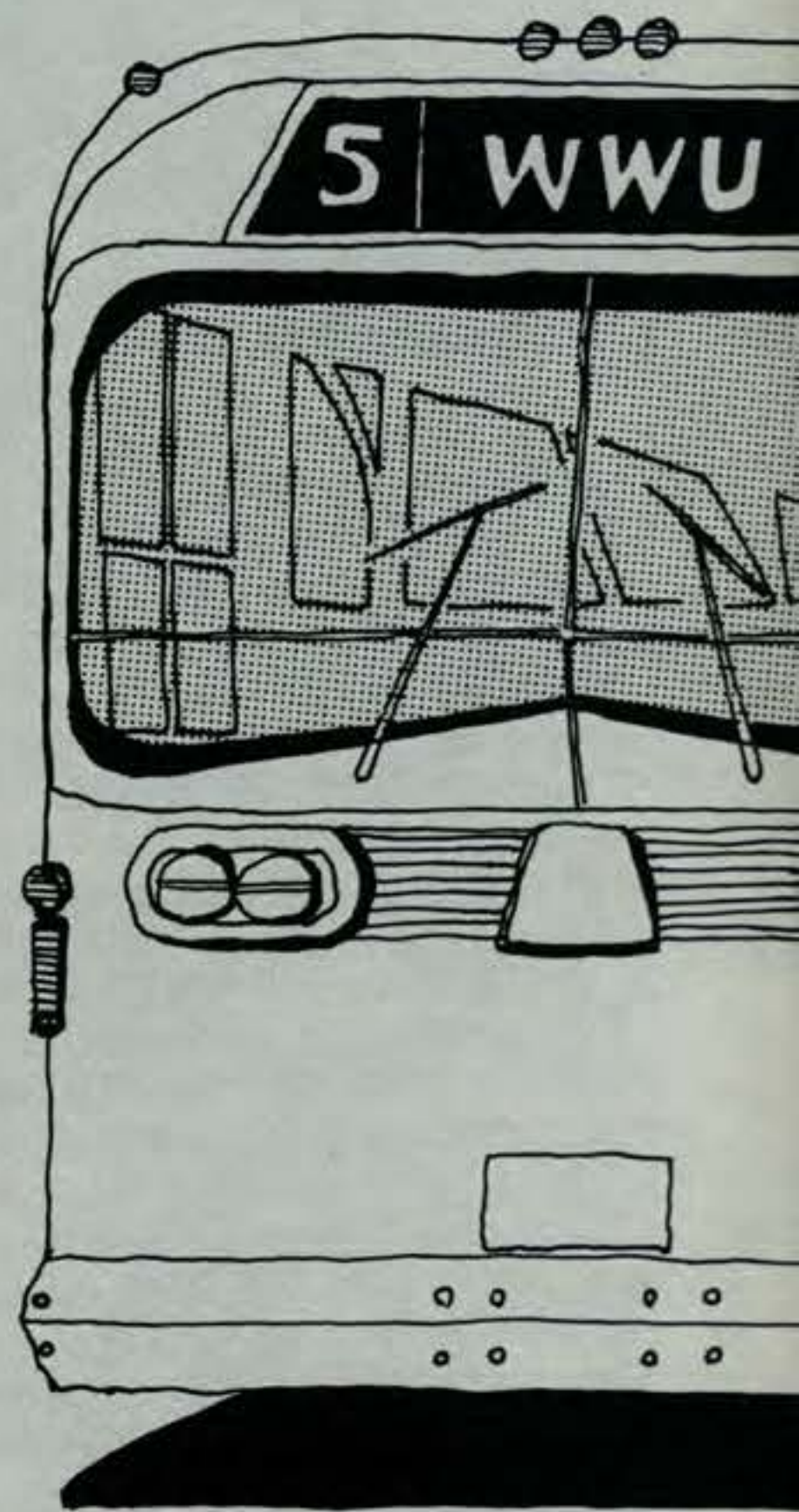
Another proposal considered was to mine all the coal out of Sehome Hill and build an underground parking facility.

The problem seems insurmountable, but parking improvements have been made. Steel bicycle racks were installed to replace the older concrete racks in 1979.

A park 'n' ride shuttle bus system was created two years ago to transport people to and from school.

