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# Western Reports, January, 1962, Volume 11, Issue 01

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*Western Washington University*

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# Western Reports

WESTERN  
WASHINGTON  
STATE COLLEGE  
ALUMNI MAGAZINE

JANUARY, 1962



**Honors Work For  
Honors Students page 3**

## WESTERN REPORTS

WESTERN WASHINGTON  
STATE COLLEGE

Western Reports is published semi-annually for the alumni, former students and friends of Western Washington State College, Bellingham, Washington.

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James Mulligan

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Vol. XI JANUARY, 1962 No. 1

**THE COVER:**

Dr. Henry T. Adams, chairman of the Honors Board, discusses a problem with honors student Judy Michaelson of Seattle. See page 3 for details on Western's Honors Program, now in its second year.

**NOTICE:**

This issue introduces a revised format and a broadened policy for **Western Reports**. We've added color on the outside and a different layout pattern on the inside. Our editorial policy will be to continue to print news of the college, alumni, and friends of the college. To this, we are adding at least two interesting and informative articles each issue.

We hope you like the change and will let us know your reactions.

The Editor

THE PRESIDENT  
REPORTS

Dr. James L. Jarrett,  
*President*

With the recent employment of Dr. Raymond McLeod, a physicist, the faculty at Western was rounded off for the 1961-62 year at exactly two hundred. Of those who joined us for the first time this fall, the University of California contributed the greatest number of doctorates: four; with the Universities of Indiana, Minnesota, Washington and Harvard accounting for two each. Others included Purdue, Michigan, Iowa, Oregon, Florida, U.S.C., Ohio State, W.S.U. and the University of Madrid. Newcomers also came from such universities as U.C.L.A., Columbia, Wisconsin, and Montana, and from home bases extending from Casper, Wyoming to Paris, France; from Dublin, Ireland to Calcutta, India; from Trinidad to Bellingham. I am sure that all readers of *Western Reports* will agree that since a faculty is the heart and soul of a college, a primary responsibility of administrative officers is to attract highly able scholars and teachers to the campus. Year by year we are extending the reach of our appeal and the intensity of our efforts. If there was a day when one could expect to find most of one's prospects for the faculty fairly close to home, the competition has now become so keen that one must take the world as one's shopping area.

Not only are we luring new faculty members from across the Pacific and the Atlantic, but Sabbatical leaves are yearly taking regular teachers abroad for study and research. Just as we welcomed back Dr. Herbert Taylor and Dr. James O'Brien from their tours of pleasant duty in Ireland, the British Isles, and Europe, we had to bid farewell to Dr. Sene Carlile and Dr. Fred Knapman, both of whom are presently in London. Plans are now shaping up for summer study tours to be led in 1962 by Miss Ruth Kelsey to Japan, and Dr. Frank D'Andrea to various music centers on the Continent.

For those of us who stay at home, there are compensations in watching the campus expand north, south, and west — Sehome Hill stays more or less put — and in watching new buildings change from architects' drawings to mud piles to steel and brick. Right at the moment, mud has the upper hand, with work beginning on the new Humanities Building south of Old Main, and the two big wings to the library, to say nothing of the drainage and steam line ditches which are disrupting traffic and parking over wide areas.

When on high school visits we talk about a new freshman class which will not fit into the auditorium, and a total enrollment of almost 3,400, principals say: "Just wait until you get our present *ninth* grade." At that point we look again at the State Census Board projections which say 5,000 in 1966, and wonder what difference will be made by new junior colleges, new admissions standards, and a host of other variables. So goes what college administrators are wont to call "the numbers game." Willy nilly, we play it, but keep reminding ourselves that the *quality* game is the harder one, with richer prizes and even more interesting moves.

# Honors Work For Honors Students

BY DOCTOR HENRY ADAMS  
*Chairman, Honors Board*

is intolerable. One purpose of an honors program is to prevent this waste.

"Another purpose is inherent in the creed of equal opportunity for all. Presumably in education this means an opportunity to develop one's talents as far as possible, and if it is true that the regular college program does not encourage or permit the academically talented students to do so, this creed of equal opportunity demands special programs for these students."

Students are eligible on the basis of (a) scholastic aptitude test scores placing them in the top five per cent of Western's students; (b) attainment of a 3.7 grade point average; or (c) faculty nomination (this includes nomination by high school teachers). Eligibles are selected after an interview with members of the college's Honors Board.

While honors work is now firmly established throughout the United States, a comparison of Western's program with those of other colleges and universities shows that ours is relatively elaborate and sophisticated. There are three principal phases of our program:

a) The Tutorial. Each individual is assigned a tutor with whom he regularly confers. A program of study is jointly arranged with the topics geared to the student's needs and interests. The tutorial is the heart of the program; we expect its culminating product, the senior thesis, to compare favorably with most masters theses. We plan to publish superior honors papers and theses annually.

b) Colloquia. These colloquia consist of evening meetings of a small group for the purpose of discussing in depth some vital idea or set of ideas. Each meeting is organized around some one or two important books read by all participants. The discussion is led by a faculty member, but the main burden rests on the students. The colloquia, organized under the general headings of science, social science, and humanities, are intended primarily to supplement in depth the general education program. Colloquia offer the unique opportunity and requirement for the student to express his ideas before a critical jury of peers.

c) Separate sections of many of the required general education courses. The course content in these sections is greater in both depth and breadth than that of the regular courses.

Beginning with the junior year, the honors emphasis shifts from the "romance" of dealing with exciting ideas to the "precision" of disciplinary study, and most of the honors work is done within departments. At least one interdisciplinary colloquium will be offered upper-division honors students, however, during both their junior and senior years.

In an effort to foster an honors *esprit de corps*, we have established an honors lounge and library. There is flexibility for honors students regarding college academic and social rules. At the same time, honors students are not divorced from other students; we are attempting to provide a proper balance between elitism and involvement.

At present there are 37 freshmen, 19 sophomores, and 11 juniors enrolled in the program. After one more academic year (when some of the original honors students will graduate), we expect to stabilize with approximately 60 lower-division and 40 upper-division honors students. The program will be amended in the future if experience and research so indicate.

We expect that this exceptional educational opportunity will help these very capable individuals more nearly fulfill their potential and thus make a greater contribution to society. We also think that Western's educational program for all students will benefit from this model of scholastic attainment. The challenge and satisfactions of searching for excellence are permeating the entire college. Our Honors Program, we hope, is partly responsible for this.



Dr. Henry Adams guides a colloquium with Virginia King, Bellingham; Donna Erickson, Bellingham; and Dick Araway, Ferndale.



Sally Green,  
Sophomore Honors  
Student from  
Mercer Island, Wash.

