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WESTERN REPORTS

Alumni Review of
WESTERN WASHINGTON STATE COLLEGE
February, 1968



campus news

WESTERN REPORTS

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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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COLLEGE-ALUMNI RELATIONS

Ted McQuary

EDITOR

James Mulligan

THE COVER:

Seattle artist Don Charles' cover illustration symbolizes the challenge of a computerized society and what it means to all of us. Applications of computer technology on the Western campus are described by Robert Holz, director of the Computer Center on campus, beginning on page 4.

OLD ST. JOSEPH'S HOSPITAL NOW MARRIED STUDENT HOUSING

Old St. Joseph's Hospital on Forest Street has been resurrected.

From a home for the maimed, infirm and newly born, it has been converted to an apartment house for healthy, happy, and hungry college students. Many have children and student budgets, and this brings problems when looking for lodging in Bellingham.

Owned by James F. Bolster, the hospital—renamed Sehome Manor—is the only married student housing facility provided by the college. It has been leased to Western on a five-year basis.

Fifty-six units house 132 persons, including 28 children. Six additional units will be constructed later this year with the expiration of the lease of the Whatcom Community Mental Health Services, Inc., which has been located at 255 No. Forest for the past two years.

Sehome Manor tenants must be students at WWSC with a minimum study load of seven credit hours per quarter or be employed by the college.

Mrs. Theresa Olbrantz, director of off-campus housing, assigns the apartments, giving first priority to married couples with either or both in graduate school, then to married undergraduates with husband and wife enrolled.

Next in line are married veterans with husband or wife in school, followed by married seniors, juniors, sophomores and freshmen with either husband or wife enrolled.

New faculty members and employees of WWSC, as well as single men or women students, also may live at Sehome Manor.

Although children are welcome, pets are not allowed.

NO LONGER A HOSPITAL—Sehome Manor, an apartment house primarily for married Western students, is the result of a face-lifting on the old St. Joseph's Hospital.





RESPIRE FROM STUDYING—Fred Hay's children play with their father when he is not studying. Hay is a senior English major at Western and he and his family have lived at Sehome Manor since September 1.

Utilities and upkeep are supplied by Bolster and the college is responsible for tenants and rent.

Students wishing to live at Sehome Manor may choose between efficiency or studio apartments which rent for \$70-\$85; one-bedroom apartments, \$75-\$120; or two-bedroom, \$100-\$135.

All unfurnished, units come with carpeting, stove, refrigerator and drapes as well as one parking space. Washing facilities are available in the basement.

Glenn Dobbs, a senior economics major from Wenatchee, walks to class each day and studies at the library when there is too much distraction at home.

His wife, also from Wenatchee, has her hands full with two children, age four and one.

"We were very happy to find this place," Mrs. Dobbs said. "It's more economical to live here in the long run. We have a beautiful view of the bay, we are close to school and we don't pay for parking."

Mr. and Mrs. Dobbs and their children, Jacque and Douglas, live in the largest and most expensive of the Sehome Manor units. Apartment 304 boasts more than 1,000 square feet of floor space. Price is determined according to view, number of bedrooms, and floor space.

Three of the 28 children in Sehome Manor are those of Mr. and Mrs. Fred Hay of Seattle. Dan, Greg and Jeffrey keep their mother busy while their father studies for his degree.

"We wanted a house," Mrs. Hay said, "but there wasn't much available. This is the best compromise for space and money."

A veteran, Hay has found help in supporting his family through the GI bill and the GI food-stamp program. Mr. and Mrs. Hay especially like Sehome Manor because they are close to school and downtown.

"We thought it would be pretty expensive to heat a house, but we don't have to worry about that here—everything is taken care of when we pay the rent."

FISHER MEMORIAL FUND GETS \$4,300 FOR FOUNTAIN

In the past six months, 282 persons have contributed nearly \$4,300 to the Charles H. Fisher Memorial Fund in the quad formed by the new Computer Center, Education-Psychology Building, Haggard Hall, and Humanities Building.

Dr. Fisher, who died in 1964, was president of Western from 1923 to 1939. One year after his death his son, William Fisher, discussed the possibility of a memorial with Harold Goltz, director of campus planning, and Arthur C. Hicks, professor of English at WWSC.

Goltz suggested a memorial fountain be constructed in the new plaza with a plaque at the edge of the pool.

Letters were sent to a selected number of faculty and alumni requesting that their names be used on a list of sponsors for the Charles H. Fisher memorial.

Nearly 40 persons agreed and their names appeared on a letterhead sent to 2,000 alumni, friends and relatives. More than ten per cent of these responded with contributions ranging from \$1 to \$1,000, according to Dr. Hicks.

As acting chairman of the committee of sponsors, Dr. Hicks made a second appeal to those who had not responded. A sketch of the fountain was sent with each letter.

The money contributed was raised largely during the 1966-67 academic year.

The memorial fund will cover half the cost of erecting the fountain, with the remainder to come from other sources.

Construction on the fountain has begun, and the project with lights and water jets of 10 to 35 feet, will be completed in March, 1968.

COLLEGE TO BEGIN CREW RACING

The Haskell Corporation of Bellingham has donated \$10,000 to Western to develop a crew racing program. F. M. (Red) Haskell is representing the corporation in their relations with the college.

William Tomaras, W.W.S.C. athletic director, says his department plans to keep the sport on a beginner's level for the first year. The crews will practice and race on nearby Lake Whatcom and he hopes they can use the student boathouse to store the shells. The shells will be large enough for eight men and a coxswain.

The University of Washington Racing Crew Department has promised help in recruiting, coaching, and organization, and Tomaras hopes to purchase a used shell from them.

Suggested opponents are freshmen and junior varsity teams from the University of Washington and all teams from the University of Puget Sound, Pacific Lutheran University and the University of British Columbia.

Tomaras doesn't expect official inter-collegiate competition the first year, however. *More CAMPUS NEWS, page 14*

Fact and folklore of the digital computer

By ROBERT E. HOLZ Director, WWSC Computer Center



■ More than a century and a quarter ago, an eccentric Englishman named Charles Babbage perfected a machine he called an Analytical Engine. This machine embodied many of the essential elements of the modern digital computer. Babbage never succeeded in getting his Engine produced commercially, and he exhausted his fortune and his patience in the attempt. Not many of his contemporaries ever understood what he was up to but one who did was Ada Augusta, Countess of Lovelace and daughter of the poet Byron. She understood the Engine, and could explain it lucidly and write programs for it.

