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Spring 1972

Klipsun Magazine, 1972, Issue 06 - Spring 1972

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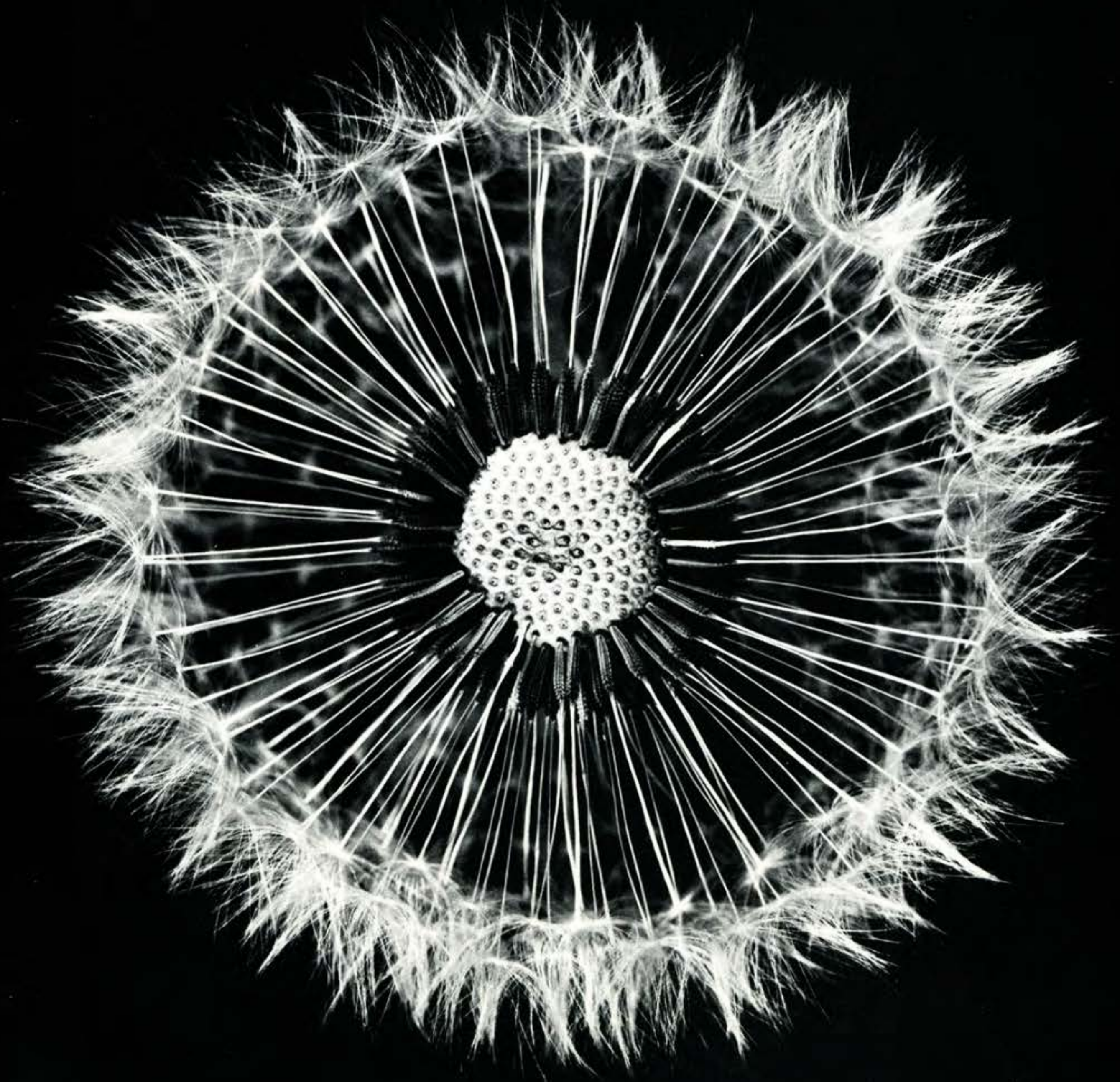
Recommended Citation

Dietrich, Bill, "Klipsun Magazine, 1972, Issue 06 - Spring 1972" (1972). *Klipsun Magazine*. 8.
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KLIPSUN



KLIPSUN

spring quarter 1972 no.6

the quarterly magazine
of
western washington
state college

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TENURE

a shield

The students considered the economics class a joke. The teacher, who was also head of the department at the college in the southern part of the state, had been using the same notes and tests for several years and the students had simply mimeographed their notes and tests and passed them out to incoming students.

Although the administration knew what was going on in the classroom and considered the man no longer capable of fulfilling his position or his teaching duties, its hands were tied from taking action by the teacher's tenure, the practice of granting lifetime employment to college professors.

As for the students, they were being shortchanged out of an education and their numerous complaints were ignored. After all, who could they complain to? Certainly not the head of the economics department.

At City University in New York some departments are stuck with more teachers than students. While officials will not give out figures, the deputy chancellor does admit, "We're stuck with large faculties in some departments with practically no students."

The university's problem stems back to a decision several years ago to drop most required courses for freshmen and sophomores which eliminated enrollment in some modern-language classes and a few other big departments.

But again the administration's hands are tied by teacher's tenure.

Tenure goes back to the days when universities were run by churches and a teacher could be removed for any number of reasons, real or imagined. But now the problem has reversed itself; instead of protecting teachers from outside pressures, tenure has accomplished its job all too well and now "the basic problem is to determine whether tenure adequately protects academic freedom without protecting incompetency," according to Arvo Van Alstune, a Utah law professor heading a committee to take "a fresh and objective look at the entire rationale of tenure."

"If it doesn't," he adds, "then we ought to investigate alternative ways to achieve this goal."

The cornerstone of academic freedom is coming under fire from all parts of the society—taxpayers, students and professors. Critics say it is doubtful tenure can survive in its present form, saying it is a relic of the past and an unnecessary obstacle to overdue academic reforms and a system that is unfair.

On the other hand, the defenders of tenure generally justify its continuance on the same grounds as federal judges: to free the recipient from outside pressures and restraints and allow him to speak and act without fear of retribution.

Advocates of tenure insist tenure does not give a college professor a lifetime job, but add a tenured teacher can be only released from his position after a long process and for "just cause." In most cases, "just cause" means moral turpitude. Rarely does the

E:

for incompetency?

by Steve Johnston

question of a teacher performing his duties inadequately ever arise. It is too difficult to prove a professor is teaching a class "the wrong way," for no other professor is willing to sit in judgment on such a subjective opinion.

Rather it is the unusual cases of dismissal which come before the public, such as the recent firing of

Mrs. Paula Grossman, a music teacher in Trenton, N.J. who underwent a sex change operation after teaching music as a man for 14 years. Mrs. Grossman sought to be reinstated with tenure earned by Paul Grossman. But in April the State Education Commissioner ruled she should be dismissed "for reasons of just cause due to incapacity . . . because of the potential her presence in the classroom presents for psychological harm to the students . . ."

While Mrs. Grossman's case is unusual, it still remains rather typical of the teachers who do get fired—competent, dedicated, and generally well liked by the students.

William W. Van Alstyne, law professor at Duke University, chairman of the American Association of University Professors watchdog committee on academic freedom and tenure and cousin of the Utah law professor, says there is "no doubt that among the tenured faculty there are many who are grossly incompetent or who teach from yellowed notes; however the problem lies in the fact that no one sees fit to bring forth an appropriate complaint."

A vice president of an educational consulting firm agrees: "Once a man has tenure, it is easier to put up with him than try to fire him. Dismissal of a tenured faculty member involves a long and complex

"There is a growing dissatisfaction with the whole idea of tenure . . ."

Rod Del Pozo





Rod Del Pozo

Moral turpitude?

procedure usually used only in cases of moral turpitude.”

But once a college or university does dismiss a tenured teacher, it had the powerful American Association of University Professors to contend with, and the AAUP packs a powerful stick, the ability to censure any college administration which it feels doesn't live up to guidelines. With over 90,000 teachers in the organization, getting on the AAUP's blacklist is no joking matter.

At last count there were 27 colleges and universities which were on AAUP's "Censured Administrations" list. These ranged from the Alcorn Agricultural and Mechanical College in Mississippi which was censured in 1963 for dismissing a tenured faculty member to Indiana State University, censured in 1970 for dismissing a teacher in violation of his academic freedom.

A large number of the censured administrations are southern schools where, according to Dr. James O'Brien, a Western English teacher, they have no concept of tenure and the rights involved.

There is no doubt AAUP takes up just causes as in the case of W. Hayne Dyches Jr., an assistant sociology professor at Armstrong State College in Georgia, who was arrested for "contributing to the delinquency of minors by furnishing lewd and obscene literature to minors." The lewd and obscene literature was an underground newspaper called *The Great Speckled Bird* and contained new left politics, anti-war essays, record reviews and attacks on censorship. The newspaper could be purchased at local newsstands.

Dyches had allowed some juveniles—none were students attending the college—to pick up bundles of the newspaper at his home. The local police arrested Dyches during his lecture and put him in jail. Dyches was then relieved from his duties as a faculty member with full pay and he was given a leave of absence. Several members of the AAUP came to Dyches' assistance, but without much luck. Dyches still remained off the teaching staff.

Still, in the days when college budgets are being cut and salaries account for 60 to 80 per cent of the cost of running a college, someone is going to suffer when the belt is tightened.

But as one official puts it, "You aren't going to see any effective cures for financial woes besetting most colleges and universities as long as tenured faculty members can sit on their sinecures and thumb their noses at every attempt by the administration to cut costs and bring about improved operating efficiencies."

Law Professor William Van Alstyne agrees that a college would have to be near bankruptcy to get rid of tenured faculty without upsetting the powerful AAUP.

However, with the budget tightening, opposition to tenure is growing across the country. The general public is beginning to feel that college professors neither need or deserve special rights and protections beyond those granted to all citizens.

Several states have introduced bills to abolish tenure or replace it with teaching contracts of five-year duration. Most of these bills have died in committee. Probably the strongest bills introduced so far was in Colorado last year. It would deny tenure to any teacher without it by July 1, take away tenure from any teacher striking, permit hiring noncertified personnel during a strike and require teachers to pay damages unless they give 30 days

notice before refusing to perform their duties.

"I'm sure we haven't seen the last of this; there is a growing dissatisfaction with the whole idea of tenure," said William L. Storey, assistant director of California's Coordinating Council for Higher Education.

Three national studies have criticized tenure: the President's Commission on Campus Unrest, the American Council on Education's special committee on campus tensions, and a special Health, Education and Welfare Department task force on Higher Education.

The groundwork for the American form of tenure was laid in 1915 when the newly formed American Association of University Professors issued through its Committee on Academic Freedom and Academic Tenure a report regarded as "epochal" for all American education.

The concern for the AAUP, as summed up by one member, was that "the greatest enemy to education today all over the United States is the small-bore politician who, as a member of an educational board, is bent on serving himself and his prejudices rather than the schools and the ideal of democracy,

which these institutions stand for."

The AAUP put out a call for some effective machinery to be put into action which would distinguish between the competent and incompetent teacher and for controlling the profession by teachers, rather than politicians.

A proposal was set up which called for the college teacher to be entitled, before dismissal or demotion, to have charges against him stated in writing and in specific terms, and to have a fair trial on these charges where he could present a defense, plus a formal report by teachers within his department concerning his work.

But when this was put to the test in 1917 in Chicago, the Supreme Court of Illinois ruled that "the board (of education) has the absolute right to decline to employ or re-employ an applicant for any reason whatever or for no reason at all."

A decision like this could make any college teacher's blood run cold.

But the days of running a teacher out of town on a rail are just about over. No one raises an eyebrow when a professor teaches Darwin or the Bible as literature. Academic freedom has become a



"Tenure means the teacher will be with the college until the 21st century"

Rod Del Pozo



“The problem lies in the fact that no one sees fit to bring forth an appropriate complaint . .

well-established fact at colleges and universities.

Now it is being argued that tenure is inflating college costs and lowering the quality of education by causing a turnover in the beginning, untenured faculty ranks while providing lifelong job security for incompetents in the top echelons.

When it comes time to tighten the financial belt and let teachers go, a department chairman must look at his untenured teachers even though he has several non-productive tenured teachers he would prefer to get rid of. Education quality suffers along with the students who are forced to suffer through classes taught by a teacher not suited for the job.

Another problem with tenure is that it forces teachers to make a lifetime decision before he has a chance to demonstrate his abilities or to reveal his incompetence. At most colleges, a teacher serves an apprenticeship at the beginning academic rank of assistant professor. Because it takes a full year to go through the promotion procedure and because one

year's notice must be given to anyone who isn't promoted, a decision to grant or deny tenure must be made at the end of the teacher's third year.

A few experimental colleges—Fairhaven College included—are experimenting with alternatives to tenure. Rather than granting a lifetime contract, these colleges have substituted teaching contracts for four to seven years and at the end of this time a committee decides if the contract should be renewed.