The park 'n' ride can be beneficial to those willing to park their cars in the Bellingham Mall lot and pay 10 cents or a free token from the mall

# The Transit



# Alternative

by Connie Compton

Getting around town without a car — and without hiking, biking, thumbing or bumming a ride — leaves but one alternative. The bus.

For 25 cents students can take a blue-and-white bus as far north as Meridian Village or as far south as Chuckanut Drive past Fairhaven Park.

"You can damn near go anywhere you want in this town," said Ed Griemsmann, city transit manager.

The limitations, it seems, are not on miles but on hours. Buses run only during "regular working hours," from 6:40 a.m. to 7 p.m. Monday through Saturday, with no evening or Sunday service.

Even so, city transit affords reliable and inexpensive transportation, especially for students.

"We're oriented toward the campus," Griemsmann said. "The school community, including the grade schools, high schools and Western, makes up 45 to 50 percent of our ridership."

Packages of 25 bus tokens may be purchased at the bus terminal, downtown banks or the Viking Union Information Desk, slicing the per-ride cost to 20 cents.

Western students ride the bus more often than any other group, Griemsmann said, and the transit system has made several changes to recognize that. Ten years ago, for instance, only one of the then-four routes went to campus. Today six of nine serve Western.

"When college is in, we're pretty well maxed out with the number of buses we can handle," he said. City transit therefore has no formal promotion budget.

Moves to institute evening and Sunday service were scrapped because they proved "cost-ineffective." About 15 percent of the operating budget comes from collected fares, while the rest is drawn primarily from city sales tax, he said.

"We made our major changes in the '70s," Griemsmann explained, "so now we're just trying to hold on to what we've got."

Changes have included a larger number of more efficient routes, a fare hike to 25 cents and the opening of a new downtown terminal in September 1981. With an eye to the future, he said economic uncertainty ("Reaganomics in our back yard") may cloud the system's smooth operation in the 1980s.

Buses stop every half hour in front of the Viking Union, Haggard Hall, Performing Arts Center and on Garden Street below the Viking Union. ♡



Masaru Fujimoto

for transportation.

Recently, the security office separated itself from the Parking and Transportation Office to become more efficient in both areas.

Sobel said he hopes the new transportation manager will be a leader in developing a long range, comprehensive parking plan.

Historically, Western has dealt with parking in terms of creating more parking spaces as solutions to all transportation needs, Sobel said.

What the university needs to do, he said, is to start looking at transportation needs in an integrated fashion.

Bikes, car pooling and the public transit system all need to be considered.

Many of the ideas cost little or no money, such as making small bike lanes on city streets by painting lines, or placing bike signs on the side of roads to make bicycling to school safer.

"Bellingham also has an excellent public transit system, yet the university hasn't participated enough in planning of a transit system nor invited city officials to participate," Sobel said.

The benefits of long range planning are varied. Eventually, pressure would be relieved from parking lots and the number of cars on city streets reduced.

Other advantages are energy conservation and pollution control.

"It's a university's responsibility to be promoting creative solutions to society's problems," Sobel said.

"We should be doing our part to help solve these problems, but more importantly, we have the opportunity to serve as a model for other universities and communities."

If a student has enough patience and tenacity, Sobel said, he or she might consider subjecting themselves to serving on the Parking and Transportation Committee.

Changes can be made through the governance system. Pressure should be placed on the AS board, he said, because AS members really do care. They have to park on campus, too.



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**W**hen Cathy Silins was born, her parents were Western students. Their family was like many families during the early 1950s, returning to college to finish an education interrupted by the war or work.

Growing up on campus, their young children played together between the buildings of the barrack-like married student housing on south campus. Cathy's mother was a part-time student who worked checking out basketballs in the gym. Her father was a full-time student working toward his master's degree.

Often the families would go clamming or crabbing at the beach together. A sense of close community is what 32-year-old Cathy recalls about growing up at Western.

Returning last year, with a husband and two young children, she expected to be greeted by that same welcoming community she remembered from her childhood.

But instead, Cathy said she found no married student housing and no sense of community.

"I had this idea I was a self-sufficient person, but I felt really alone," she said in a soft voice, recalling those first days back on campus.

Cathy attended universities in Germany and Pullman before she eventually earned a master's degree in counseling and education from South Dakota State University. She returned to Western in the spring of 1981 to obtain a master's in political science and public administration.