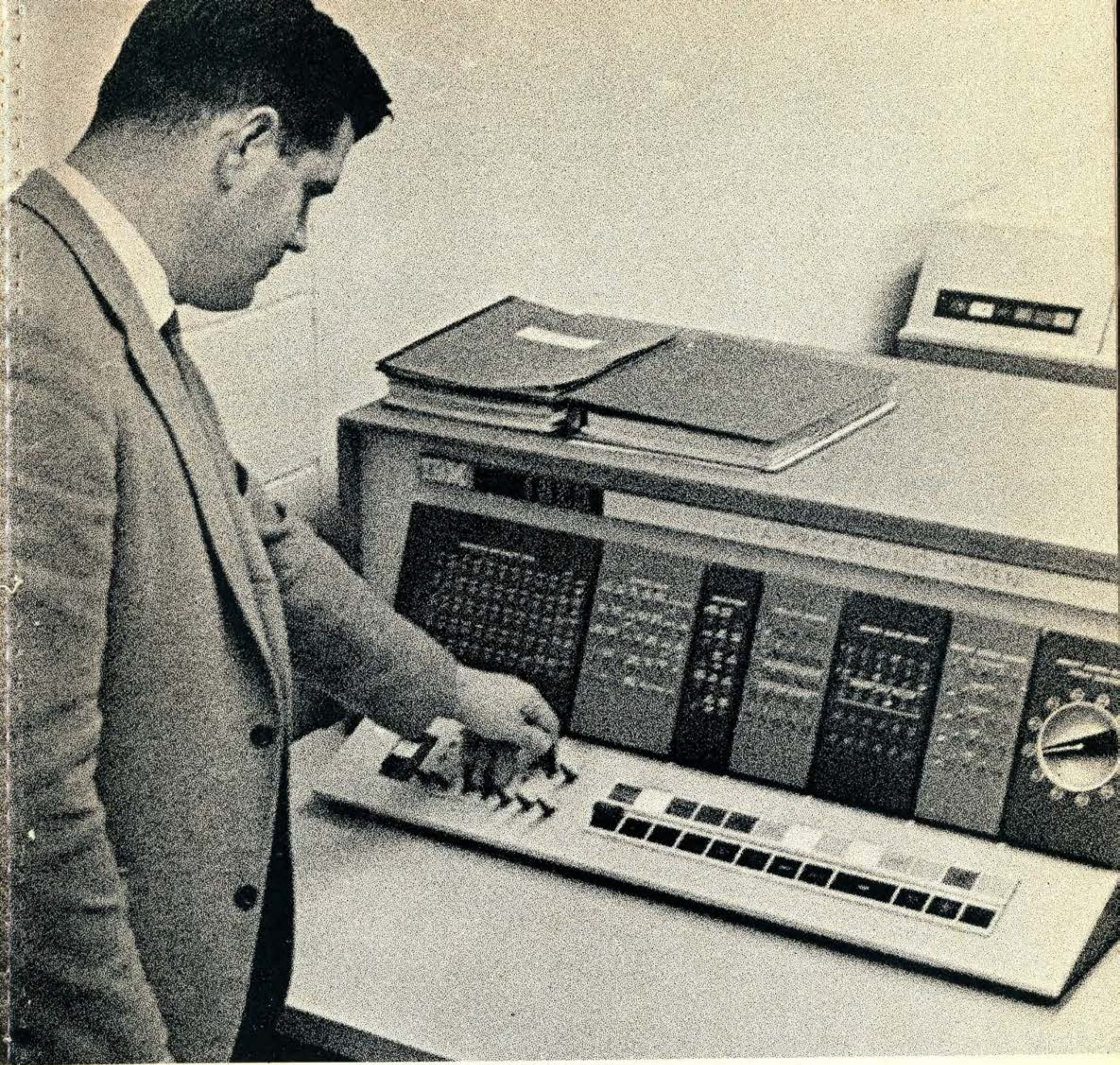
The misunderstandings that the Analytic Engine met inspired a warning from Lady Lovelace: "In considering any new subject, there is frequently a tendency, first to *overrate* what we find to be already interesting or remarkable; and secondly, by a sort of natural reaction, to *undervalue* the true state of the case when we do discover that our notions have surpassed those that were really tenable. The Analytic Engine has no pretensions whatever to *originate* anything. It can do whatever we *know how to order* it to perform. It can *follow* analysis; but it has no power of *anticipating* any analytical relations or truths. Its province is to assist us in making *available* what we are already acquainted with."

Today, it is the computer that is surrounded by myth and misunderstanding; men from all walks of life are bewildered to one degree or another and there is overreaction not unlike that encountered by Babbage and his Engine. For example, a few years ago, when unemployment was high some economists put the sluggish economic situation and the public folklore about computers and automation together; 2 plus 2 made 4-hour work days—or else doom. As it turned out, of course, computers were not to blame. But we still hear persistent rumors that computers are taking over

this profession, or *that* industrial process—medicine and petroleum refining being good examples. These takeovers almost invariably "will occur in five to ten years."

A careful scrutiny of the past development of computer usage and of the present situation provides facts which are at variance with the popular viewpoints. The crystal ball gazers may be about right in anticipating the potential of computers, but there is confusion between what is possible and the probable time scale for implementation. There is evidence to support the view that most of the developments popularly predicted for five or ten years hence will actually occur in one or two generations instead. Many of the five-year plans of 1962 are now ten years away in 1967. For example, in 1962 computer manufacturers were concentrating on the development and sale of process control computers—bakeries, steel mills, even radio stations were candidates for automation. While about 400 such computers had been sold by 1966, very few, if any, are performing all the functions that were prophesied. Those of us in the computer business are beginning to learn that it might be possible to automate the Library of Congress in five or ten years but not without the budget of NASA or the like. It is one thing to launch experimental projects in computer usage directed at one or more problems in a field—education is an example where this is happening. It is quite another problem if automation is to be woven into the fabric of school life everywhere.

The problem is two-pronged. On one hand, there is the task of implementing invention or technical capability. The logician Albert Wohlstetter has said that technological change "has to do with such grubby matters as costs, uses, and competing purposes: in short, with politics, sociology, economics, and military strategy." The second



part of the problem is that the invention itself is much less complete than is often indicated by the publicity. There are many major technical achievements and breakthroughs ahead of us before the time when computers are in everyday use by every man. Of course, the easier part of the invention has come first. Logical work which is highly quantitative or mathematical in nature, or which involves filing, maintenance, and other simple operations on modest amounts of information, is reasonably well served by computer methods now. But much invention lies ahead in work concerned with more complex matters such as learning processes, social or economic systems,

or simulations of political and organizational structures (to name a few).

My comments so far may seem negative to many, especially considering my position. I do not mean them that way. There is ample evidence that the potential of the computer is great. I would minimize the notion that computers are 'taking over,' much less 'in a hurry,' but I would maximize the capability of computing machinery to significantly speed up and improve the quality of his logical work when used by man in a close symbiotic relationship. Most of all, I would stress the importance of this matter of invention. The development of intelligent procedures for com-

puter usage, and indeed, the determination of the real value and capability of the computer is a responsibility which a college faculty cannot ignore.

Let me now discuss matters of an operations nature. It is a major goal of the Computer Center at Western to provide computer service to the college community in the form of a "logical utility" similar in many respects to the services of public utilities with which we are familiar. It seems to many who have been closely associated with computers that there are striking similarities between the potential service capabilities of computing machinery and, for example, the electrical utility. This analogy involves these basic elements:

- The nucleus of an electrical utility is a group of generators. The nucleus of a logical utility service would be group of computers or, more precisely, central processing units. In theory, one large generator would probably be most efficient; in practice, the great power blackout of the Northeast notwithstanding, real reliability dictates more than one.

- Electrical power is distributed over transmission lines and through substations to users; this distribution system is highly developed to bring power within easy, convenient reach of everyone. The distribution network for the logical system would be similar. Earlier I stated that successful computer usage often involves a close relationship between man and machine; the availability of logical power at points where logical work is done is of key importance.

- Electrical service is utilized by 'plugging in' standard, mass-produced appliances, equipment . . . to do mechanical or electrical work. There would be devices and procedures available so that users of the logical utility could conveniently transform logical power into useful logical work.

- For the electrical utility, the dollar costs of system development and of operation are returned many times over by a great reduction in the cost of a unit of work. It is expected that the same would be true when a highly developed logical utility is generally available; that is, the total amount of logical work produced by an individual in his lifetime would be vastly increased.

- Perhaps the most important part of the analogy is this: if one considers the place of the electric utility in present-day life, one probably has a realistic insight into the place of the computer in life a generation or so from now.

This analogy, like most others, must not be carried too far. There are a few very basic differences between present possibilities of the electrical and logical systems. For example, the electrical generator is capable of *flooding* its transmission lines with electric potential; the computer CPU can only roughly approximate this feature of the electrical system and there are limitations on the number of transmission lines. Furthermore, stand-

ardization, especially in the area of appliances, is some distance down the road; so is reliability in that few can afford multiple, interconnected systems. But the goals, the future development, and even the policies and procedures for computer services at Western will more or less fit into the framework provided by the analogy.

