



Walking the Whatcom Way

— *The* —  
First 30 Years  
—

Harold G. Heiner

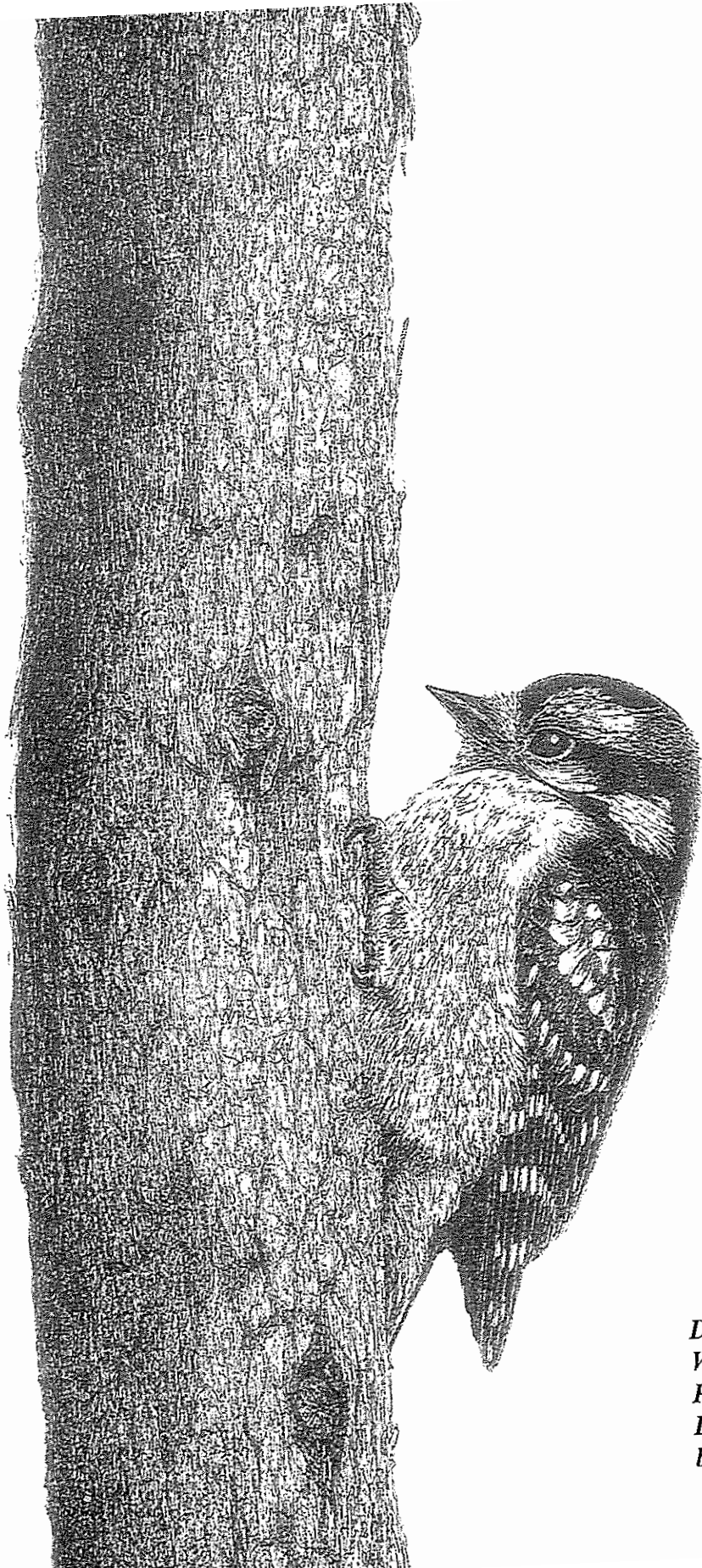
# Walking the Whatcom Way

— *The* —  
First 30 Years



By Harold G. Heiner

Copy 247 of 500



*Downy  
Woodpecker  
Pen & Ink  
Drawing  
by Mary Easley*

# Contents

<b>Preface</b> .....	<b>9</b>
<b>Chapter 1: Getting Started (1967-1968)</b> .....	<b>15</b>
Sam	
The College without a Campus	
Before Whatcom	
A College is Born	
The First Board of Trustees	
The Board Begins Meeting	
A Visit from the State Director	
<b>Chapter 2: Finding a Mission (1969-1972)</b> .....	<b>33</b>
Early Board Meetings	
The First Director	
The First Program	
A Future without a Campus	
The Internal Mandates	
Launching the Academic Program	
The Original Staff	
The First Graduate	
Developing a College Seal and Logo	
Official Colors	
Voices	
<b>Chapter 3: The Model in Place (1973-1987)</b> .....	<b>61</b>
The Original Plan in Place	
Accreditation	
The College Bookstore	
Relationship with BVTI	
The FACS system	
The Near-Strike	
Alternative Programs	
The Developmental Center	



Whatcom Community Orchestra  
New Whatcom Choral Society  
Running Start  
Student Services  
Student Photos

**Chapter 7: Programs . . . . . 169**

Transfer Programs  
Specialized Programs and Courses  
    Administration of Justice  
    Child Development Center  
    Community Education  
    Computer Technology Programs  
    Cooperative Education  
    Displaced Homemakers  
    ESL (English as a Second Language)  
    Even Start  
    Focus on Opportunities  
    Health Occupations  
    International Education  
    Jail Program  
    Learning Center  
    Learning Skills  
    Northwest Management Institute  
    Office Occupations  
    Paralegal Studies  
    Parent Education  
    Special Education  
    Tech Prep

**Chapter 8: Tragedy Strikes . . . . . 187**

**Chapter 9: Leadership . . . . . 193**

Trustees  
Presidents

## PREFACE

A sincere “thank you” to all who participated in this history by living the Whatcom experience and special thanks to the many people who came forward to be interviewed. I hope this history of Whatcom Community College has not succumbed to the fate predicted by Benjamin Disraeli, who observed, **“All great events have been distorted, most of the important causes concealed, some of the principal characters never appear, and all who figure are so misunderstood and misrepresented that the result is a complete mystification.”**

Early on in the research, I was reminded that this history could be recorded exclusively as an objective chronology or newspaper record, thereby minimizing the reflection of biases or opinions. During the many interviews it also became apparent that it was individual memory and opinion that had the power to make Whatcom’s history come to life. I was again reminded that it is people’s perceptions, recollections and opinions as much as the “facts” which tell the real story.

There are several people whose special skills and efforts were indispensable to the production of this record. My co-producers, to whom we are especially indebted are Jo Dereske, an accomplished and widely published author, for interviewing over 100 contributors and editing the entire narrative; Melissa Marteny, professional photographer and honor student, for contributing her photographic talents; and Jason Heiner, son and honor student, for reviewing and compiling the *30 Years in the News* section of the project. Special recognition is given to Alice Lehnhoff and Doug Buck who served the college under all CEOs and whose recording of dates and events formed the original basis of the chronological record. Thanks, too, to Joan Ullin and Lynne Swan for their good humor as they continually revised version after version of the evolving history. Thanks also to Pat Hite, Phil Sharpe, Jean Carmean and Marge Laidlaw for reviewing the text of the publication, and to Karen Blakely and Rosemary Sterling for their able and generous production assistance.