One day Cathy saw a poster for a

by Donna Biscay

STRATA (Students That Return After Time Away) meeting. She began attending lunch time meetings with older students and, she said, began to find a "potential community." When she first became involved with STRATA it was recognized only as a club by the Associated Students Board of Directors.

Last spring, however, after the efforts of Cathy and former STRATA volunteers Sylvia Russell and Karen Murphy, and earlier efforts by work-study student Jackie Horn, STRATA achieved program status. This fall, as an official AS program, STRATA will have a paid student coordinator. The coordinator began work during the summer arranging programs and services for returning students.

As STRATA awaited assignment to a permanent home in the Viking Union last spring, it shared an office with seven other clubs including the Human Life Club and the Nuclear Freeze Club. Surrounded by cardboard boxes filled with papers, Cathy sat at a small, neatly organized desk. Her black briefcase rested on the desk top and a small bulletin board identifying STRATA leaned against the wall.

Changing the status of STRATA from a club to a program is a project Cathy worked on for much of last year. In between her job as a teaching assistant in the political science department and attending classes for her master's, Cathy carried the STRATA program proposal to meetings of the Activities Council and the AS board.

In April, the board finally granted temporary program status



Becky Bolen-Rubey

Carol Charat, left, Skippy Younger, right.

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to STRATA for four quarters beginning summer quarter. In the winter of 1983, STRATA will be evaluated and a decision about its future will be made by the board.

During the summer, Cathy began calling students over the age of 25 who were entering Western in the fall for the first time.

"I did what I would have wanted someone to do for me. I just welcomed them to Western, told them I was an older student and invited them to STRATA activities."

STRATA sponsors campus tours, orientations and get-acquainted potlucks at the beginning of the school year.

During the academic year, approximately 25 percent of Western's student population is over the age of 25, and during summer quarter, the number of older students rises to more than 50 percent.

Even though substantial in number, older students often complain to groups such as STRATA that their needs are not being met at Western and speak of a sense of alienation here, Cathy said.

The purpose of STRATA is to help "provide opportunities for older students (men and women) to find, through creative and constructive events, a sense of belonging to Western's campus," according to the proposal made to the AS board. The program also serves as an information and referral service, provides peer counseling and coordinates workshops addressing the concerns of the older student such as time management, parent/student roles and creative problem solving.

## Solace and support for returning students



Becky Bolen-Rubey

Cathy Silins.

Cathy said she hopes STRATA will direct its attention toward educating the faculty about the needs of the mature student. And by working closely with administrative offices encouraging them to become more receptive to older and returning students, STRATA also can serve as an advocate.

Although the STRATA programs are geared to the needs of the older student (or the student who has taken some time away from school), the events are open to all students, Cathy said.

"The 18-year-olds may be curious why we (older students) are here." And with the uncertain economy, "every younger student is a potential STRATA student, who may have to drop out and work and then return to school," she added.

Cathy explained why she feels it is important for STRATA to be a "student-based service."

"The older student needs to feel responsible for his or her own life. You get a different feeling from helping promote a service than from getting a service from (an office in) Old Main.

"Older students have a lot of power and I want to see that resource channeled toward STRATA," she said.

Because Cathy will leave Western after her fall internship, she did not apply for the coordinator position. But changing STRATA to a program with continuity was a goal she helped make happen.

"That is my legacy in this whole thing."



# Grade

by Jim Springer

*"Education is what survives when what has been learnt has been forgotten."*

—B. F. Skinner

The pursuit of good grades largely shapes the educational experience of many college students. While some students and educators believe the importance of grades should be de-emphasized, the trend of the years ahead is likely to be just the opposite.

As the job market tightens, students will feel more pressure to academically out-compete their peers with the hope they will have an advantage when job hunting.

The increase in attention to grades is apparent at Western. The new plus/minus grading policy, adopted by the Academic Coordinating Commission, is premised on the belief that grades are valuable and that their value can be increased by subdividing them. A large difference exists between a high B and a low B, proponents of the policy say, and it is more fair to the high-B student to have this difference noted. Opponents argue that this policy begs the question. Grades are antithetical to the traditional goals of higher education and they should be done away with, not subdivided.