The idea of a logical utility based on digital computer equipment is not new and it is an idea which has some opponents in the computer field. The idea was originally a five- to ten-year plan in the early 1960's; in 1967, it has come only a few steps forward and there have been several mistakes along the way. We know that the ideal will have to be compromised in many ways during the early years of operation, but the alternatives are even less satisfactory especially on a college campus.

In April, Western will install a computer system which will have some of the basic elements of the logical utility I have described. IBM is the manufacturer. The CPU is a Model 40 of the 360 series with 262,000 characters of core storage. We will have disk storage capacity of about 200 million characters on-line. There will probably be no magnetic tape facilities. There will be the usual forms of printer and card gear. In the area of operating systems, language processors, and utility programs, we also will take a large leap. For example, PL/I, COBOL and ALGOL will be available as well as FORTRAN. Typewriter-like devices will be connected to the system at remote locations probably beginning next summer, and at that time our transmission network will have begun. Our present plans are that most of these will be located initially in a public room in the new building, but several may be installed—at least on an experimental basis—in faculty offices or in classrooms sometime during the next school year.

These typewriter terminals are one type of appliance for the logical utility. While it may not exist at the beginning, a telephone dial eventually will be associated with each terminal; by dialing the computer's extension, a user's terminal will be connected to the system. When connected, the user will have several options; for example, he may call upon any one of several utility programs which will be maintained by the Computer Center staff or he may use the terminal to write, test, or cause to be executed, programs of his own. Examples of possible utility programs are:

- One which will make the terminal a sophisticated desk calculator capable not only of the simple operations of addition, subtraction, multiplication or division but also of differentiation, integration and numerous other mathematical functions.

- One which will allow the user to call upon the services of an information system which would allow him to update, inquire into, or develop reports from files of his own data.

Continued, page 12

ACTIVIST STUDENTS ARE TRULY APATHETIC

by W. Allen Wallis,
President, University of Rochester

About a decade ago, I read accounts of nearly a hundred commencement speeches given that June. They were given in different parts of the country by different kinds of speakers at different kinds of institutions. Through all this diversity that is one of the glories of American higher education ran one binding thread to which even the most individualistic commencement speakers conformed. Every speaker advised the graduates to be nonconformists.

Some came close to recommending that the Federal Government establish standards of nonconformity, and that conformity to those standards be enforced by the Bureau of Standards or even by a new Bureau of Non-standards.

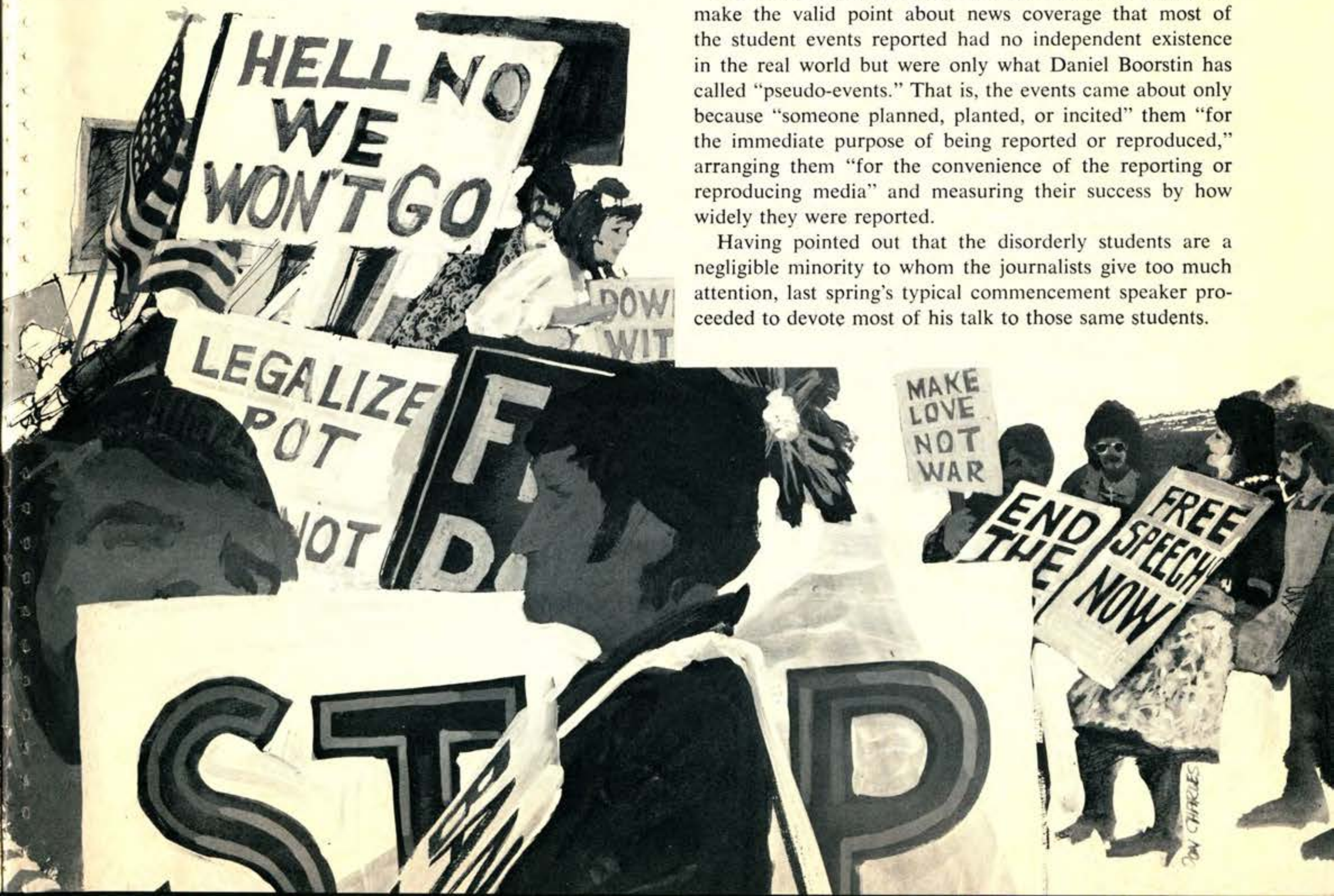
Had I not surveyed the whole set of speeches, I would not have realized what a group of conformists—parrots, almost—those commencement speakers were. To conform to his own advice to be a nonconformist, a speaker would have had to urge the graduates to be conformists.

Last spring I noticed an interesting similarity among a good many commencement addresses, though I did not document it statistically. Many speakers made the point that the students who have disrupted or attempted to disrupt universities or have focused attention on themselves off-campus are only a tiny fraction—under 5 per cent—of all students.

Often this point was accompanied by criticism of the press for giving disproportionate attention to the tiny minority—an interesting approach to journalism, which seems to imply that on the day of a spectacular airplane crash those who were safely on other planes, or not flying at all, should get almost all the space in the newspapers.

One or two speeches that I heard or read last spring did make the valid point about news coverage that most of the student events reported had no independent existence in the real world but were only what Daniel Boorstin has called “pseudo-events.” That is, the events came about only because “someone planned, planted, or incited” them “for the immediate purpose of being reported or reproduced,” arranging them “for the convenience of the reporting or reproducing media” and measuring their success by how widely they were reported.

Having pointed out that the disorderly students are a negligible minority to whom the journalists give too much attention, last spring’s typical commencement speaker proceeded to devote most of his talk to those same students.



About the Author

W. Allen Wallis, president of the University of Rochester, made the remarks from which this article is excerpted at the awards dinner of the National Conference of Christians and Jews.

Mr. Wallis doesn't mind leaning against the prevailing winds in the intellectual community, as these remarks indicate. His academic background is mainly in economics. He has served in government, on many industrial committees, as a director of the Ford Foundation, and on the faculties of Yale, Stanford, Columbia, and the University of Chicago.