In attempting to re-tell the Whatcom History, the author has tried diligently to reflect the attitudes of the time as shared by those who expressed their views, either in person or through the records. Some readers will disagree with these memories or the interpretations of events. To you, I offer an apology and assurance that this writing is an honest attempt to accurately capture the flavor and essence of the time. Any errors, in fact or perception, are not intentional.

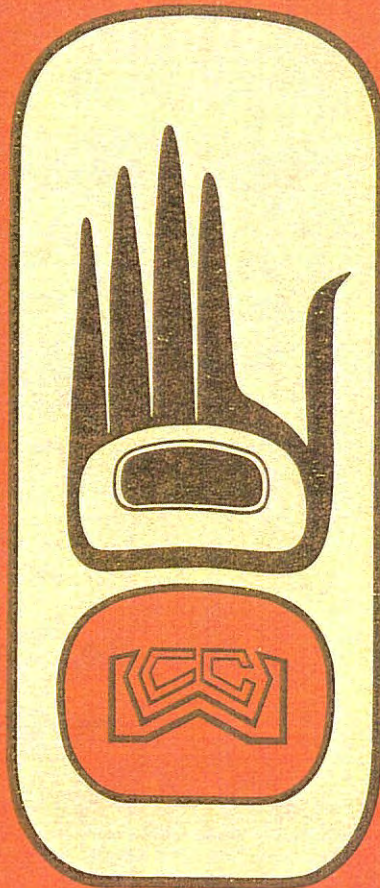
The response to the author’s request for volunteers to be interviewed was extremely heartening. You volunteered and participated openly and clearly. You also said more than could possibly be included. To each of the following interviewees, a special “thank you.”



NAME	RELATIONSHIP TO COLLEGE	DATE
Bill Hatch	Coordinator of Counseling & Financial Aid	1973-1979
Bernadette Hayward	Classified Staff, Copy Center	1971-1996
Ken Hertz	Bellingham Mayor; VP, Trillium Corporation	1976-1984+
Pamela Hillaire	Student	1978-1988
Pat Hite	Trustee	1977-1989
Sally Holloway	Part-Time Faculty, Early Childhood Education	1997-Present
Judy Hoover	Administrator, Assistant to President	1989-Present
Eileen Hough	Adult High School Completion Instructor	1977-Present
Barb Hudson	Part-Time Faculty	1981-Present
Laine Johnston	Administrator, Running Start	1975-Present
Sara Julin	Faculty, Physics	1982-Present
Sam Kelly	Trustee	1967-1977
Marge Laidlaw	Director, Foundation; Spouse, President Laidlaw	1977-Present
Mark Legge	Student	1983-1984
Alice Lehnhoff	Administrator, President's Office	1975-1987
Bill Lewis	Editor, Former Owner, Lynden Tribune	1967-Present
Margaret Lewis	Trustee	1976
Terry Maier	Student	1978-1981
Laura Mackenzie	Classified Staff, Library	1979-Present
Don McClary	Administrator, Counselor	1972-1990
Doug McKeever	Faculty, Geology	1971-Present
Jim McKellar	Trustee	1968-1979
Sis McManus	Faculty, Reading/Study Skills	1976-Present
Susan Mancuso	Dean, Educational Services	1973-1995
Julie Mauermann	Administrator, Child Development Center	1991-Present
Julia Menard-Warwick	Part-Time Faculty, ESL	1980-Present
Jane Merritt	Faculty, Program Implementor	1971-1985
Doug Mooers	Faculty, Mathematics	1986-Present
Jerry Nelson	Classified Staff, GED	1974-Present
Pat Nelson	Registration/Advising/Cashiering/PT Faculty	1972-1992
Bill O'Neil	Trustee	1979-1988
Bob Partlow	Trustee	1977-1978
Dave Pelkey	Administrator, Student Programs	1995-Present
Jack Peter	Student	1978-1979
Ron Petersen	Program Implementor	1971-1977
Tony Ranallo	Classified Staff, Maintenance	1987-Present
Sherilyn Ranstrom (Wood)	Counselor Examiner	1971-75

whatcom  
community  
college

internal  
mandates



*Whatcom Community College*

- *Original College Colors*
- *Original Complete Logo*
- *Original College Philosophy (Mandates)*

# 1

## Getting Started: The College without a Campus

### Sam

On May 23, 1998, we lost a friend, an original trustee and the “Father of Whatcom Community College.” Samuel P. Kelly died at age 69 at his home while with his family. Sam was being treated for lung cancer and was active, witty and hopeful until just a few days before his death. Most of his friends were aware and were concerned about his condition but were still caught by surprise when he passed on so quickly.

When I heard of Sam’s death my first impulse was to retitle this book “Sam.” Then realizing how that would have embarrassed him I impulsively thought I might rewrite the first chapter and title it simply “Sam.” Again I regained reason, remembering that Sam was a leader of people because he was one of them rather than being the promoter of the cause which they followed (though he sometimes did that, too). Hence “Sam” became the first section in “Chapter 1, Getting Started.”

I thought too about dedicating this book to Sam but again he would not want to see any of the trustees, original or those who followed him, ignored. It was Sam, though, who encouraged me in the Spring of 1997 to write this history and to do so by listening to the many people who have been Whatcom Community College over the past thirty years. You will hear their “Voices” throughout.

On April 23, 1998, Sam and I had lunch together at the Il Fiasco Café. I had been directed by Board Chairman Philip Sharpe to discuss Sam’s receptiveness to the



the graduate school and academic vice president/provost. He was the original chairman of the Whatcom Community College Board of Trustees, was president of the state-wide Trustees Association, an author, a retired colonel in the U.S. Army Reserves and past president of the Bellingham Rotary Club.

In spite of his impressive background he would, on occasion, with tongue in cheek, introduce himself in a more humble fashion. For example, in an August 21, 1975, letter to Mr. Robert Leonard in the Washington, D.C. Office of the Association of Community College Trustees, he states, **“As for my background: Shortly after my birth, the family had to sell its vast holdings when the new government came into power. My mother and father escaped by walking through the jungles and over the mountains by night and by hiding during the day in the homes of old friends and retainers. Gradually they made their way to Washington State and eventually created a new life for themselves and for me. Much of this, you understand, is classified . . . and I am of dwindling mind and body.”**

That was written when Sam was 46 years old. He never grew out of such prankish statements. No, I am happy to say, such comments grew more characteristic as his renowned wit grew even sharper. As Dr. Dennis Murphy stated in a tribute to Sam at a Rotary Club meeting on June 1, 1998, Sam became known for his intelligence and his dry wit. As Dennis pointed out, Sam didn't tell jokes, he “quipped.” And he did so constantly and in good taste. Like the time some Rotary Club members were openly complaining about the food at lunch and Sam donated a Happy Dollar because **“the cook had given us a taste of third world cooking without the necessity of going there.”**