Some are trying a three-year “rolling appointments” where a faculty member gets a three-year contract appointment at the end of each year of satisfactory performance. Should the teacher fall down on the job, he still has a year to shape up and win a new three-year appointment. But should the teacher turn in another unsatisfactory performance for two consecutive years, he is notified that his appointment will not be extended.

John Perry Miller, a professor of social science at

Yale, feels that a mix of tenured and nontenured faculty is important in that the young "bring a fresh point of view, new methods and new commitments," as well as an important link between the students and older faculty and administration. The tenured faculty brings wisdom and experience and "they have a long-term interest in the institution and must live with the consequences of today's action, in contrast to the untenured faculty and the students, who are for the most part transient."

But Miller adds that caution must be taken when giving a teacher tenure which means the teacher will be with the college until the twenty-first century. "The significant test is not so much what he has done," Miller said, "but what he will do for some 35 years ahead. Tenure should be given not because of past service or immediate services, but in anticipation of long term influence."

He suggested two proposals: first, exploring the possibility of some nontenured professorships, and second, finding some way to encourage some tenured faculty to retire before a mandatory retirement age.

For example, many universities have adjunct professorships in the creative and performing arts which are employed on a part time basis. This gives the teacher a chance to renew his experience while saving money for the college.

As for retirement, Miller pointed out that the conventional academic career is assumed to climax at some designated age, (at Western it is 67). Instead of stripping the teacher of his right to vote and teach, and the right to an office, phone and secretary, privileges and responsibilities should be taken away gradually.

"First the faculty member might relinquish the right to hold administrative office in his department at age 63, later at 65 the right to vote in his department, and still later at 68 the right to vote in the college faculty," Miller said. "Finally, between 68 and 70, teaching might take place on a half-time basis."

And when it comes down to who loses with tenure, it turns out to be not only the students with a boring teacher, but also the tenured teacher.

"The security of tenure has long been a substitute for higher pay for professors," according to one education consultant. Even proponents concede that tenure has held down the level of academic salaries by keeping relatively high the supply of new professors, who know that once they have tenure, they are all but assured of a job for life.

The feeling is growing that professors would be willing to forego the benefits of tenure in order to receive higher salaries. With the continued growth of unionization of college professors, it will eventually bring down tenure to a point where it will be a negotiable item for the union.

Columnist Jenkin Lloyd Jones, in a column about evaluating teachers, said what many people feel about tenure: "To say that a professor, who was adjudged competent after three years, should live out his life without re-evaluation is like saying that because the 1960 Chrysler was a good car Ralph Nader has no right to look into the 1972 model." □



Rod Del Pozo

**"The significant test is not what he has done,
but what he will do for some 35 years ahead."**



Jawn McDaniel

WESTERN IN

The popular television show "Longstreet" features a blind detective fighting the forces of evil with the aid of a very smart dog, an electronic cane, karate and an over-developed sense of hearing. For the blind student on campus, however, life is a relative bore.

Instead of battling bastions of evil, the blind at Western cope with the same problems as other collegians, i.e. mounting homework, rising costs and growing pressure to perform well. In addition, they contend with attitudes of other students towards blindness which are often based on pity and ignorance.

"Isn't it wonderful how they can get around?"

"Nature gives them extra sharp hearing to make up for their blindness, you know."

"Look at the way that marvellous dog leads him around!"

These statements raise the hackles of most blind students. The first one is patronizing, the next two are false. Blind people hear no better than the average person, they just use their ears more. A person working a seeing-eye dog does the leading, not his animal.

The blind student lives with these misconceptions out of necessity for he realizes he is dependent on sighted people for many things. This means drawing a fine line in reacting to ignorance or pity and realizing that most people do want to help.

Dean, a sophomore majoring in French and

Spanish, was offered assistance in getting to his dorm. The fact that Dean's destination was elsewhere didn't deter the well-meaning student.

"The guy grabbed me and had me halfway down there before I could get away and make it back to the bookstore, where I wanted to be in the first place. I was totally ticked off!" he recalls.

Questions about blindness can prove exasperating to the blind person. One question to avoid asking is, "Have you been blind all of your life?" The answer is likely to be, "No, not yet." One blind student was asked if the color of his cane was dependent on the degree of his blindness.

Like most of the ten blind persons at Western, Dean uses a white cane, although regulations permit seeing-eye dogs in the dorms. The trouble and time involved in keeping the dog exercised in such a small space as a Nash Hall cubicle are too great, he feels.

"I suppose they're all right for companionship and everything, but when they die you have to go through all the trouble of getting used to another one. Besides, I don't like dogs."

A cane is light and portable. Collapsible models fit easily into coat pockets, and as the traditional symbol of blindness, they gain the bearer a little respect from usually uncaring hordes of pedestrians and cars.

"People see that cane and they clear a wide path for me," say Neil, a sophomore. "The cane tells me

where curbs or other obstacles are, but people still think I'm helpless. It bothers me when they tell me what I already know, like 'There's a curb there.' "

Western's topography presents problems for the cane traveller. The uneven sidewalk in front of the Viking Union snags canes, as do planters and low benches. Not too many blind students attempt a crossing of Red Square unaided. Its wide sea of bricks provide few reference points for navigation.

"I always go around the edges of the square to get to the building I need," says Dean. "The fountain at the middle isn't much of a landmark at all. And the odd layout of Miller Hall bothers me a great deal."

The odd layout of Miller Hall bothers everyone a great deal.

THE DARK

by Dan Tolva



Rod Del Pozo

Michelle, a senior at Fairhaven, uses a yellow female Labrador Retriever named "Whisper" for extra mobility. Besides being a good companion, the dog often leads to new social contacts through people's compliments.

"I'm really flattered when someone says, 'What a pretty dog.' Others seem to treat me a lot less blind. They seem to think that a person with a dog is more self-sufficient than a person with a cane."

Whisper presents some problems, however. The large dog population on campus does nothing to help Whisper's concentration when she's working. Michele claims she is well-trained, but admits that the posts in the middle of the hallway in the Humanities Building pose a problem.

"Whisper starts sniffing those posts and I get very nervous."

The blind students don't want to be categorized. Their drive for independence is reflected in the fact that they haven't flocked together. A recent drive to form a handicapped student union met little response from the blind.

"Why should I join one of those organizations?" Michelle asks. "Why should I have blind friends only? I don't want to be lumped together with a bunch of other people."

Associate Dean of Students Mary Robinson, who handles matters relating to the blind on campus, notes this independence in dealing with blind students.

"Blind students don't like being part of a group.

They want to be treated as individuals, each with his or her unique situation."

Western's group of blind students travelled different roads to get to college. Some came by way of state schools for the blind in Oregon and Washington while others went through their local public school systems. "Sight saving" classes in many school districts train blind and partially sighted students in the use of braille and large-print while they attend regular classes.

The Washington State School for the Blind in Vancouver features training and education for the blind from pre-school through grade 12. Junior and senior high school students take additional classes at local public schools. The Oregon State School for the Blind at Salem transfers its students to public schools at the ninth grade.

Washington provides extensive financial support as well as counselling and equipment for blind students through its Department of Social and Health Services. College tuition and fees, room and board, and a \$50 a quarter allowance at the bookstore are provided if needed.

Student volunteers to read and tape textbooks and other classroom material for the blind student are paid by the state. In addition, tape machines,



Rod Del Pozo

Carol Miller



Carol Miller



Jawn McDaniel



Jawn McDaniel

record players and cassette recorders for note taking are given the student. Some machines are variable speed, which means the student can speed them up slightly and "read" the material much faster.

Through the efforts of Dean Robinson, a room has been set aside below the Viking Commons dining area for the use of the blind. Blind students can avoid bothering roommates by going to VU 29 to listen to their texts and notes.

A tape recorder, record player, typewriter and several braille dictionaries are kept there for student use. An indication of how bulky braille books are can be seen when comparing print and braille editions. The "Vest Pocket Dictionary" comes in seven volumes; the American Student Dictionary comprises 36 volumes in braille.

More sophisticated equipment in the form of a television camera and receiver for enlarging of print materials for partially-sighted students is under consideration for the room.

This type of aid for the blind helps to make a college education more easily obtained, but it can't solve a continuing problem of identity. Many people feel that blind people live to gain vision. This isn't true.

"I get so tired of people saying how much I'm missing by not having any sight. Don't they realize I have my own concept of beauty?" asks Michelle, an avid opera buff.

An aura of mystery hangs over the blind student, and, one suspects, fear as well. One blind person tells of his roommate being cornered by a dorm resident aid and asked what it was like to room with a blind student.

Understanding the blind goes a lot deeper than collecting old George Shearing records or raving about Jose Feliciano and Ray Charles. The task is to open the eyes of the "sighted blind" as David Hungerford, Services for the Blind counsellor, describes the public.

In compiling this article, the author ran up against a lot of resistance. Blind students are fed up to there with inspirational pieces casting them in impossibly heroic roles. The type of article that invariably begins

"Joe Blow got out of bed, went to the bathroom and ate breakfast. The unusual thing about this is that Joe Blow is blind"

They're not all Longstreets. □

Dan Tolva, a graduate of the Washington State School for the Blind, is a 22-year old senior majoring in journalism.

A FACT OF LIFE



by Teri Pechthalt

Courtesy of Donette Studios

Social mores and religious teachings have long dictated the sexual code by which most Americans live. Society dictated the choices; smart people played by the rules.

But things are changing, especially among college students who are growing increasingly tired of old world morality, and hypocritical double standards.

The sexual revolution has become a fact of life—a new morality is on the rise.

Twenty-five years ago most campuses seemed to be a safe extension of home. College administrators enforced strict regulations over students, and readily accepted the role of parental substitutes.

This is no longer so.

With the introduction of co-educational dormitories, unsupervised off-campus living, and an increasingly liberalized attitude on the part of administrators, decisions concerning social and sexual morality have been left in the hands of the students.

“I’m not at Western to be told every move I

should make,” one freshman girl said, “I’m here to discover things for myself.”

Most students seem to agree that decisions about their sexual ethics should be made themselves. As one student said: “I have to decide what’s right for me, nobody else can do it—no one else should.”

These attitudes reflect the growing feeling that one’s sexual standards should be of personal choice—that arbitrary social or religious doctrine should not dictate one’s sexual code of ethics. One Western student summed it up this way: “Sexual morality is completely relative, there are no *absolute* standards of good or bad. What is right for me may be all wrong for somebody else. The point is, each person has to decide his own standards, and it’s nobody’s business if his standards are different from the next guy’s.”

Why have attitudes changed so drastically? The change can be partially attributed to the fact that the old fears about pregnancy and disease have ceased to play such an important role in decisions about sex. The ready availability of the “Pill” has

reduced the fear of pregnancy, and drugs like penicillin have relieved the apprehension of contracting venereal disease.

Yet, even more important than technology in the changing of attitudes has been the dissatisfaction of students with what is termed "middle class morality." Young people have shed the values of their parents for some new standard which they hope is more honest and more tolerant.

"I couldn't stand the hypocrisy," said one girl. Attitudes have changed because students no longer accept the validity of what their parents have taught them. They want something better. Something real.

"My parents values are so artificial," said a Western girl.

Another student commented, "Sex has always been an emotion that middle class America has feared. Well, I don't fear sex—but I do fear middle class morality."

Disenchantment with old world values is typified by the view that sex isn't something to be ashamed of. More and more, the fear of disgrace has lessened, as students have begun to believe that 'sex is good' and that what the neighbors think isn't important.

When several Western students were asked to comment on social ostracism, they said:

"Sex is normal, like eating or sleeping. It's a natural human drive—and it should be a natural part of your life . . . it shouldn't be over emphasized, but you can't ignore it either. It exists. It's part of you."

"As long as your sexual relationship is okay with you, and you don't feel guilty, or feel like you are being exploited, as long as you feel content with yourself—then to hell with what the neighbors think!"

"Sexual morality, in the old sense, is dead. Oh, there's still sort of a code . . . but people don't stereotype sex as something just for married people anymore . . ."

"People don't hide in dark closets anymore. The stigma surrounding pre-marital sex is disappearing. Sex has become an important part of the whole life experience. We are no different from our parents—we just don't hide our sexuality anymore. Sex doesn't belong under the stairway."

Despite the generally held belief that sex should be a highly personal matter there is much agreement about some basic taboo's, which would suggest that although young people have disregarded the old values, they still find it necessary to follow some kind of social order. This "code" does not have the rigid laws of the old world morality, but rather it is a general concensus on what *not* to do. Promiscuity and the use of force are generally frowned upon, and perhaps the biggest taboo in regard to sex in the new morality is intercourse without affection. Sex for the sake of purely physical satisfaction is looked upon as a form of exploitation.

Recent studies show that of the students who engage in pre-marital sex, men are having more experiences with fewer women, and these experiences are with women for whom they feel affection or love. Women, on the other hand, tend to have relationships with more men, but still insist that some type of affection or love accompany the sexual experience.

