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## Eastern Washington Review, Fall 1969

Eastern Washington State College

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# Dr. Shuck asks alumni voice in College goals

At a time when students, faculty, and administrators are asking questions and seeking answers about the future of higher education and of Eastern Washington State College particularly, Eastern's Alumni are being included in the answer-seeking and future determining.

When President Emerson Shuck was asked to share his orientation talk with the Alumni, he did so with the following remarks addressed specifically to the Alumni:

"The need to have fairly specific and well-understood long-range goals for the College, particularly in a period and climate of steady growth and change, is

devastatingly obvious. The state government which provides our major support asks for planned program budgeting; our long-range campus planning consultants seek firm statements upon which to base their work; and every specific policy we adopt for faculty and curriculum development will have its long-term implications, which should work toward a focus of institutional effort.

"However, not so obvious are the who, how, when and why of setting goals. Many institutions have simply tried the best they can to be all things to all people; and with the American tendency to load more and more diverse

burdens upon its service institutions, this has created many of the stresses now evident on campuses across the country, especially in the multiversities. Perhaps at this point in our own development the most important thing is to seek the involvement in our planning process of all constituent elements. The alumni of the College are certainly one of the important segments, and in the very near future the Alumni Association will be seeking the judgment of Eastern's graduates about College goals.

"With this forthcoming survey in mind, I would like to share with the alumni a major portion of my address to the faculty at the first faculty meeting

on September 19.

"These remarks to the faculty may provide the alumni with some perspective about some of the immediate questions we will be trying to answer. There are many substantive questions in addition to these in which we need the judgment of alumni. Your alumni directors have discussed these at length and will be asking you to work with them in providing us with a meaningful voice as a part of our total planning. I urge you to make that voice a major factor in college development."

President Shuck's speech "The Challenge of Our Place and Time" is reprinted on Page 3.

## 'Those WERE the Days' has old-time pictures to prove it

A museum featuring annuals, pictures and other memorabilia dating back to the days of Benjamin P. Cheney Academy will highlight the 1969 Homecoming, October 18. A ragtime band will be on hand to provide background music and emphasize the Homecoming theme, "Those Were the Days." The museum will be located in the Terrace Rooms of the Student Union Building and open from 10:00 a.m. to 5:00 p.m.

Also new to the schedule this year is an alumni dinner in Tawanka Commons at 5:00 p.m. Surprise entertainment will be featured at this informal, "come-as-you are" event. Pre-paid dinner reservations at \$1.75 per person (Children: \$1.15 each) should be made. A reservation form is printed elsewhere in the Review for your convenience. Here

the classes of 1919, 1949, and 1959 will be reunited.

The annual Homecoming parade which begins at 12:30 p.m. in downtown Cheney and winds its way through the campus to Woodward Stadium will include four visiting high school bands. From Spokane will come the Shadle Park High School band and the Hi-Lassies marching unit. The Cheney High School band and Hawkettes marching unit will be on hand as will the bands from Colville and Chelan high schools. The Sprague Community float will have a prominent place in the line of march.

Football gets under way at 2:00 p.m. in Woodward Stadium when the Savages tangle with the powerful Boise State College. Though off to a slow start, Coach Wooten insists that "we aren't that bad," and that EWSC will surprise

a lot of people before the season ends. The Boise game should be a dandy!

Following the game and dinner the program shifts to Spokane for the Homecoming Ball and alumni party. Both will go from 9:00 p.m. to 1:00 a.m.; the dance in the Davenport Hotel lobby and the party in the Elizabethan Room on the hotel mezzanine.

The real highlight of any trip to Eastern now is a tour of the campus. The recently completed buildings and the several under construction make for a most inspiring visit. The old place just isn't the same! You must see it to appreciate the phenomenal growth. A self-guided tour will be available at the registration desk of the Student Union lobby.

Come join the crowd. Eastern is eager to welcome you back on Saturday, October 18.

## White River Ranch anthology

In July of this year the Alumni Association's Executive Board met to formulate a series of activities designed around the principal theme, "A Year of Transition." Each of these activities we are examining could, collectively, justify my title, "White River Ranch Anthology," since each activity could contain a certain story or vignette.

First, let me explain "A Year of Transition." Johannes Kepler, in 1620, discovered and developed a set of laws concerning astronomy, one of his major interests among others. These laws have been given the name Kepler's Laws of Orbital Mechanics and are worthy of mention because they played a primary part in the NASA Space Program leading to the landing on the moon. Kepler began a trend over three hundred years ago which became fundamental to the true scientist, the scientific, objective approach to problem solving. He destroyed many myths and erroneous impressions of the nature of our solar system and phenomena associated with it. Yet, in spite of his objectivity in this budding science he still was obsessed with certain superstitions and deeply-planted mysticisms. He was an avowed practitioner of

astrology and constantly sought occult significance in the geometry of the heavens. In his Third Law of Planetary Motion he attempted to relate the harmonics of the planetary orbits to the notes of the musical scale, believing that the planets sang as they orbited the sun. Albert Einstein beautifully analyzed Kepler's dilemma saying, "The inner enemy was not yet dead."

What has all this got to do with the Year of Transition? It's my belief that we, of this generation, era, age, millenium, have inner enemies which are not yet dead. We are being confronted everywhere with change, resistance to change, and change to changes. I think many people pay a lot of lip service to the requests and demands for changes, but deep inside they fear or dread the implementation of change. Robert Sarnoff of RCA spoke eloquently on the role of colleges, students, faculty, administration, and alumni in the future of this country, of this institution called education. His speech, given in January of this year at the University of Miami, is summarized in this issue. To miss reading it is to regret it!

The Executive Board came away from the White River Ranch with

the feeling that the Alumni Association can develop programs which will more realistically keep step with campus activities and objectives, as well as to assist the college in other ways yet to be defined. This concept of program was presented to the Board of Directors at a special weekend meeting in September.