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There was variety in the explanations, evaluations, and prognostications offered by the speakers. Nearly every speaker, however, made an assertion to the effect that when all is said and done it is a fine, noble, inspiring thing that today's young people are "concerned" and "committed," not "apathetic" like earlier generations of students.

I have no doubt that you have all heard this assertion. In fact, I have little doubt that many of you have asserted it yourselves. Even if you have not heard it applied to students, surely you have heard it applied to ministers.

I disagree with that assertion. In fact—to quote from a source particularly appropriate at this National Conference of Christians and Jews, namely the book of the Old Testament called Ecclesiastes, the 13th verse of the 10th chapter—this "talk is mischievous madness." I intend to devote the rest of my time with you this evening to explaining why I disagree.

First, I will dismiss a couple of objections that, while valid, do not seem to me weighty. The first objection is that the assertion is patronizing and belittling. (This is even more true when it is applied to ministers than when it is applied to students.) It is the kind of statement one makes about a child who, being unable to steer his bicycle or even to balance it, destroys a flower bed, knocks down an old lady carrying a bag of eggs, and skins his own knees and elbows. "Isn't the little tyke cute! He means so well and tries so hard. How admirable that the small fellow is so concerned about his bicycle—so committed to it, too!"

The second insubstantial objection is that it is at best grasping at straws to base hope for a whole generation on a group which is conceded to be a negligible fraction of that generation.

My more serious objections to claiming that today's activist students and ministers are concerned and committed, rather than apathetic, is summarized in two lines of a poem by Thomas Hood:

"Evil is wrought by want of Thought as well as want of Heart."

The problems about which the activist students and ministers believe themselves to be concerned and committed are war, poverty, injustice, and limitations of freedom. These are problems about which others have been and are concerned, to the amelioration of which others

have been and are committed. No sure paths to universal peace, prosperity, justice, and freedom have been discovered. But a large amount of information, analysis, experience, and wisdom about these problems has been accumulated and recorded through the ages.

Rush Rhees Library, on the George Eastman Quadrangle at the University of Rochester, bears on either side of its main portals two inscriptions from which generations of students have drawn inspiration. The inscription to the left of the library doors reads:

"Here is the history of human ignorance, error, superstition, folly, war, and waste, recorded by human intelligence for the admonition of wiser ages still to come."

The other inscription reads:

"Here is the history of man's hunger for truth, goodness, and beauty, leading him slowly on through flesh to spirit, from bondage to freedom, from war to peace."

Inside that library, as inside thousands of libraries all over America, much can be learned about ignorance, error, superstition, folly, war, and waste; and much can be learned about truth, goodness, beauty, the human spirit, freedom, and peace.

THERE ARE, to be sure, important things that cannot be learned in libraries, or elsewhere in universities. Some of them can be learned only on battlefields, in hospitals, in slums, in artists' studios, in factories, banks, and stores, or from the experience of life itself; and some important truths cannot be grasped at all in youth. But in our libraries, and elsewhere in our colleges and universities much knowledge and wisdom can be acquired that is not likely to be acquired elsewhere.

War, poverty, injustice, and limitations of freedom are enormously complex problems. Yet the history of the past decade, the past generation, the past century, and longer shows that progress has occurred on all of these problems—not uninterrupted progress, perhaps; not sufficient progress surely, but enough progress over long enough periods to demonstrate that it can happen.

That social change can occur is far more obvious than that man can bring about social change, or guide it in desirable directions. There is a great chasm, often overlooked, between demonstrating that things can change and demonstrating that things can be changed. The weather is a good example; we all know it can change, but we all know that so far it cannot be changed. Even if it were proved that things can be changed, we would be a long way from proving that we can change things in desirable ways, or even that we can specify what changes would be desirable.

But we are not totally ignorant and helpless: The social sciences, especially economics, do contain bodies of tested knowledge that are substantial, even though inadequate for what we would like to accomplish. There is much to be learned from the social and behavioral sciences, from history, and from philosophy that will enhance the effectiveness of anyone concerned about social problems and

committed to their amelioration. Certainly there is far more to be learned that can be assimilated in the four years of college.

A person truly concerned about social problems and committed to improving society would, if he were so fortunate as to attend college, devote all his time and all his energy during those years to utilizing the college's academic resources—preparing himself to make his most effective contribution. Jose Ortega has made the point in these words:

"It is easy to say and even to think that you are resolved upon something; but it is extremely difficult to be resolved in the true sense.

"For this means resolving upon all things which are necessary as intermediate steps; it means, for one thing, providing yourselves with the qualities that are requisite for the undertaking. Anything short of this is no real resolution, it is simply wishing. . . . It is not so easy to maintain that sort of fire which is both critical and creative, that incandescence so supplied with thermal energy that it will not be cooled when the two coldest things in the world come to lodge within it: cool logic and an iron will. The vulgar, false, impotent sort of passion shrinks in terror from the proximity of reflective thought, for it senses that at such a chilly contact it will be frozen out of existence. . . . High creative passion is fire supported with the constancy of clear understanding and a calm will."

What passes for commitment and concern too often is simply ignorance and arrogance, aggravated by apathy. Student activists have opportunities to study and to learn, yet they are too apathetic toward their responsibilities to humanity to make the personal effort and sacrifice necessary to take full advantage of their opportunities. Their contribution to social problems too often will be like the contribution of those who cared for George Washington in his final illness, and are said to have bled him to death with leeches.

An illustration of an important failure to understand social phenomena is found in the explanation widely given for the current turmoil among a few of our Negro fellow-citizens. A common explanation is that it is due to desperation at their sad circumstances. Often it is even implied that their circumstances are worsening. In fact, of course, their circumstances have been improving for a quarter of a century at a rate which no one but a wishful-thinker would have ventured to predict 25 years ago.

Furthermore, improvement is a more likely cause of such turmoil than is desperation. On this point, Eric Hoffer wrote more than 15 years ago:

"What passes for commitment and concern too often is simply ignorance and arrogance."

"Discontent is likely to be highest when misery is bearable; when conditions have so improved that an ideal state seems almost within reach. A grievance is more poignant when almost redressed. De Tocqueville in his researches into the state of society in France before the revolution was struck by the discovery that 'in no one of the periods which have followed the Revolution of 1789 has the national prosperity of France augmented more rapidly than it did in the twenty years preceding that event.' He is forced to conclude that 'the French found their position the more intolerable the better it became.' . . . It is not actual suffering but the taste of better things which excites people to revolt."

I TRUST THAT it is not necessary for me to point out that I am not suggesting Negroes are sufficiently well-off, or that nothing should be done for them, any more than a physician who asserts that a diagnosis is incorrect needs to point out that he admits the patient's illness and favors treating it if there is a suitable treatment. An erroneous diagnosis, in social as in medical matters, can lead to treatment that is worse than useless.

An example of the evil that "can be wrought by want of thought" is the minimum-wage law, which is as anti-Negro in its effects as its advocates are pro-Negro in their intentions. Very few workers in the United States are affected by our minimum-wage laws. A disproportionately large number of the few who are affected are Negroes. Some of the Negroes who are affected are receiving higher wages than they otherwise would. Many, however, are unemployed because of the minimum-wage laws.

Among the effects of minimum-wage laws that are harmful to Negroes is a tendency to induce an artificial degree of automation, thereby transferring employment from, for example, low-paid elevator operators to the high-paid engineers and craftsmen who make, install, and maintain automatic elevators. In some cases, minimum wages force up product prices, inducing consumers to shift some of their purchasing away from those products, thereby reducing employment. As a matter of fact, some economists have pointed out that properly designed maximum limits to wages would be more helpful to Negroes than minima, because maxima could induce whites to leave the regulated employment.

Even those who support minimum wage laws in a mistaken belief that they help the poor seem to have a vague, uneasy feeling that their argument has limitations. Otherwise, why do they not urge a minimum wage of, say \$3 per hour?