**W**ESTERN'S NEW HONORS PROGRAM was formally inaugurated during the Fall Quarter of 1960, following a pilot program in the Spring Quarter of 1960. Perhaps the purposes of the program can best be described by quoting from our brochure:

"In this age of large college enrollments, especially in public institutions of higher learning, the special abilities of academically talented students are not challenged sufficiently by a program of studies common to all students. Consequently the potential for leadership and scholarship inherent in these students is not adequately developed. Since the special abilities possessed by these students unquestionably constitute the most valuable resources we have, the waste implied by their inadequate development

# The Changing Face Of Western

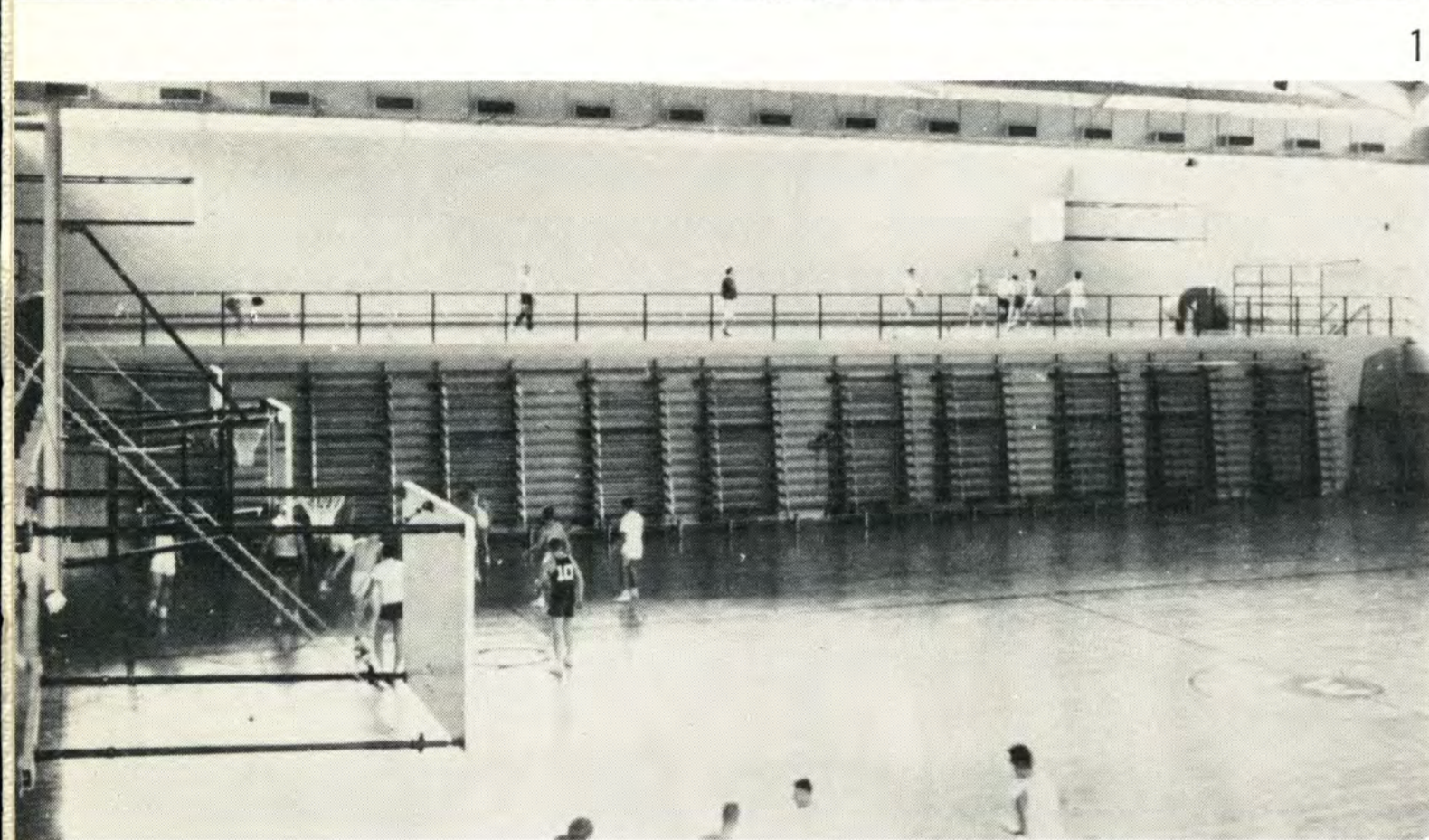
**T**HE GROWTH OF A COLLEGE is measured only partly by new buildings and construction springing up on its campus. The yardstick must also include the strength and richness of its curriculum, the quality and numbers of its faculty and students. Only with this instrument can growth have meaning.

The most obvious of these is the building program. A campus visitor, a returning alumnus, a new faculty member or student is initially impressed (or depressed) by the college buildings — their number, size and format. Western has many new ones, pictured on these pages, which has changed its face. But one must remember that they are a part of the whole rather than the whole itself. They are intended to blend in with advances in other fields — the honors program, a new admission policy, new faculty strength, a broader curriculum and a higher caliber of students.

These then, are the measurements of Western's growth. More has happened than merely a change of name. The obvious are pictured here; the less obvious may be found in editorial content throughout this issue.



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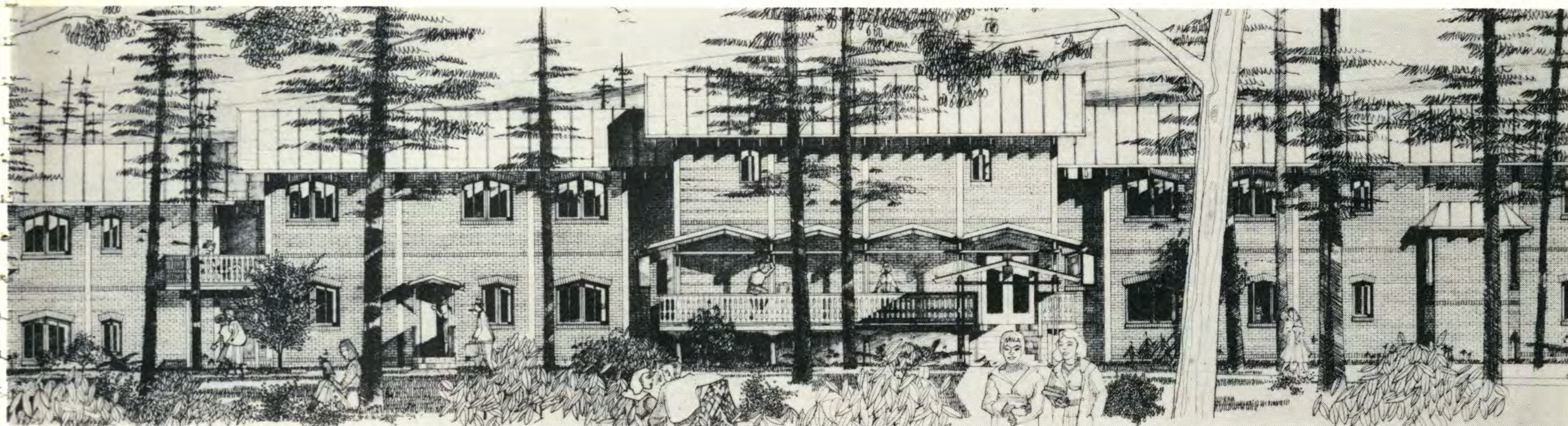
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1—GYMNASIUM—The modern addition to the Physical Education Building was officially opened with the Viking-Seattle Pacific game Dec. 6. The \$1 million structure has a seating capacity of about 2,700. Additional seats are still to be added in one balcony.

2—THE INSIDE of the gymnasium has basketball floors in the balcony on each side.