The Board of Directors was convened and asked to evaluate specific programs, some old and some new. The members were asked to submit their ideas and thoughts to other members in committees or working units. After a day and night of deliberation they came back with their collective opinions and formulated policies which will form the base of our Alumni Association Program.

The "anthology" is not yet completed though. You, the Alum, are going to help complete the collection of stories. The Board is preparing a survey containing topics of a wide range of interest. This survey will be mailed out in the near future and will hopefully allow the Board of Directors to accurately reflect your views and opinions to the college. In addition, your responses will assist us in making this truly "A Year of Transition."

## Eastern Washington State College

# REVIEW

CHENEY, WASHINGTON 99004 FALL QUARTER VOL. 19, NO. 4

## Construction races to catch up with students

Eastern is growing by leaps, bounds and thousands.

A year ago at this time, Eastern had just broken the 5,000 student record with a tenth-day headcount of 5,494 students.

This year the 6,000 mark was passed with scarcely a ripple. Unofficially, and before the statutory tenth-day for arriving at a final figure, Registrar Don Manson says 6,150 students have been enrolled this year.

A walk around the campus reveals two things, lots of students and lots of construction, hurrying to catch up with the influx.

The first phase of Patterson Hall is in the finishing stages. The handsome front entrance is still the major portion of outside work yet to be done so the building is not ready for its portrait but when the building is ready for use in January, if present progress and goals are realized, it will create a major reshuffling of departments and classrooms. The departments of English and foreign languages and allied classes and the math department will move into the new building with other departments expanding into the areas they vacate.

Utility tunnels have spread from the new heating plant taking shape on the Washington St. hill beyond the dormitories to the sites of new buildings and to several of the older buildings.

The Pence Union Building is rising between Patterson and Pearce halls, the Morrison Hall dormitory is shaping up next to its twin, Streeter hall. Speech and

Music buildings of the creative arts complex are coming along well. The first phase of HPE buildings and the new Business department headquarters, the recently named C. S. Kingston building, are in the final planning stages.

## Family record? 6 Eastern grads

Can any Eastern alumni family top this?

When Mrs. Peter E. Zook (Lura C.) of Everett, Wash. wrote in to say she was not a lost alum—listed in the summer edition under her former name—she also challenged Eastern alumni to beat the record of her family.

Mrs. Zook said "all six of us 'Clark kids' graduated from Eastern and we all taught school for several years in Washington. Four are still active in the profession.

"It would be interesting to know if any other family has that many brothers and sisters who graduated from Eastern."

So there you have it—SIX—Do I hear SEVEN?

### Is This Address Correct?

If not, please take a moment to let us know. Should you be moving soon, please include the Alumni Office among those you notify of your new address.

# RCA president calls for activists among alumni

While "Activist" is in some minds synonymous with "Anarchist" Robert Sarnoff, President of RCA, issued a call for Alumni Activists to hasten the much-needed changes in higher education.

The call was contained in a commencement address Mr. Sarnoff delivered at the University of Miami, Jan. 24, 1969. The entire address contained so much thoughtful material that permission was sought and received from both Mr. Sarnoff's office and the University of Miami to reprint excerpts from the speech.

Mr. Sarnoff had just joined the graduating class of the University of Miami, via an honorary degree, and his remarks were addressed to the about-to-become alumni of a large university, but where the direct quotations mention university, read it college or higher education, and the applicability to Eastern and all colleges and universities will be realized.

Recognizing today's problems, Mr. Sarnoff said: "Today's work is unsettled by foreign wars and home-grown riots, by the impact of new knowledge and ideas, by a technological upheaval that alters the substance and quality of life. It is a breeding ground for anxieties, frustrations and antagonisms that are reflected in one degree or another on every campus in the country."

Mr. Sarnoff further discussed some shortcomings of higher education; the battle for grades, rather than learning; a house divided among students, faculty and administration, rather than an intellectual home; and irrelevant curriculum. He continued: "There is growing awareness of these

problems, if we are to judge by the flood of reports, books and conferences on higher education. Yet few colleges and universities seem to be making any significant progress in dealing with them...

"This seems to me an astonishing paradox in an age when we have better means than we ever had for communicating, for teaching, and for facilitating learning. We have access to more information about people and about the world than ever before. The problem is not lack of means to achieve reform. It is the failure to overcome the inertia, traditionalism and narrow self-interest that breed inflexibility and inhibit change."

"There is no point in trying to apportion blame," Mr. Sarnoff continued, "there is enough to go around. The important thing is to recognize that the present system retains too much that was designed for a slower and quieter age. It must be more effectively geared to a new style of life, to new careers and to new values and priorities. The effort will need understanding and help from all of us, in and out of the academic community."

Offering a number of basic steps that can open the way to individual solutions, Mr. Sarnoff suggests: "Entrance requirements can be reviewed and revised in order to accommodate a greater diversity of cultures, abilities and motivations of young people... Student populations can be analyzed to determine what each individual wants and needs from the university... In teaching, more emphasis can be given to concepts and less to disciplines... More can be done to establish or strengthen responsible democracy on the campus... The faculty, administration and trustees can move toward more effective interaction with one another and with the study body..."

In an area in which his company is one of the leaders, Mr. Sarnoff discussed the uses of new technology:

"Finally, colleges and universities can and must move considerably faster to adopt new technology. The printing press was invented five centuries ago. Since that time, no other major instructional device has penetrated broadly into higher education. Technology today offers a wide array of instruments, from closed-circuit television to electronic information and instructional systems. Why should a creative teacher be shackled to such routine chores as keeping class records when a computerized system could free him for guidance, discussion and

inspiration?

"Why should a harassed student spend hours thumbing through volumes for an elusive reference when it could be retrieved from a central electronic data storage system at the touch of a button? Why should a busy administrator be bogged down in course scheduling, budgeting and other details that could be handled more swiftly and cheaply by a computer?"

"Our educational system has so many people to reach and so much information to process. It will have far more tomorrow. At the present rate of discovery, there will be 1,000 times more knowledge to record, teach and use in the year 2000 than there is today."