"There is a difference between having sex with someone you care about, and somebody you just pick up off the street," noted a Western sophomore. "Sexual intercourse can give two people who care



Rod Del Pozo



for each other an even deeper and more meaningful relationship, but to use someone's body simply for physical satisfaction without the mutual respect and affection which goes into lovemaking is wrong."

Some people feel that this need for affection in sex has come about as a 'defense.' Because young people have cast off the inflexible social code of their parent's generation, students feel the need to justify pre-marital sex. The justification then is affection or love.

The high degree of tolerance among students toward different sexual attitudes is also considered by some to be a defense. One psychologist noted that students don't condemn sexual behavior in their peers because they are afraid of condemnation themselves. In other words, "I won't say anything about you if you won't say anything about me."

Whatever the reasons, students are very tolerant about sexual behavior. This tolerance has made it easier for many to live together openly without fear of condemnation, at least from their peer group. Co-habitation has become a commonplace occurrence, even though it is against the law to "lewdly and viciously co-habit" in Washington state. One sophomore couple from Western who have been living together for three quarters both agreed that neither of them were persecuted or looked down upon.

"Oh, sometimes older people say some pretty weird things," said the girl, "but I don't feel like we're doing anything wrong. As far as I'm concerned, I'm doing what I want to do. My conscience is clear."

"Big brother persecutes you, but no one else does," added her boyfriend. "I don't care what people think."

So many young people are co-habiting that many older people are beginning to wonder if marriage has become outmoded. When several couples were asked about marriage, their answers were surprisingly affirmative:

"I don't think marriage has failed at all," said one girl, "but I think that we have found a way to make marriages last longer, like they are supposed to . . . living together is like trial marriage, and usually it helps to strengthen your relationship."

One senior couple who had lived together for a year and then married, said: "Our marriage is on far firmer ground now than it would have been if we hadn't lived together first. We matured into marriage; both of us are more secure with each other, more sure of ourselves, and of which way we want to go."

One girl recited how she had lived with a boy for several months and then left: "It hurt a lot, but think what a mess it would have been if we had gotten married first! We would have been really stuck."

"Parents always caution kids to be sure 'it's the real thing' before jumping into marriage, but before, the couple was so anxious to jump into bed, that they jumped into marriage too—and a lot of the time *that* was the tragedy . . . that's why sex before marriage is so important to many young people . . . after a while the sex may wear off, then you know it's no good."

Doubtlessly the old double standard that 'men can do it, but women can't,' is dying. Among young people the double standard is the most hypocritical value of the older generation.

"My father is actually proud of my brother's conquests," said a senior coed, "but the minute he found out that I was sleeping with ——— he hit the ceiling. 'How could I be so low?' 'Did I have no shame?' To me this is really ridiculous. Why the big difference between men and women?"

Many students fail to differentiate between what was once acceptable for men and immoral for women. Among this peer group there seems to be no difference and again standards are personal decisions. Yet, it is apparent that the double

standard would still be valid if there hadn't been a change in outlook about one very basic value—virginity.

Many people no longer place any importance upon being a virgin. The picture of the untainted, muddle-headed, woman-child, is dead. Men especially have changed in their attitudes about virginity in women. One male junior said: "My interest in virginity is exactly nil, in fact, I wouldn't want to marry a virgin—I'd be scared shitless."

Another commented: "What difference does it make? Who asks a girl that anymore?"

And another said: "I'm not a virgin, so why should I ask the girl I marry if she is? That would be hypocritical, and besides I don't think it's important."

According to one Western coed, virginity may even be a burden. "It's embarrassing to be a virgin in this day and age, especially on a college campus."

The de-emphasis on virginity is just one more 'old world' standard which young people have cast aside. Yet, with all of the openness and tolerance with which young people look at sex, there is still an enormous lack of communication between adults, especially parents, and students.

"My parents don't know what I do, and I'm not telling them," is consistently the answer that students give when questioned about their sex lives.

Those who have tried to communicate with parents across the 'time barrier,' are generally vehement about the "narrow-minded and stupid attitudes" which adults hold most dear.

"They have their own values," said one Western sophomore, "and no matter how hard we try to explain, they are still going to feel that what we do is wrong."

Parents have consistently expressed concern over the apparent lack of values in the younger generation.

"God only knows what they'll do next," said one mother. "You'd think they'd have a little shame."

Most parents who are confronted with the evidence of their children's discrepancies, (especially if the 'child' is a girl) are shocked and dismayed. It is interesting to note that they are not so much upset at what their offspring did, as they are confused about their children's ability to enter into pre-marital sex without any feelings of guilt or shame. Adults have a hard time grasping the idealistic new code that says 'sex is just good, clean, fun.'

This is the new morality, say students, and parental values reflect parental age, just as student values reflect Today. "We don't expect parents to understand or condone anything because they just aren't a part of tomorrow, and like it or not, we are."

This is our world now. There is nothing they can do to change that. At most, they can sit back and wonder at how the times are changing. □

Rod Del Pozo



the cement hardens

Fairhaven is as American as apple pie." Fairhaven's Dean, Ken Freeman.

This spring 48 students will graduate from Fairhaven College, bringing to about 70 the total number of Fairhaven graduates and marking the end of Fairhaven's fourth year. In those four years Fairhaven's seniors have seen their college change from an idea to an institution. Along the way a lot of hope and idealism was lost, but the dreams and realities that survived have made Fairhaven, and to a large extent Western, what they are today.

Gone are hopes of creating a communal life-style at Fairhaven. Gone too are hopes of breaking down the distinction between classroom and home. What has survived is a more liberal attitude toward traditional class structure, educational purpose, student participation, and academic evaluation.

A Plan for Fairhaven College appeared on paper in 1966. Its logic was simple and appealing. Western's size was mushrooming and many here saw its future as a grim one of mammoth-sized classes, faceless crowds, and computerized everything.

To preserve the atmosphere of a small college, yet to profit by the facilities of a large one, an ingenious plan was devised. They would divide Western into a cluster of small colleges centered

around a core of libraries, laboratories, and auditoriums. All of the cluster colleges would use the central facilities, giving them access to the same features that a university could afford. At the same time the cluster's individual smallness would give their separate student bodies and faculties a sense of personal and community identification with their college. The clusters would encourage faculty-student contact, small classes, and a variety of available life-styles. Western would gain the best of large and small.

The original idea, which called for eight or nine liberal arts cluster colleges and several others like Huxley and the College of Ethnic Studies, never came about. Fairhaven was only to be a first step, but it is still Western's only liberal arts cluster college today.

Dr. Paul Woodring, one of the original creators of Fairhaven, is disappointed at Western's failure to carry through on the entire idea. "You can't have a cluster of one," he said. He blames a wait-and-see attitude toward Fairhaven and the lack of people willing to work for more clusters as reasons for the idea's failure. He points out that the demands of seven or eight clusters were placed on Fairhaven alone, which

produced contradiction and disappointment.

Western's President Flora blames money for the lack of more clusters. The construction of Fairhaven cost about \$4.3 million.

Fairhaven's Dean, Ken Freeman, suspects Western's departmental protectionism was a reason. Academic departments feared that clusters would take away their own power and prestige.

Whatever the cause, Fairhaven has remained an only child, and it has changed from its original design.

"What they had in mind was a liberal arts residential college," Fairhaven faculty member Jerry Richards says. "What it became was an innovative college." Richards speculates that the glamour of experimentation may have been one reason for the change.

A committee of faculty and 13 students drew up the

"You can't compare this present mess to Edens Hall"

Fairhaven plan. A Seattle architect designed the campus. But it was Fairhaven's first class of 200 in Edens Hall that gave Fairhaven the direction that it is still following today.



Seniors often talk wistfully of the Edens Hall days as if they were a golden age.

"You can't compare this present mess to Edens Hall," graduate Nadine Feinstein says. "There's too many people now."

Secretary Pat Karlberg remembers the first class as "one big family."

Even senior Gary McDonald, who speaks of "the myth of the first year," and calls 68-69 "wretched" will, if he talks long enough, begin to lapse into stories of the good old days.

Several basic ideas were institutionalized that first year. The concept of student participation in curriculum

design, government, faculty hiring, and admission to Fairhaven was put into effect. Fairhaven pioneered co-ed dorms, 24-hour visitation, the absence of grades, and wide spread independent study. They also tried to give the entire college a community or family atmosphere, which was to have poor consequences when Fairhaven moved to its new campus. And they started a partially undeserved reputation for drugs, sex, long hair, and liberal-radicalism.

Seniors say that because Edens Hall was a single building and compact, students constantly saw each other. The single piano

sounded through the whole college. Everyone knew everyone, and there were no thefts to speak of. No one locked their doors. Elsie the housekeeper scrubbed Eric Nelson's back in the shower, students went to class in bathrobes, and Tim Bauer would boom through his PA system at bedtime, "This is God. Good night." They sat on the roof and slid down the bannister.

To that class, the next year's move to a new campus was an upset. The population doubled. The partially completed campus meant that people were scattered or overcrowded. They walked to Ridgeway to dinner through mire and some slept on the floors.



Edens Hall

Still the hardships drew the school together and they good-naturedly dubbed their new home, "Fort Mud." They also worked hard at maintaining the entire college as one big family. The attempt wasn't enough in succeeding years when waves of population broke the "family" concept down.

Fairhaven's original plan to reinstate the homey atmosphere of a small college ran full tilt into what Fairhaven's Dean Freeman calls, "the classic American dilemma." Fairhaven purposely tried to attract and foster student individualism. It also tried to foster a sense of community among the individualists it was developing. The concepts were contradictory, and one side or the other had to give. Over the years, the attempt at community has been given up.

Architecture was one reason why. Fairhaven's architects were not so naive that they thought any building could bring 600 people together as one big happy family. But their answer was as great an error. Because they designed at a time when fraternity houses still existed and before a pig had been elected Homecoming queen, they decided to break Fairhaven into clusters itself. They built 12 dorm buildings instead of one. Each dorm was to house 50

people that would identify with the dorm as if it was a fraternity house, closely-knit and loyal to their tower. The 12 groups would in turn form Fairhaven. There were 11 separate dining rooms in the original plan, and Fairhaven's apartments were meant to be used as snack bars by the whole dorm, not just by the people living in them.

But the class that had come from Edens had decided that the whole school was to be a family. It was a hopeless dream that failed. Today Fairhaven's community ideals are largely dead. The weekly meetings for the entire college are over.



Harwood and student planners at future site of Fairhaven

"Spontaneous happenings," Fairhaven's preferred forms of entertainment in its first two and a half years, have given way to organized get-togethers that can attract the entire population.

Above all, the requirement that people live on campus will apply only to freshmen next year. Many Fairhaven students will become commuters. The end of residency probably spells the final blow to Fairhaven's "living/learning" concept.

Living/learning was allied to the idea of community. Dr. Woodring explains that it was an attempt to break the distinction between class and non-class. He envisioned a Fairhaven where learning, teaching, and debate

went on 24 hours a day. Faculty and students would intermingle constantly and contribute thoughts. Lounges would be filled with people, books, and discussion. But today those lounges are empty, stripped of furniture by the students who were to have used them. Classes are still as distinct as at Western. The breakup of the dorms, the separation of classrooms and faculty offices from the dormitories, and 12 years of public school ideas of education all conspired to make living/learning a concept that never got off the ground.

Personality tests reveal that Fairhaven students are both independent and introverted, which contributed further to the end of the community ideal. A community needs followers, but too many Fairhaven students were too independent to follow anybody. It needs friendliness, but too many in Hidden Valley were shy. They were also afraid of each other, and refused to complain as booming stereos drove people out of the dorms. Woodring sees a code of, "not squealing on their peers," which he calls, "pretty adolescent." It resulted in individualism used as an excuse for noise, littering and stealing.

It also illustrated the problems of Fairhaven's government. It would be hard to conceive of a system more democratic, time

Model of Fairhaven



consuming, and ineffective. Today many students are no more interested in Fairhaven's government than they are in Western's.

The death of Dean Charles Harwood before the third year helped the idea of community slide too. Harwood was both popular and a contradiction. As a psychologist he viewed Fairhaven in part as a behavioral experiment and he was often adamant in sticking to Fairhaven's original blueprint to see if the experiment would work. Yet he was also liberal and open to new ideas. He oversaw a conflict of what Fairhaven was supposed to be and what it was becoming, but he determinedly fought for the success of living/learning and community togetherness. With his death of

"The residency requirement was a good idea that didn't work."

carbon monoxide poisoning on his sailboat, much of the energy for the communal ideal was gone. A year later, when Ken Freeman became Dean, after Harvey Gelder filled in as a temporary replacement, the college was against the residency requirement. Now Freeman has let it go.

If Fairhaven's attempt at capturing the American dream of brotherhood and togetherness has fallen flat, the energy it spent has also kept it from realizing its full hopes toward independent learners.

