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Eastern Washington State College

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Alumni voting selects two from same school



Two Spokane Valley schoolmen have been elected to offices in the EWSC Alumni Association. Named president-elect was Anton Rasmussen (pictured above, right), vice principal of Central Valley High School. Deral Adams, (above, left), boys' counselor and college counselor at Central Valley, was elected vice president.

Robert C. Lincoln (above, center), Kirkland, engineering personnel supervisor for Boeing Co., Seattle, who last year served as president-elect, has assumed the presidency of the association.

The three men met recently with Graham E. Johnson, association

executive secretary, at the White River Ranch near Lake Wenatchee for a weekend discussion of association goals and programs.

In other election contests, Jack Hall, Colville, was returned to represent alumni in district 1 (northeast Washington), and Richard L. Campanelli, Walla Walla, was re-elected in district 6 (southeast Washington). Newly elected district directors are Wally Bannon, Davenport, district 3 (Lincoln and Adams counties), and Wayne V. Chandler, Spokane, district 10, (northwest Spokane).

District director terms of office are for three years. Officers' terms will expire next June 30.

Former boxer on EWSC staff

Toby Gibson, a 1964 Olympic boxer and 1966 graduate of Eastern Washington State College, has been hired by EWSC as assistant director of admissions, effective Sept. 1.

The announcement came at EWSC's Board of Trustees meeting in July.

A 1960 graduate of Rogers High School, Gibson also attended North Idaho Junior College before getting a bachelor's degree in sociology following summer quarter in August, 1966. He has been employed by Kaiser in the personnel department.

Gibson, 27, had an outstanding ring career. While gaining a spot on the U.S. Olympic team, he had a record of 12 straight knockouts. The middleweight won his first

fight in the '64 Olympics, but was upset in his second.

He turned professional in January, 1965 and before retiring a year later claimed the Washington State middleweight championship.

Also approved by the board was the hiring of Ed Ledford as a visiting assistant professor of physical education who will replace Ed Chissus as the Savages' athletic trainer next school year. Chissus is taking a sabbatical leave.

Ledford, who has coached basketball and served as trainer at several California high schools, is a candidate for a master's degree from the University of Idaho this summer. He has a bachelor's degree from Fresno State, where he also served as an assistant trainer.

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

ADDRESS CORRECTION REQUESTED

Sabbatical leaves granted to ten

Sabbatical leaves for the 1969-70 academic year were granted to ten members of the Eastern Washington State College faculty by the Board of Trustees at their April board meeting.

Granted leaves for the full three-quarter college year were Dr. George W. Lotzenhiser, professor of music; Dr. Henry D. Kass, associate professor of political science; Dr. Kenneth Swedberg, associate professor of biology; and assistant professors Thomas W. Bonsor, economics; Mana Bridges, French and English; Ed Chissus, physical education, and David S. Weekes, English.

Dr. Loretta Fretwell, EWSC professor of psychology, was granted sabbatical leave for next fall quarter, and Christine Elrod, assistant professor of English and speech, for spring quarter.

Dr. Raymond L. Schults, professor of history, was awarded a sabbatical leave for spring quarter, 1970, and fall and winter quarters, 1970-71.

Eastern Washington State College

ALUMNI REVIEW

CHENEY, WASHINGTON 99004

SUMMER QUARTER

VOL. 19, NO. 3

President Shuck tells need for understanding changes

by Dr. Emerson C. Shuck, president

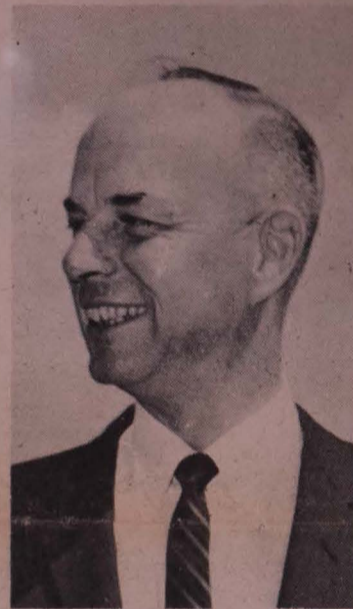
The special spring issue of the *Alumni Review* carrying the essay, "Who's In Charge?" provided useful perspective about issues currently of concern to colleges and universities over the country. Many of these reflect significant nationwide social changes, which tend to focus on campuses simply because large numbers of younger people are gathered there. Since Eastern is growing and is seeking to respond reasonably to new tasks, it has additional need to respond to new circumstances. Thoughtful understanding of such change is needed, both on campus and off.

Although Eastern has experienced some incidents reflecting current campus dissent and sensitivity, both student and staff have sought to keep emotion and exasperation from dominating thought, and to preserve the mutual confidence which is necessary to deal with the significant questions which must be answered as we progress. A number of issues have been resolved with little fanfare. Several have had more publicity. Hopefully these have resulted in thoughtful measuring of values or clarification of general campus attitudes about the climate in which we expect to live and work. Our efforts will be to preserve this open approach, but the college administration has also formally declared that it will take firm action if actual disruption of activities occurs on campus. (The "Statement Relative to Student Dissent on Campus" appears on p. 7 of this paper).

Because so many factors are involved in different controversial issues, it is difficult to generalize about them. Most involve a clash of contradictory ideals, and all require some kind of balance between repression and freedom, responsibility and influence, general good and individual need. Special attention must be paid to the necessity for a college community to place truth and reason above all else, and to operate equitably and at an adult level. As always in human affairs, it is hard to prevent conflict of ideas from shifting to emotional and personal levels because of frustration, fear or exasperation; but we must try.

Our more notorious incidents have had some educative effect. The controversial literary publication last fall led to thoughtful processes under Board of Trustee direction for setting up a student publication commission which would protect both the freedom and responsibility of the student press. Involvement of several of our students in the Colfax affair has quite properly been handled by the public courts.

It may be hoped that the formal objection by the student government to the public use of a nasty epithet has indicated a community standard of decency. The clenched fist issue revealed to many both the complexity and



Dr. Emerson C. Shuck

sensitiveness of one of our nation's major concerns, and it is to be hoped that our accommodation of conflicting principles can be mature and positive in its wisdom.

Meanwhile, a great deal of thought is being given to long-range planning and goals for the college. The special task force of faculty and students appointed by the Academic Senate has been studying a number of position papers and the discussions from the all-college convocation of May 21. A firm of architects in Spokane is jointly working with the City of Cheney

and the college in physical planning. A plan for reorganizing the academic administrative structure of the college will be reviewed and instituted during the coming academic year, with the intent of moving responsibility closer to the academic operational levels. Yet, we are aware that the new State Council on Higher Education will influence our general development in relation to state needs.

Several key issues being reviewed on campus include meaningful student involvement in decision-making, the extent and nature of future graduate offerings, appropriate programs for disadvantaged students, undergraduate degree requirements, the place of research and public service as related to our basic function of teaching, and faculty personnel policies as related to college goals. The *Review* will carry articles about these and similar matters as positions develop on campus. A statement about programs for disadvantaged students appears on page 2. Meanwhile, you are urged to express your ideas in writing to the College, or through your alumni association officers and district directors.

New division head

Dr. Earle K. Stewart, chairman of the Eastern Washington State College department of sociology, has been named director of the Division of History and Social Sciences for one year effective Sept. 1.

Dr. Stewart will succeed Dr. H. Kenneth Hossom, chairman of the EWSC department of political science, who has been serving as director for the past year.

Merle Haffner is new member of EWSC board

Gov. Dan Evans has announced the appointment of Merle W. Haffner, E2021 Fifth-ninth, to the Eastern Washington State College board of trustees.

Haffner was named to the vacancy created by the recent resignation from the college board of attorney Harvey E. Erickson, whose term would have expired Sept. 30.

Haffner is president of a Spokane food brokerage firm and is past president and board member of the Spokane Food Brokers Club and a member and former regional director of the national food brokers organization.

Haffner attended both Gonzaga University and Washington State

University and has been active in numerous civic affairs.

He is a member of the Governor's Advisory Council on Urban Affairs, serving as chairman of its health care committee. He also is on the Governor's Comprehensive Health Council as chairman of the environmental task force committee and is a past board member of the State Civil Disorders Committee.

Haffner has been on the board of St. Mark's Lutheran church, Spokane Junior Achievement, Inc., Lutheran Family and Child Service, Spokane County Comprehensive Health Council, United Crusade and Inland Freight Traffic Service. He also is on the board of Spokane North Rotary Club.

1969

New academic dean is Dr. Philip Marshall

Dr. Philip R. Marshall, associate director of programs for the National Science Foundation in Washington, D.C., has been appointed academic dean at Eastern Washington State College.

Dr. Emerson C. Shuck, college president, said Dr. Marshall will assume the post in mid-October, upon release from his present position.

Dr. Marshall succeeds Dr. George J. Kabat, who resigned the deanship earlier this year to resume teaching as a professor of sociology and education on the Cheney campus.

Dr. Marshall, who holds a degree from Earlham College and a graduate degree from Purdue University, taught chemistry at Cornell College and at Albion College. He later served as dean at Lycoming College, Lycoming, Pa.



Grad office adds two new programs

Two new master's degree programs bring to 34 the number of master's degrees now being offered by Eastern Washington State College. The new degrees are master of arts in history and master of science in biology, Dr. Raymond F. Whitfield, dean of graduate studies, reported.

Of the 34 programs now offered, 22 are in education, eight in the sciences and four in arts. Details of the programs are contained in the 1969-70 EWSC graduate bulletin recently published.

On the cover of the new bulletin is another in the series of scratchboard drawings by Karl Morrison, associate professor of art. The series has featured architectural details of campus buildings. This year's cover shows a section of the face of Patterson hall, new classroom building rising across from the Walter Isle Memorial student union.