"Even now, the intellectual environment is crowded with masses of unrelated information, gathered through specialized research and through human experience around the world. The great task of scholarship and of leadership in the coming decades is to generalize, integrate and synthesize this store of knowledge in order to make it more useful to mankind. This can be done only by inspired generalists who understand the vast potential of new information technology as a means for assembling and relating information of all types. As the academic community adapts the new systems to its immediate needs, it has both an obligation and an opportunity to take leadership in applying them to this greater task."

"In all of these areas, from new entrance requirements to new technology, there is some action and some progress at colleges and universities around the country. But the collective pace is slow and sporadic, while the need for bold and sweeping action gains new urgency each day. In taking action, however, we should be sure that we are not seeking change merely for the sake of change..."

Turning to the graduates as new alumni and how they could have a hand in achieving the program needed to meet and solve the problems of higher education today, Mr. Sarnoff concluded:

"Yet, the graduates of a university have every reason to take active part in its reform and modernization. They have a stake in the continuing improvement of an institution to which they will be asked to contribute. They have a citizen's concern with the maintenance of education freedom and progress. But before they can make a genuine contribution, both the university and the alumni must develop a more sophisticated view of their responsibilities to one another."

"The university must seek effective channels to its graduates from the moment they leave the campus. It may develop more vigorous alumni publications. It may arrange academic seminars and organize discussions of college affairs at class reunions. It may send its officers and professors to talk with alumni groups on a regular basis about administrative and academic matters."

"In dealing with the young alumni—those who have been out perhaps five years or less—the university may even develop a program to seek the opinions of those whose own recent campus experience gives them some insight into current problems."

"Whatever the method, its aim must be to provide the graduates with a candid view of problems as well as achievements. As it succeeds, the university can count upon greater alumni understanding and support in its efforts to improve."

"The graduates, for their part, must avoid the traditional alumni path from activism to apathy as the campus is left behind. We have had many demonstrations of what not to do. A recent glaring example at one university was the threat of a class to withhold its alumni contributions until the school dealt more forcefully with student rebels. It is hard to conceive of a more direct assault upon the academic freedom to which alumni, of all people, should be dedicated."

"But simple forbearance is hardly enough today. The alumni must also seek an active part in advancing the university. There are many ways in which young alumni in particular can make a genuine contribution."

"For example, they can help to send promising youngsters to the university. By working with local schools and community groups, they can seek out talented young people, regardless of race or economic status, and establish contacts with the university on their behalf. The alumni organization can set up channels through which these young people can be helped to enter and to obtain the financial support and guidance they need to complete their studies."

"Graduates who settle within the region of the university can work with the alumni organization to create a voluntary pool of diverse skills to serve the university in time of need. For the graduates, such a part-time commitment would help to fulfill a continuing obligation to higher education. For the university, it would provide a new source of expert consultation and help in many

fields, such as sociology, business management, systems analysis, government relations, law, and communications.

"Alumni generally can encourage reform by working for the selection and support of trustees, advisers and administrators who are committed to progressive action. In fact, if the alumni have no role today in the choice of university leadership, the university itself would be wise to establish one as a matter of self-interest."

"As a corollary to the support of reform, the alumni as a whole should seek to liberalize their influence upon the university. Probably the most effective way is to enlist young men and women from recent graduating classes to direct the alumni organization and its various activities."

"Finally, all alumni can play an active political role in support of government action that promotes reform and progress in higher education. By expressing their views individually or collectively, they can have a direct influence, for example, upon the actions of legislators and officials who establish policies and provide funds for public universities. This is the time-honored function of concerned voters in a democratic society, and it must be more effectively practiced on behalf of better education."

"It may come as a shock to this graduating class to realize that all of these possibilities are now open to you. Let me urge you to begin your new careers by joining a new generation of alumni activists, dedicated to the further improvement of your own university and of higher education in general."

"You have a continuing stake in the system as you move on to post-graduate studies and careers and as you establish your homes and rear children who will enter college a generation hence. An educational system that remains largely based in the past can serve neither you as citizens nor your children as tomorrow's students."

"An alumnus of one of our great universities recently complained, 'They keep asking me to give money to a place I no longer recognize.'"

"This is as it should be. We cannot allow our universities to remain substantially unchanged in the years ahead. I am confident that, a few years from now, you will recognize nothing about this university except its vigorous spirit and its commitment to change. In this, you and your fellow alumni will have played an active role."

"I wish you all success."

## The Eastern Washington

### REVIEW

Eastern Washington State College  
Cheney, Washington

Editor.....BRENT STARK  
Business Manager...GRAHAM JOHNSON  
FALL EDITION

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Page TWO



WHERE BELL GOES. In anticipation of Homecoming events Oct. 18, chairmen for the day and an Eastern cheerleader, Betty Jo Baker, inspect the new bell tower erected in memory of Arthur C. "Woody" Woodward, for whom the new field and its predecessor were named. On the left is Ron Kruckenberg, alumni chairman for the day and giving Betty Jo a boost is Rick Allen, general chairman of Homecoming.

## HOMEcoming

October 18, 1969

### "Those Were the Days"

- |                      |  |
|----------------------|--|
| 10:00 a.m.           | Registration opens<br>Student Union lobby  |
| 10:00 a.m.—5:00 p.m. | Museum<br>Terrace Room, Student Union  |
| 12:30 p.m.           | Parade<br>Floats, visiting bands, pretty girls!!   |
| 2:00 p.m.            | Football<br>EWSC vs. Boise State College<br>Woodward Stadium   |
| 5:00 p.m.            | Alumni Dinner<br>Come as you are. Dine with your classmates.<br>Make reservations with form below.   |
| 9:00 p.m.            | Ball/Alumni Party<br>Davenport Hotel, Spokane, . . . till 1:00 a.m.<br><br>We'll be looking for you! |

#### ALUMNI DINNER RESERVATION FORM

Enclosed is \$\_\_\_\_\_ for \_\_\_\_\_ adults and \_\_\_\_\_ children reservations at the Homecoming alumni dinner.