Economists who have studied discrimination have concluded generally that the greater the degree to which an economy is governed by pecuniary motives alone, the better off will be those who are discriminated against. Armen Alchian and Reuben Kessel conclude that "strong, unrestrained profit incentives serve the interests of the relatively unpopular, unorthodox, and individualistic members of society," and they remark that there is "an inconsistency in the views of those who argue that profit incentives

bring out the worst in people and at the same time believe that discrimination in terms of race, creed, or color is socially undesirable."

Many will find this conclusion so repugnant that they will simply refuse to think about it enough to risk finding truth in it. To those who are curious about the analysis, I will offer a hint.

People's motives are both pecuniary and nonpecuniary. Pecuniary motives are satisfied in a simple way, by money, and money is all alike. Nonpecuniary motives include what we call taste and preference when we approve, or discrimination and prejudice when we disapprove. A man who is not motivated by purely pecuniary considerations may hire a beautiful secretary instead of an ugly one who is an equally good worker and gets the same wage. That would show taste. He may also hire a white secretary instead of a Negro who is her equal. That would show discrimination.

To the extent that the employer is susceptible to pecuniary considerations, the nonpreferred worker can tempt him by a lower wage rate, or by greater efficiency, and thus gain employment. Then the employer finds his unit costs lower than his competitors'. Being now in a position to increase his total profit by tempting customers away from his competitors by offering the customers a share of the saving in unit costs, and being a man governed by pecuniary motives, he does so. With the increased business, he employs more people, naturally looking to the non-preferred group for them.

At any rate, anyone committed and concerned about the welfare of minority groups is exceedingly irresponsible if he is not thoroughly familiar with this kind of analysis, and with much, much more. Otherwise, with the best of intentions, he is likely to find himself in the same category as those who applied leeches to George Washington. Having miscalculated the effect of the minimum-wage laws, he will advocate them in good faith. Then when he sees the Negro unemployment that results he will diagnose its cause incorrectly, and quite probably advocate remedies for it that cause still further harm.

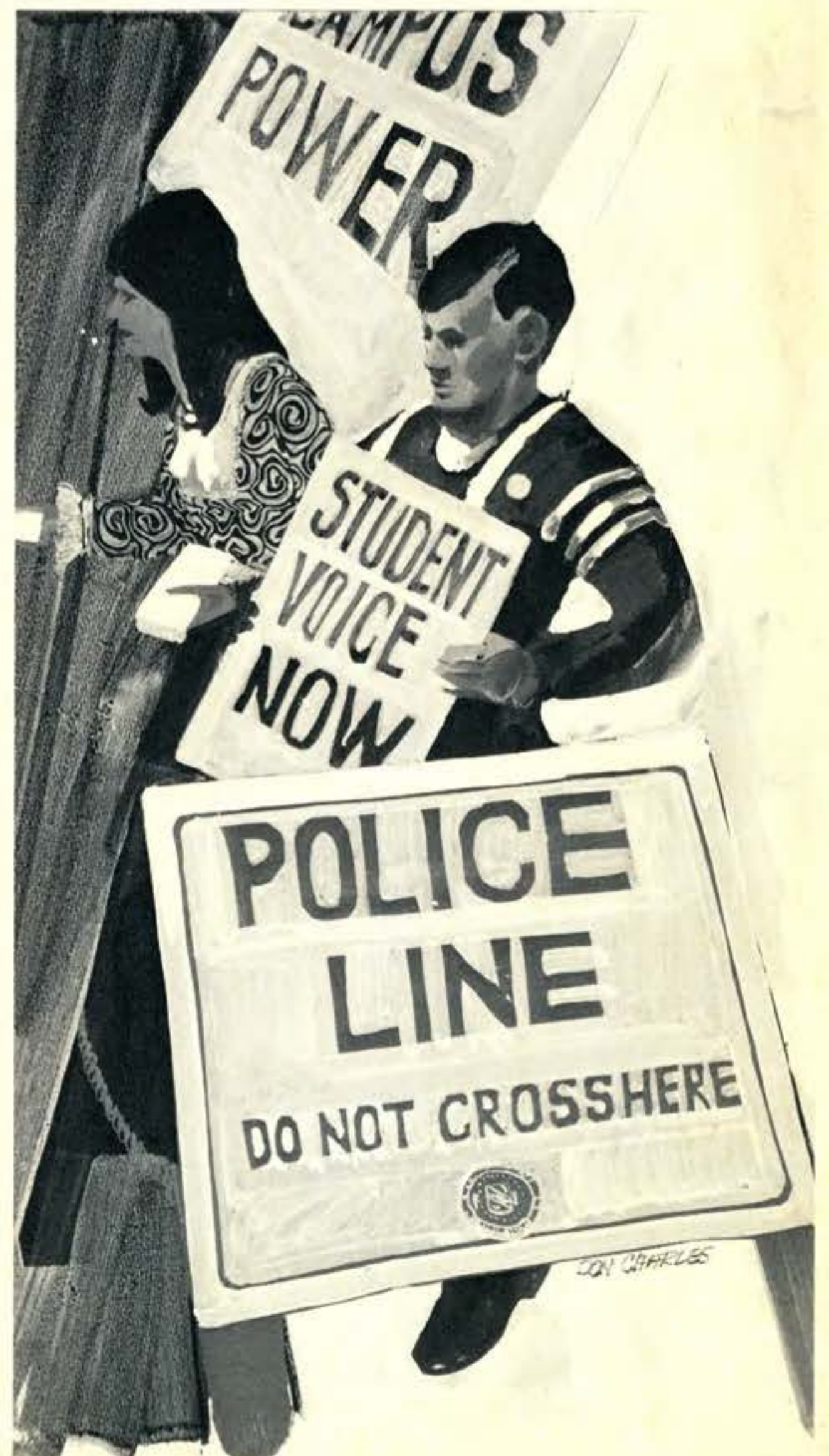
UNIVERSITIES constitute our greatest resource in the age-long struggle for peace, prosperity, justice, and freedom. Their proper and effective use is in accumulating knowledge and wisdom and passing it on. Those who are truly concerned about their fellow man, and truly committed to reforming society, will devote their years in college to study and reflection, just as the budding physician devotes his time in medical school to study instead of to answering ambulance calls.

A business executive cannot cope with the problems of his company with anything less than the best and most advanced education, nor without years of apprenticeship and constant re-education and study. A physicist cannot make contributions that are meaningful and worthwhile without prolonged dedication to research, study, and training at the highest levels of current knowledge. It takes 8 to 10 years of education before the medical internist is prepared to open his own office.

Yet, the problems of business, the mysteries of the nucleus, and the ailments of the body are simple when compared to the problems of war, poverty, injustice, and limitations of freedom.

If there are to be activists and others who purport to have answers to social problems, let them spend at least as much time and effort in learning what man already knows and has already tried as do those who are would-be executives, or physicists, or physicians.

The activists are the students who are truly apathetic. It is among the students so often called apathetic that we find those who are truly concerned and truly committed. It is of this great majority of truly concerned and truly committed students, of whom the public rarely hears during their college years—unquestionably the finest people (as well as the brainiest) that we have ever had in our colleges—that we may confidently look for future leaders who have, in Ortega's words, "high creative passion . . . with the constancy of clear understanding and a calm will." ☉



Polio is no handicap to Sedro Woolley teacher

A Western graduate, who was once considered an incurable polio victim, is now teaching as a substitute in his hometown Sedro Woolley School District.

Now 24, Joe Fisher became completely paralyzed before he was four years old and required hospitalization for 19 months at St. Joseph's Hospital in Bellingham. His father, Joseph Fisher, Sr., feared that Joe would never be able to walk.

"I remember the night when we first saw him at the hospital," Mrs. Fisher recalled. "His whole body was limp as if he were asleep. He could blink his eyes, force a grin and turn his head just slightly."

Joe progressed in public schools in stride with the other children once he was able to attend regularly. He eventually graduated from Western in 1967 with a major in English and a minor in drama.