Dr. Whitfield, said EWSC was authorized to grant the master of education degree in 1947. The 1963 legislature authorized master of science and master of arts degrees.

The 22 master of education degree major fields include business education, chemistry, curriculum, elementary teaching, foundations of education, guidance and counseling, instructional media, reading, principal supervising teaching, elementary English, secondary English, French, German, instructional field specialty, mathematics, music, physical education, therapeutic physical education, physics, Spanish and speech correction.

Master of science degrees are offered in biology, business administration, chemistry, college instruction, mathematics, therapeutic physical education, psychology and school psychology.

Master of arts degree programs include college instruction, English, history, and music with five areas of concentration—instrumental performance, vocal performance, music theory, music composition and music education.

Forty-five quarter credits is the minimum requirement for master of arts and master of science degrees. The master of education degree requires a minimum of 48 quarter credits.

CC program post to Dr. Mills

Dr. Boyd C. Mills, director of the Eastern Washington State College Community College Program, has received a second appointment by the Department of Health, Education and Welfare to serve as an evaluator of proposals for community college instructor preparation programs.

Dr. Mills will attend a three-day session in Washington, D.C., Oct. 15-17, when applications from institutions of higher learning will be evaluated.

Ethnic courses measured against education goals

Ethnic course offerings at Eastern Washington State College will be measured against total College goals and resources before being attempted, with a view to working toward the end that cultural differences may be sources of pride to each individual and an asset to the society as a whole, Dr. Emerson C. Shuck, president of EWSC, stated in a paper submitted to Board of Trustees members regarding EWSC's programs for the disadvantaged.

On the other hand, he continued, in broadening our program and service we will resist the disservice to students which frequently results from the lowering of academic standards or the substitution of exotic curricula for courses now being offered and revised.

Dr. Shuck's paper: "The Eastern Washington State College community is contemplating future goals and objectives. Among the items under consideration is the role that it should play in (a) program(s) for the disadvantaged student.

"EWSC has historically shown concern for students whose backgrounds have placed them at a disadvantage in pursuit of a college education. In the spirit of this tradition, the College is attempting to find ways in which it can best respond to the national interest of aiding racially or culturally disadvantaged persons. State and national legislation, directives and funding have encouraged development of programs of aid for disadvantaged students.

"A College study committee formed early in the summer of 1968 prompted extended discussions about these matters among faculty, students, administrators and citizen groups. This committee identified three general categories of disadvantaged students who might be served by the College: 1. The American Indian, 2. The Black, and 3. The White. The committee concluded that while

Eastern has a workable program for the disadvantaged White, it offered little at the time of the report for the Indian or for the Black. The committee further observed that it was not possible to design one program which would meet the needs of all three categories. It recommended and the Senate adopted the proposition that Eastern become more deeply involved in working with the disadvantaged student.

"The effort has been to set goals which would be compatible with the College's resources and character, and which might reconcile the many and sometimes widely divergent needs and desires of students from different cultural backgrounds. These aims have been of two sorts: to assist persons from several minority groups who have special contemporary problems; and to broaden the cultural content and experience of the curriculum for all students. While experiment and innovation are needed, the major attempt has been to develop programs within the basic integrity of ongoing programs.

"At this moment no significant changes are indicated in the ongoing program for the White disadvantaged. Eastern has pioneered in this field and has reason to believe the program is successful. We plan to continue our interest in the White disadvantaged and will not withdraw any support from this program. We will continue our policy of keeping costs to all students as low as possible, as probably the best form of financial assistance.

"EWSC's goals for aiding disadvantaged students are essentially extensions of services available to all students:

1. To make known through the Admission Office the educational possibilities at Eastern as they relate to an individual's needs;
2. To provide financial aid in grants,

loans and work opportunity on an equal basis to all students with a demonstrated need;

3. To give support to the regular courses of instruction through:

- a. The office of General Advising and the Counseling Center,
- b. The regular Tutorial services,
- c. Course and curriculum revision for identified needs, and
- d. Such special programs as faculty sensitizing seminars, group tutorials, and advising and tutorial assistance by student volunteers.

"Experience shows that, in order to achieve these goals of equal opportunity, some preferential procedures are necessary in making them available to disadvantaged students. In addition, there must be an awareness of the many cultural differences which have an effect upon learning in EWSC's total educational and social environment.

"Introduction into the curriculum of additional materials from the different cultural components of American life is a positive application of the general education responsibility of the College. The College will work toward the end that cultural differences may be sources of pride to each individual and an asset to the society as a whole. Specific programs of area or ethnic course offerings will be measured against total College goals and resources before being attempted. In broadening our program and service we will resist the disservice to students which frequently results from the lowering of academic standards or the substitution of exotic curricula for courses now being offered and revised.

"The College obviously must select among many possible opportunities to aid students and to enrich its offerings for all students in areas of ethnic and cultural background. The process of identifying and planning for the best service we can render constitutes the present stage of our efforts.

Three gain emeritus status after long Eastern service

Three long-time faculty members have been granted Emeritus status by Eastern's Board of Trustees in action this spring.

Retiring this spring was Miss Alice Moe. Entering retirement at the end of the summer session will be Miss Clara Kessler.

Miss Moe, a native of Wisconsin, taught speech at Eastern for 15 years as a member of the speech department. She was assistant professor of speech at the time of her retirement.

She received her bachelor of arts degree from Downer College of Milwaukee and her master of arts degree from Marquette University.

She also took post-graduate work at University of Colorado.

Miss Moe, who met thousands of Easterners in speech classes and clearance tests, stated shortly before her retirement that she had watched Eastern grow from an enrollment of 1,000 to over 5,000 since she joined the faculty in 1954.

She organized a discussion squad, predecessor to the debate team, and traveled to many appearances with the groups. She also made a specialty of choral reading among her students.

During 1965, she was granted a sabbatical leave during which she traveled over 11,000 miles visiting and studying speech departments in many colleges and universities.

She is returning to her native

midwest to spend her retirement years.

James A. Barnes, assistant professor of education since 1957, took his degrees in the state of North Dakota, earning his B.A. from State Teachers College of that state and receiving his Master of Science in education from the University of North Dakota.

Miss Kessler, who will complete 22 years as a member of the EWSC faculty at the close of summer quarter, is an associate professor of English. For the past 14 years she has been foreign student advisor at Eastern.

She spent the school year 1953-54 teaching in Japan on a Fulbright scholarship.

Since working with and helping foreign students become Eastern students, Miss Kessler has kept close contact with many of the students she came to know.

Always happiest when she has word of the success of one of "her students" Miss Kessler was able to make a visit to Japan during which she visited in the homes of several former Eastern students and also renewed acquaintances made during the year she spent teaching in Japan.

Miss Kessler graduated from Central State College of Edmonds, Okla. and received her master's degree from Columbia University.

After teaching in Oklahoma elementary and high schools, she

joined the faculty of her alma mater, Central State, and came to EWSC from that school.

She is planning on retiring to Oklahoma.

Miss Kessler in May was honored by the Delta Kappa Chapter of Kappa Delta Pi, Education Honor Society. She was counselor of the chapter in 1954-56. She was initiated into KDP at Central State.

Kathy Iverson is outstanding senior

A Spokane graduate of Eastern Washington State College, Kathy S. Iverson, was named the Outstanding Senior Woman of 1968-69 by the EWSC Associated Women Students.

Miss Iverson, daughter of Mr. and Mrs. Bernard M. Iverson, E2008 Twenty-ninth, received a bachelor of arts in education degree with a major in speech correction at ceremonies at the college June 6.

A Malott, Wash. woman, Gail B. Mackie, was named the freshman Coed of the Quarter by the EWSC AWS. She is a graduate of Okanogan High School and is a speech major at EWSC.

The Eastern Washington REVIEW

Eastern Washington State College
Cheney, Washington

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

SUMMER EDITION

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Indian Enrollment at Eastern Rising

With 25 students of Indian descent making early application for enrollment in Eastern Washington State College, the efforts of the Upward Bound and Indian Affairs programs are paying dividends.

Carl Ruud, director of Upward Bound and Mrs. Mary F. Nelson, administrative assistant for Indian affairs, who have been working closely in the programs to make college possible for minority groups and the disadvantaged, had a visitation on campus early in May with a group of students from Chemawa high school in

Chemawa, Oregon.

Among the 25 students who were listed in late May as having made application for entrance into EWSC, were five from Chemawa. Also among the 25 were six from various cities and towns in Alaska.

The visitation from the Chemawa Indian school inspired a letter of thanks from the Education Specialist at the school in which he thanked Mr. Ruud and Mrs. Nelson for their hospitality during the visit.

The letter continued: "All the students

who participated in the visit were pleased with the welcome they received and with the orientation and contacts made during the visit. They were especially glad to be able to pre-enroll early as this had been a problem of some concern to them.

"Mr. Borer and I feel that the casual, yet well-planned approach you had prepared was very appropriate for our students. We are currently making tentative plans to provide funds for another visit to Eastern next year. We also plan to invite two or three of our

former students back to Chemawa from Eastern to discuss their experiences with our students . . ."

The letter was from John W. Dahlsten. May 8 and 9 also were the dates of a conference of educators of American Indian descent at Eastern. The conference title was "The American Indian and Higher Education."

Mrs. Nelson was coordinator of the highly successful conference which brought together Indian educators from four Northwest states and Alaska.