Another time he made one of his almost daily calls to his long-time friend, Frank Atwood to initiate another of their almost constant debates. This time, however, Frank asked to be spared; he just wasn't up to it that day. **“That's fine,”** quipped Sam, **“I would never duel against an unarmed man.”**

After reading a few of Sam Kelly's papers or even listening to him, it is relatively easy to spot what I have called, “Samisms.” He spoke and wrote much the same way. For example, here are a few more Samisms in his official, sometimes doctrinal, writings about Whatcom Community College. From the 1971 reaffirmation of the college's *Internal Mandates*, came the following: **“Not many persons, trustees or staff have such an opportunity, and it is captivating. If we seem like the grasshopper, hell on energy and poor on direction, we know that we will be increasingly directed every day of our operation, by external and internal forces. But now, at least, our legs are untied and we desire this to continue as we improve our sense of direction. Whatever else our administration and staff reflect, we want to be sure they share this conviction, albeit a guaranteed frustration at times.”**

gestation period in Washington community college history, WCC was eventually born in 1970, homeless and seemingly without a purpose in life. Fortunately, this fledgling poverty-stricken, nameless young waif had caring and creative trustees as parents. As a result the young Whatcom Community College would eventually gain its faculties and its functions, then go forth as a dynamic young educational institution prepared to serve the tens of thousands who would pass her way.

## **Before Whatcom**

To go back to the very beginning, the state's first junior college opened in Everett in 1915 and closed in 1923 for lack of enrollment. The first two successful junior colleges, the forerunners of today's community colleges, were established in Centralia in 1925 and in Mount Vernon in 1926. John Terrey, former director of the Washington State Board for Community College Education, notes that the junior colleges at Centralia and Mount Vernon **"began without legislative approval and without formal approval from the State Superintendent of Public Instruction."** These junior colleges were locally operated without state support or state recognition.

Not only was the funding of junior colleges perilous and hotly debated in the Washington State legislature but so was their very existence. For several years, bills of support were introduced and promptly defeated. In one case in 1929, Governor Roland Hartley vetoed a bill that had handily passed both houses, bluntly saying, **"education is too expensive."** The future of junior colleges looked bleak, but not bleak enough to discourage the creation of more junior colleges throughout the state. By 1941, there were eight junior colleges operating within Washington with an enrollment of approximately 1,000.

When World War II began, colleges emptied as young men went off to war. According to John Terrey: **"In 1941, a deal was made in the senate due to the lobbying efforts of the four-year colleges, public and private, that there would be no two-year colleges in any county where there already existed a public or private four-year college. One college, Spokane, was put out of business as the result of that legislation . . . At that time, many of the people making the decisions had survived, barely, the depression of 1941 and enrollment was precious."**

This prohibition lasted until 1961. Even if Whatcom County *had* wanted to establish a junior college during that twenty-year period between 1941 and 1961, it would have been illegal, its creation barred by the existence of Western Washington State College within the county's borders.

Following World War II, the educational climate changed drastically. Again, John Terrey: **"The number of college students increased astronomically. For**

because they represented agencies already providing services for which the community college might become competitive. The five trustees of each district board are appointed by the governor, subject to confirmation by the senate. The first trustees of Whatcom Community College District 21 were appointed on recommendation of the local legislators. Each legislator was given the opportunity to recommend one appointee to the governor.

Frank Atwood explains: **“In order for McCormick to get it through, (the inclusion of the new District 21) he had a gimmick in it that each senator and representative from the district got to appoint one trustee. That’s how Sam (Kelly) got to be the trustee; he was my campaign chairman.”**

So Frank Atwood was responsible for appointing Dr. Sam Kelly who eventually became the principal architect of the early Whatcom Community College. Sam Kelly recalls: **“I’d been Frank Atwood’s campaign manager and this was his way, I think, of rewarding me for my valiant efforts. Thanks, Frank. He told me, ‘This will be the best job that you’ve had. It’ll keep you from taking on other kinds of things. You can ride behind it. We’re not going to build a community college in Whatcom County. We have Western, we have a tech school and we are over committed, over financed, in Whatcom County.’ We heard this very clearly.”**

Other members of the first Board of Trustees included Elizabeth Bay of Lynden, Catharine Stimpson of Bellingham, Duane Reed of Everson, and Larry Belka who was at that time the vocational counselor at the Bellingham Vocational Technical Institute and would later become its director.

Larry Belka recalls: **“I wasn’t there to protect the Vo-Tech. Up here we didn’t have that kind of a problem. The problem with the Vo-Techs and community colleges was primarily in the Tacoma-Seattle area . . . ”**

Although within the next few years the relationship between BVTI and Whatcom Community College would grow more territorial, the first year in the life of District 21 was marked by a spirit of cooperation.

## **The Board Begins Meeting**

Dr. Sam Kelly, an original board member and a professor of Education at Western Washington State College was elected chairman of the Whatcom Community College Board of Trustees at their first meeting on May 29, 1967, at the Leopold Hotel. Catharine Stimpson was elected vice-chairman and Duane Reed was appointed acting secretary. With that limited business concluded, the first informal board meeting was adjourned. Sam Kelly remembers: **“We agreed that we had to meet now and again, at least to write a few minutes: mainly that we are proceeding on progress and**

Sam Kelly's office could be a challenge to locate. In a 1968 memo to fellow board members announcing the next meeting, Sam Kelly wrote, "I'm now in the Education Annex, a large yellow house directly behind the Education Building. To get there, drive up Indian Street past the Auditorium (on your right), then past the Education Building (on your left and past the turnoff to the gym), then behind the Education Building turn up a drive that takes you to the house on top of the hill, just behind the Education Building. Or park near the Education Building and ask a friendly native where the Education Annex is."

In October of 1968, Dr. Flora repeated his standing offer of cooperative efforts between WCC and Western Washington State College and indeed, over the years, Western has remained a close friend. That's a favor Whatcom Community College would later return to the Northwest Indian College.

Larry Belka, whose roll of the dice landed him a one-year term said, "We had some great times. There was no table pounding that first year. Everyone was willing to listen and contribute, to discuss."

In 1968 and 1969, Larry Belka and Duane Reed were replaced by Stan Brunner, a banker from Ferndale and Jim McKellar, director of the Bellingham YMCA. Now, without realizing what would soon take place, the board was established that would launch the college into existence.

The Board felt under no obligation to begin an active community college; in fact their mission was totally unclear for more than a year. Stan Brunner recalls, "It was an unwritten mandate for us, not to do anything that would interfere with the Vo-Tech school. And so almost anything we did was going to be in what was then the Vo-Tech's bailiwick. So we were not to do a thing."

Jim McKellar agrees: "We were under the impression that we had been created as a political ploy to protect the Bellingham Vo-Tech . . . We went along that way, meeting at the chairman's office, getting acquainted and making hefty decisions as to whether we could afford a post office box or not because Sam was getting tired of collecting all our mail, and that went along for about four or five months."