"I think we were all disappointed in the failure of students to manage independent study," faculty member Harvey Gelder says. He notes there were some "spectacular exceptions" but that Fairhaven has not yet

managed to get many freshmen or sophomores into significant study on their own. He speculates that public school conditioning and initial over-estimates of maturity combined to make Fairhaven's students study less independently than was hoped.

Gelder says that Fairhaven has calmed now, almost because it had to. "It was such a frantic pace, it couldn't have been kept up. If continued, it would have torn the place apart."

Student Roger Gilman says, "The cult of madness is gone."

Faculty member Bob Keller says Fairhaven, "lost the romanticism of the 60's." He adds, "the residency requirement was a good idea that didn't work."

A lot at Fairhaven did work. Most interviewed believed the absence of grades a success. They thought an early decision to do away with "core of knowledge" requirements and give faculty and students more freedom in constructing classes a success too. Some students have skyrocketed with independent study. Fairhaven's travel programs to Mexico, Europe, and Japan are thought excellent. Its experimentation is described by Western's President Flora as an opportunity to try things that Western otherwise wouldn't have.

Fairhaven also, for the most part, feels secure from outside attack now.

There was friction with Western students the first and second year. Fairhaven students had not yet begun to take many Western classes and were often judged by rumor and hearsay. On Fairhaven's part, the students developed the chauvinism of a self-proclaimed elite and



Harvey Gelder reads



Ken Freeman leaps



Freeman bats a volleyball as Pat Karlberg looks on



sometimes relished their scandalous, if unfounded, reputation. The friction climaxed when the "Beta Boys" from Ridgeway Beta marched on the campus in retaliation for a noisy midnight Fairhaven parade to Red Square the week before. But the confrontation cooled without trouble in what the Western Front headlined, as a, "lesson in brotherhood." As time passed, it became apparent that the ways of the Fairhaven freaks were being adopted by Western, as were Fairhaven's liberal attitudes toward dorm life and curriculum. At the same time, Fairhaven grew more conservative as reality taught its lessons. Before long the two were too similar and rivalry ended.

Fairhaven's early years were also a battle for survival with legislators and concerned citizens, but as the college has camped in concrete, institutionalized, and to an extent proven itself, it has found peace. Fairhaven feels confident enough now to begin branching

"Fairhaven is too loose, too easy. You don't have to change things."

out from its original ideas.

Dean Freeman oversaw a major experiment Winter quarter with two week classes that most at Fairhaven called a success. Freeman believes, "If education isn't playful there's something missing." He thinks Fairhaven is secure enough now to have fun. He is a popular Dean

and likes to try new ideas.

Fairhaven is not without future problems. The end of the residency requirement will mean that Fairhaven's emptying dorms will fill with Western students, making the college lose even more of the autonomy of its living area. As Fairhaven's Assistant Dean of Student Affairs, Dick Norris says, "The faculty has to come up with a curriculum that makes living here eminent sense." It is unlikely that the boxy rooms and Saga food will keep students at Fairhaven by themselves.



Western casts a shadow on the cluster college that many would like to do away with. Fairhaven students must usually major at Western, distracting them from the possibilities of Fairhaven study. The decision to reinstate finals week effectively lops off one week at Fairhaven's schedule because Western's revised class schedule that week eliminates Fairhaven classes. Fairhaven is subject to Western's registration procedures and Western's budget. Western's grading makes many Fairhaven students put their Western class requirements first.



Fairhaven, like Western, lacks a variety of school social activity. Its population is too large. Its dorms aren't suitable to the modern student. And it has yet to define broad future aims to replace those that were found unworkable.

Fairhaven's future is up to the school's freshmen and sophomores. Most faculty agree that Fairhaven's newer students are more conservative, and they so far seem to accept most of which the first two classes instituted.

"Fairhaven is too easy, too loose," freshman Kathy Crampton explains. "You don't have to change things."

Faculty members believe there is a shift among the student body towards wanting more structure in academic work.

The idea of different kinds of cluster colleges is not dead. This quarter an idea for an applied arts cluster college was brought up, possibly incorporating the departments of technology, economics, and art.

"Fairhaven would not work for everybody," President Flora says. But he sees a future for the original concept of several kinds of liberal arts cluster colleges. If Fairhaven isn't for everybody, he sees other colleges being created with different life-styles and different types of students. He speculated himself on the attraction of one cluster with Victorian Age curriculum and structure, and another that allows gifted students to spend four years in the library, undisturbed.

Dean Freeman suggests the possibility of Fairhaven giving birth to another college itself. That would amount to a revolution by newer students, he says.



Whatever the future, Fairhaven has had a profound influence on Western, having served as the testing ground for many successful concepts that have been adopted by the larger campus. Perhaps Fairhaven's greatest success has been its demonstrated ability to

"Fairhaven isn't threatening."

continually question its own systems and the purpose behind them. Some have expressed fear that such questioning is disappearing as Fairhaven becomes embedded in buildings built to last half a century. If they are right, it would be tragic.

Educators are interested in Fairhaven because, as Dean Freeman says, "Fairhaven takes the rhetoric of education and actually does it."

Students like it for a more basic reason, summed up by senior John Freeburg. "Fairhaven isn't threatening." Freeburg sees a freedom and possibility in Fairhaven that only a cluster college could provide. The freedom allows the kind of student, who would otherwise be crushed or disillusioned in normal college structure, to survive and grow.

Looking toward graduation Freeburg adds, "I don't foresee ever being with so many people, that I liked so much, again." □



KLIPSUN GALLERY

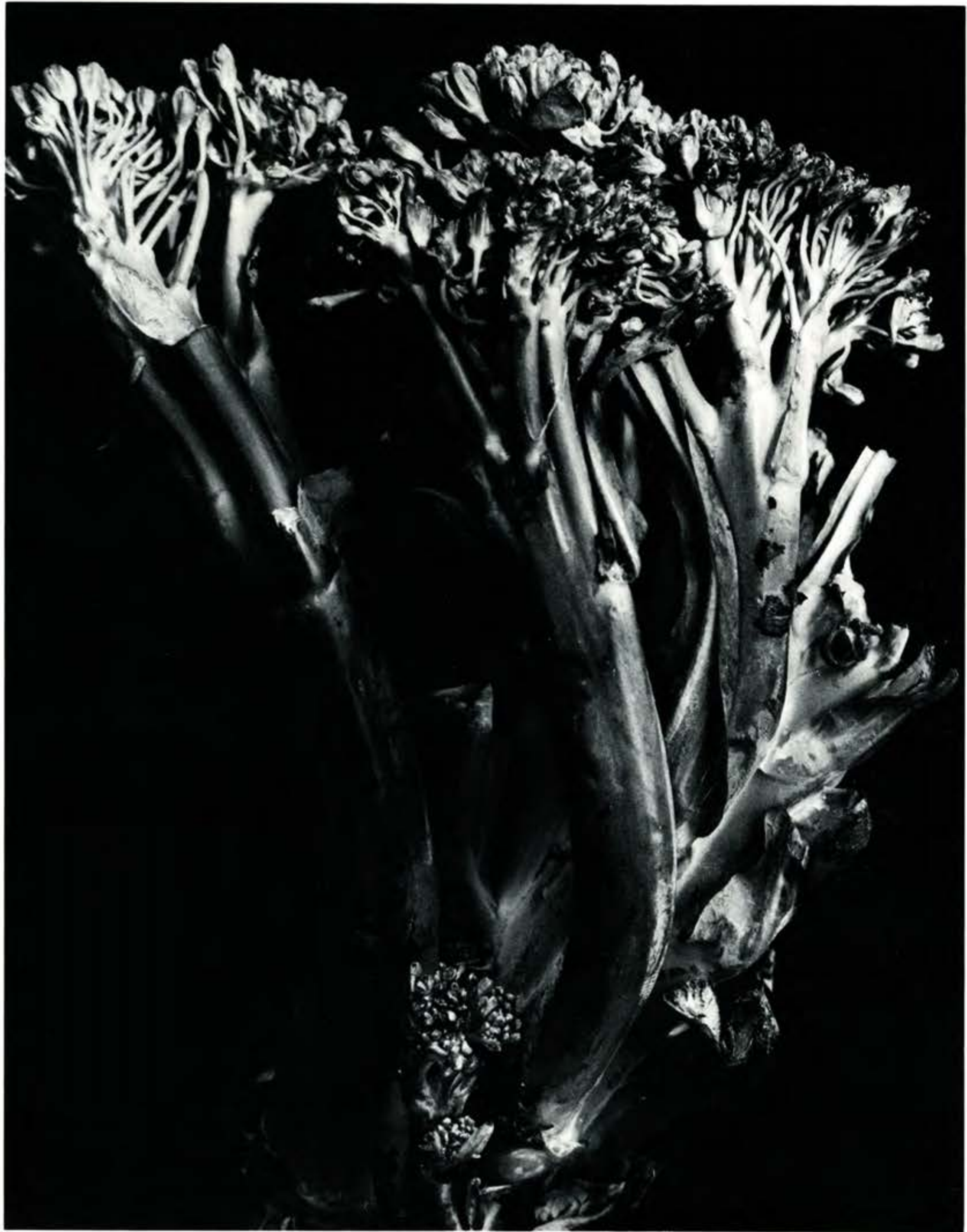


Klee Miller

FAIRHAVEN PHOTOGRAPHERS

Fairhaven College has no classes in photography, but its students have turned out some excellent photographs, a small sample of which are offered here. Fairhaven's darkroom facilities are shared co-operatively, yet as is evident, each photographer has his own personal way of seeing. Klipsun hopes to display the work of other campus photographers and artists in the future.





Stanley Smith

overleaf: Rod Burto







Leo Verbon

Peter Harrington







SMALL

One area of government where bureaucracy is breached....

A feeling in today's modern society is that the law is working for big business and the government and working against the average American citizen. The countless cases of entrepreneur versus consumer is just another area of American injustice. Or is it?

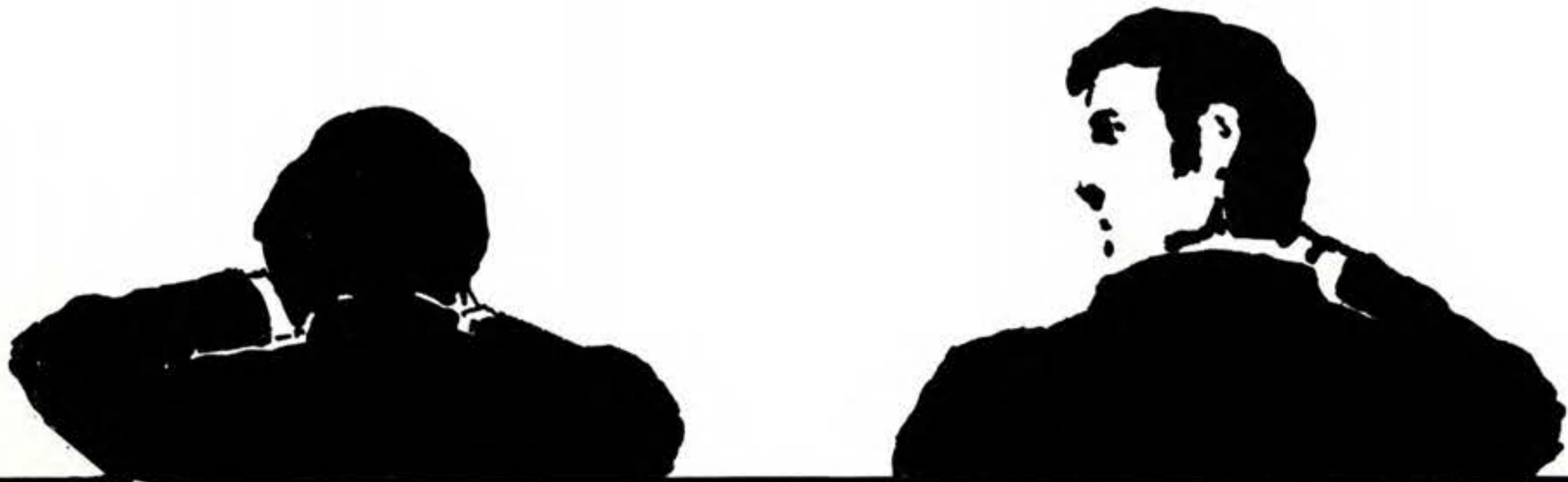
In most cases involving a "consumer's" court, or as it is more commonly known—small claims court—housing is the This is very typical of Bellingham

where, according to reliable sources, 90 per cent of the small claims cases involve housing. The remaining 10 per cent concerns automobiles and miscellaneous matters.

Suppose we were to look at a hypothetical and slightly exaggerated case of landlord versus tenant. Mr. Ripovf is landlord for a local apartment complex. He has just discovered that his "modern" drapery (migrant worker contemporary)

has been torn to pieces by your "pet" cats. To complicate matters, you are planning to move to a different and more convenient location, and are trying to get a damage deposit of \$30 back.