His father says that many doctors, specialists, nurses and therapists spent much of their time helping Joe overcome the effects of polio. But every journalist who has written of Joe has been most impressed with his own will to stay in the mainstream of life.

His disease was technically the bulbar type of infantile paralysis. This affected

his throat as well as the other muscles in his body. For some time Joe could not be fed through his mouth.

The March of Dimes recognized the financial hardships Joe's parents would experience, so they made him the Skagit County March of Dimes Boy for 1949.

"These people paid everything that I could not afford," his father explained. "They never quibbled about the expense."

But this money could conceivably have been used just to keep him alive. Yet Joe did not choose to become completely dependent on other people. From the beginning he responded excellently to therapy, according to his father.

The late Mrs. Rhoda Roberts, a registered nurse and physiotherapist, probably provided the first stimuli for Joe's muscles to react. Mrs. Roberts was notable for being one of Franklin D. Roosevelt's therapists.

Joe's father says Mrs. Roberts spent most of her waking hours the first few months while Joe was in her care, working with him in a therapeutical pool. In the pool she would massage the paralyzed muscles of Joe and many other polio patients at the hospital.

Doctors meanwhile concentrated on exercising the muscles of his lower body until they sensed that some muscles were responding enough to at least move his legs up and down.

"The efforts of these doctors probably gave Joe the use of his legs," his father said. "The rest of his family and I never thought he would be able to walk by himself."

Doctors also performed five different operations on his weak left arm to give him the use of his fingers, hand, and later, the whole arm on a limited scale.



AT 5 YEARS—When Joe Fisher was 5, he began using some of the muscles that had been paralyzed for 19 months. Mrs. Rhoda Roberts, above, a former therapist for Franklin D. Roosevelt, was largely responsible for Joe's improvement.

It was not an unusual sight to see Joe being hauled up the stairs of Sedro Woolley High School when he was older. But many times he was able to climb the stairs by himself.

This was in part due to Joe exercising his revitalized muscles on a special mounted tricycle that his father made. His muscles developed enough from this exercise for him to first walk with the aid of a special walker and eventually by himself with crutches and leg braces.

Joe always thought a wheel chair was too much equipment to have to carry around.

Going from class to class at Western was not too difficult according to Joe, except when the snow gathered on the sidewalks.


He can remember that when he was a small boy the neighbors were aghast that his parents expected him to act like other children. He now thinks this attitude on the part of his parents helped him regain his strength.

Joe was born in Farragut, Idaho, but he lived in Sedro Woolley for most of his life.

"He was the healthiest boy you ever saw up until he was 3½," his father recalls. "But one night he fell into a fever and became another of what was then a series of polio cases."

Joe was active in Cub Scouts and later in Sea Scouts in Sedro Woolley. He was also very interested in theatre, especially in work backstage. His interest in this continued at college where he was the lighting director for many college plays.

Joe plans to come back and earn his Master's degree at Western some day after he has worked for awhile and becomes self-supporting.

He thinks he could be much more self-sustaining if he were able to buy a specially-equipped car for his transportation. 



IN SEDRO WOOLLEY—Joe Fisher now lives at home and teaches as a substitute, hoping that he can soon work enough to be self-supporting.



COMPUTER, *continued*

■ One which uses the computer and terminal in a Computer Aided instruction setting.

Not all of the examples will be a reality on "day one" of operation; but I list them here to indicate the flavor of terminal services which can be provided by the logical utility.

The Data Processing Center, which serves the computing requirements of administrative offices at Western, will install a Model 20, 360 in December of 1967. As soon as it is practicable, this computer will be connected to the Model 40. When this link is established, the Model 20 can operate as a terminal similar to the typewriter equipment that has been described, but on a higher level of sophistication and at greater speeds. The Data Processing group is organizationally allied with the Computer Center and it will have a strong voice in matters relating to the development of the logical utility on campus.

For the past few years, the college has operated an IBM 1620 system to serve its computing needs. Recently, the 1620 has become increasingly inadequate; the work load is rapidly outgrowing the capacity of the system and, more importantly, the degree of sophistication possible with this older equipment has several serious deficiencies if Western is to provide a modern, general-purpose computing service.

The 1620 has been used about 40% of the time for instruction, 30% for research activities, and about 30% for administrative purposes. For the 360 system, we expect approximately the same relative levels of usage by area. In the area of instruction, the number of programming courses will go from the present one to probably a half dozen in the next several years; we also expect numerous other courses to make increased subsidiary use of the new computer in assignments and projects. We also expect the growing research program at Western to place rapidly increasing demands upon Computer Center services. New programs of research and new courses of instruction which directly relate to the computer will, within a few years, place Western in a position of having a basic program in Computer Science. A department of Computer Science could result; at least, a strong major would be available for undergraduates within an existing department, probably Mathematics. Finally, the new system will allow the administrative offices to develop, over a few years, automated record-keeping systems of some sophistication. ☉

class notes

- '23 **Maye W. Eaton** is on her second year of an assignment with the VISTA program in Albuquerque, N.M.; she is working with the local agency on aging, administering the Older Americans Act.
- '24 **Mrs. Marian K. Rigby** recently attended an alumni meeting in Washington, D.C.; she lives in Arlington, Va.
- '30 **Mrs. Esther Vail** of Vancouver, Wa., recently donated to Western's Wilson Library two books she had written—**Snow King Lookout** and **Tools of Teaching**.
- '32 A former teacher in Everett schools, **Mrs. Harriet (Ward) Burrus**, is a private secretary to an art cooperative in Juneau, Alaska.
- '33 An administrator with the San Diego Department of Education since 1962, **William M. Kendrick** is the school district director of curriculum and instructional services in Evanston, Ill.
- '34 **Grace Lois Hess** is a high school librarian in Elsinore, Calif.
- '36 **Miss Irene Lundberg** is the head of the main office of St. Vincent's Hospital in Portland.
- '38 **Donald L. Zylstra** is the information officer at the National Aeronautics and Space Administration in Washington, D.C. He recently attended an alumni meeting in the capitol.
- '39 **Edythe Barton** retired last spring from teaching in Brush Prairie, Wa.
- '45 **Esther M. Thomas** is a retired teacher now living in Bellingham.
- '50 A new assistant professor in the Department of Office Administration at Washington State University is **Mrs. Shirley J. Lines**.
- '51 Attending a recent alumni meeting in Washington, D.C., was **Mrs. Cecil J. Hannan** of Fairfax, Va.
- '54 **Mrs. Lois (Larso) Blythe** teaches third grade at Granite Falls, Wa. She has taught for seven years . . . **Mrs. Megan Walth** is a counselor at a Milwaukie, Oregon, school.
- '55 **Mrs. Virginia Zylstra** is a teacher in Arundel County, Md. She recently attended an alumni meeting in Washington, D.C.
- '56 **Galen N. Freeberg** is a systems analyst in applied data research in Washington, D.C.
- '57 **Mrs. Lois Fisher** is teaching a sixth-grade class at Morgain Junior High School in Ellensburg, Wa. . . . **Barbara Heller** has been a Towson State College instructor in Towson, Md. She recently accompanied her husband, Ray, to Bellingham where he joined Western's administrative staff. . . . **Mrs. Marguerite (Goff) Hill** is the wife of a professor at the Massachusetts Institute of Technology. . . . **Dennis Duncan** is a science teacher at Roosevelt Jr. High School near Port Angeles, Wa. . . . **Nancy Motomatsu** was a contributor to the November Instructor Magazine. . . . **Arnold Nordquist** is teaching sixth grade at Whatcom Middle School in Bellingham. . . . A new biology instructor at the Green River Community College is **Dennis L. White**. His wife is **Joy (Sherman) White**, class of 1960.
- '59 **Robert A. Bouverat** is an instructor in the Experienced Teacher Fellowship at the Teachers College of Columbia University in New York. . . . **Robert UnoSiltanen** is

the shipping superintendent of the Lumber Division of Weyerhaeuser Company in Everett.