## **A Visit from the State Director**

Sam Kelly remembers what happened in August of 1968: "In the meantime, down in Olympia, they were creating and putting into active affect, the State Board for Community College Education office, staffing it and so on. The director was Al Canfield who was a vigorous and sometimes controversial go-go-go type. I got a phone call one day from Al saying, 'I'm going to be in Bellingham and I'm bringing



**CHANGE OF COMMAND.** The guidon for the 10th Civil Affairs Army Reserve Company is about to be passed from the unit's First Sergeant Tom Stone to the out-going commander, LTC Allen E. McHenry. He is turning over command to Major Samuel P. Kelly (shown on the far left). Also present is Colonel Charles Headrick, who commands the Seattle based parent unit. — ARMY Photo.

*Beware of history. Nobody's quite sure that Beowulf really existed.  
Sam Kelly*



First Board Meeting

5/29/67

SUBJECT: Minutes of board meeting, Community College District #21,  
Whatcom County, State of Washington

The Board of Trustees, Community College District #21, held its first meeting at the Leopold Hotel May 29, 1967 at 4 p.m. Dr. Sam Kelly and Mrs. E.K. Stimpson, both of Bellingham, were elected to the positions of chairman and vice-chairman, respectively, by unanimous decision of the board members. Mr. Duane Reed was appointed acting secretary.

Terms of office were regulated as follows: Dr. Kelly, 5 yrs.; Mrs. T.J. Bay of Lynden, 4 yrs.; Mrs. Stimpson, 3 yrs.; Mr. Reed of Everson, 2 yrs.; and Mr. Lawrence Belka of Bellingham, 1 yr.

Besides the board members named, Senators Lennart and Atwood attended the first meeting of the board.

The board adjourned at 5 p.m. in order to establish contact with Mr. Tom Frey, of Seattle, the Attorney General's assistant and/or representative for the Community College District Boards in Northwest Washington, in order to set up by-laws for the board's self government.

Respectfully submitted,

Duane Reed  
Secretary



## EVERETT C. SANDERS

*the first chief administrator*

*of*

*Whatcom Community College*

---

Four years ago he could have continued along a well-marked path in education and social service. Instead, he chose to follow a poorly-marked trail through new territory. We are all indebted to him for choosing to be a pathfinder. He was our college's first staff-for longer than was fair to him, our only staff. What we are today and what we promise for tomorrow are in many ways extensions of Everett Sanders.

---

*James L. McKellar*  
James McKellar

Chairman of the Board of Trustees  
1972-73

## 2

### Finding a Mission

The early trustees and administrators of Whatcom Community College found themselves facing a formidable challenge in 1968. Dr. Canfield, director of the State Board for Community College Education (SBCCE), had just visited and informed them that they were indeed expected to carry out the mandate of the 1967 Community College Act and establish a community college in Whatcom County.

For a board that assumed its existence to be strictly political and honorary in nature, Dr. Canfield's pronouncement seemed well short of realistic. Whatcom County was a community already rich in educational opportunities and some would say the last thing it needed was a community college with no funding, no mission, no capital money and not even a name. Besides, the traditional comprehensive community college mission was well covered locally by Western Washington State College (transfer courses), Bellingham Vocational Technical Institute (vocational education), and the YMCA, YWCA, as well as other community service organizations (community service courses). Even the local high schools were offering some adult education classes.

As if the political messages were not already strong enough, by the first public Board of Trustees' meeting February 16, 1970, each of those three educational entities had been represented on the college's board by either the organization's director or a highly placed representative. Were they there to assist the new college in competing with their organizations' established services or to make certain that the new college did not tread on their occupied territory?

such glittering and metaphorically stimulating statements as, 'For the present we are like the grasshopper: hell on energy, poor on direction and underfunded. Let's enjoy it while we can because pretty soon our legs are going to be tied with budgets, certain constraints and so on.'

**"And it is one thing for us to say we're not going to build buildings; we're going to borrow them; a Jacksonian approach to the whole thing. We're going to lease what we can. When we can't lease we will borrow and when we can't borrow, we will rent and when we can't rent we'll lease for two years, or three or four. It was not so much a philosophy as a rationalization of reality."**

The Board began to meet with increasing frequency and with an increasing sense of purpose. They could have elected to spend significant amounts of time and energy complaining about the lack of operating funds and the inability to gain capital resources which simply were not available at that time in the legislative cycle. But there would be plenty of time for that later. Instead they moved forward to create a new generation of community college, one which would use the entire community as a teaching/learning resource. To quote Marv Vasher, the first dean for instruction at WCC in his acceptance letter of April 11, 1972, **"I come to Whatcom knowing that our college will not be bricks and mortar, but will be made up of innovative programs that will take students to farms, factories, garages, hospitals, high schools, store fronts, or wherever they have to go to learn."**

In an early attempt to fill their mandate to serve the community, the nascent community college utilized courses which the county high schools and Skagit Valley College already had in place. According to Sam Kelly: **"Pretty soon we had an operating budget of sorts. At that time, a goodly number of adult education classes were being offered by the high schools to adults who wanted advanced accounting, to adults who wanted to come to the Mt. Baker High School in the evening, for example, to learn a foreign language or to work on the completion of their high school credits. And that budget was transferred to us. We kept the budget and we kept intact the teams that had been put together to do that teaching and provide that service. We had no administrative staff or anything else so we ran it through the community high schools as before. We were taxed also, into undertaking studies to determine which educational needs of adults in the area were not being met and should be met."**

## **The First Director**

By the approach of 1970, it was evident that there was a need for administrative staff. The Board set about finding and hiring as the first chief executive officer, Mr.

program in the county, administered through the Bellingham School District. He recalls: **“The state community college system wanted to acquire this program as part of their curriculum throughout the state. I was referred to Everett Sanders as soon as the community college started officially in 1970; I was to become a faculty member with the Farm Management program. By that time we had about three years under our belt and it was progressing very, very nicely.**

**“I can remember my first meeting with Everett Sanders. The Bellingham courthouse had given him a desk out in the hallway of the old courthouse, not the new one, to kind of get their feet on the ground as to where they were going to be and so forth. I then reported to Everett Sanders and he was pretty much my superior.”**

Floyd Sandell was recognized as the leading Farm Business Management instructor in the state, whose advice was highly sought by dairymen. For those looking for financial assistance from local banks, enrollment in his program was better than any letter of recommendation a dairy farmer could hope to obtain.

The Board was very aware of the legitimacy that the Farm Management program gave the college. According to Stan Brunner: **“Floyd Sandell had quite a reputation of his own around the county, and he had quite a following so that was a plum for us to get Floyd because he brought students with him. They would have come whether he was in the Vo-Tech school or even if he’d set up his own school.”**

**“Floyd was a great asset to us,”** agrees Jim McKellar. **“It certainly focused on a larger part of Whatcom County as opposed to Bellingham and its environs. That really got us on the map and got us started, and things happened so quickly afterward.”**

The second program, “Emergency Care and Transportation of the Sick and Injured,” or, ambulance driving, came pre-packaged but this time from the medical community. Fortunately, St. Luke’s Hospital contributed the classroom for ambulance driving. That does bring us, however to the issue of facilities and the question of a future campus.