Mr. Ripovf: Look you freak! When I rented this place to you for \$40 a month I expected you to take care of it. Those drapes were brand new just 9 years ago and look what those damn cats did to them, not to mention the



by Thomas Smith

Illustrations by Brad Klaus

CLAIMS COURT

shit all over the rug!

You: But sir, those cats are not mine. They seem to be getting into the apartment through the hole in the wall. I know you told me that the hole was good for ventilation so I never saw reason to have it patched. Besides, the cats help to keep the rat population down.

Mr. Ripovf: Listen punk; don't give me that crap about rats. Bellingham has no rats! (Unfortunately you missed what he said because you've just noticed your refrigerator moving past the front door, seemingly under its own power, amid the din of strange squeaks.) You're going to pay for this because no \$30 deposit can possibly pay for your mess. I'm taking you to court!

True, this is an exaggerated case, but not too exaggerated. It is not uncommon to have problems whenever a damage deposit is involved in a rental, such as when a person moves.

Because many people are not aware of their rights, are well meaning, and have no urge to get involved with the law, (there are exceptions) they comply meekly with the landlord (landlords *are* aware of their rights).

But for those tenants willing

to get involved, small claims court can help.

Whatcom County Courthouse houses a jail, county offices, and various courtrooms that provide a wide variation of services, small claims not being the least. It is located on the fourth floor. Sessions for hearing the small claims cases are held every Friday at 9:30 a.m. and again at 1:30 p.m. Perhaps the best thing about small claims court is the informal atmosphere. No one particularly wants to go to court, but if you must go it is better to be in a court where everything is understandable. Neither lawyers or collection agencies are allowed in court to represent a client.

According to present Washington State law, \$200 is the limit for claims made. If you are suing for more, then the case would move to a civil court. There is no minimum amount set, so it is possible to sue for one dollar if you want.

In one case a man was suing his landlord for twenty dollars. The case originally started with a plaintiff and a defendant. By the time (35 minutes) the case was over there were four more people sworn in as witnesses. It was getting to the point where the author felt like testifying just to

see what it was like. The man did not get his twenty dollars. He was so sick of court by then it was a pleasure to be done with it. You can't please everyone!

Approximately 70 cases per month reach court. To initiate a suit all one must do is fill out a very simple one page form and pay the clerks the \$1 fee. There is no red tape involved in an effort to make it as easy as possible to bring suit. There is a three week delay to hear your case from the time the form is filled out because cases are only heard once a week. The reason is that many cases are settled out of court and there are not enough cases to warrant more days. Yet.

Seeing a real injustice righted in court is gratifying. Not all people leave court happy though, so have a good beef before you initiate a case.

During the two court sessions the author attended as an observer, about 15 cases were heard. Easily half of them involved housing. Easily half of them were ruled in favor of the tenant. It is normal for the tenant to win because it is not often that a tenant initiates a case.

His Honor Judge Kurtz holds a



a chance for the consumer....

no-nonsense but rather informal courtroom. He will not tolerate anyone disrupting court but still manages to keep a tense-free atmosphere. Everyone is treated with utmost fairness, respect, and tolerance. Judgment is quick but not rushed, and will not be passed until all the evidence is heard.

Judge Kurtz was born in Washington and received his degree of law from the University of Washington. As a District Court Judge he alternates in 6 month intervals with another District Court Judge. "The work is interesting and doesn't have the formality and red tape associated with most courts," Kurtz says. "There is not the waiting and obscurity

in getting directly to the matter." The truth is found out quickly and dealt with appropriately.

Among other things, a small claims judge must have humor. In one case a woman was suing an insurance company for an additional \$100 above the \$100 that the company felt her car was worth. It had been wrecked and the woman claimed her car was fairly good transportation before her accident and could not be replaced for less than \$200. Her car? A 1951 Studebaker. She won her case.

In another case, a student was trying to get out of paying \$75 for an installation of a convertible top for his car. He wanted to pay only \$50 because

he had received an estimate of \$40. Unfortunately, he had done some work on the top himself after the estimate was given and made more work for the repair outfit. Both sides believed themselves to be correct in their feelings but the case was awarded to the repair outfit.

One case didn't involve money. Evidently a man had skipped out on his rent and had left all of his personal belongings behind. This included his brother-in-law's rifle that was a family heirloom. Technically it was not his property and was only being stored there. The landlord honestly believed that the rifle was not the other man's and meant to sell it to make up for the rent. The brother-in-law





started suit to get the rifle back. In an almost dramatic exchange of testimonies that included his wife and mother, his rifle was returned. In fact, as the rifle was already in court as evidence, the judge simply handed the rifle back to its original owner. Without the simple faith shown here, it is doubtful that the gun would ever have been returned.

One of the most interesting cases that Judge Kurtz recalls involved a Seattle woman who had had \$180 worth of work done on her car. The case was heard here in Bellingham because her car work had been done here. The woman felt that the work was poor and wasn't going to pay the repair bill. The repair man was distressed and hounded the woman constantly for the money. Finally the woman initiated claim for \$180 or the amount of the bill! She claimed that the repairman had pestered her so much that she was entitled to the money. Of course the repairman filed a cross-complaint for the amount of the bill. The man won the decision in the amount of \$160. But the funny thing about this case is that if the woman had never initiated a

case, then she probably would never have had to pay. She had initiated the case so the hearing was heard here. If the man had initiated the case, then he would have had to go to Seattle. He would have lost money in wages and travelling and possibly could have lost the case also. Some people learn the hard way.

To help the people making claims there is a clerk's office outside the courtroom. The clerks can not have a law degree and in no way are they legal aids. This is intentional and simplifies the operation by not turning small claims into a legal aids center.

Unless you are the guilty party and you admit it, it would be wise to show up for any scheduled court appearance that concerns you. If you don't, then the court will more than likely render a favorable judgment in favor of the party present, whether he or she is right or wrong. This is known as a default judgment.

In cases when the suing party has won and is not paid restitution (30 days to pay under Washington law) then a lien is put on the offender's property and his wages are subject to garnishment.

Unfortunately, the small

claims division does have faults. For one, even if a person wins a favorable decision against a landlord or sales firm, there is nothing to stop that same landlord from doing the same thing again to someone else. It is often difficult to collect restitution. And if an appeal is made after a small claims verdict, a person is wide open for formal court action to be brought against him. This defeats the purpose of a small claims division and eventually should be modified. In Washington however, only the defendant may appeal a case, so that helps some.

Eventually it is hoped that small claims will handle cases up to \$1,000. Some states already have it up to \$3,000 but their courts tend to lose the informal atmosphere.

In a survey by Consumer's Report, the consumer was the victor the overwhelming majority of the time in small claims cases. As a consumer the odds are in your favor. So go ahead and make a claim if you have a legal beef. If you're in the right, then act accordingly. It is sometimes worth all the effort just to know that there was something you could do and some jerk didn't rip you off. □

....not to be consumed



WASTED UNION

**They were labeled
anarchists, communists,
and traitors.
Some hated them,
some feared them -
and some killed them....**

by Jim Heitzman

Midway between Seattle and Portland lies Centralia, 20 miles south of Olympia on Interstate 5. Many travelers are acquainted with Centralia only through a large white billboard depicting a worried Uncle Sam accompanied with a question. Current fare includes such masterpieces as, "Why can't Americans buy gold?" and "Is a felon's furlough worth a patrolman's life?" This landmark, according to local humor, is the product of a disgruntled turkey farmer who has a lot to say.

Like many cities, conservatism has fostered a population intent on preserving a way of life against anything which tends to disrupt their complacent acceptance of middle-class existence.

But as society changes, Centralia must move ahead and

gradually leave the past behind. However, hanging over Centralia is a piece of its past that it is trying to forget but cannot—a piece of history that at times erupts to the surface.

Oldtimers can recall the story. The children of old Centralia families sometimes hear the story. But mostly the events of the November 11th Armistice Day tragedy go untold. That was the day Wesley Everest was lynched by a Centralia mob.

Everest was a Wobbly, a dangerous thing to be in 1919, especially in a lumber town. Lumbering and Wobblies didn't mix and Centralia decided the Wobblies had to go.

The Industrial Workers of the World, or Wobblies as they were commonly called, were the vanguard of the workingman's movement for higher wages and

better working conditions. The IWW goal was to establish a union encompassing all workers in all industries with the eventual elimination of the capitalistic wage system.

For this end the Wobblies were labeled anarchists, communists or traitors. But the Wobblies were the workers in America's industries;



BLUES

Centralia's 1919 legacy of guilt...



The IWW worked to improve the working conditions of Washington's lumberjacks.

Courtesy Whatcom County Museum

downtrodden, dissatisfied and idealistic, they were strong men willing to defend, to kill, and even to die for the dream they had for the workingman.

To the lumber camps of Washington the Wobblies came, eager to organize and create a foundation of worker appeal. In the hostile town of Centralia the Wobblies met the usual brand of

lawlessness. As early as 1916 friction between Centralia citizens and the IWW existed. Wobbly members were carried to the county line and told not to return. In 1917, a local group of Wobblies opened a hall in Centralia to help organize the lumberjacks. A Red Cross parade in May 1918 left the hall demolished.

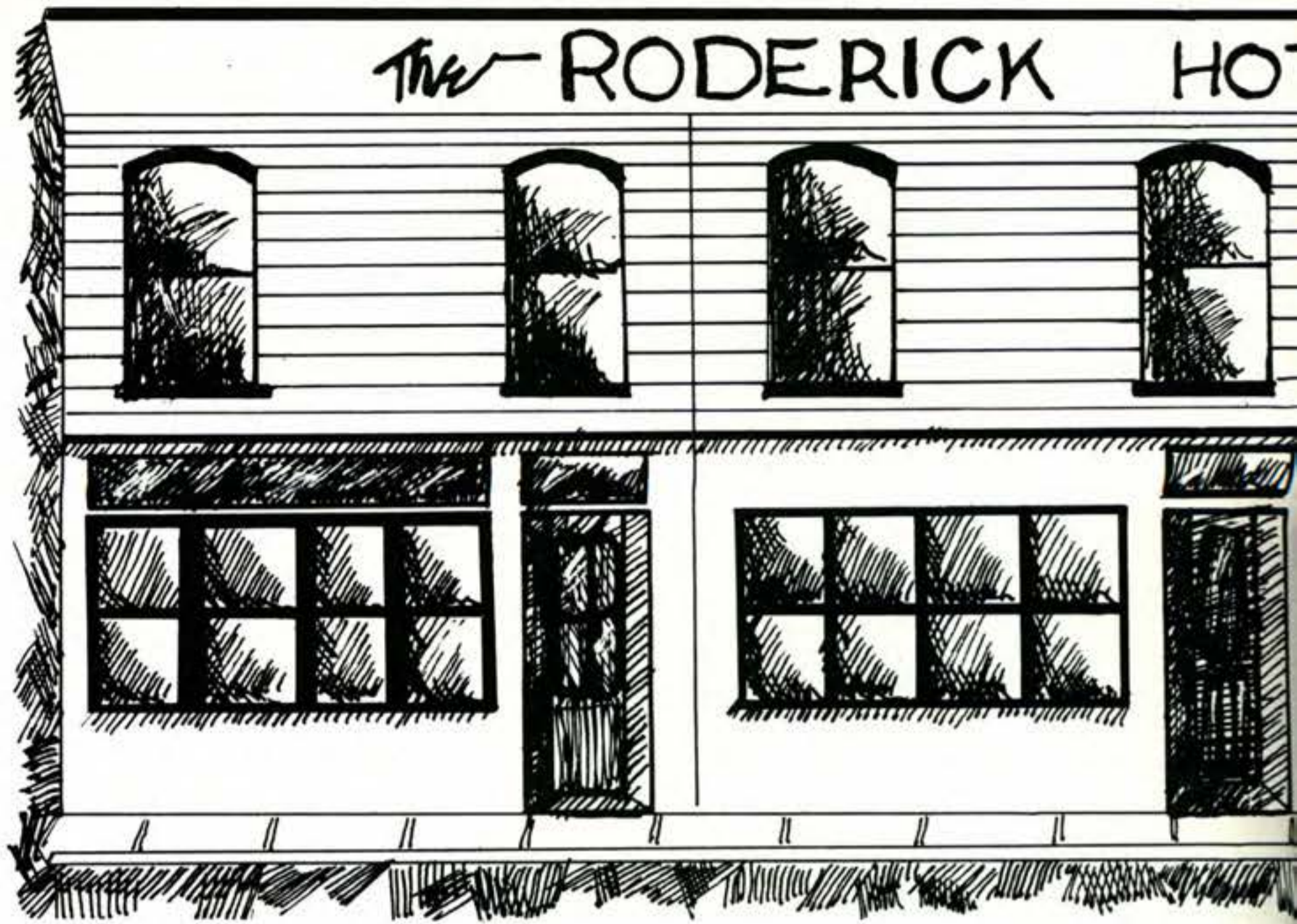
"Blind Tom" Lassiter became the next victim of Centralia justice in June 1919 when Centralia businessmen raided his newsstand for selling the "Industrial Worker" and the "Seattle Union Record," two papers that reported Wobbly views. They drove him to the county line and threw him in a ditch.