The importance of grades to a student depends on the student's basic motive for attending college. The traditional goals of education might be characterized by the roles and missions statement of Western:

"It develops the intellect, enlarges the understanding of our own and other cultures and stimulates the ability to create, share and act on ideas. In so doing, it provides a sound base for professional and applied pursuits, remaining long after the completion of formal academic study."

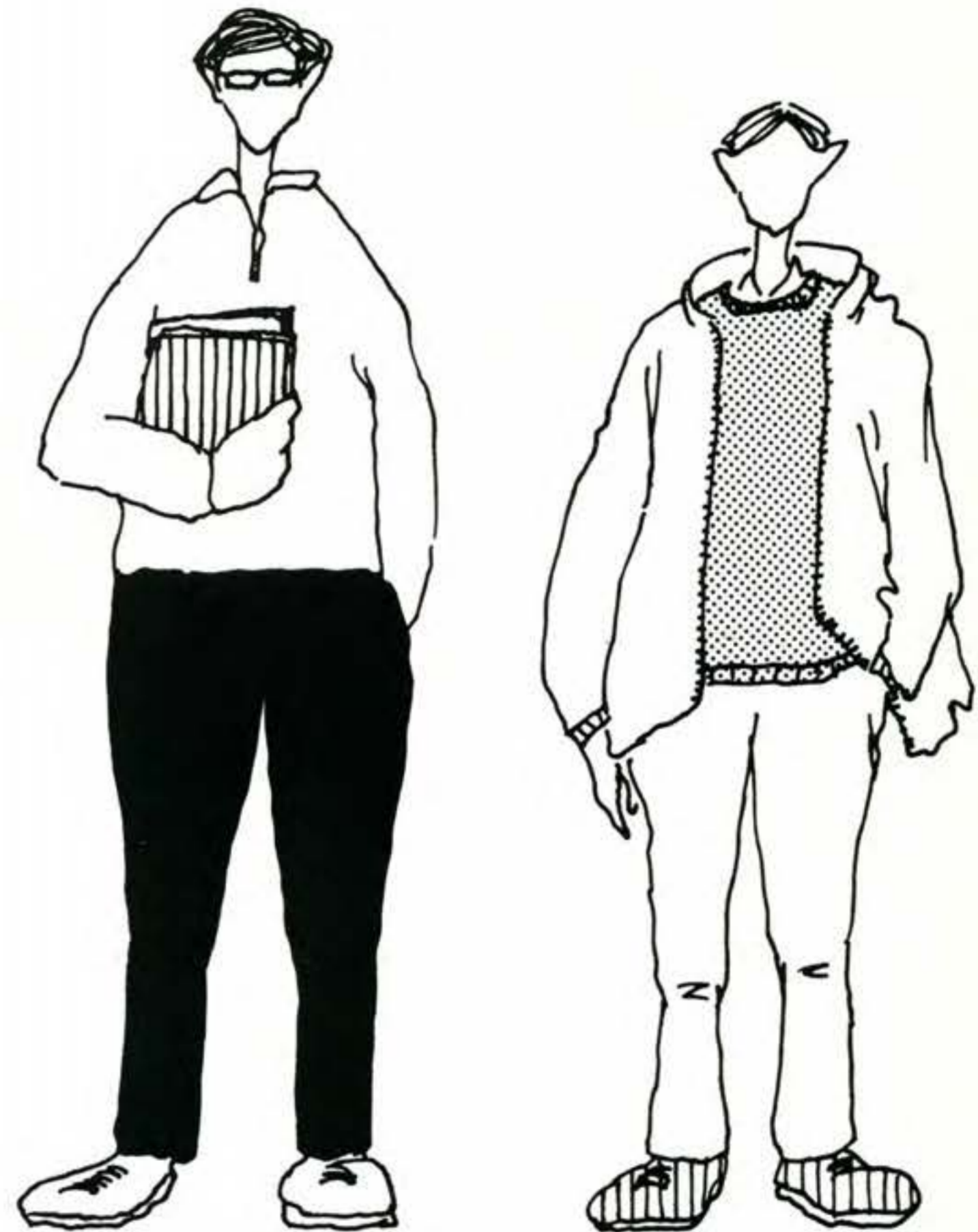
Perhaps a more contemporary statement of educational goals, at least for many, would be this:

"To get a job that pays beaucoup bucks."