3—VIKING COMMONS was opened in the fall of 1961 as an addition to the Viking Union. The dining area on the main floor seats 600 while three banquet rooms on the ground floor will seat about another 100. The entire food operation is being handled by SAGA Food Service.

4—ROOMS INSIDE Higginson are modern and comfortable. The dorm has no inside hallways. All are built around the perimeter of the \$825,000 building.

5—HIGGINSON HALL was dedicated in a brief ceremony late in October. The women's dormitory has a capacity of 216 and brought the cumulative dorm capacity to 738.

6—RIDGEWAY DORMS—"Ridgeway '62", a 405-bed, four-building complex is under construction and scheduled for opening in September. "Ridgeway '63," provides dorm facilities for 108 men and 109 women and a giant dining hall. Another co-ed dormitory is planned for 1964 north of the campus on Indian Street. Completion of the latter will bring Western's dormitory capacity to 1,600. The Ridgeway projects will cost \$3.3 million.

7—LIBRARY ADDITION—Two five-story wings on each side of the library will provide space for stacks, classrooms and offices. Construction began October 31.

8—HUMANITIES BUILDING, scheduled for completion in the fall of 1962, will house the departments of English, philosophy, foreign languages and history. Plans call for two lecture halls, 10 classrooms, 46 offices, a language lab and seminar rooms. A third lecture hall and more classrooms will be added on the third floor when additional funds become available. The \$750,000 structure is being built south of Old Main.

9—HAGGARD HALL, a \$2.5 million science building, houses between labs and classrooms, a planetarium, X-ray defraction unit and a 5,000 mile-range seismograph with a monitor in the lobby. An abstract Rain Forest fountain decorates the promenade between Haggard Hall and the library.

# Your Child Prepares For College\*

By **EUGENE S. WILSON**



**THE AUTHOR** — Eugene S. Wilson is dean of admission at Amherst College, and a leading authority on preparation for college.

As director of Amherst's admissions program since 1946, he has seen and dealt with prospective students of varying abilities, interests and degrees of preparation for college.

His broad outlook on the national admissions picture comes from his active participation in the leading national organizations in the field. He has been a member of the College Entrance Examination Board since 1946, and a director for three years, and was chairman of its committee on inaugurating the "sample of writing" test. He was president of the Association of College Admission Counsel-

ors in 1960-61. He is a member of the National Association of Secondary School Principals, and serves on several school-college relations committees of this and other organizations. In 1958, he was a member of the selection committee for the National Merit Scholarships.

Mr. Wilson is co-author of a book, "College Ahead!," published in 1958 and recently revised. He also has written an occupational guidance booklet for liberal arts graduates, entitled "After College What?" And his articles have appeared in the *Saturday Review*, the *College Board Review*, *College and University* and other journals.

**N**OT LONG AGO, the head of a large testing agency told college educated parents of college bound students: "Enough is now known about evaluating individual abilities and achievements so that any parent who really wants to may view his child as the child will be viewed in college."

Now his advice seems to be sound and simple. After all, you do receive regular reports from schools on your child's achievement in each subject. National agencies which offer standardized tests provide with the individual test results a manual of interpretation, so that you may know not only your child's scores, but how these compare with state or national groups of students.

You and your child can also discover through material in the school guidance office information on the range of test scores in freshman classes at many colleges.

In spite of all this information, you can't think as an Admission Committee thinks, you can't outguess an Admission Committee, and if you try you may expose your child and yourself to needless disappointment.

This counsel to think as an Admission Committee thinks reminds me of the advice I received once in a deer hunting lodge, on the night before the opening of the deer season, when a veteran deer hunter explained to me that "the way to get a deer is to think like a deer." His elaboration of this philosophy was so convincing that I asked and received permission to hunt with him the next day. What a time we had! He studied the wind, the ground, the trails, and then he explained to me how with such weather conditions the deer would probably do this. He stationed me on one old log and he went in another direction.

To make a long story short, I heard a lot of shooting around me; I saw a few deer killed by other hunters, but the expert and I never saw a deer. Apparently some deer were thinking as humans think.

HERE ARE some of the reasons why you can't think as an Admission Committee thinks:

1. Admission Committees act differently each year according to the quantity and "quality" of applicants and the needs of the institutions involved. The ever swelling host of candidates has brought rapid changes in admission standards at every institution.

2. The weight given marks and test scores varies so much among institutions that even veteran school counselors hesitate to make firm predictions on individual cases. I have heard admission officers for Yale, Wellesley and Harvard state that test scores do not have the importance they once had in selection procedures. The reason is that at the most popular institutions too many candidates look alike when measured by either marks or test scores.

3. You can't know from year to year how much weight admission committees will give to certain other factors: i.e., school and geographical distribution, extra-curricular achievement in art, music, drama, sports or community service, and occupational choice (some institutions limit the number in a class who want medicine, engineering, math or science).

4. You may be able to understand the strengths and weaknesses of your college bound child, but you can't know the quantity and quality of the other candidates at the college chosen by your child. At co-educational colleges girls often meet higher competitive admissions standards than boys — and within a university some schools have higher entrance requirements than others.

Whether your child is accepted or rejected at any college depends not only on his credentials, but even more on how his credentials compare with those of the other applicants.

What then can you do when you want to help your child prepare for college — when you want to guide your child to an institution that will stimulate him fully?

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**T**HERE IS only one safe workable program regardless of your child's test scores, his marks, or his other achievements. This is a program that introduces your child to the mysteries of the world and to the excitement of discovery. This program should be started as soon as your child begins to talk and read.

Most children are born with a full measure of curiosity. They want to know what is going on about them and, as you know, the early years are filled with "What?" and "Why?" and "Where?"

If you have the time and the patience to answer these questions, you will nourish this curiosity that is the tap root of all learning. Only the curious learn.

Your child won't be many years old before you will encounter the first question you can't answer. You can shrug your shoulders and say, "Go away and stop bothering me," or "I don't know," or "Let's find out."

If you have the time and patience to lead your child in his probe of the unknown, in his search for knowledge, you will encourage the maintenance of a habit of inquiry. You may also rediscover for yourself the fun of learning.

But this nourishment of curiosity means that a mother cannot be too occupied with community affairs, social teas or bridge parties, and that on some mornings she may have to leave the beds unmade or the dishes unwashed until naptime, and Dad may have to miss a golf game. Priorities must be established.

Today there are so many forces working against the development and maintenance of curiosity in a child, forces like radio, television, the automobile and hundreds of sporting events. All too often the curiosity is throttled by spectatoritis, by parents who are too busy, and even, alas, by the rigidities of the school system and the desire of teachers to cover a certain amount of material so that students will do well on their tests.

If you want to help your child get into a college, you will always be aware of what your child is studying in school and especially what he is reading. Your reading will supplement his reading and your learning will mesh with his so that you will be in a position to stimulate his further learning by your answers to his questions. Learning becomes even more fun when it is shared by all members of the family.

The child who is a natural reader presents no great problems. If your family includes a non-reader you have a special problem, but one which can sometimes be solved by introducing him to books which feed his natural interests. A librarian will help you select books which deal with baseball, with the mechanical world, with birds or animals, and, later on, books on electronics, chemistry, music or art. Once your child has learned the fun of reading in the field of his special interest, there is a chance that he can be led into an exploration of other fields.