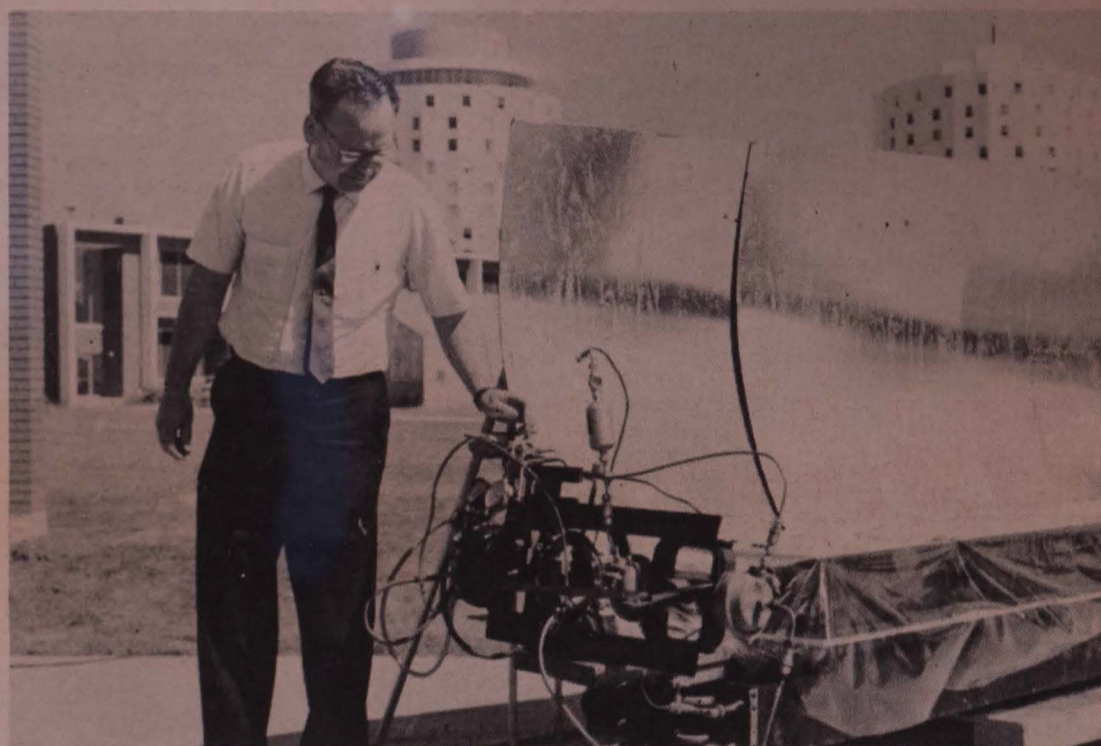
Shirtsleeved Robert L. Clark, graduate student in the Department of Industrial Education and Technology, unveils his sun-powered machine for Dr. Glen Fuglsby, department chairman, left, and Orland Killin, his adviser.

E. W. S. C. RESEARCH & SERVICE

CHENEY, WASHINGTON 99004

SUMMER QUARTER

VOL. 1, NO. 3



Robert Clark shows the business end of his sun-powered machine which still has moments of being temperamental but which shows promise of

providing power in fuel-scarce regions, with the possibility of a special application to moon travel in the future.

Sun-powered machine offers possible solution to problems of getting around lunar landscape

With astronauts just back from walking on the moon's surface last month, it may not be too long before an Eastern-invented machine will be driving later astronauts over the crater pocked surface. There may even be a race to put the first machine on the moon.

Robert L. Clark, a graduate assistant in the department of Industrial Education and Technology, in late May unveiled a sun-powered machine which would seem to have great possibilities on the moon.

Like the whole space program, which learns by its problems, Clark had real problems at the press and TV conference at which the machine presented to the public for the first time—the stubborn thing would not work. But that was just one quirk of the pilot model. It had been working for an hour before everyone got there, of course, and later models will work more efficiently and predictably, Clark promised.

Clark's machine and his explanation of the workings was video-taped by IMC to record the event. Clark explained how he had been thinking about the machine for two quarters, but had put it together only the spring quarter. He realized that this model was not efficient, but feels that refinements of the plan may be valuable in several applications, including a self-propelled vehicle on the surface of the moon.

Dr. Glen O. Fuglsby, chairman of the Industrial Education and Technology department, said in May as far as was known then, Clark's idea had never before been used. A search of applicable literature at that time indicated this.

But after the press conference, a July, 1969 issue of a periodical came out carrying a story of a similar device using Propane as the power vehicle.

In the machine developed at EWSC solar energy is converted to

mechanical energy by boiling chemicals inside a chamber heated by the sun. The vapors then power a motor. Clark tells in his recorded statement how he built the pneumatic motor which was giving him some problems, but he added that commercial motors may be used.

After the vapors power the motor, they return to a liquid state in a condenser and are returned to the chamber by a pump.

This cycle approaches perpetual motion but doesn't quite make it. as the process depends upon the sun for its original power. No sun, no motion. Thus Clark said he felt the areas of most likely application would be rather exotic—on the moon, or in desert areas where fuel is so expensive it would warrant the use of such a machine.

Clark received his master of education degree with a major in industrial technology June 6. He earned a BA in Ed. degree from EWSC and taught industrial arts at

Mullan, Idaho, high school for two years before returning to Eastern for his advanced degree.

The sun machine was built by Clark as an independent study project in partial fulfillment of the requirements for his masters degree.

The explanation of the project as recorded by Clark tells a story of frustrations overcome and lots of coffee drunk:

"This device is intended to convert solar energy to mechanical energy. The principles I'm using here are really quite simple. They're taught in most of your high school physics or science classes. They're also taught here at Eastern in physics and chemistry classes.

"The essential parts of this is an evaporator, the sectional top, which holds the Freon gas. It turns the liquid into the gas. From this chamber it moves through the control valve to the cylinders of the motor. After the gas moves through the cylinders it is channelled through the manifold back down

into the lower section. In this area which operates at a lower temperature the gases are turned back into a liquid. After they've turned to a liquid form they're brought back through the bottom and up through the pump, which is attached to the motor. And from this area, back through the top section to be turned to a gas again.

"This may sound somewhat like perpetual motion; however, it isn't because we do have a power source. And that is the sun. While this machine doesn't do very much more than operate itself, it has a potential to operate another motor. This is essentially what is done in steam engines. The biggest difference is they burn fuel; where this harnesses the sun.

"The idea for building this machine was developed last summer. In September I talked to Dr. Glen Fuglsby about an independent study to develop

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Page Three

State juvenile, adult parole workers interview on video tape for study by Eastern sociologist



Dr. Alfred Prince, Professor of sociology carried on counseling, guidance projects for both juvenile and adult probation and parole works, with the use of video-taping equipment from Instructional Media Center. In the top picture, Lyle Newport, nearest the camera, watches video-tape monitors of an interview with Dr. Prince pointing out clues to watch for. In the second picture Bill Odell of IMC focuses his camera. In the lower picture, Dr. Prince, center, chats with a pair of state adult probation and parole officials at a meeting at the Bali Lounge.

The instant playback capability of video tape is being utilized by Dr. Alfred J. Prince, professor of sociology at Eastern, in improving techniques of both juvenile and adult parole workers.

Dr. Prince has been involved in two projects, one for the Eastern region Juvenile Parole Services, Division of Juvenile Rehabilitation, Department of Institutions—to give it its formal title—and the other for the State adult Probation and Parole Division.

The programs under study are different but the techniques of critiquing are similar. In both cases, Dr. Prince enlisted the skills and equipment of the Instructional Media Center with William Odell, Television Service Coordinator, doing the operating.

The Juvenile program was carried on Spring quarter for the Eastern region, headed by Lyle B. Newport. The project was designed to help the parole counselors improve their techniques.

Dr. Prince conducted seminars, gave lectures and provided materials for study on the interaction of interviewer and client, desired results and undesirable problems which could be foreseen and guarded against.

In late February a series of five types of sessions was arranged with five counselors interviewing actual clients of the department in interviews such as diagnostic, initial parole, treatment, and an interview regarding the communication gap between parents and children.

Among the counselors were two former students of Dr. Prince, Jim Lindow and Jim Loudermilk.

Odell used two closed circuit television cameras, set up so that one showed the face of the interviewer and the other the face of the client. Odell monitored the tape recording from another office, switching from one camera to the other to catch significant facial expressions.

These non-verbal indications—facial expressions, signs of nervousness or defiance—were recorded along with the verbal interchange of the interview and much of Dr. Prince's follow-up on the interviews was related to interpreting the non-verbal clues and discussing with the interviewers the significance of them.

Dr. Prince, after the recording session, reviewed the tapes several times, making notes of good points of the interviews, what was said, what non-verbal clues were picked up, how the interview was carried on so that it did not get out of hand and other plus factors and also points where the interviewer could have picked up some indication regarding something the client might have wanted to add to a response, or some other direction that could have been followed from a leading response which might have been overlooked.

After preparing his critique of the tapes, Dr. Prince discussed the results of the study with Administrator Newport and then had the staff of 18 which serves the Juvenile clients of the Eastern region visit the campus several times to view the tapes and discuss the critique.

The project turned into a lengthy session, what with devoting an hour to each interview, plus stopping for suggestions as the picture unfolded, backing the tape to point out good and weak points and discussing the whole program with the staff.

Discussing the value of the project, Lyle Newport said after the

first series of critiques; "While we were just learning to use the audio-visual tapes, we saw enough to realize the learning potential is immense. The next time around we will be able to gain even more value from sample interviews.

"There's nothing like seeing yourself in action—it means so much more than having the supervisor discuss your techniques with you. It is truly a means of self-evaluation."

Newport said the project was so successful Olympia has authorized purchase of video tape equipment for the department's own use.

He summed it up: "The staff felt it was very enlightening in terms of training. In short—it was great."

As a direct consequence of the preparations for critiquing the interviews of Juvenile Parole workers, Dr. Prince became involved in work with the Adult Probation and Parole staff concerning group therapy.

But a description of the work, the mechanics and the desired results of group therapy are best told in Dr. Prince's own words, recorded in a taperecorded conversation. Excerpts of the discussion follow:

"The training supervisor in the state office requested me to give the adult probation and parole officers in the State of Washington a series of lectures on group therapy. The State is strongly encouraging all the probation and parole officers to start group therapy sessions with many of their probationers and parolees, rather than counseling them individually."