Adults: \$1.75 per person

Children (under 12): \$1.15 each

Signed \_\_\_\_\_

Address \_\_\_\_\_

Send reservation form and check to: Office of Public Services, EWSC, Cheney, Washington 99004

Please make reservations by October 16.



**SCHOLARSHIP WINNER.** Dr. Jackson Martin, new director of the EWSC Campus School, congratulates Daniel F. King of Spokane, Eastern senior, who was chosen the first winner of an Agnes Holter Scholarship fund grant. Dr. Martin, new faculty member this fall, is an Eastern alumnus who earned his B.A. and M.Ed. here. He was one of "Mom" Holter's boys and an instigator of the fund to perpetuate her memory and her determination to help "her boys" who roomed at her home finish their college education.

## 'Mom' Holter's boys make scholarship fund possible

The memory of Mrs. Agnes "Mom" Holter and her determination to help as many young men as possible to finish college at Eastern is being perpetuated.

The first recipient of a grant from the Agnes Holter Memorial Scholarship fund was named this fall. He is Daniel F. King, Spokane, a senior majoring in General Studies, who has a 3.3 cumulative grade point average.

King received a grant to cover fees for his full senior year.

One of several to greet him was an instigator of the fund, Dr. Jackson J. Martin, new director of the campus school, who lived at 320 College Ave. during his college years, and came under the influence of Mom Holter. All the young men who lived at the Holter home term themselves "320 College Ave. Alumni" and many of them have donated to the Memorial fund.

Mrs. Holter died June 6, 1968.

The fund is being administered

through the office of Financial Aid and is designed to offer two types of helping hand. A scholarship grant to pay fees for a year to a deserving junior or senior in "Mom" Holter's name and also an open end emergency fund to help any junior or senior young man who has shown academic promise who is in need of a financial boost to secure books, or pay fees.

As set up, it is hoped the fund will provide \$300.00 or more for the two types of help but the fund needs slightly more than \$1,000.00 to put it on a firm basis. In the period from October 29, 1968 when the fund was first announced until early September, the proceeds from Mrs. Holter's estate, and donations from relatives of Mrs. Holter and "Mom" Holter's boys had passed the \$5,000.00 mark.

Ken Dolan, Director of Financial Aid, will be happy to deposit further donations to the fund. He is also planning an

annual accounting to each donor of the status of the fund and grants which will be made from the principal.

## Victory bell will be hung

New to Eastern football fans this year is an intricately engineered bell housing in the entrance parking area of Woodward field, in which will hang the EWSC victory bell.

The structure of steel covered with masonry was designed by Douglas Durkoop, architect, and was built through funds furnished by the ASB, the college and the widow of Arthur C. "Woody" Woodward, long-time coach and sports enthusiast at Eastern until his untimely death in January, 1950.

## Academic structure change seen in faculty talk

A glimpse of a reorganization of Eastern's academic administration structure which is now under study was contained in the speech delivered by President Emerson C. Shuck at the Faculty Orientation meeting Sept. 19.

Dr. Shuck reviewed the two years since he first greeted the faculty in September 1967 and concluded that despite the problems inherent in rapid growth, the problems of unrest on and beyond all campuses, his theme is still today one of challenge and optimism.

The speech follows:

### The Challenge of Our Place and Time

I am truly grateful for this opportunity to address you as a faculty and staff, both to welcome you to a new school year, and to review our status and agenda as that year begins. We are all conscious of the dangers of ritualistic platitudes and overworked pronouncements at a time like this, and I hope that I can avoid them both. One of the problems of academia is that the exercise of rhetoric often takes precedence over the exercise of options, and yesterday's unsolved problems may become today's boredom.

In preparation for this talk I reviewed my public statements over the two years since I first addressed you in the fall of 1967. I find a common theme in those remarks. It is the theme of optimistic challenge for us to use the climate of change in which we live to create an institution true to its own place and time. These two years have indeed witnessed a great deal of change, some of it satisfying, some merely irritating, and some disturbing. Part of this change has been thrust upon us rather than aspired to or achieved, if I may paraphrase a line from Shakespeare. For example, the changes brought about by sheer quantitative growth are evidenced everywhere. Once again this fall it seems likely that our enrollment increase may nearly match the increase of last fall; and our capital construction program vividly embodies both the inconvenience and the promise which expansion means.

Many other significant evidences of development can also be observed with some sense of accomplishment: the gradual working out of policies to encourage research and scholarship by faculty and students; the positive influence toward practical interdisciplinary effort, especially through the centers for Human Development and Urban and Regional Planning; the improved effectiveness of many service functions such as the Student Health Center, college-wide computer capability, the Library and Instructional Media Center, the Facilities Planning Office, the editing of College publications, the provision of municipal services, and so on. In addition, the faculty has demonstrated genuine sensitivity to many areas of educational concern such as ethnic studies, graduate

education, curricular and methodological experiment and innovation, and responsiveness to student and community needs. Just as important as many of these is perhaps the demonstrated willingness and ability of students and student government to share in the effective handling of important college matters.

A very important project which has finally, after two years, approached conclusion is the re-codification of institutional policies and by-laws, which we expect to result in the new publication of a faculty handbook during this year. I wish to express my personal appreciation to Dr. Robert Bender, who worked on it during the summer of '68, and especially to Dr. Ralph Connor, who has devoted untold hours throughout the past year and summer.

These few examples may remind us that necessity is the mother of invention; but they also point up the importance of welding changes together so they may have a focus and goal. As in any other phase of life, we know that our choices and alternatives are limited by both circumstances and the attitudes of others than ourselves. Therefore, we must make the decisions we have to make with vision and perspective.