**YOU MAY** wonder at this point why I have said nothing about marks and test scores. The omission of these two tyrannies is intentional. When learning is in its rightful place, marks and test scores follow learning. Today so much emphasis is placed on the difficulty of winning admission to college and on the importance of tests and marks that all too often marks and tests have become the goals of learning rather than the by-products. When marks and test scores are made the primary target of learning, real learning is lost.

The school report cards give you an opportunity to place marks in proper perspective. Instead of asking "What did you get?" try, "What have you learned?"

It is up to you to de-emphasize the marks and test scores and to help your child focus on reading, writing and learning. An approach like this as preparation for college helps your child to understand that learning is something he does where he is and that all about him are people and books which will help him learn. Under such a program your child will see that his understanding of the world does not depend on whether he is in Boston, or in San Francisco, or in Yankton, but on how much advantage he takes of the opportunities around him. If your child is reared in this manner, neither he nor you will worry about whether he gets into Harprince, Dartyale, or Calford, but only that he gets to a college where he can talk to teachers, where he can read books, where he can work in the laboratory.

**A**ND NOW you may want to say, "Yes, but he may not get into a good college. He may not get into the best college. He may not get into any college." Actually, no one knows what a good college is. No one knows which colleges are best. Harvard does have more graduates in "Who's Who" than any other institution, but considering the human material that has poured into Cambridge, Massachusetts, from all over the world for centuries, why doesn't Harvard have twice as many graduates in "Who's Who" as it does? Harvard could be doing a very poor job educationally and yet seem to be the top educational institution because of the intellectual drive and ability of the students who go there.

The head of the Department of Religion at Yale University is not a Yale man. He came from Dakota Wesleyan. The head of all health services at Harvard is not a Harvard man. He came from the University of West Virginia. The former president of Princeton was not a Princeton man, but a graduate of Grove City College in Pennsylvania. The misery and torture of today's college admission comes because parents have taught their children to think that learning is a matter of geography; that learning can take place only in certain institutions.

The wise parent who has created in his child a desire to learn will approach the whole problem of college admission with one philosophy: "Go when you can get in, my son, and know that a great opportunity awaits you to discover more about people, more about ideas, more about things — more knowledge than you will ever master in the four years you are in college."

When this approach to college admission is taken by an entire family there can be no heartbreaking letters in the mail, no crushed egos, nothing but delight at any letter that brings news of acceptance, news that an adventure in learning lies ahead.

## Is Your Address Correct?

If not, please fill out this form and return it to the Alumni Association, Room 2, Viking Union, Western Washington State College, Bellingham, Wash.

Name .....

Address .....

Present Job .....

Place .....

Year of Graduation .....





# Alumni News

## Alumni President's Letter

MERVIN SLIGER

A well-deserved pat on the back is due the student committees who planned and laboriously carried out the details for Homecoming, November 11. In my opinion, it was a huge success!

The coffee hour was well planned, but rather sparsely attended by alumni, so I'm hoping this situation will work itself out in the future.



One "first," worthy of mention, was the blanket brigade at the football game. This was certainly a step in the right direction and let's hope it becomes a regular event. This year the brigade surrounded the foot-

ball team of 1921 as its members were introduced at halftime. The team members were honored guests, and a heart-

warming event it was as it enabled a reunion of men with a common bond. Many of the members had not seen each other for many years.

This brings me to a point of very serious concern, the matter of scholarships. One of our main objectives each year is to provide as many scholarships as possible to deserving students. This year we were able to pay tuition for six such students and it's my firm conviction we can go much higher if we really activate our potential.

I would like to quote Harold Goltz, assistant to the president of Western. This is from a statement made after a meeting of the Board of Trustees.

"This fall we received applications for scholarships from so many students qualified to receive them by academic ability and by need, that we didn't have enough," he said. "We feel at least 100 students didn't come to college because they could not receive assistance."

We as alumni have two main ways in which we can swell the alumni scholarship fund. One is to make a donation of *any* size, earmarked to the fund, and the other is to purchase a \$5 or \$10 membership in the Alumni Association.

It is my fervent hope that each one of you will give this matter a great deal of thought and really do something

about it. Let's assume some active responsibility as WWSC alumni and help improve this situation!

## New Alum Secretary



Mrs. Lois D'Aoust is the new alumni secretary at the college. With alumni headquarters established in Room 2 of the Viking Union, Mrs. D'Aoust handles correspondence and alumni mailings.

The association is working this year to bring the mailing list up to date. Mrs. D'Aoust asks that persons whose addresses are incorrect to fill out the change of address form in this issue.

The new secretary is originally from San Diego. Her husband, a science teacher at Shuksan Junior High School in Bellingham, retired from the Navy two and one-half years ago. Mrs. D'Aoust attended Northwestern University.

Alumni office hours have been set from 11 a.m. to 4 p.m. weekdays.

KATHY LARSON  
Homecoming Queen



## HOMECOMING, 1961

A mythical kingdom of "Knights and Daze" sprouted in gay, medieval fashion on Sehome Hill for a four-day celebration in mid-November in the best tradition of Homecoming. Despite rains and high winds that plagued cardboard castles and tinfoil knights, the colorful affair went into the books as the most successful the college has staged.

Hundreds of alumni poured over a campus that must have seemed strange to many of them. New buildings, additions, construction projects were everywhere. The coffee hour Saturday morning opened the Homecoming door for many alumni. From there to the 29-entry Homecoming Parade, to the football game, to the Round Table Feast, and finally to the Cabaret Dance they streamed. Every event was packed.

Behind the chairmanship of Gordy Mills and Gail Bilodeau, the students turned out a regal welcome for returning alumni with special tribute to the class of 1921. Members of the 1921 football team were introduced at halftime of the game. They included Coach Sam Carver, Dwight Cone, Quinn Fisher, Harold Gaasland, Dutch Kronstad, Ralph Miller, Stan McComas, W. O. E. Radcliffe and Pop Rairdon. Gaasland journeyed from Anchorage, Alaska for the event.

Reigning over Homecoming as Queen Sigr id XXIV was Kathy Larson, a senior education major from Custer, Wash. Her princesses were Irma Price, freshman; Vivian Oakvik, sophomore; Mary Lou Johanson, junior; and Kay Ross, senior.

A damp note was Western's 14-6 loss to the University of Puget Sound in the Homecoming game. But the 1921 team members could take some pride in the fact that they beat a UPS team in the Homecoming game 40 years ago.



1921 Team Comes Home

## Alumni Notes

Three alumni who shared in the coffee hour during Homecoming were *Arthur Smith*, class of 1915, his daughter, *Francelia Radcliffe*, 1940, and son-in-law, *William Radcliffe*, 1921. Smith is now retired but is active as a board member in the Bellingham Christian School. Radcliffe is principal of Shuksan Junior High School in Bellingham and Francelia teaches in Silver Beach Grade School. The 1921 Viking football team was honored during the half-time at the Homecoming game. Radcliffe played right guard on the team.

1907 . . . *Mrs. Hugh Lormor (Frances Arnold)* is at home in Los Angeles, Calif., but a recent note from her states, "Still love Washington. Like California."  
1915 . . . *Anna (Hudson) Robstad*, living in Lebanon, Ore., enjoyed a visit from *Mary Agnes Perry*, class of 1914, earlier this year. They had not seen each other since 1922!