Question: "Group therapy is big in the news now. What is the benefit of it as against individual therapy?"

"What you're hearing lately, in the news and the like, is sensitivity training—'Let's all hop in the pool naked and hold hands' or 'Let's stare at each other' and this is miraculously supposed to make us understand each other's problems better. The Division of Adult Probation and Parole doesn't have this in mind. The officers are saying: 'Since we have been asked to set up group therapy, how do we do it? How do we select the cases? What do we talk about? What are the problems? How large should the group be? Even to the details of—can we allow coffee during the group sessions? What do we do about absenteeism? Can we introduce new members once the group has been organized and has met for several sessions? How do we introduce members—by their first name? What about seating arrangement? Where does the leader sit? Can we allow visitors? The officers are asking for sound, practical advice: 'What do we do now that we're asked to start the group?'"

"I, therefore, started a series of lectures on how to conduct group therapy sessions. We broke the state up into four areas. I gave one lecture in Spokane. We divided the officers in Seattle into two groups. I gave two lectures in Seattle. I gave the fourth lecture in Tacoma. We then videotaped the group therapy session in Spokane that was organized after I gave them their presentation. I critiqued that one; then we met with the Spokane group and all the probation and parole officers saw how the group leader conducted the group and the problems encountered. We had a chance to see exactly what was done and what could have been done better to make it a more effective counseling session.

"We then took that same video

tape throughout the state to the other three groups and critiqued it for those groups. The project was completed by June 12.

"I also gave each officer 29 pages of detailed information on how to organize a group, what to look for, the problems encountered, techniques on how to conduct a group therapy session.

"I tried to answer such questions as: What do you do with the over talkative client, the one who's shy? How do you get him to participate? How do you prepare a client for group therapy? Also, what do you record? How do you go about recording these sessions?"

"Less than 20 years ago group therapy was often regarded as a fad. Many felt group therapy was psychologically and sociologically unsound; it was lacking in a scientific basis. Many felt it was of little or no value. Because of these feelings attempts to utilize group therapy in many of the settings often met with resistance from the professional staff and others. Group therapy, it was argued, was inferior, or more superficial, than individual therapy. Many professional staff people felt that group therapy ignored that fact that what was suitable for one person might be inadequate for another. Some feared that the presence of other members would dilute or interfere or conflict with an intensive relationship between the client and group leader or counselor.

"Another group felt that presence of others might inhibit free expression or make some individuals resort to play-acting or enable some clients to play off the group against the counselor. Actually, there is great value in group therapy. Group therapy has been used, is being used, and will continue to be used with a variety of people in a variety of places. We currently are using group therapy in psychiatric hospitals, in clinics, in institutions and schools for the feeble-minded. The Armed Forces use group therapy, not only in hospitals but with problems involving orientation and morale of personnel, even in officer training. Industry uses group therapy for creating better morale, for increasing the efficiency of workers, of administrators, foremen, even for training their staff. Correctional institutions, even in our state, are using it for inmates and guards.

"Educational institutions have used it and are using it for educational and vocational guidance, for dealing with behavior problems of students. Group therapy is being used in family and marriage counseling agencies, in child guidance. Group therapy is also used for groups with special problems, such as former mental patients, alcoholics, drug addicts, individuals who want to lose weight. It is used for problems of adolescence and the aged, as well as for the widowed, divorced, and separated people. Group therapy is also used with non-delinquent gangs and with juvenile delinquents."

"So, you see, group therapy is being used. For some, group therapy is hailed as the successor to individual therapy. Actually, we can say that group therapy is a beneficial treatment. It is not a panacea; it's not going to replace individual therapy. It has an important function to play. It's an adjunct, a supplement to individual therapy. Some people can do better

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Accountants offer internship for summer experience

EWSC

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A Wenatchee firm of Certified Public Accountants, Morris, Lee & Co., is the first firm to join the cooperative program between Eastern Washington State College and the business and industrial community of the Inland Empire in a new course for professional internships.

Stanley C. Kelch, a Yakima junior, joined the firm June 9 to work through the summer. Kelch is majoring in accounting at EWSC.

Mont L. Crosland, EWSC assistant professor of marketing and management, said several other EWSC students who have completed classroom preparation are now ready for practical assignments as other firms join the EWSC program.

Science equipment provided by three grants from NSF

Three grants for undergraduate instructional equipment have been awarded to Eastern Washington State College by the National Science Foundation, Rep. Thomas S. Foley has informed EWSC officials.

The grants total \$11,900 and will be matched by the same amount from EWSC to purchase equipment in the fields of anthropology, biology and physics.

An award of \$2,700 from the NSF, matched by a similar amount from EWSC, will buy \$5,400 in equipment to begin an anthropology laboratory and start

an archeological field program. Sarah Ann C. Keller, EWSC assistant professor of anthropology is in charge of the project.

A major sequence of 45 hours in anthropology was added to the 15-hour minor the past academic year. The grant will provide additional equipment for classroom work as well.

Biology course equipment will include apparatus "needed to meet the demands of students coming to college with good scientific backgrounds, and to keep pace with knowledge in the field," said Dr. Ronald J. White, EWSC assistant professor of biology, director of the

biology equipment project. Instructional films and student research equipment will be purchased in addition to apparatus intended for classroom use. The NSF granted the department \$4,000.

Dr. Dennis E. Schwalm, chairman of the EWSC department of physics and director of the physics equipment project, proposed improvement in nuclear physics and optical laboratory programs and in undergraduate research participation. The NSF award to the physics department amounts to \$5,200 to be matched by the college.

Morrison hall contracts total near \$3 million

Max J. Kuney Co., Gale Mechanical Contractors, Inc., and Aztech Electric, Inc., all Spokane firms, were low bidders for construction of Morrison Hall, new student residence building at Eastern Washington State College.

Combined low total bids come to \$2,942,863. Kuney, low bidder for general construction, bid \$2,210,500. Gale Mechanical bid \$510,985 for mechanical work and Aztech bid \$221,378 for electrical construction.

The hall, named for the late Zelma Reeves Morrison, longtime members of the EWSC Board of Trustees, will house 441 students.

Bids were accepted by the EWSC Board of Trustees at its May 16 meeting.

Sun-powered machine shown



Clark tells a group of interested spectators of his invention as the press conference—debut of the sun-powered machine is recorded on video tape by

Eastern's IMC. Two of Spokane's television stations responded to the invitation and took pictures of the machine.

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another power source. He gave me an OK to work on this under Orland Killin in the Industrial Technology department. I thought about it, drew plans, and looked for parts for about two quarters. I changed my ideas on how I was going to build it about four times.

"After I started building it, I found that some of my ideas didn't work very well. Then I had to go back and rebuild it. With a good share of the problems I ran into I had trouble in figuring what I would do with them. At this point I would go down to see Bill Fausett (he works for the school here in the maintenance department) and we've discussed these problems over a good many gallons of coffee. He has been a great help.

"This was built just during the Spring quarter here. And I've had my troubles. Some of the parts have failed. My main control valve blew out four times; I blew a cylinder out of it once. And then I've had troubles with my pump system; each time it went bad it took a week to repair it. Although

this machine is simple, you can find a lot of problems even on a simple machine. I've gone about as far with this machine as I can. My intentions now are to dismantle it soon; go get a job; and when I get enough money and time, I intend to build another machine.

"I'm sure I can build one that will give a fair amount of efficiency. But any degree of efficiency that can be obtained from the sun is still free. We have it here and I believe we should use it. According to some of the figures we have almost two horse power per square meter of energy from the sun in earth orbit. Therefore, I believe this machine could be of greater consequence on the moon than it could here in Washington.

"Other applications may be in desert areas where there's a shortage of fuel, or where people have difficulty in transporting the fuel to the place they need it. These problems will take a lot of research to develop them.

"This motor is built from truck air-brake cylinders. The reason for using truck air-brake cylinders on this one was so I wouldn't have any leaks. I couldn't afford any leaks

because of the cost of the gases. They work well, but they're limited to about two hundred pounds per square inch. Even that is an overload. Newer models of this would probably have all the working parts encased in a small can, somewhat like your refrigerator parts. Then there would be practically no chance for leaks; it would all be sealed. You would have probably six lines coming out of it. The liquid and gas lines from the machine and hydraulic lines which would operate the prime mover at a distance.

"For example, the moon car may have a large unit to absorb heat from the sun. All this power would be transferred inside a sealed unit. Then you could house small hydraulic motors in each wheel of the vehicle. You would minimize chances for leaks. You could have your lubrication mixed with your refrigerants. It should be possible to build a vehicle that would operate on the moon that would require no service, no maintenance and no fuel. I believe this should be valuable to any extended exploration of the moon. This has been my prime objective."

TTT participants prepare way for English program

A three-day training institute for 20 selected participants involved in the Eastern Washington State College Teachers Who Train Teachers project on ways of training English and language arts teachers for rural schools in eastern Washington was held on the EWSC campus in Cheney starting June 11.

Representatives of three selected rural communities attended. These included Selkirk Consolidated Schools, represented by Raymond Bilderback, Gayle Six, Alan Six, Claude Breeden and Beatrice Hamilton; Wellpinit Schools represented by Judy Argersinger, Elsie Sutton and Phoebe Wynecoop; and Quincy Schools represented by Ernest Forge, Doris Jones, Gary Blattner, Marian Farrell and Dave Carmichael.

Frank Yuse, Shadle Park High School English teacher, represented the Washington State Council of English Teachers, and Lorraine

Misiaszek, Olympia, represented the Superintendent of Public Instruction.

The EWSC Office of Special Programs sponsored the institute which was directed by Austin O'Regan, EWSC associate professor of English, and Robert E. Salsbury Jr., EWSC assistant professor of education.