Still feeling threatened by the Wobblies, the townspeople formed the Citizen's Protective League headed by F. B. Hubbard, president of the Eastern Railway and Lumber Co. He declared he would, "rid the town of Wobblies in 24 hours." He would also collect a list of members and sympathizers in order to deny them employment.

In September, 1919, a 38-year-old logger, Britt Smith, opened a second hall in Centralia on Tower Avenue, the town's main street. The Citizen's Protective League then called a meeting to discuss what to do. When the League was told by the Centralia police that the hall was legal, a committee was set up to form plans for finding alternate ways of dealing with the IWW. Plans were made to force the Wobblies to leave during a surprise raid on the hall during the American Legion Armistice Day Parade.

The only drawback was that everybody knew about the plan, including the intended victims.

On November 4th, the IWW



Britt Smith created a stir in Centralia when he opened an IWW hall in the Roderick

circulated an appeal to the "law abiding citizens of Centralia" asking for help in preventing a raid on the hall. It ended with the words, "Our only crime is solidarity, loyalty to the working

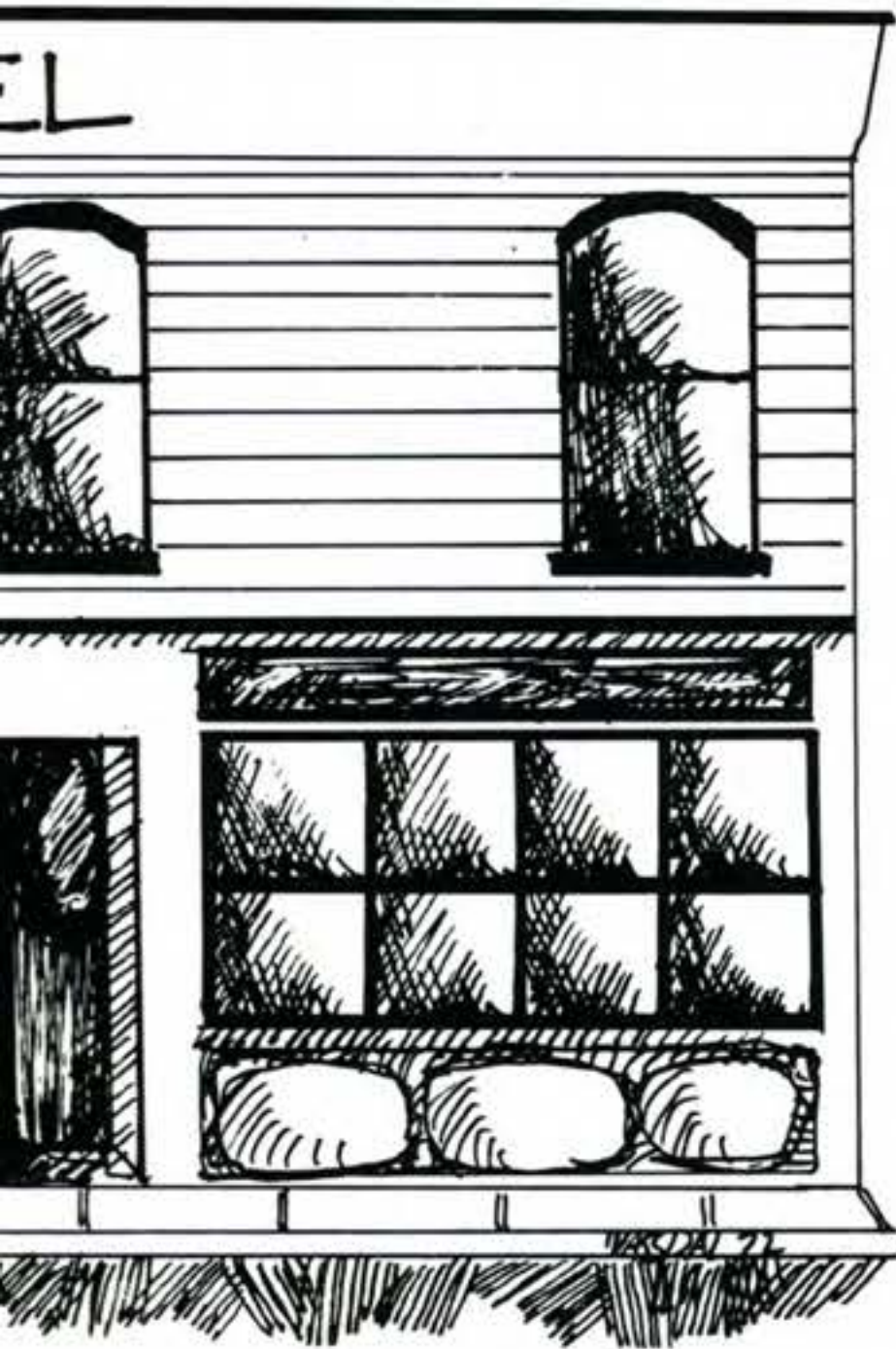
class, and justice to the oppressed."

As November 11th approached, apprehensions of another raid grew. The Wobblies now had to decide whether to fight or run. They decided to stay.

To secure the hall, Wesley Everest, Britt Smith, the Wobbly secretary, Ray Becker, James McInerney, Tom Morgan, Bert Faulkner and Mike Sheehan armed themselves inside the hall. On the opposite side of the street, a block down in the Arnold Hotel, O. C. Bland and John Lamb were stationed. Eugene Barnett was in the Roderick Hotel next to the hall. Another Wobbly was in the Avalon House and three others were placed on Seminary Hill overlooking the hall and Tower Avenue. All were instructed to shoot only after the paraders attempted to raid the hall.



The IWW used posters, songs and newspapers to reach the workingman



Hotel overlooking Tower Avenue.

Armistice Day came not only with rain, but with tensions that had been simmering for a considerable time.

That morning, Wesley Everest dressed in his army uniform, the last time he would ever wear it. In the hall he proclaimed, "I fought for democracy in France, and I'm going to fight for it here." He added, "The first man who comes into this hall is going to get it."

The Armistice parade celebrating the end of the war began at 2 p.m. Some marchers carried rubber hoses and pipes; a postmaster and minister both carried ropes. Everest watched the paraders pass the hall once, wearing the same uniform as his own. When they reached the end of Tower Avenue, the paraders turned around and marched again down the street. The Chehalis Legion from the neighboring city passed the hall.

But in front of the hall, the Centralia Legion halted.

"Come on, boys! Let's go get them!" was the spark that ignited the raid. From the windows and Seminary Hill bullets flew, bringing death to three Legionnaires and minor wounds to other paraders. Dead were Warren O. Grimm, post commander, Arthur McElfresh and Ben Casagrande.

After emptying his rifle into the mob, Everest fled with a pistol for the woods.

The Legionnaires swarmed through the hall, capturing the remaining members and destroying the building.

The fleeing Everest, pursued by a mob led by Dale Hubbard, nephew of the chairman of the Citizen's Protective League, ran to the Skookumchuck River and tried to cross. Unable to cross, he faced his pursuers and said he would surrender only to an officer of the law. The crowd decided not to wait for the law and moved forward. Everest fired, killing Dale Hubbard.

When he was finally at the mercy of the crowd, his teeth

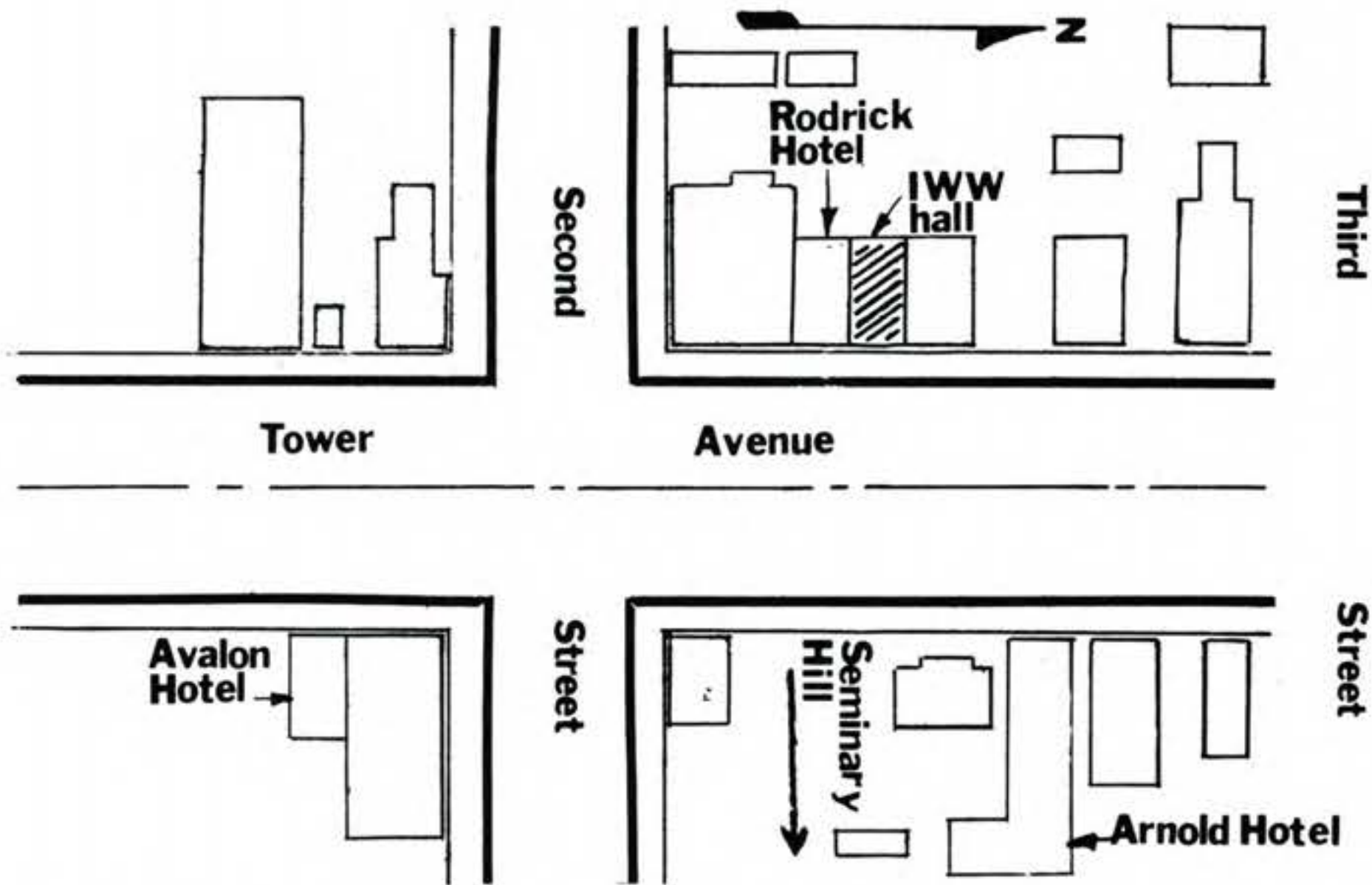
were kicked out, a belt was placed around his neck and he was dragged back to town. "You haven't got the guts to lynch a man in daylight," Everest said.

A restless night followed. At 8 p.m., as if on some prearranged signal, lights in Centralia went out. Cars drove to the Centralia jail. After smashing in the door, the attackers seized Everest and dragged him to the cars outside.

"Tell the boys I died for my class," or, "Tell the boys I did my best," remain as two accounts of his last words for his fellow prisoners.

In the back seat, Everest again felt the rage of the mob. The method of torture included castration. "For Christ's sake, men, shoot me but don't let me suffer this way," he said.

The mob drove to a railroad trestle above the Chehalis River. With a noose around his neck, Everest was shoved from the trestle. As he clutched the bridge, his fingers felt the bone-cracking force of boots. He fell. Not satisfied with the knot, the crowd heaved up his already tortured body, tightened the



The paraders marched down Tower Avenue with Wobblies stationed on both sides of the st.



Wesley Everest in the army uniform he was lynched in . . .

knot and let the body fall. Still not satisfied, they pulled his body up a third time, and then let it fall again. After taking shots at the hanging mass, the crowd left, leaving the body dangling from the trestle.