At the time Everett Sanders was hired by the college as its coordinator, plans were under way to convert a vacant building at 811 Third Street in Ferndale into Whatcom Community College’s first headquarters.

**“Once you land on the beachhead in Normandy,”** Sam Kelly comments, **“you set up an administrative headquarters; you don’t just leap from hedgerow to hedgerow. We weren’t into urban renewal, although it was fun to think of it in those terms. We took an otherwise vacant building, part of a building that had been a liquor store in Ferndale across from the feed store and we set up an office there.”**



here and there, good things about our offerings, attitude, and ability to respond quickly to expressed needs of various county and city groups. We will suffer from success, I'm afraid. I expect us to be swamped. The Board will have to help you with priorities and protect you by Board action and statements against the disappointed people to whom we'll have to say no. Right now we could use a half million dollars for the next two years and still not meet the probable requests or opportunities." As it turned out, there was no need for protection from the crowds that first quarter, as relatively few students showed up.

The Board determined early the importance of developing the philosophical basis which would serve to guide them in their educational planning. In May 1971 the Board reaffirmed and stated their "principles, expectations, and priorities to date" in the guiding document known as the *Internal Mandates*.

Jim McKellar recalls the rationale behind the birth of the *Internal Mandates*: "The funding in the state of Washington was not readily available and right in our own area we had Western Washington University, the Bellingham Vo-Tech and of course all of the school districts in Whatcom County, all competing for capital funds and so how were we going to get on board? Out of that grew the *Internal Mandates*. That's something you should get and read. It came out of the fertile brain, primarily, of Sam Kelly. Sam was the educator amongst us. Recognize the position that Sam was in also: he was a key cog in a neighboring institution, so we're fighting for dollars: capital money and students. In defense of him, the *Mandates* were not written to protect his position; they were written and readily accepted by the rest of us because they fit . . . Once we agreed on the *Internal Mandates*, that became our mission statement, that became our directing force."

A portion of that historic document follows.

### **The Internal Mandates**

The Board of Trustees of District No. 21 is excited about our opportunity to meet external mandates and local needs in both customary *and* creative ways. We are the newest of the State's districts, and we are yet unencumbered by continuing programs and methods that might be more responsive or that should be modified or canceled. We are not foolish enough to imagine that all our ventures should be new, different, or whatever "innovative" is . . . but we know there are many ways to proceed in supplying services and programs. The joy of our new enterprise is in attempting such ways, as they are either self-determined or borrowed. The challenge is in remaining flexible enough to be able to

- adults who need basic education for personal satisfaction and social demands (e.g., citizenship)
- the unemployed and the underemployed who need vocational and occupational skills to find work, to advance, or to insure steady employment
- the migrant and the seasonal worker who may need either or both of the above as well as particular personal and social opportunity
- the Indian members of our community
- the elderly who are often immobile physically but active mentally, avocational education is a priority item with such persons, as is health education
- the potential transfer student who is eligible for community college programs but ineligible, for one or another reason, for admission into four-year colleges or universities
- the housewife, who embraces a spectrum of needs and talents . . .

We are committed to securing an *appropriate faculty* . . .

Additionally, we want to employ faculty and staff who are open to uncommon modes of instruction and learning: independent study, individual study, programmed study, use of radio and television, challenge tests or performances, variable (comparative) class sizes even for the same subject or activity . . .

We are committed to *cooperation with existing agencies and programs*.

Duplication of facilities and programs is what we are trying to prevent, not encourage . . .

The decision should be made in terms of the client, the student, not in terms of the institution or the bureaucracy . . .

We have agreed to the need for a *long-range plan* . . .

It is especially important for us, since we are building from nearly nothing while we are predicting the future needs of our service population . . .

We must include *evaluation procedures* as part of the main practice of the college . . .

Creativity and innovation do not have to be unsystematic. Indeed, they can not be because of external requirements (agency and legislative among others) for systematic analysis and assessment . . .”

administrative facility plus media support services, as well as a location to house library functions. The center would serve as a home base for faculty and student services personnel and a depot for the college car pool. Mobile units were also planned along with a large number of individual rentals.

The Board selected an area of 2.29 acres adjacent to the Whatcom County Library System headquarters on Northwest Road as the ideal location for its college service center. This location provided the hoped-for connection with an existing library and was closer to the center of Whatcom County than would have been the case with a Bellingham location, thus encouraging a broader base of community support. The Ferndale School District officials were early and continuing supporters of the developing new college. That cooperation was no doubt enhanced by Everett Sanders' prior employment as superintendent of the Ferndale schools. Use of the property was given almost free of charge and soon the college would trade use of the land from the Ferndale School District for use of the college's mobile home trailer. The trailer had originally been placed in the Ferndale High School parking lot to house the library, then called the Learning Resource Center.

The chosen location was actually a parcel of swampland filled with water. **"Rows of pilings were driven into solid glacial outwash twenty feet below the peat,"** recalls Don McClary, former associate dean for administrative services. When the first of two relocatable buildings was set on its foundation in 1973, the high water table caused several inches of water to stand in the crawl space beneath the building. There was a lake and frogs under both buildings and a swamp all around the property. The location was filled with gravel so that the two relocatables could be put on the property. Today, the college would never be allowed to fill such a wetland.

The mobile units were an interesting concept. According to the facilities plan, the college **"needs to develop the capacity to take certain of our functions to the clientele of the district by use of mobilized units."** Those were to serve a variety of purposes, including use as a bookstore "bookmobile", which was to be put into operation delivering instructional materials and selling books wherever classrooms were located across the county. The administration was considering teaching classes as well as providing student services from five self-contained Greyhound-like buses.

Dr. Hamill pointed out a challenge in the development of a college without a campus: the matter of identification for students and staff: **"The campus as a physical object is such a strong symbol in the history of higher education that very direct steps will have to be taken to create other symbols, other rallying points for professional and student identification. Our proposed mode of operation will weaken the support that staff and students normally get from physical association with numbers of their peers. It will be hard even on the president who will not be**

didn't have enough in any one class to make a class except Al Anderson's wood shop class. So we combined all these people who were in all these separate classes and combined enough to get two classes or something like that to go."

There were times when staff members were encouraged to sign up for classes in order to get sufficient enrollment. Again Mr. Smothers recalls, "I never signed up for a class I didn't want to take. I had a lot of woodworking classes . . . I took transactional analysis twice . . . We used to go out and beat the bushes or we'd make deals with people—you take the class and this is what I'll do for you." He goes on to recall the dean for instruction, Marv Vasher. "Marv was a hustler. He would do anything, anytime, anywhere . . . We took the old bookmobile to the Lynden Fair and we were like a bunch of carnies up there, selling education out of that bus. We had a slide show that Les Blackwell had put together. We went to the fair about three years . . . People would say, 'It isn't any different from Western,' and I would say, 'Yes it is, we'll come to your front door.'"