The importance and the cost of education to the people of the state has inevitably brought other state agencies closer into our decision-making process. This year has seen the establishment of a new Council on Higher Education, which will significantly influence our planning even though it is carefully designed to protect institutional autonomy under our Board of Trustees. Also new is the Commission on Higher Education which will deal with federal facilities and planning grants as well as the state's scholarship programs. The Legislature has reorganized its Joint Committee on Higher Education. The former Central Budget Agency of the Governor's office has become the Office of Program Planning and Fiscal Management, with increased jurisdiction in many areas of our administrative operations. The new state-wide Higher Education Personnel Board replaces the institutional civil service personnel boards of the past. And the office of the Attorney General has created a formal division specifically concerned with Education, staffed by full-time personnel.

In addition to these influences, and those of normal academic development, we must remain keenly aware of the particular impact which social questions of concern to young people will continue to have upon colleges and universities. Of similar significance will also be the aspirations and demands of the area we serve, Spokane and indeed the inter-state region of the Inland Empire.

During the past year we made conscious and conscientious efforts on campus to explore questions about our goals. Despite a wide divergence of focus and position, the important thing was the involvement of many persons in thinking about the role and operation of the college. The Senate's special task force, pivoting its work around the all-college convocation in May, is continuing to refine its findings. Many

persons, from students to members of the Board of Trustees, have been thinking deeply about the college's future. These concerns present us with some of our agenda for the new year. We need to plan now for where we expect to be in future years.

First and foremost, I would like to urge, as our basic continuing concern for the kind of total education we can and will provide for today's students and for tomorrow's world. All else that we talk about must answer to this issue. We in higher education must restore our own confidence and that of students and the public in our curriculum and in our professional leadership in the selection and application of knowledge. We must find better ways to promote the desire to learn, and to make learning a personal and individual experience for all students, even as their numbers become greater. We must all reach beyond ethnic and cultural provincialism, as well as the provincialism of specialization and vocationalism, if we are truly educating persons, not robots.

I do not believe we can accomplish these ends merely by adding something on top of what we already have, nor do I think we must jettison all of the past in a faddish ploy to be "relevant"; rather, we must continuously re-work the whole fabric. That is our professional task as educators, but it is a task in which we must both consult, and convince many others than ourselves. It is a task involving attitudes as well as content: a central commonality of purposes to be accomplished by a diverse but integrated variety of means.

Part of our professional responsibility is to make it truly possible for others—especially students—to participate in the creation of necessary institutional attitudes and the selection of alternatives...

I wish it were possible to state with precision and conviction just what kind of institution Eastern will be ten, fifteen or twenty years from now. We all know it will be bigger, and we know that its role will be somewhat influenced by other developments in the area and state. We can be quite certain that teacher education will continue to be a major function, and that the preparation of persons for leadership in various service and business occupations will probably grow. It is also very probable that the graduate program will increase, the main question being its type and focus.

Having said that much, we move from judgment of what is likely to occur to statements of preference. I think most of us believe that Eastern should not aspire to be a highly selective institution of learning, and that it should not abdicate but rather increase its historical function of enabling persons of all backgrounds to benefit from higher education. Further, many feel that it should build strongly now to meet the area's need for continuing education in all ways possible.

If these are acceptable premises, then our faculty personnel policies, our academic organization, and our machinery for involving people widely in the development of an institutional attitude should be designed to carry them out.

In spite of some of the current

rhetoric among the more dissident of our publics, the faculty will largely determine the academic program of our colleges and universities. Therefore, the faculty must be in accord with our goals. Let me state again several personnel policies I believe important. Really good teaching and sound active scholarship cannot be separated, and we must continue to demand the highest possible professional preparation for our permanent faculty. We should strive to improve all faculty salaries, but if the individual faculty effectiveness or quality varies relatively, it should be recognized and rewarded accordingly. Those who assume particularly heavy duties should be appropriately compensated but we must also guard against inequities which may arise from some forms of extra payment, especially those associated with outside grants. The past criteria for promotion seem generally sound, and the application of judgment exceptions should not be regarded as reason to set them aside as basic policy.

The Senate special task force on the mission of EWSC has prepared a thoughtful statement containing "comments and some implications for faculty personnel policies" which I commend to you for your study. As a result of a request by the Senate early this past summer, I have prepared a rather extensive statement on the college governance. Up to this point its circulation has been limited to the Senate, the task force, and a few administrative officers; but it is being duplicated and will be available for faculty study.

I shall therefore not attempt to discuss it in any detail today, but I do want to make several comments about it and its rationale.

Our pattern of college campus governance has in its gradual development recognized three main elements: the faculty organization and its council system, the associated student government, and the administrative structure. Among these there has been a division of responsibility, and to some extent interaction. The cooperating and complementing rationale for the three strands needs further to be developed, with possibly one representative body bringing together consideration of major policy concerns. I believe that the Senate task force will make such a recommendation, to which we should give full and careful consideration.

The major portion of my statement describes an intended reorganization of the academic administrative structure which in my judgment is now needed to provide the means for effective development of the College. The major purposes of the reorganization are:

1. to provide a framework which can be expanded logically with the growth and development of the College.
2. to improve and strengthen the process of consultation, communication and decision.
3. to match administrative authority and accountability, and to move these as much as possible to the operational level, without losing the necessary relationship to the institutional responsibility for making binding commitments in such things as contracts, budgets and

long-range plans.

4. to recognize that the inherently effective academic unit is the department, but to provide at the same time protection for such important educational objectives as integrating learning experiences for students, and retaining faculty participation in all-institutional goals.

5. to alleviate the dilemma of the position of division director, which has required significant responsibility without sufficient involvement in institutional decision-making or adequate financial reward.

6. to define more clearly the channels of relationship and responsibility among administration, faculty and student bodies.

7. to make more effective the involvement of students in decision-making processes.

Perhaps the most conspicuous change is that from the divisional structure to one of Schools... grouping departments related by the nature of their disciplines and their approaches to the world we interpret. Each of these schools would be administered by a dean, working closely with department chairmen. In addition, there is proposed a new division of General Studies under the coordination of the Dean of Undergraduate Studies. The graduate program and summer and special programs would remain as now under the respective deans.