The purpose of the institute was to expose participants to several new concepts about language as well as new programs and theories in English teaching, O'Regan said.

The institute is seeking ways for the community and the Washington Council of Teachers of English to work with the English and the education departments of EWSC on an equal participating basis next fall when undergraduates preparing for a teaching career in rural areas will be invited to participate in several different experimental living programs, O'Regan said.

Nursing program classes begin at Sacred Heart

The inter-institutional Spokane Center for Nursing, sponsored by Eastern Washington State College, Fort Wright College, Washington State University and Whitworth College, began its first upper-division program classes July 7.

Mrs. Hilda Roberts, R.N., associate professor of nursing and director of the center, said 37 students began formal summer quarter nursing class work at Sacred Heart Hospital.

Students have already completed two years of academic studies at one of the four cooperating institutions, and will continue studies at the center and in

cooperating hospitals for two years.

In addition to Sacred Heart, students will make use of facilities at other area hospitals later in the program.

Upon satisfactory completion of four years' work, students will receive a bachelor of science degree in nursing from their respective schools.

Members of the summer faculty include Mrs. Roberts, Mrs. Betty Anderson, Mrs. Charlene Clark, Mrs. Flora Green, Miss Shirley Jenkins and Miss Illa Olson.

Of the 37 students enrolled, 13 are from EWSC, 23 from WSU and one from Whitworth. They include seven men.

EWSC library receives fund

An award of \$15,259 for purchase of library materials has been granted to Eastern Washington State College by the U.S. Office of Education.

The funds include a basic grant of \$5,000 and a supplemental grant of \$10,259, Grant Vann, associate commissioner of education, announced in Washington, D.C.

EWSC must match the basic grant by purchasing an equal amount in library acquisitions.

The proposal on which the award was based calls for funds to be used mainly for acquiring professional education materials and back files of periodicals required for EWSC graduate programs.

Video tape study

Continued from Page 4

in a group; others can do better in individual therapy."

"Many delinquents commit their offenses in company with others and such behavior is a group solution to problems common to the group. Now, it seems reasonable therefore, to hope that changes in behavior might be more easily affected by group therapy methods than by individual sessions since these individuals have already demonstrated to us their dependence on group pressures and group approval. They've already committed crimes because they were greatly influenced by group pressure and group approval. It seems reasonable, therefore, that many of them could change their attitudes in a group that could influence them for the better rather than for the worse. One definition of group therapy is "a structured re-educational experience involving a group of people and a counselor."

"We're not saying that group therapy is going to solve all the problems; is isn't. Some individuals will still need individual therapy, but some can go so far in individual therapy and for any more progress they're better off joining a group. Sometimes, of course, you'll have someone in a group and you honestly feel he is too disruptive to the group's structure or you feel he's not ready for the group and he ought to be seen individually. So you may take him out of the group.

"You've got to keep in mind that a group therapy session is really a miniature society. Man is a social animal. Group living characterizes most of his life.

"As a result of the lectures, 25 per cent of all the Adult Probation and Parole Counselors in the state have now begun to conduct group sessions with their clients. The state is also considering the purchase of video tape equipment for staff training."

Three rare pamphlets given to EWSC by founder's kin

Three rare pamphlets on Washington Territory during construction of the Northern Pacific Railroad have been given to Eastern Washington State College by Mrs. Ruth Cheney Streeter.

The pamphlets were presented during Mrs. Streeter's recent visit to EWSC to dedicate the residence hall bearing her name. She is the granddaughter of Benjamin P. Cheney, a director of the NP at the time of its extension westward through Spokane.

One of the pamphlets, compiled by Frank J. Parker, editor and publisher of the Walla Walla Statesman, describes eastern Washington and northern Idaho in 1881. That was the year the NP reached Spokane Falls.

Spokane County ran west to the Columbia River and was described as "a rich agricultural region, not surpassed by any in the territory." The largest bodies of good land were reported to be "about the upper Hangman Creek, Four Lakes, Deep lake, Crab creek and the big bend of the Columbia."

Towns of the county were

Sprague, Cheney, Spokane Falls and Clifton, on the railroad, and Spangle, Medical Lake and Deep Creek Falls.

"Spokane Falls has been settled about eight years, but had had its growth mostly in the last two years," Parker wrote. "It contains now between 400 and 500 people. They can hardly be called a permanent population."

Cheney was said to be almost as large and soon to be a "town of considerable importance."

A second pamphlet given by Mrs. Streeter was issued by the Spokane Falls City Council and Board of Trade in 1889 to describe the area for immigrants.

In the extravagant language of the times, Spokane Falls was pictured in the words, "It is surprising then, that in five years the wilderness of the savage has given way to the busy mart of commerce, that the claim shanty is replaced by brick blocks, four and five stories in height, and that banks and mills and warehouses stand where the tepee of the aborigine was pitched less than a decade ago."

Spokane Falls was not important enough to be mentioned on maps until 1878, the pamphlet explains, and "her population as late as 1883 was placed by the boomers at 1,000."

By 1888 the city was said, however, to have a population of 7,000. Eight miles of street were graded, and 12 miles of sidewalks had been laid. The city's only bonded debt was \$110,000 for a water works.

The third booklet describes Tacoma, "the western terminus of the Northern Pacific railroad."

Published in 1885, it describes Tacoma as a future shipping center on Puget Sound. Tacoma in 1873 had been designated the terminus of the railroad and directors of the NP had incorporated the Tacoma Land Company to promote and sell the land which was to become the city.

Emigrant rates of \$72.50 for railroad transportation, compared to regular fares of \$131.75, were offered between New York City and Tacoma.

EWSC artist series books seven concert attractions

Seven attractions have been scheduled by Eastern Washington State College for its 1969-70 Artist Series.

Dr. Harold K. Stevens, chairman of the EWSC special programs committee, said the series will open Oct. 2 with a recital by Takako Nishizaki, young Japanese violinist.

Miss Nishizaki, a graduate of Suzuki Music School, won a full scholarship to the Julliard School of Music at 17, and made her debut recital in Town Hall in New York. She has since played with a number of symphony orchestras, mostly on the east coast, and was a featured performer in a Bell Telephone Hour program.

William Clauson, "international troubador with lute and guitar," will be the first 1970 performer. His program will be presented Feb. 2.

Clauson performs in English, Spanish, Swedish, German, French and a number of dialects, and accompanies himself. He has appeared throughout Europe, in Australia and New Zealand, in Mexico, as well as the United States and Canada and has recorded 35 long-playing records.

The Eastman Brass Quintet, most of whose members are on the faculty of the Eastman School of Music, will be presented in a Feb. 24 performance.

Members of the quintet are Daniel Patrylak and Philip Collins, trumpets; Verne Reynolds, French horn; Donald Knaub, trombone, and Cherry Beauregard, tuba.

One of Africa's most unusual dance groups, Les Danseurs Africain—the National Ensemble of Mali, will be presented at EWSC March 5.

The ensemble of dancers, acrobats, witch doctors, singers, warriors and musicians first attracted public notice with a performance in Paris in 1964. Since then, the group has appeared in Moscow, Leningrad, Kiev, Prague, Berlin, Belgrade, Athens, Budapest and scores of other Eastern and Western European cities. During the 1969-70 season,

Les Danseurs Africain will perform in more than 100 cities throughout Canada and the U.S.

Kaleidoscope and Gleanings is the unusual title of the April 23 EWSC Artist series presentation.

Kaleidoscope, "a company for all dance," features six performers from all branches of the dance. Under the artistic direction of Libby Nye, the company presents examples of concert-dance repertoire to today's most popular dance form—rock.

Gleanings features the husband-wife team of James Clouser and Sonja Zarek. Clouser, on the dance faculty of the Julliard School of Music, choreographed all the dances in Gleanings for himself and Miss Zarek, a singer and guitarist, who composed original ballads and dance music for the program.

Dr. William T. Gower, chairman of the department of music education and conductor of the University of Southern Mississippi Symphony Orchestra, will direct the EWSC Symphony Orchestra in a performance April 28.

Ballet West, the country's newest professional ballet company, successor to the Utah Civic Ballet, will be the final 1969-70 EWSC Artist Series presentation, performing May 14.

The Utah Civic Ballet was formed in 1963 by a grant from the Ford Foundation, to be matched with local funds, over a five year period. Now, with the end of that time, the new professional group has been formed.

The University of Utah School of Ballet is the official school of Ballet West.

Season tickets are now available for the seven programs, Dr. Stevens said. Individual admissions in limited number will be available at the door for each attraction, he said.

All programs, at 8:15 p.m., will be in Showalter Auditorium on the EWSC campus in Cheney except the Eastman Brass Quintet, which will be presented in the Hall of Sciences auditorium.

EWSC, CWSC join forces for Toppenish center program

Eastern and Central Washington State Colleges have joined together in a new Migrant and Indian Education program which will start this month.

Financed by a federal grant administered through the State Department of Public Instruction, the program for prospective teachers provides for August field orientation, September classroom experience and two quarters' work through the Center for the Study of Migrant and Indian Education located in Toppenish.

Dr. Alvie L. Shaw, EWSC assistant professor of education and director of student teachers, is the EWSC coordinator of the program which is directed by Dr. Conrad Potter, chairman of the CWSC education department and consultant for the center. Willson T. Maynard is director of the center in Toppenish.

"The center is geared to preparing prospective teachers to receive practical experience which will lead to success in relating to and teaching children of migrant workers and Indians," Dr. Shaw said.

Located on reservation land owned by the Yakima Indian Nation in the midst of the productive Yakima Valley agricultural region, the area is the location of many diverse cultural and ethnic groups, including a large transient population of agricultural workers who travel the route of the "migratory stream" through the western states, he said.

Actual experience will be had in four different locations in the Yakima Valley during August. Students may do such work as register migrants for day care and other community service centers or work with children on field trips or directing play activities.