For the student motivated by traditional values, grades have little worth. He or she goes to college for self-improvement and does not need the threat of bad grades for motivation. This type of student is content to do his or her best and let the grades fall where they may. As an alternative, he or she may attend a school that does not use grades.

Students who view college as preparation for employment may have more of a stake in being ranked with their classmates. These students believe their GPA will be an important criterion used by potential employers to evaluate them.

Bob Thirsk of the Career Planning and Placement Office said GPA is just one of many criteria employers use when evaluating a student.

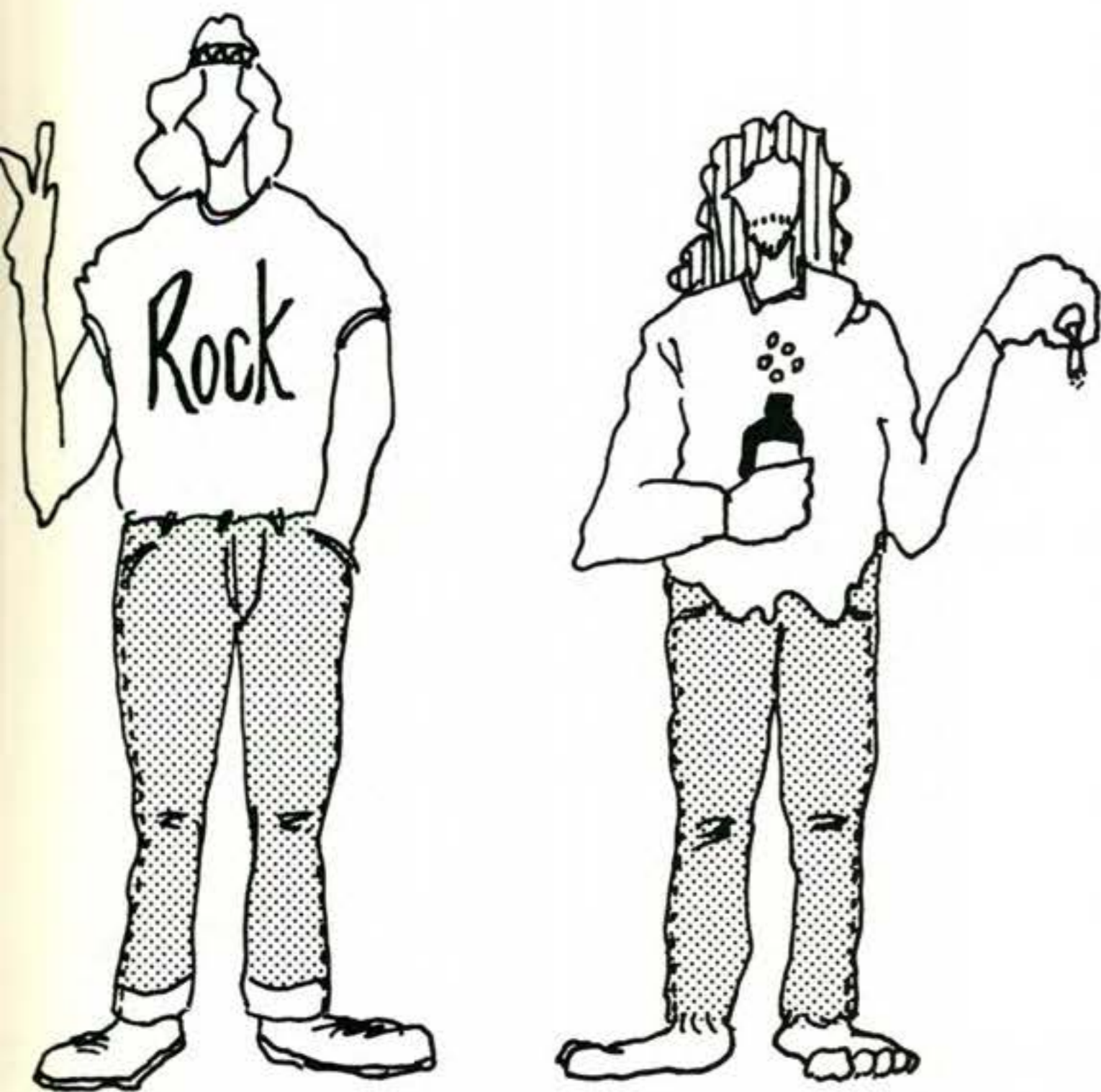


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# Competing

# Report



Masaru Fujimoto

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## for careers

"I see a great deal of competitiveness among students," Douglas said. "A few years back, students were less competitive. But with jobs the way they are, students are more concerned with grades. The freshman profile makes it clear that new students are concerned mainly about making more money and getting better jobs.