The intended wider assignment of decision-making will place greater responsibilities upon the department chairman and the departmental organization, but will at the same time stress coordination to avoid the possible divisive and insulating problems of autonomy which have elsewhere inhibited institutional responsiveness to student needs. Hopefully, also, there will emerge a much firmer relationship of communication and community commitment among the student, faculty and administrative elements of the campus.

I will close these remarks with a few comments about student unrest, a topic which seems obsessive to a sizeable number of persons, young, and old, on campus and off. It is fairly well recognized that some of the turmoil in institutions of higher education represents shock waves from significant social and cultural issues within our total society. We cannot ignore these problems, and together we must rationally explore what our legitimate institutional approach to them is to be. Where we are clearly responsible, as in the nature and conduct of our academic program or in the acts and attitudes of our campus community, we should take action together. But we cannot divert and dissipate our energies in a Quixotic effort to meet head-on each of the world's problems.

Our college provides each one of us with a rich means of making ourselves and our world better. My theme is still today one of challenge and optimism, because I believe that if we dare to be true to ourselves, in our place and time, together we have it in our power to be better than any of us alone could hope to be.

# Nomination open for '70 top alum

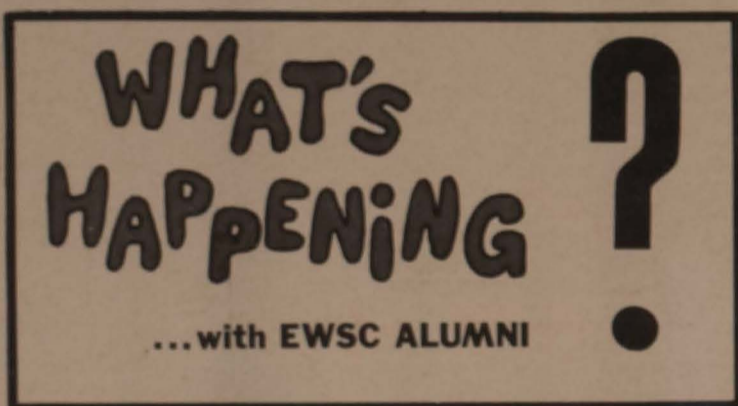
Who will be Eastern's 1970 Distinguished Alumnus?

You may have a hand in deciding by sending in a nomination for Eastern's 1970 Distinguished Alumnus Award to the EWSC Alumni Office no later than December 31, 1969.

To be eligible for the award, a former student must be one whose achievements in his or her chosen profession have made a truly

distinguished contribution to society and indirectly brought distinction to the college.

Nominations should be made through a letter to the Executive Secretary outlining the nominee's background and contributions to society for which consideration should be given. Nominees not selected for the 1970 award will automatically be considered for the award in future years.



'97-SANDPOINT-The Misses Lucy and Ethel Ashley continue to make their home in Sandpoint, Idaho. Miss Lucy celebrated her 90th birthday in June and Miss Ethel is looking forward to her 87th in October.

'22-TEXAS-George S. Buchanan passed away in Houston in July, 1967. He was a former executive vice president of the Husky Oil Company.

'25-SUNNYSIDE-Oren and Alta Montgomery are enjoying retirement in Sunnyside.

'25-COLFAX-Mrs. Beulah (Thomas) Cochran was honored for her near half-century of service to education at a reception in June by 250 persons. An equal number of friends and former students who could not be present sent congratulatory messages.

'27-COLVILLE-Anna Armstrong retired from teaching in June after nearly 30 years in the profession. She was awarded the Stevens County "Teacher of the Year" award last spring.

'30-EDMONDS-Wilfred Hoban and his wife Ruth (Schaller, '30) have resided in Edmonds since 1942. He is an industrial arts teacher at Edmonds High School and she is an instructor of the blind and partially blind for both the Edmonds and Shoreline School Districts. A son, Michael, was killed in Vietnam in August, 1968.

'32-CHATTAROY-Laura Mercer passed away June 1, 1969.

'38-EUGENE-Jack Danby is vice president and division manager for the First California Company (investment securities).

'47-BRITISH COLUMBIA-E. Allen Harrison teaches at Christina Lake Elementary School and operates a camping resort at the lake during the summer.

'50-GARFIELD-Elva Calhoun is reading consultant for Whitman County.

'50-CHICAGO-Delbert Muse has taken a new position in Science Research Associates Chicago headquarters as Mathematics Products Manager.

'51-BOTHELL-Keith L. Yates was awarded the Air Force Commendations Medal for service during a one-year period of active duty ending February 1. Only four persons of the 1,000 member unit, which was reactivated, were accorded the honor.

'52-SAN FRANCISCO-Dr. Higgins D. Bailey is the new president of the California College of Podiatric Medicine.

'53-MARSHALL ISLANDS-Leonard and Noema (Ostrum, '57) Williams are teaching on Kwajalein. He is an elementary school principal and she, a fifth grade teacher.

'53-WASHINGTON, D.C.-Dr. Phillip Grab recently co-authored a management text entitled Executive Leadership: The Art of Successfully Managing Resources.

'53-COLVILLE-Darrell Shute has been named executive director of TRICO, the economic development district for Ferry, Stevens, and Pend Oreille Counties.

'54-TACOMA-Ardyth G. Savage has returned to Tacoma after residing five years in Kaohsiung, Taiwan, where her husband is a missionary pastor of the Lutheran Church. After a year's furlough they will again be in Taiwan.

'56-OMAK-Jessica Leibel is teaching fourth grade at North Omak Elementary school.

'57-JAPAN-Miss Keiko Mewa has completed her doctorate of education degree at Washington State University and is an Assistant Professor of Education at Kobe Yamate Women's College of Japan.

'58-SALINAS, CALIFORNIA-Keith Collier is an assistant superintendent in the Monterey County schools.

'59-HAVRE, MONTANA-Hilda C. Haltz passed away in May, 1967, while studying for her doctorate at Montana State University.

'59-ODESSA-Don Nelson is teaching eighth grade and coaching basketball in Odessa.

'59-ZILLAH-David H. McWhirter and family have moved to Zillah where he is teaching junior high school social studies and coaching high school football.