September classroom experience is a two-week assignment common to most education majors. Those in the Migrant and Indian Education program will spend the two weeks in classrooms in rural schools.

Two quarters of work will consist of one quarter of course work with field experience in Toppenish and one quarter of student teaching in schools where children of migrant workers or Indians dominate the enrollment, Dr. Shaw said.

Prospective teachers will have to earn from 43 to 45 quarter hours of credit at the center and in related courses and workshops at the colleges.

Students who will be selected to participate in the program for the coming academic year will live in the Toppenish area for 32 weeks where registration, courses of study and laboratory experience will take place, Dr. Shaw said.

Vocational training van demonstrated at Cheney

A mobile van used to bring vocational training right into the neighborhood was to be on display during the annual summer vocational conference co-sponsored by the Washington Vocational Association and the State Division of Vocational Education which will be held at Eastern Washington State College this week.

K. Otto Logan, state director of distributive education, described the van as one of the first of its kind in the nation. It is used to train cashier checkers for supermarkets although the mobile concept could be applied to just

about any kind of training, he said.

Mobility of the program allows it to be offered in almost any part of the state, Logan said. The 35 foot long former produce truck was donated by Safeway, Inc. and was remodeled so that the inside is just like a classroom. The tractor was a gift from Darigold Farms.

The program was developed at Bellingham Vocational-Technical School by distributive education coordinator Wally Riggs, who also designed the van's interior. The classroom can be converted into a laboratory with three complete cashier check stands in just

minutes, Riggs said. Each check stand is equipped with a cash register.

The two-week training period includes personality development, customer relations, history of the food business, details on the sections of a food store as well as cashier checker training.

Vocational educators attending the conference at EWSC may examine the facility which can be leased from the Division of Vocational Education by any local school district or community college.

Art Association meets at Cheney

Eastern Washington State College will host the Washington Art Association fall conference on the Cheney campus Oct. 17-18.

Dr. Howard McConeghey, chairman of the EWSC art department, said keynote speaker for the 800-member association will be Allan Kaprow, artist, art historian and educator and author of the book, "Assemblages, Environments and Happenings."

Another featured speaker will be Mary Caroline Richards, author of the books "Centering" and "People, Poetry and Pottery."

The two-day conference will include workshops for elementary classroom teachers, exhibits of children's art by students in Spokane School District 81 and the new Eastern Washington School District 101, and exhibits of works by a number of association members, McConeghey said.

Tours of Spokane art galleries, schools and the Cheney Cowles Museum in Spokane will also be provided.

Grant for Dr. Kass

Dr. Henry D. Kass, Eastern Washington State College associate professor of political science, has been awarded a research fellowship by the Washington, D.C. Center for Metropolitan Studies.

Dr. Kass, who will be on sabbatical leave from EWSC during the 1969-70 academic year, will work in the nation's capital doing research for a book dealing with citizen participation in city planning.

Primate study post renewed

Dr. William A. Greene, Eastern Washington State College assistant professor of psychology, has been reappointed as a research affiliate to the University of Washington Regional Primate Research Center.

The center, a field station of UW, is located in one wing of the former maximum security building of Eastern State Hospital at Medical Lake.

Dr. Greene's appointment is effective through June 30, 1970.

Dean Hagie's statement relative to dissent on campus reflects administration attitude

Deciding whether a demonstration is disruptive may be one of the most crucial points in dealing with dissent on the campus, Dr. Daryl Hagie, dean of students at Eastern Washington State College, said in a statement released this week as an expression of administrative attitude.

The traditional rights of assembly and of dissent must not be forbidden, Dean Hagie continued, but in his summation he added that Eastern Washington State College will not tolerate lawless, disruptive demonstrations and that such incidents will be dealt with firmly.

His complete statement relative to dissent on the campus follows:

The National Commission on the Causes and Prevention of Violence issued a preliminary report on June 9.

The following paragraph from Section I of the report is particularly noteworthy:

"We emphasize that most students, despite their view of society's failures, accept as valid the basic structure of our democratic system; their main desire is to improve its ability to live up to its stated values. Their efforts to do so are welcome when they take the form of petitions, demonstrations and protests that are peaceful and non-violent. Although many persons are unsettled by these activities (which are often of a bizarre nature), we must all remember that peaceful expression of disturbing ideas and petitions for the redress of grievances are fundamental rights safeguarded by the First Amendment of our Constitution. Methods of dealing with 'campus unrest' must not confuse peaceful protest and petition with violent disruption. To do so will aggravate rather than solve the problem."

Section II of the report starts with the sentence, "Forcible obstruction and violence are incompatible with the intellectual freedom that lies at the core of campus values."

The report includes a quote from Kingman Brewster of Yale which

summarizes Sections I and II of the report as follows:

"Proposition one is the encouragement of controversy, no matter how fundamental; and the protection of dissent, no matter how extreme. This is not just to permit the 'letting off of steam' but because it will improve (the university) as a place to be educated. Proposition number two is a convincing intention to deal speedily and firmly with any forcible interference with student and faculty activities or the normal use of any (university) facilities... I see no basis for compromise on the basic proposition that forcible coercion and violent intimidation are unacceptable means of persuasion and unacceptable techniques of change in a university community, as long as channels of communication and the chance for reasoned argument are available."

The above summarizes clearly and succinctly where Eastern Washington State College stands with regard to dissent.

Eastern has been and is working at keeping channels of communication open and providing an environment in which change can occur. On January 28, 1969, President Shuck articulated and published a set of principles which speak directly to the task which an institution of higher education faces in performing its varied functions in a democratic society.

There are students today who want instant change and who seem not to be willing to enter into rational dialogue and orderly discussion. These students can and have resorted to violent disruptions of colleges and universities. What will Eastern do if a student demonstration does in fact disrupt a college program?

The first thing which must occur is deciding whether a demonstration is disruptive. This may be one of the most crucial points, since the traditional rights of assembly and of dissent must not be forbidden, and yet large group demonstrations may easily move to irrational action and potential violence. In the words of Section 504, Higher Education Amendments of 1968 (P.L. 90-575), if the incident is "of a serious nature" and does contribute "to a

substantial disruption of the administration of such institution," it is indeed disruptive. Ideally such a decision should be the combined judgment of a number of faculty, students, and administrators. At Eastern if sufficient advance knowledge of a demonstration is received, or even if one suddenly starts, a group of people—faculty, students, and administrators—are called and informed. These people will appear at the demonstration with the purpose of talking with the demonstrators to try to determine what the issues are and whether reasonable discussion is still possible. This group can also assess the seriousness of the situation and be ready to make a recommendation as to whether or not the demonstration is indeed serious and disruptive. The recommendation will go to the President of the college, or his designee, for action. If the recommendation is that the incident is seriously disrupting a college program, and/or interfering with the rights and freedoms of other members of the campus community, then the President, or his designee, has several alternatives:

1. Allow the demonstration to continue, hoping that it will die a reasonably quick and natural death. Names of participants should be obtained and pictures taken. If the demonstration subsides, the decision of whether or not to take disciplinary action against the participants remains. The participants can still be charged in the student court system, or warrants for arrest of participants can be obtained after the incident is concluded. This, of course, avoids a direct confrontation between student court officers or civil law enforcement people and the demonstrators. There are times when it is prudent, in terms of the total campus climate, to wait things out to see what will happen.

2. There are times when direct and quick action is called for. Eastern has an excellent, if complex and complicated, student judicial system. Section C of Article III of the Student Judicial Code states that:

Any student who willfully or knowingly commits one or more of the

following acts shall be guilty of an offense against the peace.

Clause 1 Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other college activities, including the college's public service functions or of other authorized activities, on college owned or controlled property.

Clause 2 Obstruction of the free flow of traffic, both pedestrian and vehicular on college owned or controlled property.

In the case of a disruptive demonstration calling for action, the student judicial system should be called upon first. If this action is to be taken, then the attorney general of student government must clearly inform the demonstrators that they are in violation of the student judicial code and order them to stop the demonstration or action will be taken. If the demonstration continues, then the attorney general with a court order telling the demonstrators to cease and desist and to report at such and such a time and place for a show cause hearing. This paper should be served in person on as many of the demonstrators as are known. The demonstrators would do well to adhere to a student court injunction, which would contain the hearings and further discussion on the campus where they belong. However, the demonstrators will know that the student judicial system does not have police power and they may ignore the student court order.

3. If the student judicial system is not able to operate, and if the demonstration is continuing, then the President, or his designee will ask a civil court to issue a temporary restraining order or a temporary injunction, ordering the students to cease and desist from all demonstrations and to show cause why such restraining order or temporary injunction should not be made permanent. If such demonstrations continue in violation of the orders, the President or his designee will begin contempt proceedings to enforce the order of the court. A finding that a student is in violation of an order of the court will result in a contempt conviction.

4. Another alternative is for the President, or his designee, immediately to call in the civil authorities once a demonstration is labeled disruptive. Again, the students should be ordered to stop or the police will be called. The prosecuting attorney of Spokane County should be contacted and he will provide the charge for which the students will be arrested.

It might also be necessary for the President, or his designee, immediately to call the civil authorities onto the campus to control a possible serious and violent confrontation between demonstrators and anti-demonstrators.

It should also be noted that civil authorities can come on the campus of their own volition if they believe laws are being broken or a dangerous situation exists.

If the demonstrators are convicted in civil court of an act which was disruptive on the college campus, then the college is obligated to take further action. The convicted demonstrators would be charged before a student or student-faculty judicial board and a determination made as to whether they should be allowed to remain in the college or suspended.

Also of importance, is the college position with regard to Section 504, Higher Education Amendments of 1968 (P.L. 90-575) which in effect states that if a student is convicted of being a part of a serious and substantial disruption on a college campus, then that student shall be denied federal financial aid for a period of two years. The key words are serious and substantial, and if they describe the students' activities, then the college would be obligated to withdraw federal financial aid.