'60 A new instructor at the Olympic College in Bremerton is **Donald T. Goodman**. . . . **Sally Hansberry** is the wife of **Harold R. Hansberry** (1960), a teacher in Bellingham. . . . **Master Sergeant James J. Hyatt** is a psychiatric specialist in the U.S. Army Medical Service in San Francisco. . . . A Baptist missionary in Maharashtra, India, is **Vernon Middleton**. . . . **Mrs. Margo (Cole) Mohn** is the wife of the director of a medical clinic at Santa Rosa, Calif. . . . **James Wilson** is the director of the Sequim High School Band. He was recently the first high school director to lead the massed bands of Olympic Peninsula high schools in a November concert.

'61 **Richard A. Bailey** has been named an associate in the Arlington, Va., law offices of Robert Bibb. He holds a law degree from the University of Washington. . . . **Mrs. Barbara (Stewart) Mohny** is living in Centralia, Wa. . . . **Cyrus V. Swett** is a chemical analyst at a medical laboratory at Ft. Meade, Md.

'62 Now an instructor of electronics and mathematics at Skagit Valley College, **Robert B. Atterberry** formerly worked with computers at UNIVAC in St. Paul, Minnesota.

'63 **Marilyn (Meier) Airington** is an eighth-grade teacher of English literature at Union Jr. High in San Jose, Calif. . . . **Karen Bainter** makes Christmas Cards in New York City. . . . **Gail L. Bilodeau** is a fourth-grade teacher at Mercer View School in Mercer Island, Wa. . . . Stationed in Da Nang, South Vietnam, **First Lieutenant Robert J. Smith** is an aircraft maintenance officer for the U.S. Army. . . . **Mike Hyatt** is teaching in the Bothell School District. . . . **Nigel Adams** is a history instructor at Green River Community College near Auburn, Wa. . . . **Richard Fackler** is an art instructor at Skagit Valley College. He is an amateur artist and sculptor and has been a journeyman carpenter and welder. . . . Having formerly taught at Everett and Seattle, **Mrs. Linda (Roberts) Hardy** is now teaching English at Whatcom Middle School in Bellingham. . . . **Paula Swift** is a teacher in Springfield, Va. She recently attended an alumni meeting in Washington, D.C.

'64 **Miss Carol L. Friske** recently completed stewardess training for Western Airlines. . . . **Mrs. Janice M. (Davenport) Robinson** is a teacher in Suitland, Md. . . . After teaching in Seattle, **Robert L. Austin** is now in Bellingham teaching at Whatcom Middle School. . . . **Ensign Richard Simmons** is now in the U.S. Navy in Norfolk, Va.

'65 **John Boyd** is teaching a fourth-grade class at Ferndale Central School. . . . **Jerry Bourasaw** is studying for his Master's degree in Linguistics and French at Simon Fraser University in Burnaby, B.C. He formerly taught high school and junior high classes in Prince George, B.C. . . . **Mildred Eisenhauer** teaches fourth and fifth grades in Granite Falls, Wa. . . . **James C. Evans** has been commissioned a second lieutenant in the Air Force and is now assigned to Laughlin Air Force Base in Texas. . . . **Specialist Fourth Class Roger W. Germain** was named Soldier of the Quarter for the U.S. Army Terminal Command, Europe, near Bremerhaven, Germany, in October. . . . **Janet Higginson** is teaching first grade at Whitney School in Anacortes. . . . An elementary school teacher in New York City is **Mrs. Ivan Muzinich**. . . . **Bonnie A. Nelson** is a first-grade teacher in Lake Stevens, Wa. . . . **Sherry Mariotto** was a finalist in the Hollywood Star of Tomorrow contest in Hollywood last month. Her professional name is Sharon Harvey.

'66 **Catherine A. Graham** is living in Arlington, Va. . . . An Air Force veteran, **Rueben Oster** teaches mathematics at Sehome High School in Bellingham. . . . Now teaching in Seattle's Shoreline District, **Del William Robinson** married **Susan C. Ferry** of Bellingham on Nov. 25. . . . **Milton Ross** is a speech therapist in Grandview, Wa. . . . Formerly a teacher in the city's Silver Beach School, **Mrs. Patricia Charleston** is now a speech therapist for the Bellingham schools. . . . **William Beyer** teaches sixth grade at Whatcom Middle School in Bellingham.

'67 **Gerald Alford** teaches fifth grade at Silver Beach School in Bellingham. . . . Studying classical literature, **Darrel W. Amundsen** has been awarded a teacher's assistantship worth \$2,925 at the University of Washington. . . . **Carol Ann Anderson** is teaching fourth-grade students at Alderwood School in Bellingham. . . . **Mrs. Elaine (Dou) Babcock** is training to be an analyst in Washington, D.C., where she recently attended an alumni meeting. . . . **William Barber** is an industrial arts and social studies teacher at Fairhaven Middle School in Bellingham. . . . **Mary Jo Case** is teaching kindergarten classes at Columbia Elementary School in Bellingham. . . . **Mrs. Evelyn (McGrath) Crane** is now a first-grade teacher at the Mt. View School near Ferndale, Wa. Her husband will graduate from Western this March. . . . Formerly a missionary in Ecuador, **Joanne Davis** is teaching Spanish and English at Blaine Junior-Senior High School. . . . Army Private **Kenneth E. Geary** is serving near Long Binh, Vietnam. . . . **Patrick L. Harrington** is serving in the U.S. Navy in Great Lakes, Ill. . . . A management trainee in the Department of Health, Education and Welfare in Washington, D.C., **Dick Hastings** is living in Falls Church, Va. . . . **James E. Hathaway** has been placed as a graduate trainee with Westinghouse Electric Corporation in Pittsburgh, Pa. . . . **Cynthia Hughes** is teaching second grade at Parkview Elementary School in Bellingham. . . . **Reverend Stanley R. Kuntz** is studying at Iliff School of Theology in Denver. . . . **Mary Neumeister** is a production scheduler at Columbus Coated Fabrics in Newark, N.J. . . . **George A. O'Connell** is the new assistant supervisor at the Ballard Recreation Center in Seattle. . . . Teaching in Anacortes schools are **Keith Shugarts** and **Mrs. Sally Shugarts**. . . . **Charles Starkovich** is a teacher of the fourth grade at Whitney School in Anacortes. . . . **Thomas Hugh Thomas** is teaching third grade at Carl Cozier Elementary School in Bellingham. . . . **Mrs. Margaret Trott** is teaching Language Arts and Mathematics at Shuksan Middle School in Bellingham. . . . **Mike Wakerich** is engaged to marry **Mary Nesbitt**, a senior at Western, in August. He is a member of Pi Sigma Alpha, a political science honorary and is now enrolled in the faculty of law at the University of British Columbia. . . . **Marilyn Gay Tripp** teaches music to elementary students in Beaverton, Or.



Barbara Heller, class of '57, returns to Bellingham as a resident. Her husband, Ray, will become a member of the college administrative staff.

OBITUARIES

'21 **Arthur E. Bowsher** died October 6, 1967, of a heart attack.

'24 **Dr. Maurice J. Thomas** died on September 30, 1967, in Pittsburgh where he was a professor of education at the University of Pittsburgh. He was a student body president at Western from 1922 to 1924. . . . **Miss Charity E. Nevins** died at home at Mount Vernon September 27, 1967. Miss Nevins taught school in Bellingham for 30 years before retiring in 1952 and moving to Mount Vernon.

'25 **Mrs. Pearl R. (Whitmore) Burmaster** died November 5, 1967, in Seattle.

'26 **Andrew C. Hoggatt** died October 16, 1967, in Raymond, Wn. He was a World War I veteran.

sports roundup

CAMPUS NEWS, *continued*

RECEPTION HELD IN WASHINGTON, D.C.