1916 . . . *Mrs. Helen Fell Mills* is retired but busy. She is president of the Alpha Chapter of Alpha Delta Kappa, Teacher's International Honorary Sorority. She is also California chairman for the international convention in Denver for 1961.

1917 . . . *Mrs. Jetret Stryker Peterson*, now living in Kenai, Alaska, is the first president of the Alaska State Retired Teachers Association (organized in 1961). She is also NRTA State Director of Alaska. Mrs. Stryker has lived in Alaska since 1918.

*Mrs. Martha Johanson Jacoby*, Rt. 1, Toledo, Wash., is teaching and the mother of four daughters, all of whom attended WWSC and are now teaching.

1918 . . . *Mrs. Margaret Norsford Barber*, Monroe, Wash., is retired but says she is very interested in the improvement of the primary instruction.

*Mrs. Selma Coates Bullerdick* teaches in the Seattle Public Schools. She also teaches high school level in hospitals and homes. Mrs. Bullerdick has been president of the Seattle-King County C.E.C. since 1957.

1921 . . . *G. Philbrook Arnold* is retired and living in Seattle. He writes that he has been traveling around the United States for the past two years.

1921 . . . *Harold Gaaslands* shared coffee with other alumni when he arrived from Spenard, Alaska. He has three grown sons and is a retired safety engineer. He is chairman of the Federal Safety Council.

1925 . . . *Mrs. Ebba Johnson*, a housewife living in Seattle, has a daughter, *Gloria*, who graduated from Concordia College in Minnesota. "But," Mrs. Johnson writes, "we hope to have her go to WWSC for summer school later on."

1926 . . . *Mrs. Esther Havland Moore* of Seattle is a homemaker but is still very interested in Western and its activities. Her daughter and son-in-law *Pat* and *Elmer Skold*, did graduate work here and also taught for three years in Bellingham.

1927 . . . *Arline Short Anholt*, now living in New York City, has a niece at Western this fall. She is *Penny Sue Anholt* of Port Angeles.

*Dorothy (Jackson) Bennett*, Monroe, Wash., is employed as County Superintendent of Schools, Snohomish County.

1929 . . . "Scuttle the 'Educate the best and shoot the rest' idea," writes *Mrs. Jane (Kenny) Cody* of Republic, Wash. "Let's educate at all levels again . . . we need good, plain C students too." Mrs. Cody is Postmistress of Republic Post Office.

1930 . . . *Lulu B. Bacon*, Seattle, says "Western is best and always will be. More power. Western Reports very good. Thanks."

1930-38 . . . *Mrs. Hargaret Solum MacPherson*, a retired teacher, is now Public School Librarian in Meany Junior High, Seattle.

1932 . . . *Malanie Elmer Draper* is still teaching in Kodiak, Alaska. She has been there for six years and enjoys her teaching job. She teaches for the Navy in the third grade.

1934 . . . We hear again from *Herman Tegenfeldt* and his wife *Ruth via the ocean waves*. They are missionaries in Rangoon, Burma. Their address is 1143 St. John's Rd., Rangoon, Burma.

1940 . . . *Elsie Bissonnette Schultz* is teaching in Shoreline Schools. She writes that the opportunity to recommend Western is always taken advantage of.

*Myrtle Anderson Greene* is a part-time swimming instructor at the YMCA in Yakima, and she plans on starting her own "Kinder-Swim" this summer in the pool she and her husband are building.

1942 . . . Army Lt. Col. *Eric Phillips*, son of Mrs. Lena Osborne of Bellingham, recently attended the 38-week regular course at The Command and General Staff College, Fort Leavenworth, Kas. Col. Phillips entered the Army after graduating from Western.

*Mrs. Loraine Montgomery Small* was selected to appear in "Who's Who in American Education"—1961-62. She is an art teacher in Spokane.

Note from the Alumni Office, Viking Union, Room 2: The Alumni Association of Western Washington State College is trying very hard to bring the mailing list up to date. If you are an alum and have not received any past mail from the association, please send your name, address, and year of graduation to the Alumni Office direct. (If you graduated under a different name, please give both names). If you change your address and do not have a permanent address on file here, please notify the Alumni Office as soon as possible. Your cooperation will be gratifying and will help you as well to keep up with "what's new at Western."



1946 . . . Army Lt. Col. *George Russell*, son of Mrs. Arthur Maag of Bellingham, has completed a ten-month course of study at the Army War College, Carlisle Barracks, Pa.

*Arthur Runestrand*, a familiar name in the Alumni Association at Western, has been a devoted worker for the association. He is a teacher at Shuksan Junior High in Bellingham and this year assumed the responsibilities of vice-principal.

1951 . . . *Harry Pagels* shared in the coffee hour and Cabaret dance. He is an insurance salesman in Bellingham and has three children, two girls and a boy. *E. J. Creighton* is a teacher in Edmonds. *Eric Hognlund* and his wife, the former *Billie Reposa* of the class of '53, drove up from Sequim to share in Homecoming activities. Eric is a teacher at the Fort Worden Diagnostic and Treatment Center in Port Townsend. The Hognlunds have a daughter, Holly, age 2.

1952 . . . Among the crowd from Edmonds were *Jerry* and *Eleanor Arentzen* and their twins, *Leslie* and *Susan*. He teaches in Edmonds. His wife, the former *Eleanor Dudley*, graduated in 1955 and is secretary to the superintendent of schools.

1953 . . . *John Samples* is the father of four young ones and also teaches school in Edmonds. His wife's job? "Wife, and home full-time!"

1956 . . . Two alumns, two teachers — *John* and *Georgianna (Joseph) Young*. Both teach in Seattle. *Gordon Pfister* and his wife, the former *Alice Bennett* (class of '56) enjoyed Homecoming. He is a psychologist for the Renton Public Schools and is a member of the Washington State Psychology Association.

1957 . . . *Jack C. Westrick* and his wife lead an interesting and busy life. He teaches school in Aberdeen and somehow finds time to devote to his fishing resort in Westport. His wife, mother of three, manages a charter service in Westport. Jack is also a member of the Chamber of Commerce. Both *Gerald Hickenbottom* and his wife are teaching in Newfoundland for the Navy.

. . . *Hanz Lorentz* of the '57 class is still on the campus. He is representative for College Life Insurance Company of America at Western and lives on Birchwood Avenue with his wife and two children.

. . . *George Turner* is representative for the Addressograph-Multigraph Corp. of Seattle here in Bellingham.

. . . *Joel Carlson* teaches in Everett and completed his M.S. degree at Oregon State in '61. He is married to the former *Susan Melrose*.

1959 . . . *Lawrence O'Donnell* and his wife, also an alum of '59, both are teaching, he in Everett and she in Mukilteo.

. . . *Jack Stark* and wife (*Judy McDonald*) live in Friday Harbor where they both teach. Jack is teacher-coach and his wife teaches the fourth grade. Jack is also WEA Building Representative.

1960 . . . *John Schermerhorn* is in Renton now teaching Language Arts in the high school. His wife works for Boeing. They have a daughter, age 4. Jack is director of dramatics in his spare time.

. . . *Larry Whitney* is teaching in the Shoreline School District and his wife is a student at the University of Washington.

1961 . . . *Virgil Mattson* was seen among the crowd during the coffee hour in the Viking Union. He teaches in Ford Junior High, Franklin-Pierce District. He lives in Puyallup.