In summary, what we are trying to say is that Eastern Washington State College will not tolerate lawless, disruptive demonstrations and that such incidents will be dealt with firmly. Such actions should never be necessary, given the time and effort being devoted to setting the proper climate for learning at the college. However, if it becomes necessary to take action, then it is clear that it will be done.

Legislator named distinguished alumnus

His concern for improving education, which has seen expression locally, and in the state legislature, as well as on the national and international level was the determining factor in the selection of Gerald L. Saling as the 1969 Eastern Washington State College Distinguished Alumnus.

Saling was named for the honor by the Alumni Association's board of directors.

The honor was revealed and a plaque was presented to Saling at Eastern's commencement June 6. Making the presentation was Robert Lincoln of Kirkland, president-elect of EWSC Alumni Association.

Saling, a member of the Washington State Legislature since 1964, representing District 5-B, is the principal of Hutton Elementary school in Spokane. He is a 1951 graduate of Eastern, receiving his B.A. in Education in that year. He completed work for a Master of Education degree in 1956. He was first named principal of Roosevelt elementary school in Spokane in 1958 and later was transferred to Hutton school.

In his first legislative race, Saling earned the distinction of being the first candidate to file for office, a feat he was able to accomplish by camping all night in the courthouse.

He was president of the Spokane Education Association in 1961-62, was eastern Washington director for



Gerald Saling, R-5B, Eastern's 1969 Distinguished Alumnus, serving his third two-year term in the state legislature is shown in a bit of Olympia action, talking on the phone and with Dale Hoggins, R-21st, another school man. Hoggins is

elementary principal at Montlake Terrace. Saling was appointed vice-chairman of the House Appropriations committee and served on the House-Senate conference committee which determined the final form of the state budget

the National Education Association in 1966-67, and was a member of the Washington Education Association Board of Directors from 1964 to 1967.

Saling spent the summer of 1963 in Sierra Leone, Africa, as a

member of the "Teach Corps" sponsored by the state department, the NEA and countries that requested aid in improving educational programs. He participated in an in-service training program for teachers at colleges in

Freetown and Njala.

He attended Willard Elementary and North Central High Schools before entering EWSC. A Navy veteran, he and his wife, Dee, have two children, Susan, now a student at EWSC, and Ronald.

Third math book in series completed

Dr. Donald R. Horner, Eastern Washington State College professor of mathematics, has had his third mathematics textbook just published by Holt, Rinehart, Winston, Inc., New York.

"Precalculus: Elementary Functions and Relations," is the title of the text for college freshmen classes. Two earlier books were also freshmen level texts.

Dr. Horner is under contract with the same firm for eight more mathematics textbooks to be written within two years.

Bank automation

Dr. James A. O'Brien, assistant professor of finance in the Department of Management, has agreed to author the second edition of a book entitled "Marketing Bank Computer Services." The book is scheduled to be published by Warren, Gorham & Lamont, Inc. of Boston in early 1970.

Dr. O'Brien plans to do some of the research for the book while on a consulting assignment for the United States National Bank of Oregon in Portland this summer. Dr. O'Brien is the author of a recently published book, "The Impact of Computers on Banking," as well as numerous articles on the subject of banking and computer applications. He holds the position of Special Projects Director for Bank Automation Newsletter.

Dr. O'Brien has also accepted a position as visiting associate professor of finance at the University of Hawaii during its second session this summer. He will teach graduate courses in finance in the College of Business Administration.

LOST ALUMS

The third installment of EWSC Alumni for whom the Alumni Office mailing list comes up "tilt" follows. Anyone recognizing a name in the list is urged to send a current address or information regarding that person to the EWSC Alumni Office, Cheney, Washington 99004.

Ethel M. (Crabb) Dickeson
Joseph B. Dickinson '54
Margaret (Robertson) Dickinson '56
Thomas Dean Dickinson '55
Belle L. Dickson '11
Hilda Dinndorf
John William Ditz '55
Charlean Dixon '62
Lula M. (Tupper) Dixon '59
Stanley Dobranowski '53
Daphne A. Dodds
Harry Dodds
Mable N. Dodds '56
Johanna Theresa (Effertz)
Dollahite '55
William Donaldson '51
Klara Donnem
Hallie Dooley '49
Christine Doornbos '52
Lorraine R. Rudolf Doran
Mildred M. (Harris) Dressel '52
Mae A. Drury '53
Charlotte (Goddard) Dunn '50
Edward J. Dunn '50
Larry Dunn
Margaret (McGraw) Dunn '62
R. G. Duvall
David Dye
Hazel Earl
Henry W. Eaton '51
John Henry Eckhart '66
Glen Edmiston
Dorothy J. Edwards
Lora J. Edwards
Betha B. Egbert
Grace G. Eich
Myrtle (Bailey) Eikstead '51
Irma M. (Kintschi) Eiper
William A. Elder '49
Vernon C. Elfbrandt '56
Florence S. Emerson
Jack Marvin England '63
Kenneth L. Engman
Edith Erdmann
Catherine (Craig) Erickson '41
Harry O. Erickson '48
Nelson Emma Eshiet '56
Terry S. Evans '61
Clarice Everson '39
Al Fackler
Wesley Forrest Fahlstrom '68
Helen G. Falk '41
Harriet Fareman
Michael John Farrente '53
Mabel Day Fauntlera
Joseph G. (Levin) Feldman '54
Anne Ferguson
Bessie Ferguson
Jessie Ferguson
Edna M. Fery
Marie Finch '43
Andrew Clarence Finneman '66
Walter William Finnie '66
Art Fisher
Charles Fisher
Edward Fisher
Elwood Fisher
Jennie D. Fisher '52
Capi J. Fishleigh '55
Frances Flannery
Rose Marie (Eldred) Freischmann '58
Edna Anna (Fellman) Flemming '59
Marie Fletcher
Ernest Fluaitt
Fannie Forcher
Margaret Framm
Marlene R. Franklin '52
Warren H. Franklin '53
Lorene Franz
Vance Clark Frasier '49
Ellis D. Frazier '52

Charles Frechette
Jack Frederick
Ethel French
Gary A. Frenn '64
Gifford R. Friedberg '52
Emalie E. Fries
Patricia Sue Fullerton '54
Golda Fulton
Earl Gage
Lloyd C. Gaines
Eugene Gardner '62
Genelle Gardner
Gordon Gardner
Tex Gardner
Nancy J. Gasman
Jenni Gebhardt
Francis W. Geiger
JoAnn Geisner '51
Mildred H. (Wright) Gellerman
Minnie Gerlach
Gladioulus C. Getzloff '39
Clyde Eugene Gibbs '55
Wilfred L. Gibson '49
Avis Gilbert
Robert Gilchrist
Helen Giles
Charles Gill '50
Edna Gill '49
Deanna Rae (Pererschick) Gilmore '65
Henry Gilmore
James Gilmore
Dick Ginnold
Lavern H. Glasgow
Maxine Glover
Richard Gohlman
Sharon Ann Gonyou '63
Myrtle Good '48
Roger D. Goodspeed '57
Norma Gooley
Virginia Bricka Gordon '37
Elizabeth Gordons '51
Dennis Gormley
Eleanor Gothberg
Kitty Catherine Goursey
Ida Grady
Beverlee (Conrad) Graham
Gladys Graham '54
Grace Graham
Wilda Graham
Earl Grant '39
Helen M. (Thiemens) Graves '59
Jeanne Graves
Joyce Rasmusen Graves '53
Rachel Graves '55
Delmar Gray
J. Dennis Gray '51
Kathryn R. Gray
Alma Greaves
Beverly Green
Bill Green
Marion Green
Patricia C. (Parker) Green '51
David R. Greene '52
Gene Greene '49
Jesse Greene '56
Ross Grogan
Jennie Marie Gross '58
Roger D. Gross '51
Elizabeth H. Grossenbacher
John Hurst Grosshans '63
Mary Jo Grossman
George E. Gruber '61
John P. Gruber '63
Evelyn G. (Hale) Gruenhagen '59
Seville Jean (Pratt) Hachez '59
Mina Hagen
Frances Irene Hagerty '58
James Edward Haglund '49
Norman R. Hall '56
Zelma Hall '52
Bill H. Hallett '51
Ray Hamby '53
Frank Robert Hamilton '54
Marilou Hanshaw '54
Frances J. Hanks '53
Anna Hansen
Rosella Louise (Hubbell) Hansen '59
George Howard Hanson '55
Gwen Hanson
Sven Hanson
Patricia A. Harding
Suzanne C. (Tillman) Harman '62
Lucille (Franz) Harnes '53
Betty Harper
Margaret E. (Gardner) Harper '60
Wendell L. Harper
Robert Louis Harrington '51
Luella Harris
Nell Harris
Allen E. Harrison
Marguerite Harrison
Donald Louis Hartwig '52
Garnet Irene (Curley) Haugan '58
Ray Hawk
Altie J. Hayes
Lois M. (Manning) Hayes
Rutherford Hayes
Bessie Hays
R. B. Hays
Dorothy L. Heath
John Bernard Heddal '55