Bob Bragg, an early and long-time art faculty member, recalls, "We had problems with enrollment. We had to have x number of students for a class to go, so we'd meet the first night and we'd send in a report. If we didn't have those x number of students, then that was it; the class was canceled and then somebody had to scramble to find a place for the students and of course we didn't have any pay even though we had developed the course. In one hilarious incident at Marine Drive, one faculty member was in this room and right next door was another faculty member and one faculty member had just the right number of people in his class so his class was going to go. The other one didn't; he was one short so they had a class break and during the break the instructor who was short talked one of the students from the other class into joining his class so that his class would go. There was a fight for students."

Yes, those were interesting and challenging times for a young college trying to become all it was meant to be.

## **The Original Staff**

The staff consisted of four employees in 1970. By 1971, it consisted of a support staff of nine, plus two full-time faculty members and numerous part-time faculty. Lynn Blackwell and Doug Buck are still with the college.

### **In 1970, the college employed:**

- A coordinator Everett Sanders
- An assistant to the coordinator Lynn Blackwell

event out of it,” Richard Artanson remembers. His recognition and award at the Board of Trustees meeting, which was held in the boardroom of the First National Bank of Ferndale, drew reporters, photographers and even KVOS TV.

Mr. Arnston was employed by IBM and stated at the time that his goal was to graduate with his bachelor’s degree as soon as possible. He graduated with a B.A. from Eastern Washington University in 1985 while continuing to work full time for IBM. Mr. Arnston remembers Whatcom Community College fondly as he credits Lynn Blackwell with helping him clarify his direction, and remembers Paul Magnanao and Bob Bragg as outstanding teachers.

## **Developing a College Seal and Logo**

Another task the young Board chose to tackle was the selection of a college seal. What is clearly documented is that a design competition was held in 1971, open to all the local schools. The winner and recipient of \$50 was David Loudon of the Western Washington State College Design Center. His design consisted of only what is now the lower portion of the logo: the two C’s within the extended W. Thus the record shows the Board’s acceptance of that design element to be the official college seal. It appears that the Board quietly left open the possibility of some further improvement on the winning design. Tom Sherwood, a former art faculty member at Western Washington University recalls, **“Kate Rightley, now a well known designer, agreed to create a whole package, using the winning logo.”**

Kate Rightley remembers extensively researching various Northwest Native symbols. The hand was an “open symbol,” meaning that it could be used by anyone and was open to interpretation. **“The idea was to make the design good and tight so it would last a long time,”** she said. **“The hand symbolized people and Everett Sanders stressed that the college was going to be for the people. I worked with historical elements so that hopefully the older it gets the better it is.”**

On May 11, 1971, the college trustees adopted the official seal and although they encouraged the further development of the seal into a logo, including the open hand, there seems to be no record that the Board of Trustees ever formally adopted it as the college logo.

## **Official Colors**

Times change and so do trends and preferences. That was the case with the original official college colors: brown and orange. By the mid 1970s, chairs, walls, signs, vehicles, stationary and much more were colored brown and orange. Everything was brown and orange. **“The color scheme was orange and brown – everywhere,”** Jan Hagan



**“I started teaching at Whatcom in the fall of 1971 . . . I had no idea it would turn into my career. The first class I taught was eight people in Ferndale High School. We had a guy who was 84 years old and another person who was 14. This was before the days of Running Start, a range of 70 years in one class.” Doug McKeever**

**“We rented the [front of the feed store] and before we moved in, a bunch of us went over at night and cleaned it up and put up some walls. Everybody had to share a bathroom. The granary was operating at the time.” Doug Buck**

**“We put together offices with 2x4s and paneling and it was a mess. We did it in a night and it looked like we did it in one night . . . we were so limited in money that a number of us had to use one phone and would pass it from desk to desk.” Ron Petersen**

**“The ambiance of the feed store was dead flies. They had fly tapes everywhere but there were still flies, and every day you swept the dead flies off your desk. The feed processing part of the granary was still operating and operated long after we left. And then we rented the doctor’s office that was around the corner as we began to expand and needed more space. There were two or three offices we were operating out of in Ferndale.” Jack Griffin**

**“Whoever did the mail had to go to the post office, get the mail, take it back to the little office next to the liquor store to sort and then they had to take it down the street to the feed store and then over to the library. We had to pick up and deliver our mail twice a day, in the morning and afternoon.” Esther Abitia**

**“Before we got the secretary, I answered the phone, did mimeographing and typing. The space [that held the mimeograph machine] was the size of a bathroom.” Bernadette Hayward.**

**“At the Ferndale office, we all worked at a large board table, which had a hole in the middle; that served as the desk for all three coordinators. Nate Smothers was coordinator for the science program, Ron Peters coordinated social sciences and developed the police program, and I coordinated the humanities program . . . Ron Peters was also finishing his thesis for his master’s degree and his wife was expecting a baby. Sometimes he’d take a nap on top of the board table.**

quarter. We scraped by, the first two years were like that. It was definitely part-time, ten dollars a teaching hour.

“The very first two quarters I taught in Ferndale High School, and then in spring quarter I taught a class at Assumption school and after that, there was the YMCA, the YWCA, the Red Cross. We were trying to find places in Bellingham that we could use during the daytime and there were still afternoon and evening classes in Ferndale.” Allan Richardson

“It was necessary to teach out of the trunk of your car. Classes were organized in apple box modules. And packed around. The Whatcom briefcase was an apple box.” Don McClary

“Marv Vasher and I would leave Bellingham at 3 p.m. every Thursday afternoon and drive to Newhalem where we taught a Management and Problem Solving class to employees of Seattle City Light from 7 to 10 p.m. It was my longest commute.” Jane Merritt

“They were desperate for classes and I knew Jane Merritt. A friend and I did leathercraft so Jane asked us if we would teach a leathercraft class. We said, ‘We don’t know how to teach classes,’ and she said, ‘That doesn’t matter.’ They were so desperate for classes to teach. They bought us tools and all sorts of things and they rented my garage from me and I taught the class in my garage.” Pat Day Nelson

“We used to have Christmas parties at Kitty Stimpson’s beautiful house. We could all fit in her living room.” Eileen Hough

“At the very beginning of the Farm Management program when we only had ten students, we would meet at Ferndale High School. Then we started to grow and that wasn’t big enough for us so we rented the Meridian grade school cafeteria for a long period of time. That was big enough that if we had 100 people for a class . . .