## Post Mortem

An article in the Nov. 11 issue of The Saturday Evening Post, "Have Our Teachers Colleges Failed," is anything but complimentary to these colleges, their faculty, students and curricula. However, Western is singled out as a bright light in an otherwise burned-out area. The author, Evan Hill, is a former student at Western (1937-39) and an ex-editor of the Collegian.

"Two years ago Western Washington State College installed James L. Jarrett as president," Hill says in the article. "Jarrett, a vigorous, forty-three-year-old philosophy professor and former president of the Great Books Foundation, has strengthened his faculty with men from Harvard,

Columbia, U.C.L.A., Stanford and Iowa. He has acquired an Irish short story writer to teach English, an English painter for the art department, a geographer from India, a Polish demographer, a Lebanese sociologist and a visiting professor from Ghana.

Western has a new honors program to push high ability students and is recruiting the top 5 per cent of the state's high-school graduates. It has a fine new campus bookstore and is offering its first instruction in philosophy."

## Admission Standards

Admission standards for entering freshmen at Western will undergo a toughening-up process for next fall. The college will demand requirements beyond high school graduation for the first time in its history.

Next fall's freshmen will have to qualify either on the basis of high school achievement or evidence of ability. Specifically, three methods are set up for qualification:

1. A 2.5 grade point average in high school.
2. A standing in the upper half of their graduating class.
3. A satisfactory score on a nationally recognized scholastic aptitude test.

The new standards are the result of a year-long study by a faculty committee which worked with high school principals. They were accepted by the Board of Trustees earlier this year.

Commenting on the requirements, President James L. Jarrett said they are designed "to select for admission students who have a good chance for success in college-level work.

"Such requirements do not penalize the under-achiever in high school," Dr. Jarrett added. "But at the same time they help eliminate the wasteful process of adopting unqualified students only to see them leave college after less than a year of discouragement."

The college admissions office was swamped last spring with 60 per cent more applications than the previous year. William J. O'Neil, admissions officer, put the matter this way:

"With the bulk of applications, some selection of students must be made. It is better to do this in terms of ability and achievement rather than on a first-come, first-served basis."

## Parents Day

A heavy response to Parents' Day invitations late in October forced college officials to set up two introductory sessions for parents in the college auditorium.

About 1,200 parents of entering freshmen were welcomed by President Jarrett, Dr. Merle S. Kuder, dean of students, and Mrs. Bernice Hall for the Board of Trustees.

Parents toured the campus, met with faculty counselors, and visited dormitories and affiliated residences. Refreshments were served at an open house in the Viking Union throughout the afternoon.

"Despite our growth, Western is still of a size that students do not become part of a lonely crowd," Dr. Jarrett remarked. "Parents' Day gives the mothers and fathers of new students a chance to look over the campus, academic program, and community — to meet faculty members and administrators. We hope we never get too big for such a program."



# Campus News

## Computer Center

Western Washington State College recently received a \$10,000 grant from the National Science Foundation towards the purchase of a high speed electronic computer. The grant is backed by a second award from IBM, which will provide the computer.

The equipment will be the centerpiece of a computing area to be set up in the Mathematics Department in Old Main. It will be headed by Dr. James McFarland, a mathematics professor.

Dr. McFarland explained that the computer, which appeared on the market just six months ago, will be open to both faculty and students as an aid in teaching and for research purposes. He emphasized that it will be at the disposal of all college personnel.

"The college recognizes the fact that computers and computing methods are of increasing importance in education, research and industry," he said. "It is essential that people in many fields be provided with training in these methods.

The type of programming for the computer—tape or card—has not been determined.

Dr. James L. Jarrett, president of Western, said the college "is still in need of additional financial help in the purchase of the equipment," but added that he is "highly optimistic about the outcome."

"Eventual installation of the computer, expected next spring, will mark the beginning of a new era in scientific and mathematical progress at Western," he said.

The card type equipment, priced at about \$30,000 more than the tape equipment, would be faster and more adaptable to uses at Western, Dr. McFarland explained. The former is priced at \$97,000 and the latter at \$77,000.

The computer itself is about the size of a large desk.

A committee, made up of representatives from a dozen departments, will set the policy on the computing center. Plans call for no charge to students or faculty for its use, which is limited to educational purposes.

## Foreign Films

A series of foreign film classics is being sponsored by the college for the first time this year. Eight showings, six of them double features, are being offered on a schedule of one a month. Season tickets are available through the Extension Service office at the college.

All programs are at 7:30 p.m. in the college auditorium.

The winter and spring quarter schedule is:

Jan. 12—"Mr. Hulot's Holiday" (French) and "The Overcoat" (German.)

Feb. 4—"Henry V" (British.)

March 10—"Bicycle Thief" (Italian) and "Paris on the Seine."

April 6—"Kind Hearts and Coronets" (British) and "Song of the Prairie" (Czechoslovakian.)

May 4—"The Red and the Black." (French.)

## Concert-Lecture Series

Western's Concert-Lecture Series closed out its fall quarter program on a note of applause for the revised scheduling this year. The fall series found the Air Force Band, author Vance Packard, baritone Lawrence Winters and actor Thomas Mitchell on campus.

Bernard Regier of the Music Department, and Dr. Pat Penland of Extension Services, faculty co-chairmen for the series, explain that they have booked fewer events this year but have aimed for those of higher caliber than in past years.

The charge to the public is \$1. Tickets are made available at least four days before the performance at two Bellingham locations (Stark Piano Co. and Griggs Stationery) and at the box office on campus. Mail and telephone reservations are accepted by the Music Department.

All winter and spring quarter performances also will be at 8:15 p.m. in the auditorium. The schedule is:

Jan 11—Vancouver Symphony Orchestra

Jan. 19—Edgar Snow, Lecturer

Jan. 29—Boccherini String Quintet

Feb. 8—Ogden Nash, Humorist

Feb. 26—Ballet de France

April 3—Canadian Players

April 11—Marquis Childs, News Columnist

May 2—John Browning, Pianist

## Department Split

The Physics-Chemistry Department recently was split into two separate departments on recommendation of the 12-member physics-chemistry faculty. The reorganization was approved unanimously at a faculty meeting in November.

## Jarrett Named Advisor

President James L. Jarrett, appointed as a consultant to the U. S. Office of Education last June, met with the nine-member consultant group for two days

in November. The group (Research Advisory Committee of the Cooperative Research Branch, U. S. Office of Education) was set up to advise Commissioner of Education Sterling McMurrin on federal grants for research to colleges and universities. The committee reviews requests and recommends to the commissioner those projects they feel should be supported by the Education Office under Public Law 531. The grants will cover a wide range of research areas. Dr. Jarrett is the only member of the committee from the western states.

## Fall Registration

When the student-register finally quit ringing, 3,367 young men and women had been booked as fall quarter enrollees by Registrar Donald A. Ferris. The figure represents a 14 per cent jump over fall quarter registration last year.

A breakdown shows 1,407 freshmen (1,156 of them new this year), 748 sophomores, 588 juniors, 516 seniors, 64 graduates, and 44 special students. Men number 1,800 compared with 1,567 women. Of the freshman class, 757 are women and 651 men.