Earl V. Hellis
Bob LeRoy Helstrom '59
Melvin Junior Hendrickson '64
Robert P. Hering '53
Alice M. Herman '47
Loys Richards Herrett
Jean Herron
Michael Ernest Hess '65
Sheila Ruth (Catterall) Hess '64
Jack Hester '64
L. J. Heuett
Edwin K. Hill '55
Eileen Louise (Massey) Hill '55
Mary Louise Hinzman
Dave L. Hipskind '42
Margaret Hobart
Marion Hobbs
Kathleen S. Hobbs '65
Bette D. (Hollenback) Hoffman '62
Joyce Adele Holbrook
Robert G. Holden '53
Artylee Hollada
Thomas Holloway
Helen Holly
Sandra Blanche (Shaw) Holmberg '61
Doris Carney Holten
Kenneth Wayne Horn '59
Eugene W. Horner
Carol Eulene (Winther) Hotchkiss '63
Richard Arlen Houge '62
Dallas E. Hovig
I-wen Hsiao '57
Berta L. Hubbard '52
Uva Hubbard
Alma Maria (Schrock) Huckabay '65
Selma Huehn
Robert Arthur Huffman '58
Margaret Huggins
Esther Hughes
Donald Hull
Jessie Hund
Clifton M. Hussey '51
Thomas Hyatt '54
Nell Anne Iddings
Genevieve M. Ingalls '56
Kelsey (Huddleson) Ingle
Gladys Isham
Bonnie Jo Jackson '53
Erwin S. Jackson '65
Maxwell A. Jacobs '60
Margaret Jacobson
Alice Amanda (Trevithick) James '56
Florence James '37
Zola James
Joan Marie (Thompson) Jenkins '60
Kenneth Lloyd Jenkins '61
Edward S. Jennings
Kenneth Jernigan
Alta Johnson '53
Bernard Johnson
Bertha V. (Evans) Johnson
Betty Lee Johnson '50
Charlotte M. Johnson '53
Dick Johnson
Donna Johnson
Doris T. Johnson '54
Edith E. Johnson
Emma Jane (Miller) Johnson '52
Farland S. Johnson '55
Gerald Robert Johnson '64
Hazel Johnson
Helen M. Johnson
Jennie Johnson
Joan C. Johnson '64
Margit Johnson
Maxine Johnson
Thelma Johnson
Thomas Johnson
Virginia Rae Johnson '54
Wayne Allan Johnson '61
Wilfred Johnson
Sara R. (Wood) Johnston
Blanche Joines
Correne Jonasen '60
Charles O. Jones '52
Claude Jones '34
E. D. Jones
Llewellyn Jones
Marguerite L. Jones '52
Robert L. Jones '55
Rosalee (Keller) Jones '59
Virginia Jones '55
Winifred Jones
Harriet Jorgenson
Kenneth W. Joy '63
Marion A. (Corr) Judd '62
John Frederick Kaelin '59
Willard Kaiser
Mary D. Kalk '42
Patrick D. Kane
Donald Arnold Kartevold '62
Robert J. Kearns '54
Clifton R. Keen
Wendell O. Keene '55
Rose M. Keiser '54
Donna Keller
Marlene (Donnen) Keller '53
Thurmon M. Keller '51
Fern B. Kennedy
Jack H. Kennedy '41
Vern Kenstone
Don Kerfoot '57
Lorraine (Mason) Kermit
JoAnn Kerns '51
Melvin C. Kerwin '54
Tiber Kerser
Lawrence Kiehn
Paul Fowler Kimball '68
Pat King
Grace Kinnon '37
Bonita Marleen (Hoff) Kinzer '63
Margaret Kirk
Marea Kirkland
Robert Kirkpatrick
Grace Kirtley
Helen Kistler
Irene McPherson
Lucy Winifred Kluckhohn '53
Ethel Knighton
Naomie Know
Alice K. Knowles
Floyd Koch '37
Patricia Koller
Anne Kooker '23
Katherine Korn
Elmer Glen Kralman '62
Donella Kramer

Homecoming theme, chairmen named

"Those Were the Days" is the theme for the Eastern Washington State College 1969 Homecoming to be held Oct. 15 to 19 this year.

Ethan R. Allen, N3315 Dale, homecoming chairman, said a number of campus activities have been planned for Wednesday, Thursday and Friday of that week, with a parade, a football game between EWSC and Boise State on Saturday, Oct. 18, followed by the annual homecoming dance in Spokane. Residence hall open house will be held Sunday

Named to head committees for

Dorothy Kreiger
Katherine Frances (Stiles) Krell '63
Kenneth I. Krell '62
Stanley J. Kreshel
Milo Kurle '61
Vivian Kurz
Kenneth LaFavour
Joseph Spencer Lamb '67
Vigh Lambert '43
James Lance '55
Rick Langdon
Robert Spencer Langdon '62
Marie Lantensleger
Anker Larsen
Carol M. Larson
Sonia Lathen
James R. Latusky '50
Elsie (Van Skiver) Laughbon
Ladd Laughbon '53
Richard Wendell Laughbon '56
Norman W. LaVigne '51
Robert LaVoy '50
Helen Lee
Hsiang-Po Lee
Jerry D. Lee '60
Jeannette Le Fricc
Charles W. Legault
Helen Lehman
Jim Lehman
Frances L. Lentz
Paul Stuart Lerch '63
John A. Lewis '64
David McKim Lewis '67
Vern F. Lewis '59
Virginia M. Lichter
Leo H. Linceum '54
Jack Lindsey
Laura Linstrum
James Earl Linton '60
Pearl Liptila
Elaine Livingston
Kate Llewellyn '54
Ann Lloyd
William Keith Lombardo '65
Ethyl Long
Irvin W. Long
Lura Long
Lillian Longfelt
Richard Loop
Jim Lord
Rod E. Lord '53
Agnes Lorinski
James L. Lortz
William R. Lout
Jeraldine M. Love '54
Jon Stanley Lovell '59
Richard L. Lowe '58
Swede Lowe
Clara (Boyce) Lowry '53
Frank Lowry
Fred Lucas '28
Ruth Lundberg
Orpha Lundquist '30
Cecile Lorraine (Kenney) Lundy '65
Mildred Lussier
Steven Bruce Lynch '63
Margaret (Weir) Lyons
Marjorie (Millar) Lyons
Joe Lytle
Rosemary Aileen (Richart) MacDonald '51
Beatrice R. MacLeod '50
Catherine McBain
John McBane '47
Clifford L. McCarthey '50
Patrick Edward McCleary '59
Elsie McClendon '39
Carol McConnell
Elizabeth McConnell '27
Warren W. McCulloch '58
Paul McCollough, Jr. '54
Maita McCune '51
Betty (Collins) McGough '53
Richard Francis McGowan '63
C. F. McGuire
Eleanor H. McIntyre '49
Marilyn Grace McIntyre '61
James A. McKee
Harriet McDresel '39
Frances McLachlin
Jack McLaughlin '50
Emma McLean
Marjorie Dolores McNees '61
Genevieve McNichols
Jean McRae '45
W. H. McRae
Emma McSherry '20
Richard McVicker
Morfydd E. Mack
Jack Macko '53
Ethel M. Madsen '15
Helen Magers
Howard C. Mahan '58

the festivities were Herbert G. Jones, Newport, on-campus publicity; Stephen R. Althaus, Centralia, off-campus publicity; Sandra E. Hughes, Griffis Air Force Base, Wyo., parade; Beth A. Freeman, St. John, student activities; Aylette M. Renn, Nine Mile Falls, campus decorations; Carol M. Jordan, E10811 Seventh, trophies and flowers; Ronald D. Kruckenberg, Newport, alumni; Scott M. Thompson, W2803 Rockwell, artist; Janis L. Hemingway, E953 Twenty-ninth, secretary, and Susan M. Somerville, N250 Raymond, royalty.

Savage gridders face schedule

Opening with always-tough Weber State College at Ogden, the EWSC 1969 football team, under the guidance of Coach Brent Wooten, will have a busy nine weekends from the season opener Sept. 20 until the traditional climax, CWSC at Cheney, Nov. 15. The homecoming game will see Boise State College test the Savages as a climax to a nearly full week of activities Oct. 18 at 2 p.m.

The schedule:

Sept. 20 Weber State College at Ogden, 8 p.m.
Sept. 27 Portland State University at Portland, 8 p.m.
Oct. 4 *Western Washington State College at Cheney, 1:30 p.m.
Oct. 11 *Whitworth at Spokane, 8 p.m.
Oct. 18 Boise State College at Cheney (Homecoming) 2 p.m.
Oct. 25 *Central Washington State at Ellensburg, 1:30 p.m.
Nov. 1 *Western Washington State at Bellingham, 8 p.m.
Nov. 8 *Whitworth at Cheney, 1:30 p.m.
Nov. 15 *Central Washington State at Cheney, 1:30 p.m.

*Evergreen Conference Game

Robert Mahan '53
Jim Mahoney
Bob Maker
Frank Edward Malikowski '62
Jennie Maltman
Kenneth Manchester
Carol Faith (Peterschick) Mandy '63
Albert Mantz
Fahim Saleen El Margia
Martha S. Mark '51
O. A. Marking '52
William W. Marn, Jr. '51
Leona F. Marsh
Betty Ann (McDonough) Marti '66
Blanche Martin '39
Dean Martin
Ella Mae (Rhodes) Martin '58
Sobre Martin '49
E. Lorraine Mason '54
Jim Mason
Anita Joan Mastin '68
Victor Matson '41
Richard A. Mattsen '56
Dean Leth Maughan '60
Mildred May
Jo E. (Vecchio) Mayberry '60
Clinton A. Medbery
Gertrude Meehan '12
Priscilla L. (Bigge) Meldrim '62
Rex C. Melena
Elaine Evelyn (Freese) Melley '59
Vernon Howard Melvin '63
Gertrude W. Merdes
Oneita Metzgar
Ben Meyer '49
Margaret Meyer
Trudy Meyer
Tressa Louise (Chambers) Meyers '65
Allen Miettunen '36
Leona Miettunen '37
Rachel P. Milk
Ellen Mary Miller
Gregory Miller
Jean Ida (LaLonda) Miller '62
Montana Dawn (Nagy) Miller '63
Oral Miller '62
Jean Mills
Anita Louise Mitchell '68
Bonnie Jean Mitchell
Dave Mitchell
Donald B. Mitchell '61
John Stevens Moawad '65
Albert Moe '41