“Three or four years after we hired the second Ag teacher, Forrest Holland, I had 65 farms I was in charge of and my partner had 60. That’s 125 total farms that we were working with . . . We were teaching how to adequately keep a good set of records; how to analyze those records. Everything we had went through a computer and at the end of the year we provided the farmers with a computerized printout. When we were in the strong end of this program, we had 500 dairy farms in this county. Today we only have 250 left.” Floyd Sandell

COMMUNITY COLLEGE DISTRICT NO. 21

will offer a class in

Emergency Care and Transportation of the Sick and Injured

- Instructors: Various practicing physicians of the area and other qualified persons, under the general direction of Dr. Mumma.
- Dates: Fourteen weeks, beginning June 2, 1970
- Time: 7:00 - 9:00 p. m. (tentatively)
- Days: Tuesdays and Thursdays, each week
- Place: St. Lukes Hospital, in Bellingham
- Cost: No tuition or registration will be charged, but there will be some small costs for a text and materials.
- Eligibility: The class will be open to all ambulance attendants of Whatcom County. Not more than 20 will be enrolled.
- Other: This class is provided as a public service to assist those who have the responsibility of transporting the sick and injured to hospitals in emergencies, and thereby to improve health services to the people of the area.

This course has been planned by Dr. Mumma and Mr. Steve Erickson.

The sponsorship, planning, instruction and class space will be provided as a voluntary service to the public.

For further information write or call --

Community College District No. 21  
811 Third Street  
P. O. Box 1096  
Ferndale, Washington 98248

Telephone: 384--1541

## Class Schedule - Fall Quarter - 1970

<u>Class</u>	<u>Instructor</u>	<u>Night</u>	<u>Hours</u>	<u>Place</u>
General Psychology	Onustack	Mon. & Wed.	7:00-9:30	Blaine A.F. Base
U.S. History	Nelson	Tues. & Thurs.	7:00-9:30	Blaine A.F. Base
Introduction to Literature	Endrizzi	Friday	7:00-9:30	Blaine A.F. Base
Art	Gisher	Tuesday	7:30-9:30	Blaine High School
Typing	Simonson	Thursday	7:30-9:30	Blaine High School
Woodcarving	Claymore	Thursday	7:30-9:30	Blaine High School
Cabinet Making #1	Anderson	Tues. & Thurs.	7:00-9:00	Ferndale H.S. Shop
#2	Anderson	Wednesday	7:00-9:00	Ferndale H.S. Shop
Geology of the Northwest	Easterbrook & Rahm	Wednesday	7:30-9:30	Rm 13, Alexander Bldg Ferndale H.S.
Income Tax Preparation	Knudson	Tuesday	7:00-9:30	National Bank of Commerce, Lynden
Welding	Boyd	Monday	7:00-10:00	Meridian H.S. Shop
Business Law	Rusing	Thursday	7:30-9:30	Senior Activity Center, Bellingham
Art	Johnson	Tuesday	1:30-3:30	Senior Center, Lynden
Industrial Management	Hollingsworth & Rorvig	Tuesday	7:00-10:00	Senior Activity Center, Bellingham
Pre-apprenticeship Training	La Rose	Tuesday	7:00-10:00	Intalco
Farm Management	Sandell	Special Schedules		On the Farm
Adult Education #1	Leathers	Mon. & Wed.	7:00-9:30	Senior Activity Center, Bellingham
#2	Burpee	Tues. & Thurs.	7:00-9:30	WCC, Ferndale
Basic Literacy	Counter	Mon. & Tues.	4:00-7:00	YMCA, Bellingham

Whatcom Community College's First Associate Degrees  
August 5, 1971

REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

The Associate in Arts degree is a liberal arts degree designed to provide the student planning to transfer to a four-year institution with a broad background of study during his first two years. The student must have earned a cumulative Grade Point Average of at least 2.0. A minimum of 24 credits including the last quarter must be earned at Whatcom Community College. The student must complete 90 quarter credits numbering 100 and above with the following recommendations:

1. Approximately two-thirds (a minimum of 50 quarter hours) of the required credits should be completed in General Education with the following distribution among areas:
  - a) Communication Skills                      10 quarter hours
  - b) Humanities                                      10 quarter hours
  - c) Social Science                                10 quarter hours
  - d) Science/Mathematics                      10 quarter hours
  - e) An additional 10 quarter hours in any of the above areas except the major area.
2. A maximum of 40 quarter hours of unprescribed electives.

REQUIREMENTS FOR ASSOCIATE IN GENERAL STUDIES DEGREE

The Associate in General Studies degree is designed primarily for students not planning to transfer to a senior institution. Courses with less than 100 numbering may be used for completion of Associate in General Studies degree requirements. Other requirements are the same as those for the Associate in Arts degree.



*"The Gathering"*  
1998  
Bronze Sculpture  
by Gerard Tsutakawa

*“My job description was, ‘Never say no to students.’ I said, ‘Okay.’ I know this sounds ridiculous but I believed it. I believed it and I embraced it. It wasn’t out of being altruistic; it was just, ‘That’s my job: never say no to students.’”* Susan Mancuso

## 3

### The Model in Place

#### The Original Plan in Place

Describing the original plan might be most appropriately accomplished by quoting extensively from several of the early leaders as related in the Summer 1974 issue of *Washington State*, pp. 21-23, (author not identified). In their own words, the college’s originators relate the following:

of farmers, Lummi Indians, Chicanos, factory workers and city dwellers in community college education.

During this early period, a major contribution was made by the board's first chairman Dr. Sam Kelly, a professor and director of the Center for Higher Education at Western Washington State College. According to McKellar, Dr. Kelly was responsible in large part for Whatcom's "climate of innovation."

The plan which the board came up with committed Whatcom to new approaches in organization, management and instruction. Its major feature, of course, was the decision not to build a campus.

The availability of Western Washington State College facilities was a determining factor in the decision to create a community college without a campus, McKellar says.

Whatcom's president Dr. Robert Hamill adds he feels that "the best way we can really serve all these people, is to go in and serve them on their terms."

The college first tested that theory during the summer of 1970, offering a course in emergency medical treatment for ambulance drivers and a farm management



*Marvin Vasher, dean of instruction*

program for working farmers. Regular classes began the following fall, that is, if you can describe Whatcom's classes as "regular."

Today, the college's instructional program is divided almost equally between vocational training, general education, and transfer studies.

One of its major tasks is to fill educational needs not served by Western or Bellingham Vocational-Technical Institute. This is particularly true of vocational studies.

For example, Whatcom offers a course to help dairy farmers make the best use of their farms. Entire families are urged to take part in this farm management program as a team. Visiting instructors call at the farms, go over the books, and give advice on increasing productivity.

Whatcom's general education program includes developmental courses to help students eliminate educational deficiencies, and exploratory studies for students who haven't yet decided on a field of interest.

Marvin Vasher, dean of instruction, feels the latter program is one of the most important ones a community college provides. "We try to help students discover a goal," he says, "so they're less likely to become dropouts."

Transfer studies at Whatcom provide the first two years of a four-year college degree program. But Whatcom doesn't try to compete with undergraduate studies at Western. Instead, it hopes to attract students interested in a non-traditional approach to education, or those who might not ordinarily go to college — minorities, returning veterans, the middle-aged, and public school dropouts.

Whatcom's original commitment to innovation is visible in all three of these programs. For example, the college can individually tailor vocational studies for a student seeking special occupational training not available in the county. This combines on-the-job training with whatever classroom instruction is required.