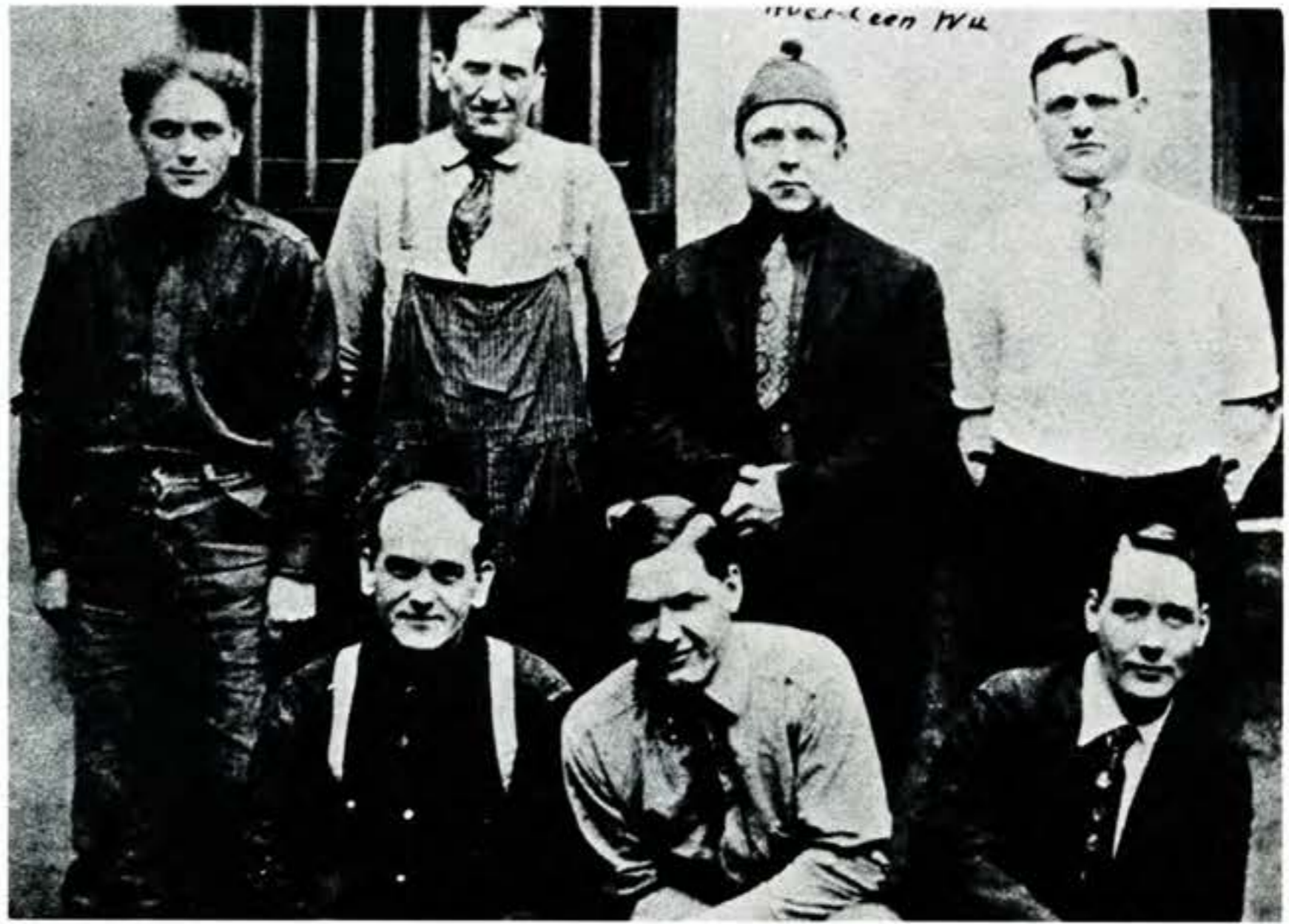
As rumors circulated through the town, the curious drove to the river to view the spectacle. The early morning sun lit the body until the rope was cut and the corpse fell into the river.

That same day the body was dragged from the river. The mutilated remains were taken to the Centralia jail and thrown on the jail floor in sight of all the Wobbly prisoners. It stayed there for two days. Under armed guard, the Wobblies were finally permitted to bury the body of their fallen comrade. Where the grave is located remains a mystery.

A coroner's report gave the full details of Everest's death. Escaping from jail, the report said, he ran to the river, tied a knot around his neck, attempted to hang himself and failed. Pulling himself up he tried again and failed. The third time he shot himself, but still didn't die. The report concluded that he awoke at 7 a.m. and, still alive, cut the rope and fell into the river and finally died.

The Centralia story didn't end with the coroner's little exercise in humor. The rest of the Wobblies were charged with the murder of Warren Grimm. No charges were brought against the Legion or members of the lynch mob.

The Centralia Eleven, as the Wobblies were later known, faced a hostile court presided over by Judge John Wilson who had earlier delivered a eulogy for the three Legionnaires. In the courtroom were Legionnaires



Labadie Collection

Seven of the eleven Wobblies were sentenced to Walla Walla State Prison.



Rod Burton

In the city park, Centralians' built a monument to the Legionnaires.

paid four dollars a day to sit in uniform, while outside stood American soldiers assigned to guard the courthouse.

About the only thing the Wobblies had in their favor was the truth, but it wasn't enough. Nine jurors admitted after the emotionalism had died down that the trial was unfair and that evidence was not allowed in court which would have changed their minds. But it was too late: Seven of the defendants were put in Walla Walla Penitentiary on charges of second degree murder, and the youngest of the eleven was found to be insane.

Elmer Smith, an attorney in Centralia indicted for giving legal aid to the Wobblies, was acquitted along with Mike Sheehan.

Every November 11th, Centralia citizens have to face a tragedy caused by emotion and rope. Children now play under a monument to the fallen Legionnaires, but Wesley Everest's only monument is an unmarked grave in the hills of Centralia. □

BUSTED



Jon Morse

WHATCOM COUNTY JAIL



Stan Tobiason

The Whatcom County Jail is on the 6th floor of the County Courthouse. It is old. It is clean. It is monotonous. Its walls are made of steel plate. Some people will be spending their summer there.



research by Jon Morse

Stan Tobiason



Brad Klaus



Stan Tobiason

“Oh, they can’t say, ‘You reservation motherfucker,’ or anything like they used to, but they make you know they feel that way One time I used to have long hair. Well, I was up in the jail and this officer keeps coming around me saying things like how I smell dirty. It’s a lie because there isn’t anything to do in jail but take showers, so I spend as much time as I can in the shower, but the pig keeps hasseling me. One day he came by with another officer. I was the only one beside them in the tank. The officer said that I requested to see the barber. I said no, I didn’t want any barber. But I know I am going to get my hair cut because if I fight them they are going to say I gave them some shit

and work me over. This is true, man, guys die in that jail. Lot of white hippies keep their hair. But they cut mine”

“ . . . One of the worst things about jail is there is no love there. After a couple of months you get real horny. Your mind plays tricks on you like I was working in the laundry and I would look out the window at chicks six floors down and two blocks away. I would think I could see nipples through cloth and smell their bodies. Stay in jail for five months and you are ready when you come out”

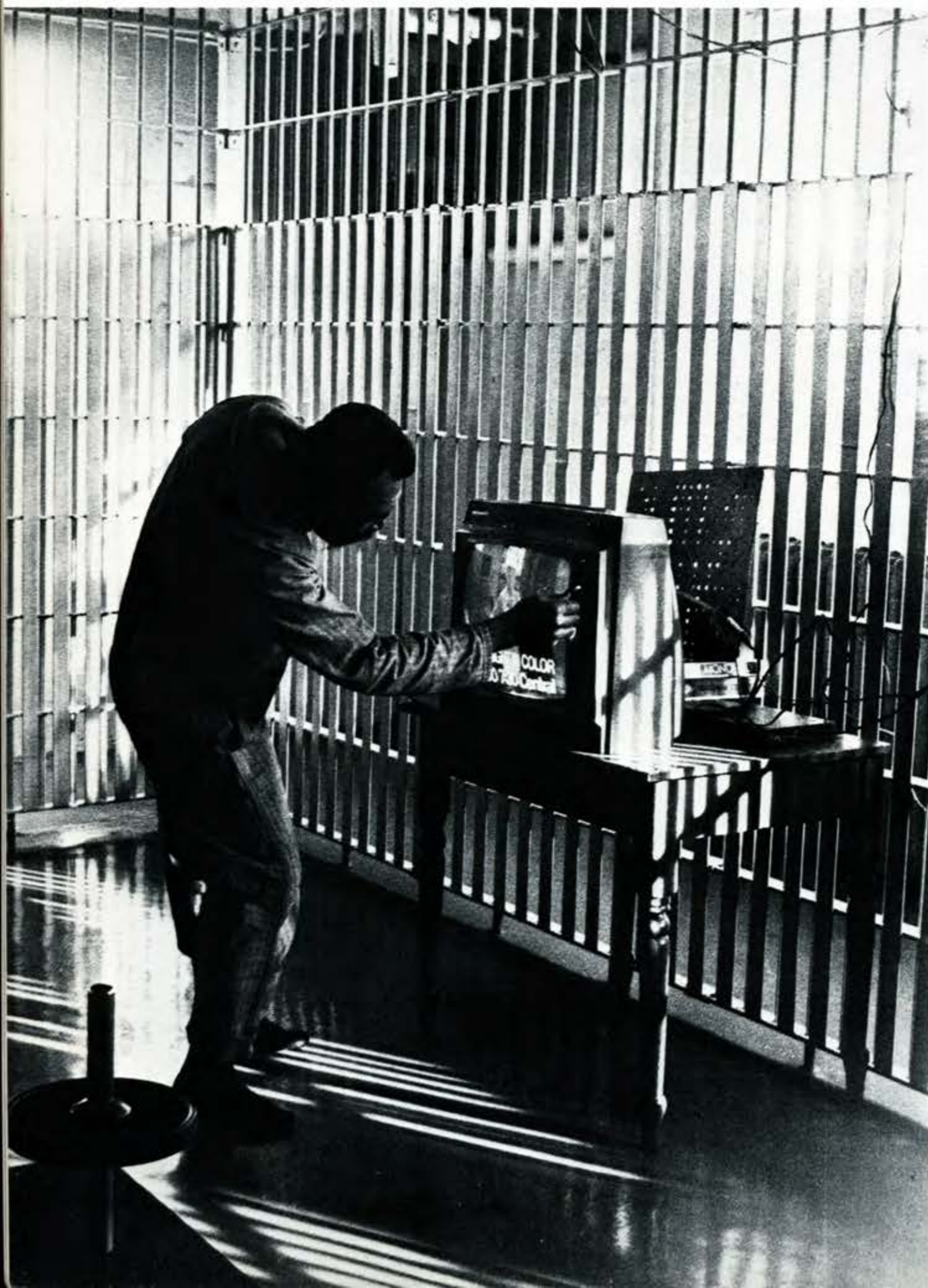
—Lee, a Lummi Indian in his 50’s, arrested several times for drinking, brawling, disturbing the peace.

Guest of the County

"I spent four days up there before I could raise bail. I guess it's not a bad jail. They were real nice to me, except I had some vitamin C and my birth control pills and they took them away and it took a lot of hasseling and time before they would let me take them.

"And I was scared. I've never been involved with jail or the police before. When they took me up there, it was the whole Dragnet trip . . . fingerprints, picture, take everything out of your pockets, sign this, sign that. Then I had to strip and get skin searched and take a shower in cold water. All with

Stan Tobiason



these strange matron ladies watching. I was so fucking scared. It's like no one ever thinks it will happen to them. Everyone smokes weed, man. And a lot of people sell it. But, like I might go to jail for a year for it."