'59-SEATTLE-Albert Garcia is on sabbatical leave working toward a masters degree at the University of Washington. He taught in Madrid, Spain this past summer.

'60-RENTON-Robert Pattie is president of the new Maple Valley College near Renton.

'60-EVERETT-Michael Ryan has received a master of science degree in Physical Education from the University of Washington and will be teaching and coaching at Mariner High School in Mukilteo.

'61-ANAHEIM-Darrell E. Varnier is a senior systems analyst for the Douglas Aircraft Company. He has been working toward a master degree in Business Administration at California State College at Long Beach.

'61-COLORADO-Roy L. Clayton is a display advertising sales representative for the Boulder Daily Camera newspaper.

'61-VIETNAM-Army Major Gary E. Roberts received the Bronze Star Medal in ceremonies last spring near Qui Nhon for outstanding meritorious services while serving as a provost marshal.

'61-CHATTAROY-Mrs. Mary Anne Littlemore is teaching kindergarten in the Riverside schools.

'62-CHENEY-Walter Hartman has completed course work for his doctorate at Colorado State College and has returned to the EWSC faculty as an assistant professor of Business Education.

'62-KOREA-Captain Thomas C. Windsor received the Army Commendation Medal during ceremonies last May in Seoul.

'62-TEXAS-Gerald R. Baldwin was promoted to the rank of Army major in June. He is Chief of the patient branch of the Brooke Army Medical Center personnel division.

'62-ALABAMA-Air Force Captain Arden V. Morrow has graduated from the Air University's Squadron Officer School at Maxwell AFB. He is being reassigned to Hallsman AFB, New Mexico.

'62-AUBURN-Dorothy Irene Tallent received her Masters of Librarianship degree in June from the University of Washington.

'62-INDIANA-Robert Ann Bowers received a master of education degree in guidance and counseling from the University of Mississippi in ceremonies August 19.

'63-GERMANY-Alex and Barbara (Purvis) Woods Jr. have been stationed in Heidelberg. He is recovering from serious injuries suffered in an airplane accident last December.

'63-GRESHAM, OREGON-Roger Kromer has passed the Oregon bar examination and is beginning his law practice.

'63-NEW MEXICO-Les Raschko is director of public information for the College of Santa Fe.

'63-GERMANY-John Horst Grosshans received a master of arts degree August 12 from Middlebury, Utah, College Graduate School of German in Mainz, Germany.

'63-OMAK-Kathleen Chenwert is teaching fourth grade at Emert-Stevens Elementary School.

'64-ODESSA-Jack Hester recently moved to Odessa to teach physical education and coach wrestling.

'64-LEBANON-Donna E. Egan is teaching first grade at the American Community school in Beirut.

'65-SPOKANE-Carol L. Anderson is teaching at Dishman Intermediate School in the West Valley School District. Her husband Jerry will return in December from Ethiopia where he is stationed with the U.S. Army.

'65-KANSAS-Fred Amandson received his Doctor of Law degree from Willamette University in 1968 and is now an Air Force captain serving as assistant judge advocate at Forbes AFB, Topeka. He and his wife Kay (Stampe) are expecting their first child in late October.

'65-KANSAS-Maj. Jon W. McFarland is attending Command and General Staff College at Ft. Leavenworth.

'65-CHENEY-Sena Jensen became the wife of Dr. James Edmonds, EWSC Associate Professor of Music. Their wedding was held at Everett in August.

'65-OAKLAND-Stephen L. Young has been appointed sales promotion specialist for the Foil and Container Division of Kaiser Aluminum Packaging.

'65-TEXAS-Don E. Corrier recently received his Doctor of Veterinary Medicine degree from Washington State University and has accepted a fellowship at Texas A & M where he will do research in tropical diseases.

'65-FLORIDA-Terry Saxe and his wife Sandra (Wilks) reside in Tallahassee, where he is working on a masters degree in Social Work at Florida State University and she is teaching Special Education classes.

'65-IONE-James R. Jordan has been named principal of Selkirk High School.

'66-RICHLAND-Barry L. Blaine is employed in the accounting office of Computer Science Corporation, as contractor for the AEC Hanford Project.

'66-DENVER-Dennis Scheminske is a photographer for General Electric Broadcasting at their Denver, Colorado station KOA.

'66-VIETNAM-1/Lt. Willie Jackson has received 13 Air Medals for meritorious service as a pilot in Vietnam.

'66-SNOHOMISH-Stanley Hughes, a former Alumni Scholarship recipient, earned a second bachelors degree from EWSC in June and is teaching art and coaching at Snohomish Junior High School.

'66-RENTON-Lowell Cline and his wife Glenda (Dunn, '68) are residing in Renton with their one-year-old son Jeffrey. Lowell earned his master's degree in Mathematics from EWSC in December, 1968, and is employed by the Boeing Company as an associate research engineer.

'66-VIETNAM-1/Lt. Larry W. Peterson received the Army Commendation Medal in ceremonies last spring at Cam Ranh Bay.

'67-BOISE-Garth Andrews is a news reporter for KBOI radio and television.

'67-HAWAII-Beverly Joseph, Susan Ulrich and Trudy Wheeler ('68) reside together on the Waianae Coast of Oahu some 35 miles from Honolulu. Beverly teaches high school French while Susan and Trudy are 3rd grade teachers.

'67-WALLACE-Anna Marie Wanamaker is a fifth grade teacher in Wallace. She has been with the school

# Grid openers tough; Savages face Boise

The road can only be easier for the EWSC football team. The Savages met the toughest opponents in the two season openers in Weber State and Portland State, two non-conference teams.

Boise State will also be a strong opponent, but the Savages will have the advantage of the home field and the support of the homecoming crowd at Woodward Stadium Oct. 18. Game time is 2 p.m.

The Savage squad includes 26 lettermen and 26 Community College transfers. Bill Diedrick returned in good health after sitting out last season because of a shoulder injury. Diedrick was the 1967 National Association of Intercollegiate Athletics All-America second team quarterback. Greg Gavin, 1968 NAIA All-America second team offensive center, has returned for the 1969 season.