"I think the question has been answered by students and faculty —the grades are important. I get more complaints about cheating, which indicates more consciousness of grades. It's a shame when people evaluate themselves completely by their grades. They're looking for someone else to tell them how they are doing.

"I certainly subscribe to the idea that education is a development process in which you synthesize and internalize information," Douglas added. "I'm not convinced that grades are the most effective way to do this. People should not be so obsessed with grades. The work world is less obsessed with grades. Employers look at how you will behave in a working situation."

But Douglas said the university is responsive to the will of the students and if students want more emphasis on grading, the university will reflect that desire.

Some students who see education as a worthwhile pursuit in its own right, apart from any job-preparation

"There are so many jobs that require other skills besides academic ability. Employers look for the ability to organize, motivate, lead and solve problems," he said.

His statement is supported by a recent study, published in the *Journal of College Placement*, that surveyed employers to find out what they look for in a potential employee. The study found that grades ranked thirteenth among 26 attributes important to employers. The number one attribute employers seek is proficiency in verbal communication. Motivation, assertiveness, leadership, maturity, appearance and writing ability all were ranked above grades in the survey.

Thirsk said that certain businesses such as public accounting firms do place high emphasis on grades because of the highly technical nature of the work. But he said all businesses recognize it takes social skills to advance to leadership positions.

"As the job market becomes more selective, the GPA will become more important," he said, "but it will never become the sole criteria. Employers realize that if students spend more time getting involved in outside projects that their grade point will suffer, and they take that into account in their evaluation."

Regardless of how much employers care about GPAs, job-seeking students still are very grade-conscious. Dean of Students Tim Douglas said he sees more preoccupation with grades among students.

function, ignore but are not bothered by the grading system of the university. Others, however, feel it is detrimental to their education and they opt for an alternative system. Fairhaven College offers such an alternative. There, instead of grades, students evaluate themselves and then the instructor comments on the students' self-evaluations. If a student's work is judged by the instructor to be satisfactory, he or she receives credit for the course.

Bob Keller, a Fairhaven faculty member, said the letter grading system has numerous disadvantages, and the advantages that do exist are myths. "It takes something as complex as learning and says that the process can be boiled down into a symbol that has a numerical equivalent. The symbol is far too simple," he said.

Grading is not applied equally, Keller said, because no consistent standard exists concerning what constitutes an A, B or C, and differences exist among departments and among instructors.

Grades represent the wrong motives, Keller said, and the wrong motives probably will not lead students to a good understanding of material.

"Too often the grades become the main motivation instead of what they are learning. It is an artificial, abstract standard," he said.

Still another complaint Keller has with grading is it inhibits a good relationship between teacher and student. Students sometimes foster a relationship with an instructor solely in the hope that their grades will be improved as a result.

***Grading is not applied equally, Keller said, because no consistent standard exists concerning what constitutes an A, B or C, and differences exist among departments and among instructors.***

"I've had students that were very attentive and talked with me several times, but when I gave them a D, I never saw them again. Grades are inhibiting to students and to me," he said.

Upon graduation from Fairhaven, instead of a number summing up a student's academic performance, a personal letter of recommendation is written for the student. Keller said the letter is a "strong, clear, personal evaluation of the student" that points out the strengths and weaknesses of the student. This is much more meaningful than a GPA figure, he believes, and can characterize the individual more accurately. The written recommendation has served just as well as GPA in getting students accepted into graduate school, he said.

It is generally conceded that the Fairhaven system of evaluating students has several advantages over traditional letter grading, and is more conducive to a healthy learning environment. But it also has disadvantages that may make it hard to implement university-wide. It is not uncommon at Western for classes to have more than 50 students. It is unlikely that an instructor could get to know each student well enough to give a meaningful personal evaluation to all of them. Objective, computer-assisted evaluation may be the only fair way to evaluate such large numbers of students, assuming evaluation must take place at all.