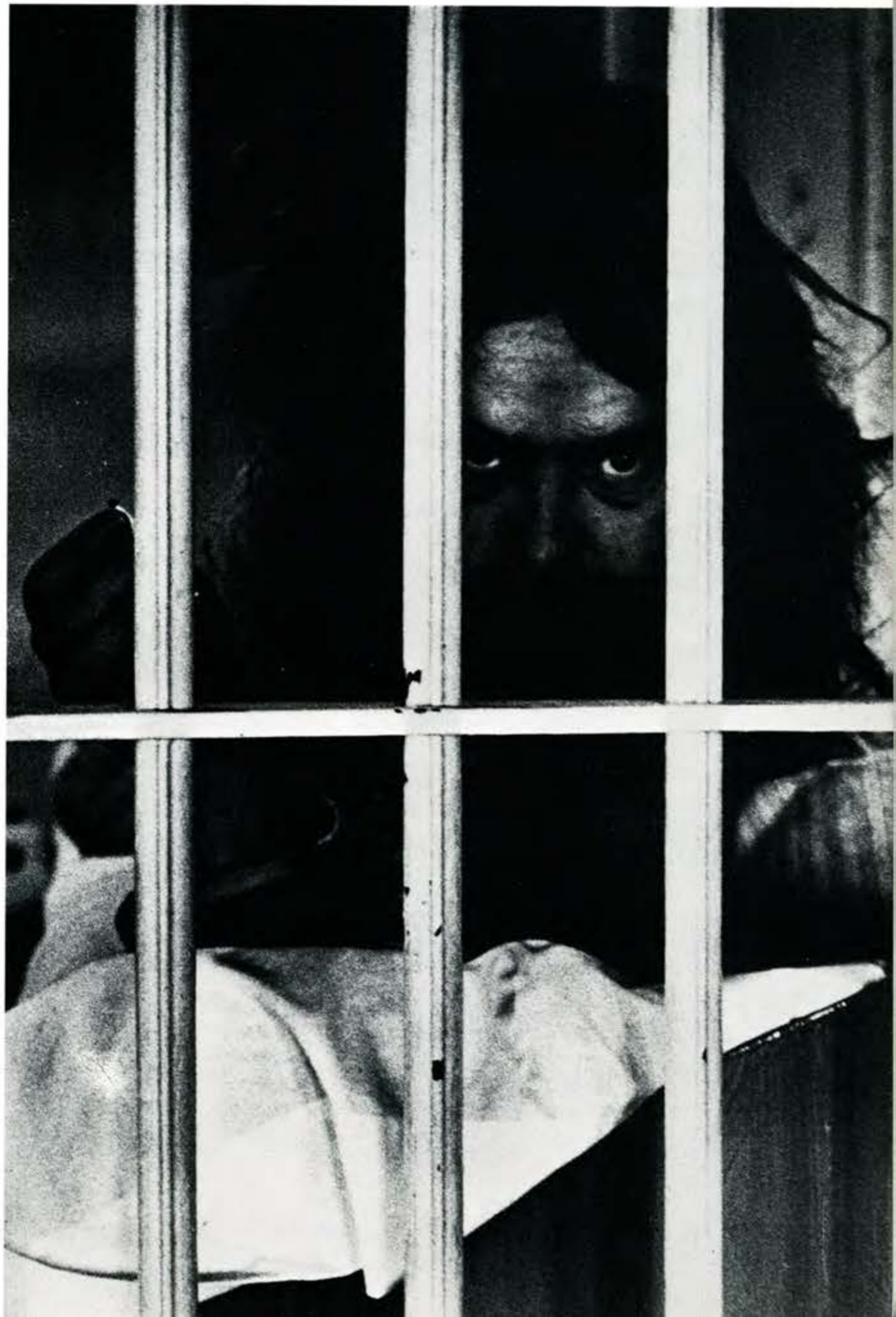
—Wunda, a 22-year-old W.W.S.C. Art major, arrested for selling a small quantity of marijuana to a man who told her he was a Western grad student. The man was an under-cover agent and a half pound of grass was found in Wunda's truck. She is certain she will spend her summer in jail. □



Stan Tobiason



Stan Tobiason



DR. PRIM and his



Rod Del Pozo

"The surgeon's knife goes chomp! . . .

The office smells of cigars and its walls are layered with weighty scientific texts—The Hypothalamus, Primate Behavior, Visual Perception, The Rhesus Monkey. There is a poster of Aquarius for decoration, and another of a pregnant black woman staring accusingly and wearing a 68' campaign button that says, "Nixon's the One." The desk is a sea of tossed papers cut by the trophy of a swimmer, and gym shoes take up one of the chairs. Breaking the monotony of books and cellulose clutter are a few jars of preserved monkey brains, their white contents floating like balloons in their liquid.

It is the Miller Hall office of Dr. Merle Prim of Bellingham. Prim is doing research on rhesus monkeys.

His other sanctuary is in the Miller Hall basement. Here he tests his upstairs theories with experimentation on *Macaca mulatta*, or rhesus monkeys. Stark concrete walls and floor, metal monkey cages, and a sink and bench create the functional atmosphere of science at work. In the middle of the room stands a gray cubicle ten feet long and made of wood. This cubicle is a training chamber which helps Prim explore the fear reactions of his monkeys. This in turn may lead to a greater understanding

of the brain's relationship to emotions, and emotion's relationship to our lives.

Psychology has never been more popular in terms of far-reaching implication and misinterpretation. The word itself conjures up images of id, ego, primal scream, bells and dog's saliva. Freud connotes sex, and Skinnerian method means raising a baby in a box. While Freud is attacked and humanists and behaviorists exchange verbal barbs on the front lines of the psychological field, long and laborious research continues back in the laboratory. All distortion and sensationalism aside, psychology remains a science, a science, as Pavlov the Russian physiologist said, where "the physiological and psychological, the objective and the subjective, are actually united." A science where theory, research and experiment are used to gain new knowledge. Man will sow this knowledge, like seeds to a vast field, to his already deeply convoluted brain; but a brain that is still poorly understood. Understanding how the human brain works is the ultimate end of psychologists.

Since experimentation is the means, and since humans can not be used extensively as test subjects, animals are used. One of the most popular test animals is the primate, specifically the rhesus monkey, which Prim uses. Imported mainly from India, the rhesus was a significant contributor in the development of polio vaccine. During the 1950's, over 14,000 rhesus a year

PRIMATES

by Debbie Hudson

were sacrificed for vaccine production.

They make excellent test subjects because they are a very aggressive, active monkey. Gloves have to be worn while handling them, because they do bite. Opening their mouths wide in a threat response, the monkey shows a pair of long canine teeth that would dispell any hope that these animals would make cute pets.

In the past decade Prim has studied orangutans, gibbons, squirrel monkeys, capuchins, gorillas at San Diego State, chimpanzees at the Aeromedical Institute in New Mexico (where the earth-orbiting chimps Enos and Ham were trained) and rhesus in Puerto Rico.

Prim is currently using nine female rhesus. They reside in the downstairs laboratory, where an orange a day, Purina Lab Chow and a children's fruit-flavored, chewable multi-vitamin keep them healthy as test subjects.

Prim is specifically studying the hypothalamus and the cardiovascular changes within the monkey. His research involves three stages. The first is the training period in which the monkey learns to respond to a panel, that is, stimuli appear, such as colored lights and the monkey learns to make a choice by pressing levers.

The second stage is the split-brain operation, in which the two hemispheres of the monkey's brain are surgically divided. This operation was originally developed at the University of Chicago in the



Time-Life

Does this mean we have two minds?"

early 1950's. It has been performed on a few humans but the bulk of operations has been limited to research animals. So far Prim has performed 28 "split brains." The nine rhesus that have been going through training will undergo surgery early this summer.

The third stage of research is the post-operation training, which allows Prim to test for the effects of the split brain operation.

For about an hour every day each monkey is placed in the training chamber of the gray cubicle. Unlike other famous

research animals Prim's monkeys do not salivate or dance figure 8's when presented with stimuli. They go through simple vision tests while strapped in a chair inside the insulated box. The monkey cannot hear outside noises and can only see a panel in front of her which flashes different colored lights. She responds by pushing clear plastic keys. The right response and a sugar pellet drops in the food tray; the wrong response and the cage becomes dark and no pellet is dropped, which is aversive to her.

Through conditioning the

monkey has learned that a red light is associated with shock. When red flashes on the monkey exhibits a certain kind of behavior, notably fear or escape tactics, since it doesn't want to get shocked. Simultaneously with the overt, visible behavior is physiological behavior. The heart beats faster and there is a change in blood pressure and the amount of blood flow.

These heart or cardiovascular changes are, according to Prim, operational definitions of emotions, not to be confused with feelings.

"Emotions," explains Dr. Prim, "are gut reactions, whereas feelings are more rational and are associated with the higher brain level."

It is this emotional behavior, these changes in heart rate and blood flow that are the key to Prim's research.

These emotions or cardiovascular changes take place when there is a specific external stimulus, such as a red light associated with shock. The missing link is the brain, specifically the hypothalamus, that section imbedded deep within the brain. The hypothalamus controls the viscera, or the gut and organs lying within the rib cage.

The whole physiological process is complicated, but to put it simply the monkey sees the red light, the hypothalamus receives this message and triggers the heart to beat faster, and this in turn enables the monkey to react. The same happens in humans. We see an angry bull charging our way, our heart beats faster and we run.

The brain is divided into a right and left hemisphere, each controlling one side of the body.

Information coming in via the senses is transferred from one hemisphere to the other, so the animal can behave as a whole being.

"Since I am asking questions about information crossing from one side to the other, then the best way is to keep information to one side," says Prim. "The split brain operation allows me to do this. The operation, cardiovascular changes, training the animal, and psychology all point to cracking the problem of what emotion is and how the animal handles emotional problems."

Phase two is brain surgery. The split brain operation requires a \$4000 microscope which Western does not have. So Prim drives his monkeys to the University of Washington Regional Primate Center in Seattle and operates there, using



"Now in this room Jerry, Dr. Prim has been doing interesting work conditioning monkeys..."

their high-powered microscope.

Performing brain surgery is delicate work. The need for precision is intense, since any erring cut may destroy thousands of brain cells which do not regenerate. In the first stage, Prim drills a hole through the roof of the monkey's mouth to reach the crossing of the two optic nerves. Half of the fibers each go to one hemisphere. Looking through the microscope, Prim peers down a narrow tunnel which he has incised and severs part of the fibers, so that information goes only to one hemisphere.

In the second stage, Prim removes the top of the monkey's head, exposing a pink colored brain which is the consistency, says Prim, of "jello and oatmeal mush." Care must be taken so blood will not drip onto the brain, which is poisonous to the cells. Prim gently slides a piece of narrow metal between the divided hemispheres, separates them and then between the two, cuts three massive fiber tracts. These are tracts which allow information to go from one hemisphere to the other. The result is a monkey with two brains, to be forever so.

Within ten hours after the operation the rhesus is up and running around, as aggressive and chattering as before.

"You can't tell that the animal has had a split brain operation, by looking at him," said Prim. "He can use his arms, his legs, he can jump around; in fact he is normal, except that he has some problems that only appear by very sophisticated testing." Specifically the monkey is half-blind in each eye, but it can still see clearly with the remaining vision.



"Jello and oatmeal mush . . ."

Rod Del Pozo

After recovery, the monkey resumes training in the gray cubicle. During this post-operative training one eye is patched, and the uncovered eye is conditioned to again respond to different colored lights. Before the operation both hemispheres received this input, but since there is now no communication between hemispheres only the unpatched eye and its corresponding hemisphere is receiving information. One eye can be taught to respond to a green light, while the other eye taught to respond to a red light. Everything is all right as long as one eye is closed. But when both eyes are open during the test situation and both are receiving conflicting stimuli and both sides of the brain are telling the body to do two different things at once, then there is "initial confusion."

"We can measure and show that there is confusion," said Prim. "But ultimately the animal

can be trained to take in conflicting information, independently with both eyes open. Now the animal has learned to control one hemisphere with one eye, and the other hemisphere with the other."

Prim specifically wants to know what tracts, if any, within the hypothalamus carry emotion signals from one hemisphere to the other. He predicts that there is no cross transfer and the hypothalamus is not cross-connected, but must prove it.

One way of proving this is by watching the changes in the cardiovascular system. The trained hemisphere of the brain, if presented with a red light and shock, will make the heart beat faster. If the same is presented to the non-trained hemisphere, will the same happen? If there are cross-tracts in the hypothalamus the heart will beat faster when the non-trained hemisphere "sees" the red light. If there are



Academic Press

no cross-tracts in the hypothalamus, the heart should not beat faster.

Prim predicts that it will take him the next ten years to finish this and related problems concerning behavior and physiology in controlling emotions. The scientific method demands thoroughness, and data must be complete if theory is to be proven and accepted.

Prim is careful not to speculate too far on his own

research, but he raised the question of "what is mind?"

"By just taking a surgeon's knife and going chomp! I now have two hemispheres," says

pockets of the universe

Prim. "Does this mean there are two minds?"

Prim doesn't know. But if mind is a physical thing easily sliced and multiplied, or if emotions can be channeled with

a scalpel, what might that mean to the concept of the mind's freedom or privacy? If one creates two minds does one create two creatures? Two souls? Two consciousnesses? Merle Prim's research will tell him if a mass of cells called the hypothalamus is cross-connected with other cell masses. To other men, coming in later years, it may provide an essential block of knowledge toward understanding our own brain—and our brain's potentialities and limits.

Prim does not speculate beyond his data. But though his research may only provide a footnote in an obscure monkey text, it could also help man decide whether his potential is bounded by the chemical jelly that is his physical brain, or whether the physics of the mind

provide no limitations, and it can encompass a Universe.

In the concrete laboratory of Miller Hall, Prim might shrug at such speculation. His business is how the motor runs, not where that motor could take us. But who the driver is, or whether there is a driver at all, is an open question.

There are ideas and work at Western that few students know about, and fewer care. Prim's research is among them. But the flashing red and green lights of a Miller Hall lab may be signalling part of our future.

Man sees his reflection in the mirror of animal research. He applies his brain and explores animal bodies so our condition might be improved. There is a vase universe within our skulls to be explored. Prim peers into one tiny pocket, looking for a key. □