Coach Brent Wooten has also received a number of top-notch transfers, including two from the University of Washington. Tom Manke, a senior who played both quarterback and fullback for the Washington Huskies, is playing fullback at EWSC, and sophomore Dave Sabey, a linebacker last year at U. of W. has transferred to EWSC. Melvin Collins, a sophomore flanker from Chowchilla, Calif. and Walla Walla

thirteen years.

'67-TEXAS-2/Lt. Dennis A. Dokken has been awarded Air Force Silver pilot wings upon graduation at Webb AFB.

'67-BELLEVUE-Melody Thomsen is a fifth grade teacher in the Bellevue School District. She is active in the Cascadian Chojale.

'67-VIETNAM-Lt. Roger C. Paskell is serving with the 68th Assault Helicopter Company. His wife Karen (Tonkin) is residing with her parents in Orlando, Florida while he is overseas.

'67-VIETNAM-Capt. Robert W. Kyle is serving with the Army in Phan Rang.

'67-FRESNO-Manuel R. Aquilar has been promoted to assistant division manager for the R. J. Reynolds Tobacco Company.

'67-OMAK-Gary Dark is teaching arts and crafts at Copple Junior High School.

'67-ITALY-Army 1/Lt. James N. Hamilton and his wife Nancy (Wick) are living in Portogruaro, Italy, where Jim is commanding a NIKE-HERCULES custodial team in support of the Italian Air Force. They have a daughter, Andrea Carole, born 21 June 1969 in Vicenza, Italy.

'68-HUNTERS-Jeanette (Wills) Cornwall is in her second year of teaching at Columbia High School.

'68-TEXAS-2/Lt. Mason L. Hopkins recently completed a 16-week helicopter pilot course at Fort Wolters and has been assigned to Hunter Army Airfield, Ga., for further flight training.

'68-SPOKANE-Richard N. Noel has moved from Moses Lake to the Riverside School District where he is teaching fourth grade.

'69-ODESSA-Karen Williams is teaching home economics at Odessa High School.

'69-ODESSA-Richard J. Green began his teaching career this fall in Odessa. He is teaching high school social studies and will coach the tennis team.

'69-CHENEY-Lt. Calvin Kam was featured in a photograph on the cover of the July, 1969 issue of The Officer magazine receiving his gold bars from his parents.

'69-SPOKANE-Ron Bond is teaching science subjects at Riverside Junior High School.

'69-MILAN-Edward H. Hubert Jr. has been hired by the Riverside School District to teach fifth grade.

'69-KENTUCKY-Lt. Erick W. Heintz and his wife Patti (Kral), are living at Ft. Knox where he is in flight training.

'69-COLVILLE-Wayne Burkholz is teaching high school mathematics.

'69-COLVILLE-Chadwick Gladhart is the new speech therapist for the Colville Schools.

Community College, reported late but nonetheless in good running form to give the Savages added speed. Young Chris Halpin, a 6-0, 195-pound, 17-year-old freshman from Raymond, Wash., made a good showing early in the season at tackle.

Although the Savages have had difficult moments early in the season, there have been many bright spots, and there is nothing but optimism for the remainder of the 1969 football season.

The remaining EWSC football schedule:  
Oct. 25-Central at Ellensburg, 1:30 p.m.

Nov. 1-Western at Bellingham, 8:00 p.m.

Nov. 8-Whitworth at Cheney, 1:30 p.m.

Nov. 15-Central at Cheney, 1:30 p.m.



In handling an address list, moves, marriage and mortality take their toll and while an Eastern Alumnus is never disowned, his address may become confused. And these days new Post Office charges make it expensive, beside people missing The Review. So anyone who can help his fellow Alumnus and the Alumni office, by letting us know about any of these Lost Alums, will rate double appreciation.

Laurence C. Moffitt  
Maurice Mokosh  
Elaine Molly  
Olivine Monette  
Sylvia Moore  
Hazells Morehead '26  
Dorothy Ann Morgan  
Morgan Morgan '49  
William G. Morical '52  
Paul Morigeau, Jr. '59  
Alexa (Henry) Moritz '57  
Florence Morley  
Janice Joan Morris '61  
Dwight C. Moser '53  
Florence B. Mote  
James A. Mowatt  
Marlene Sophia Muhle '59  
Shirley Mullowney  
Kathleen B. (Flanigan) Mulvaney '59  
Alberta Murphy  
Robert Mushlitz  
Thelma Myers  
Duane Mylerberg '59  
John Nis Nansen '67  
Artie Nave  
Priscilla R. Nealy  
Peter Joackim Nebb '65  
Marjorie Neely  
Richard Neely  
Josephine Neff  
Betty Lou Nelson '44  
Charles R. Nelson '35  
Donna Jean Nelson '53  
Gordon Nelson '48  
Harold Nelson  
Helen Nelson  
Ina Ruth (McKay) Nelson  
Mabel Nelson '41  
Robert Nelson  
Robert Charles Nelson '65  
Robert E. Nelson  
Edith Nesbit  
Lee G. Ness '59  
Edward Neumeier  
Reed Newhouse  
Richard L. Newman '49  
Anne (Person) Njaa '53  
Alice Fern Nordling  
Ruth Norgaard  
Olive N. Norman  
Shirley (Stronach) Norman '40  
Mary Jane Norris '66  
Anna Geraldine Noxland  
Mary E. Nutt '61  
J. Myron Oates  
Russell O'Dell  
Willa D. Ogden  
Keiko Ohki  
Shirley Oie Oie '64  
Richard O'Larey  
Wayne E. Oleson  
Minnie Olio  
Gertrude Oliver  
Raymond C. Olmstead '57  
Charlotte Olson '41  
Clarence Olson  
Ellen Olson  
Jennie Lee (DeRiso) Olson '55  
Joann (Zuger) Olson '56  
Lefavor Willa Olson '56