Because written evaluations allow teachers to be even more subjective than usual, they might unconsciously minimize the strengths and stress the weaknesses of students they dislike. Such criticism may be more stressful to students than a low letter grade. Written

evaluations take more of the instructor's time than regular grading, leaving less time for research. This trade-off may be preferred by some.

For those interested in comparing the performance of students, personal evaluations may make it difficult because language can be ambiguous. In addition, a large expense probably would be involved, at least at first, in the changeover to a record-keeping system capable of storing personalized evaluations on a large scale.

Douglas, while granting many of the benefits of personal evaluation, said he believes it is unreasonable to expect a switch to this type of system given the large size of the university, the variety of coursework and decreased funding. Besides these barriers, students do not seem to desire such a switch.

The type of grading scheme students accept in college is indicative of the basic philosophy of education the students maintain. In the early 1970s, dissatisfaction existed with the evaluation methods for academic performance and many colleges and universities shifted to three-point scales: honors, pass, fail; or to two-point scales: pass, fail; credit, no credit; satisfactory, unsatisfactory.

But for the 1980s, in line with increased campus conservatism, letter grades are back in vogue.

A philosophy of individualism is reflected in a student's desire to be differentiated from fellow students to the hundredth decimal place. A philosophy of education for living has been replaced by one of education for livelihood — an attitude that may not be shaken for some time to come.

## TIME FOR A CHANGE

by Grace Reamer

Last spring, veteran student leader Greg Sobel bequeathed the title of Associated Students President — and a legacy of student activism — to a relative newcomer in AS government: Mark Murphy.

But after two years of Sobel's out-spoken clashes with Western's administration and cries to Olympia to support higher education, a multitude of controversial issues remains unsolved. Murphy may be plunging into one of the most tumultuous years of student government at Western.

In the face of budget slashes and state legislators' lack of sympathy

***Murphy may be plunging into one of the most tumultuous years of student government at Western.***

for student needs, the Washington Student Lobby was born last year, with Sobel at the head of the push for a statewide student voice in Olympia. Still feeling the labor pains, the WSL will be put to its first test with the November election.

As a member of the WSL board, Murphy will be involved in printing legislators' voting records, interviewing and reporting on the candidates for state office and, most importantly, encouraging the thousands of college students in the state to register and vote. As the first school to ratify the WSL and its strongest supporter, Western will be expected to remain at the forefront of higher education advocacy.

Also of major concern is the search for a new university president and student representation in that process. The Presidential Search Committee drew fire from the AS Board of Directors last

spring for conducting meetings in secret and for the selection of only one student representative from the three appointed by the board.

The AS president must take a strong stand on this emotional issue and refuse to give in to the whims of the Board of Trustees, which will choose a new president after the committee makes recommendations. Students have a lot to lose if the wrong choice is made, and the AS president must make sure student opinion is not brushed aside in the selection.

Student government during the last few years has gained some added power and autonomy within the university. It is up to the student president to reaffirm that role and develop productive relations and open communication with the rest of the campus.

Murphy has pledged to take an "assertive" role in student government rather than taking an "aggressive" stance as has happened in the past, sometimes to the disadvantage of student government. More than just communication, the AS president must work in cooperation with

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many other groups to oppose undesirable policies, especially those forged in the state Legislature.

With more budget cuts likely on the way, student leaders must actively support programs in danger

of disappearing with the dwindling budget, such as Fairhaven College and the Urban Studies and Ethnic Studies programs. Faced with the chipping away of its own budget, the Associated Students must work toward generating more revenue to ensure student services and activities are retained and improved.

Community affairs also have gained importance as the university tries to cast off the image of isolation from the Bellingham community. As the top representative of Western students, Murphy must reach out to the community and give strong support to drives for improvements in transportation and parking, participation in community volunteer programs and establishment of a municipal polling station on campus.

Above all, Murphy must be able to listen, understand and respond to the increasing problems and needs of Western students. He must remain close to the students while dealing with the faculty and administration and interminable commit-

***Above all, Murphy must be able to listen, understand and respond to the increasing problems and needs of Western students.***

tee meetings without becoming aloof in his Viking Union office. He must develop goals and priorities and a firm stand on issues.

The AS president sets the tone of student government, and that attitude must be one of openness and responsiveness. Murphy must lead the AS board away from the secret meetings and in-fighting of the past toward getting students more involved in the issues that affect their education. ♡



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