However, the trend is reversed at the senior class level where 349 men are enrolled and only 167 women. The high drop-out rate of women has been a point of serious discussion among the college's administrative officials.

Students in the teacher education program total 2,369 or 69 per cent of the enrollment. The revised program is now in its second year of offering a block core of humanities courses (24 credit hours) as the basis of the first two years.

## Cooperative Summer Sessions

Western Washington State College and Bellingham School District officials are planning a cooperative summer school program to run between July 2 and July 27. The courses would be of an enrichment nature for high school students since they would carry no academic credit. Suggested courses are art, mathematics, speed and remedial reading, typing, astronomy and marine biology.

The courses, normally not available to high school students during the regular year, would allow the students to progress at a more leisurely pace. It also would give them a chance for additional exploration on a subject. The program would allow the college to place summer student teachers in the classes for the first time. Dr. John Snedeker, chairman of the Education Department, and Gordon Carter, superintendent of schools, are developing the program.

## European Study Tour

An eight-week study tour of Europe titled, "The Arts in European Culture," is being organized by Dr. Frank D'Andrea, chairman of the Music Department. Tour members will visit centers of art, music and drama in Portugal, Spain, France, Italy, Austria, Germany, Yugoslavia, Holland, Belgium and England. It is designed for teachers, students and friends of the arts. The course may be taken for nine college credits. Further information may be obtained by writing Dr. D'Andrea.

## Fall Quarter Play

Euripides' "Orestes," the Speech Department's fall quarter play, drew a high favorable response when it was presented early in December. The play also was applauded by actor Thomas Mitchell when he appeared on campus in November as part of the Concert-Lecture series. "Orestes," a Greek tragedy with modern "blood and thunder" overtones, was the college's first undertaking of a Greek play. It was written about 400 B.C.

## English Teachers to Meet

The Puget Sound Council of English Teachers will convene on the Western campus April 7. About 250 teachers from the United States and Canada at the elementary, high school and college levels are expected. Speakers include Dean Scarfe, head of the College of Education at the University of British Columbia, and President Jarrett. Campus arrangements are being made by Dr. Mary Watrous, regional director of the Puget Sound Council.

## East-West Conference

Another conference in the series, "Asia: Continuity and Change," is planned by the Danforth East-West Committee for Feb. 19-21. Major conference topics will be concerned with communism and nationalism in Asia with emphasis on China. Speakers will include Dr. Joseph E. Spencer, Department of Geography, UCLA, and Dr. William L. Holland, head of the Department of Asian Studies, University of British Columbia.

## Scientists to Visit

The Physics Department will have three scientists visiting the campus during the first part of the year. These scientists will deliver lectures and conduct seminars under the auspices of the National Science Foundation.

Dr. G. W. Gleeson, the first of the visiting scientists, will be on campus Jan. 11 and 12. On Jan. 12 his seminar at 10 a.m. will include a discussion of the preparation for secondary school science teachers. Physics teachers from the Northwest part of the state are invited to attend the

discussion and the luncheon which follows.

The high school physics teachers will meet with the physics staff after the luncheon. The afternoon program will include an inspection of facilities and equipment of the physics department, as well as informal presentations and discussions concerning mutual teaching problems.

## TV 'Camera' Added

The Department of Speech recently added a television camera to its facilities—not a "real" one, but real enough to make students stutter through their lines the first time they appeared in front of it.

Paul R. Waldo and Dr. John W. Spalding, members of the speech faculty, built the mock-up camera for less than \$20. It is a model of R.C.A.'s "TK-12" image orthicon camera, now on the market bearing a price tag of \$20,000.

But Waldo and Spalding went R.C.A. one better. Their system of lenses and mirrors shows the cameraman a color rather than a black-and-white picture seen by an R.C.A. cameraman.

"This camera gives broadcasting students the experience of communicating their message to the lenses of an indifferent electronic box," Spalding said recently. "And we do so under conditions as much as possible like those in a television studio."



Spalding said that one visitor who recently came to the third-floor studio in Old Main to record a radio program actually thought he was on television when he saw the camera. His extemporaneous performance was cut short with the explanation the camera was only a model.

## College Unions Conference

Western was host to a regional meeting of the Association of College Unions early in November which found 250 delegates from 50 colleges and universities visiting the campus and community. Major speeches were given by President Jarrett, Chester Berry of Stanford, Garth McDowell of the University of Saskatchewan and Charles Clark of Boeing. Delegates represented colleges in Washington, Oregon, California, Nevada, Idaho, Western Montana, Hawaii, Alaska and British Columbia at the three-day conference. Richard Reynolds, director of student activities at Western, was in charge of arrangements.

## New Faculty

Western brought 50 new faculty members to the campus this year. Of this number, half went into new positions while the others filled vacancies which opened during the past year.

The Education Department topped the list with seven new members, including the department chairman. The English and Speech Departments received five each.

The complete list of new faculty, their positions at Western, and their last positions includes:

**ART DEPARTMENT**—Dr. William Proweller, assistant professor of art, from the University of California, Berkeley; Martin Tucker, instructor of art, from the Minneapolis-St. Paul Public Schools, and Walter F. Wegner, instructor of art, from directing traveling exhibits for the A.F.A. and Smithsonian Institution.

**BIOLOGICAL SCIENCES**—Gerald F. Kraft, instructor of zoology, from Oregon State University.

**ECONOMICS, BUSINESS AND GOVERNMENT**—Ada Gambrell, assistant professor of business education, from Eastern Montana College of Education; Richard C. McAllister, assistant professor of economics, business and government, from the University of Montana; Dr. Dick S. Payne, assistant professor of government, from Northwestern State College, La., and Thaddeus H. Spratlen, instructor of economics, from Ohio State University.

**EDUCATION**—Dwight Andrus, lecturer in education, from Whatcom Junior High; Dr. Doris Ching, assistant professor of education, from the University of Hawaii; Marcia D. Grabfelder, lecturer in education, from Oakland, Calif., Public Schools; Edward M. Morrow, instructor in education, from Everett School District; Esther Ross, lecturer in education, retired Bellingham School District teacher; Mary Ann Schuette, instructor of education, from the University of Minnesota; Dr. John Snedeker, professor of education and chairman of the Department of Education, from Ball State Teachers College, Indiana, and Dr. Maurice C. Williams, associate professor of education, from Clover Park School District, Tacoma.

**ENGLISH DEPARTMENT**—Nita Clothier, acting instructor of English, employed part-time at Western last year; Thomas MacIntyre, instructor of English, from Clongoweswood College, County Kildare, Ireland; James Mulligan, instructor in English and adviser of student publications, from Casper College, Wyoming; Dr. Marjorie Ryan, assistant professor of English, from Arizona State University, Tempe, and Dr. Leo F. Storm, assistant professor of English from Utah State University.

**FOREIGN LANGUAGE DEPARTMENT**—Joseph Pesseat, acting instructor of French, from Hutchinson, Kas., Public Schools; Van-Charles Seigneuret, instructor of French, from U.C.L.A.; and Dr. Raymond Young, assistant professor of Spanish, from Wayne State College, Detroit.

**GEOGRAPHY DEPARTMENT**—Debnath Mookherjee, assistant professor of geography, from the University of Florida.

**HISTORY DEPARTMENT**—Dr. James G. McAree, assistant professor of history, from New York State University Teachers College.