Thirty-two alumni and their guests in the Washington, D.C. area recently attended an alumni reception in Washington's Shoreham Hotel, sponsored by the college.

Interim President Charles J. Flora and Academic Dean R. D. Brown, who were in Washington at the time for a conference of the American Council on Education, met with the alumni. Rep. Lloyd Meeds of Washington State's Second Congressional District, and his administrative assistant, Al Swift, also were on hand.

Flora termed the reception "highly successful" and said plans are being made for more receptions in other parts of the country.

DEPARTMENTAL NAME CHANGES APPROVED

The board of Trustees has approved name changes for Western's Office of Continuing Studies and for the Department of Industrial Arts.

The Office of Continuing Studies, headed by Dr. F. Richard Feringer, became the Department of Continuing Studies. The change was made in recognition of the expanded scope of Continuing Studies activities as well as to conform with the general trend across the nation.

The Department of Industrial Arts, which has Dr. Sam R. Porter as chairman, became the Department of Technology, to better reflect the diversified work of the department.

WESTERN JOINS COUNCIL OF GRADUATE SCHOOLS

Western recently was accepted into membership by the Council of Graduate Schools in the United States.

Graduate Dean J. Alan Ross, commenting on the acceptance, said that it is "probably the most tangible evidence of the changing status of the institution that has come about."

The Council's membership includes all of the major universities in the U.S. as well as those state colleges with recognized graduate programs.

Western currently offers the Master of Education degree with concentrations in 20 areas, the Master of Arts degree in English, geography, history, mathematics, psychology, economics and political science and the Master of Science degree in biology, chemistry, geography, mathematics, geology and physics.

SEVEN HONORED IN HALL OF FAME



HALL OF FAME—These seven former Western athletes are the first to be installed into the college's new Hall of Fame. The ceremony was held during half-time of a basketball game between Western and Central, January 27. The athletes are, from left, Norman Hash ('52), William Wright ('60), Norman Dahl ('47), Robert Tisdale ('40), Boyd Staggs ('25), Chuck Erickson ('30), and Dick Carver who accepted the award for his father, Sam, a coach and teacher at Western from 1913 until his retirement in 1955. Sam Carver died in 1965.

Western honored seven of its former athletes on January 27 by installing them in the college's newly established Hall of Fame.

The ceremony was held during the halftime of a basketball game between Western and Central Washington State College. The annual observance will be officially designated Lettermen's Day and will take place annually during the basketball season.

Athletes were chosen from each of three eras named by the selection committee. One posthumous award also was presented.

Sam Carver, player and coach for many years at Western, was the posthumous choice. The committee chose Boyd Staggs and Chuck Erickson from the era 1910-33.

Staggs played quarterback in football and catcher in baseball during the 1920's. He is now retired and living in the Bellingham area.

Erickson threw the javelin a then respectable 180 feet and also played tennis. He was graduated in 1929.

Robert Tisdale, who now coaches the Mt. Baker High School football team, was the quarterback for Coach Charles Lappenbusch's undefeated football team in 1938. He was selected for the era 1933-46.

Also from this era was Norman Dahl, a football, basketball, and track star who is now teaching in Edison, Washington.

Bill Wright, Western's national golf champion, was chosen from the era of 1946 to the present. The other award-winner of recent years was Norm Hash, a halfback and Little All American for Lappenbusch's football team. He is now a school administrator in Renton.

Individuals were chosen for the award on the basis of their official recognition in their best sport and their total contribution to athletics at Western.

Each of the stars received an engraved plaque and a lifetime pass to all Western sporting events. William Tomaras, athletic director at Western, also plans to locate a permanent plaque in Carver Gymnasium to commemorate the athletic Hall of Fame.

The stars were selected by a panel of five judges: C. W. McDonald, dean of men; Herbert Hearsey, associate professor of library science and former faculty representative for athletics; Wallie Lindsay, sports editor of the *Bellingham Herald*; Dick Stark, sports news director of KPUG radio, and Dr. Tomaras.

Lappenbusch, former coach of all Western sports at one time, was a consultant to the committee. He is presently a member of Western's faculty.

BASKETBALL

Coach Chuck Randall's optimistic predictions about his basketball team came true in late December as the Vikings swept the third annual Cal-Aggie Invitational tournament at Davis, California.

The three straight victories brought their record to 8-0 for the season as they opened conference play. The team also won the first basketball championship for Western since Randall became coach.

Western defeated the University of California at Davis, 63-59, to win the tournament. In other games they beat Sonoma State College, 74-54, and Riverside, 93-83.

Sophomore guard Mike Clayton of Port Angeles was selected on the all-tournament team. Clayton and Paul Hallgrimson, a senior guard from Centralia, also were tied in scoring at an average 15.3 points per game at the first of the year.

Ed Monk and Mike Dahl, forward and center, were close behind with averages of 12.5 and 12.3.

Whit Hemion, a junior forward-guard from Tacoma, was leading the team in rebounding with 80, an average of 10 per game.

The Vikings were eighth in small-college defense last year and finished with a 17-8 record for the season. This year the team has kept its opponents to 66.3 points per game while scoring 79.6 points.

WRESTLING

Six lettermen have returned to coach Boyde Long's wrestling team this year. They recently defeated the University of Puget Sound, 29-8.

Martin Potts, a veteran 123-pounder, is Long's choice to be possible national champion. Potts returned after a year's absence.

Dan Thomas, a letterman at 145, last year defeated the state junior college champion. Long considers him the most improved wrestler of the year.

Two other lettermen returning are Ken Vandver at 137 and Don Anderson at 130.

Harry Smith at 160 and Gary Rasmussen at 167 round out the veterans.

Long sees Central and Eastern Washington as the toughest competitors along with Whitworth. Western's record was 6-5 in meets last year.

SWIMMING

Don Wiseman expects 1968 to be a rebuilding year for his swim team.

The Vikings recently lost to Pacific Lutheran University, 68-36.

Six lettermen are gone from last year's team and six returned.

Sophomore Bill Lingley is back this year after setting five varsity records and four pool records in 1967. He also participated in the NAIA swimming championships in New York last year.

Freshman diver Robin Allen comes to the team as the winner of the state high school one-meter diving championship in 1967.

The Vikings finished third in the Evergreen Conference last year.

FOOTBALL

Six Western football players were chosen to this year's all-Evergreen Conference team.

Halfback Al Anderson was a unanimous choice on offense and Al Divina was honored at offensive guard.

Tackles Butt Giraud and Jack Dolan, end Dave Weedman and linebacker Monty Montgomery were selected for the defensive team. Montgomery was another unanimous choice.

Weedman was honored for the third straight year. Dolan and Divina were repeaters from 1966.

Honorable mention went to Dolan at offensive tackle, Fred Sundquist at offensive guard and Vic Randall at halfback.

Defensive players receiving honorable mention were linebacker Bob Unick, guard Neil Combelic and Randall at defensive back.

Western finished 3-6 in season play and 2-4 in the Evergreen Conference.



Alumni Office

WESTERN WASHINGTON STATE COLLEGE
Bellingham, Washington 98225

RETURN REQUESTED

*summer
session* **I** *nstitutes*

National Science Foundation Institutes

"Summer Institute in Mathematics and Computer Science for College Teachers," June 17 - August 16.

"Research Participation for High School Teachers," June 17 - August 16.

"Summer Institute in Mathematics for Secondary Teachers," June 17 - August 16.

"Summer Institute in Physics for Secondary School Teachers," June 17 - August 9.

"Cooperative College-School Science Program," June 17 - August 9.

National Defense Education Act Institutes

"Institute in Non-Western History," June 17 - July 26.

"A General Institute in English for Teachers of Grades Three to Six," June 17 - August 9.

"An Institute for Advanced Study of South Asia for Junior and Senior High School Teachers," June 17 - August 9.