**HOME ECONOMICS**—Mary Baughn, instructor of home economics, from Columbia University Teachers College.

**INDUSTRIAL ARTS**—Fred Olsen, assistant professor of industrial arts, from Ohio State University.

**LIBRARY**—James D. Hanna, instructor in library science, from the Seattle Public Library; Lelia McCoy, part-time Campus School librarian, from South Kitsap School District, and Vilia Paeglis, instructor, from Oakland, Calif.

**MUSIC**—Dr. Paul H. Stoner, assistant professor of music, from Colorado State College, and Don A. Vollstedt, assistant professor of music, from Union Theological Seminary, New York.

**MATHEMATICS**—Michael Billings, instructor of mathematics, from Montana State University.

**PHYSICAL EDUCATION, MEN**—Dr. William Tomaras, assistant professor of men's P. E., from the University of Oregon.

**PHYSICAL EDUCATION, WOMEN**—Alta Hansen, instructor of women's P.E., from the University of Oregon.

**PHYSICS-CHEMISTRY**—Dr. Melvin A. Harrison, associate professor of physics, from the University of California; Richard Lindsay, assistant professor of physics, from Washington State University; William Nilsson, assistant professor of chemistry, from the University of California, and Dr. Raymond R. McLeod, associate professor of physics, from Purdue University.

**PSYCHOLOGY**—Peter J. Elich, assistant professor of psychology, from the university of Oregon; Dr. Barbara C. Etzel, associate professor of psychology, from the University of Washington, and Frank A. Nugent, associate professor of psychology, from Los Angeles State College.

**SOCIOLOGY-ANTHROPOLOGY**—Lawrence F. Douglas, acting instructor in sociology, from the University of British Columbia.

**SPEECH**—Ralph P. Carter, assistant professor of speech, from Indiana University; John Jones, instructor of speech, from the University of Washington; Dr. John W. Spalding, assistant professor of speech, from the University of Michigan; Dr. Paul C. Wadleigh, assistant professor of speech, from Indiana University, and Paul R. Waldo, instructor in speech, from the University of Michigan.

**ADMINISTRATION**—Spencer Nevan, assistant registrar, from Distributive Education Clubs of America, Washington, D. C.

# Sports Roundup

BY JACK ROBERTSON Sports Publicity Director



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## Rugby

This year rugby makes its appearance on the Western sport front as a varsity sport. For the past few years it has been a club. In those years rugby teams won many honors for Western, last season playing for the British Columbia championship.

In the past, as will be the case this year, the Viks have found it necessary to play in the Vancouver Rugby Union. But this year a new twist will be added as Head Coach Al Mathieson announces a schedule that includes six inter-collegiate games. The Viking ruggers will take on the Universities of Oregon and British Columbia along with Victoria College and Oregon State College. The remainder of the games will be played in the Vancouver first division.

The ruggers will be under the guidance of Mathieson, who coached them last season. Mathieson also is a member of the English Department at Western. He will be assisted by Sam Martin, a graduate of Western, and Rich Schmid, who will act as trainer and student coach.

About nine of the 15 spots will be held by veterans. The biggest note of joy is Ray Devier, a junior from Hamilton, Ont., who will be back and ready for action. Devier was touted as one of the top halves in the Vancouver first division last season. Also back with the Viks will be Dick Hayes, Gary Fumano and Mike Cooper.

## Basketball

The 1961-1962 basketball season is here again. Coach Jack Hubbard's troops opened their season at Vancouver, B. C., in the Totem Tournament, December 1-2.

Coach Hubbard has 24 players out this year. Seven of them have earned varsity letters at Western and two are up from the junior varsity. This gives Hubbard a good nucleus to go along with his 12 freshmen and three transfers. Back from last year are front courtmen Jim Riffe, John Riseland, Jim

Adams, Bob Gilda and Terry Clayton, and back courtmen Mike Kirk and Dave Edwards. Up from the junior varsity are a pair of guards, Keith Kingsbury and Bill Zagelow. Promising freshmen are Ron Romaneski (Everett), Gregg Wilson (Oak Harbor), Dave Husby (Wilson-Tacoma), Randy Phillips (6'7" Darrington), and Joey Richer (Everett).

The Viks played five games before entering their second tournament. The latter tournament was at Chico State, Calif., during the holidays. They enter conference play Jan. 5, closing out with a tournament at Tacoma Feb 20-24. Should the Viks win this conference tourney they would enter the District One NAIA playoffs in an attempt to earn a trip to Kansas City for the Nationals.

With the Evergreen Conference becoming one of the top small college conferences in the country, it is going to get increasingly tougher for Coach Hubbard to bring home a winner. But since coming here in 1955, Hubbard has taken Western into the District One NAIA playoffs five years in a row, a record unmatched by any coach presently in the district.

### 1961-1962 BASKETBALL SCHEDULE

Jan. 5	WWSC at Whitworth
6	WWSC at Eastern Washington State
9	UBC at WWSC
10	St. Martins at WWSC
13	WWSC at Pacific Lutheran U.
16	WWSC at Seattle Pacific College
19	Central Washington State at WWSC
20	University of Puget Sound at WWSC
29	Westmont College at WWSC
Feb. 2	EWSC at WWSC
3	Whitworth at WWSC
10	Pacific Lutheran U. at WWSC
16	WWSC at U. of Puget Sound
17	WWSC at CWSC
20-24	Conference Tourney
Mar. 2-3	NAIA District 1 Playoffs
5-6-7	NAIA District 1 Championship Playoffs (2 out of 3)

## Wrestling

Wrestling, the fastest growing sport in the state, becomes a varsity sport at Western this year. And it couldn't make its debut under more capable hands than those of Dr. Bill Tomaras, noted as one of the top wrestling coaches on the Pacific Coast.

Tomaras, who hopes to build wrestling into a major sport at Western, starts

on the tough task with a group of aspiring wrestlers that lack experience. There are none with college experience and only a few with high school wrestling letters.

Tomaras did not join the staff at Western until this summer so he has not been able to do much in the way of recruiting. What he has done is attempt to build interest in the sport and let prospective college wrestlers and their coaches know that Western is building a wrestling team. This year he held two clinics.

## Football

The 1960 football season came to a close for the Vikings on a losing note in Portland. But the season itself could not be called a losing one. The Vikings opened with four straight victories before tasting defeat. In the remaining five games, the Vikings could find a winner only once.

Individual honors were many for the Vikings as Ken Fry, Gary Moore, Gary Fumano, Matt Kjelstad, Harry Leons, Ron Ladines and Doug Ringenbach were named to All-Conference honors. Of the seven, only Leons and Ladines will be absent when the Viks report back next fall.

For the coaching staff, led by Jim Lounsberry, the season was something of a frustration. Injuries and the lack of a good practice field hampered Western in the closing weeks. But the staff is squinting optimistically toward 1962.

### THE SCOREBOARD

WWSC 13	UBC 6
WWSC 13	PLU 7
WWSC 13	UPS 0
WWSC 7	EWSC 0
WWSC 13	CWSC 19
WWSC 0	Whitworth 53
WWSC 21	PLU 14
WWSC 6	UPS 14
WWSC 7	Portland 13

## Swimming

The Viking swimmers meet with three Evergreen Conference foes plus the Universities of Washington, British Columbia and Idaho.