*James McKellar, chairman of Whatcom's board of trustees*

Independent study is also important at Whatcom. "About 60% of a general education can be completed at Whatcom outside of a traditional, classroom-lecture style of instruction," explains Dean Vasher.

New at Whatcom this year is an interdisciplinary studies program through which a student can fulfill one year's general education requirements in biology, sociology, English, humanities, human relations and communications. These subjects are inter-related through the team teaching approach in small, informal classes. Students work with teachers in small groups designed to stimulate communication and involvement.

In addition to non-traditional instruction, Whatcom is also unusual in the emphasis it places on cooperation with other institutions.

"Western Washington has loaned us equipment, has permitted us to use their facilities and has allowed their people to serve as consultants to us," says Dr. Hamill. Specialized programs and facilities at Whatcom are, in turn, made available to Western students.

A program with Bellingham Vocational-Technical Institute allows its students to obtain an associate degree by combining the technical courses they receive there with the necessary additional classes offered by Whatcom. The college also conducts a law enforcement program in cooperation with neighboring Skagit Valley College.



At last, the model for an innovative “college without a campus” dedicated to alternative delivery systems, was essentially in place. It was not without a number of challenges common to the operation of all colleges: such infrastructure and identity issues as becoming accredited, making books and other supplies conveniently available, developing a salary plan for employees, and more.

## **Accreditation**

A college is a college only if it offers degrees and is accredited by a nationally recognized accrediting agency. For Whatcom that meant working toward the distant and essential goal of demonstrating that the college was what it claimed: on an equal footing with other recognized, accredited colleges, with or without a campus, traditional or non-traditional. That challenge was met in a normal time frame for a new college.

The first step of recognition, becoming a “correspondent,” was granted by the Northwest Association of Schools and Colleges on September 3, 1971. Recognition as “candidate for accreditation” was granted on December 13, 1972, and full accreditation was recognized on December 8, 1976. Jane Merritt, program implementor and chair of the college’s 1975-76 self-study team was elated, and for good reason. **“It meant that the whole college, not just parts of it, was approved. We were all good,”** she recalls.

In addition to the typical recommendations and commendations, the visiting team gave considerable supportive recognition to the college’s decentralized mode of operation. Their conclusion that it was generally working is clear as they state: **“A most obvious goal is the decentralization of services throughout Whatcom County. The school gives evidence of the strengths as well as the weaknesses of this type of educational approach. Academic and career advising, individualized and group instruction, testing, etc., are available close to the homes and work locale of a large number of the county’s residents not otherwise served by higher education. The school is to be commended for taking this effort seriously, for this is a natural outcome of our democratic commitment, and is a means of enriching the lives as well as the communities in which all of the taxpayers have an investment.”**

The team went on to say: **“Decentralization of services as presently operative at Whatcom Community College is a viable concept. Specific cases encountered by various team members in their discussions with townspeople and with present students establishes beyond question that money spent on educational programs through Whatcom Community College has removed some individuals and entire**

## **The Relationship with BVTI**

As has been pointed out, Whatcom Community College was originally established by the legislature for a specific political reason. That reason was to protect the Bellingham Vocational Technical Institute from a takeover by the community college system in general and Skagit Valley Community College specifically. The plan worked and BVTI was omitted, by request, from being devoured by either entity. BVTI's independence was further assured through additional agreements during the heated legislative debates that were part of the legislative compromises.

It was also assumed that Whatcom Community College would never become operational and thus never become a threat to BVTI. During the first three years of its political existence, peace between WCC and BVTI prevailed. There was nothing to fight about since WCC was not offering courses. That cooperation turned to intense competition, however, as soon as WCC began offering courses and it became apparent that a comprehensive community college could offer anything that could be offered by the technical school as well as offering academic transfer courses. The battle lines were drawn and the dueling began.

The debate over which institution would offer which courses was underway and sometimes expanded to the ridiculous. Since neither institution was funded sufficiently to offer even modest programs, it was especially fruitless for them to argue over the impossible. But, that is what happened. They met regularly to discuss cooperation and to argue over which institution would offer which program. As late as January 17, 1977, in a memo from Dean of Instruction Marv Vasher to the Board of Trustees, the dean offers them a **“concrete example that cooperation does not now exist between WCC and BVTI, and further suggest that the Coordinating Council is unable at the present time to rise to the task of improving on the agreements . . .”** Each side blamed the other for being unreasonable but it appears that there was enough unreasonableness to go around.

Larry Belka, former director of BVTI, recalls those years this way: **“We made an effort to cooperate, to try to do something together but the way they operated and we operated was so different. We didn't have quarters; we went all year and the first program we tried to put on, to cooperate, was a horticulture program. They would do the bookwork and we would do the hands on; that's basically what we were: hands on. It came time for the quarter break and the students wanted to take that time off, but we didn't have those breaks so we had to keep going. But we tried to cooperate in every way we could. I think that up here we had a better relationship with the community colleges than they had anywhere else.”**

this through.’ So we did get together and have a faculty meeting. We were all pretty much together in that same upstairs area of the store and we cranked out about a thousand of these sheets and every time we did something we sent it through.

“The reason I know that this is what broke it is that one of the classified people who’s still here told me that the dean had gotten a large number of these one day, and her memory was that a bunch of them were from me. I don’t know whether that’s right or not, but she said, ‘You know, Jean, what happened is he stopped and he started wadding them up and throwing them on the floor and then he jumped up and down on them.’ By that time we were beginning to form a union but FACS wasn’t a big negotiating point anymore because the dean had already decided there was no way this was viable and he did also admit that it had been underfunded.”

That is an interesting outcome since neither the faculty nor the administration remembers it as a bad system. In fact, the faculty assisted in its development. As Bob Bragg explains, “I was on the committee that developed it and fundamentally it was a way of paying people for various segments of work . . . Ultimately, it came to be maligned because it wasn’t funded sufficiently, so the faculty was getting very badly ripped off. Basically, I still think it was a valid way of starting a college because there were lots of us who didn’t particularly want full-time work at that time and if you want to start a college, then you can’t just hire two or three full-timers and expect them to teach effectively a spectrum of courses. So this was a way for Whatcom to get started and we could offer a wider range for the students. It worked until the underfunding became so repellent to the faculty. Many of us were basically teaching full-time and being paid part-time and not receiving fringe benefits, or very little.”

## Near Strike

In 1975, the Whatcom Community College Federation of Teachers faculty union reached an impasse in negotiations, largely over the faculty’s desire to be recognized as professionals rather than piece-work employees. The discontent reached its peak in 1976 when the faculty nearly went on strike primarily over two related issues. Their demands were:

- To become, when appropriate, full-time faculty rather than nearly all part-time, paid on the FACS point system.
- To be referred to as “faculty” and not “employees.”

## Alternative programs

The Whatcom experience eventually did achieve recognition and, in fact, became remarkably successful and well known considering its limited level of funding. Those original model builders used a variety of instructional techniques which have become common throughout the country now, but at the time were considered quite innovative and sometimes questionable. Much of the innovativeness and creativeness was born out of adversity and necessity, largely because the minimum dozen students couldn't always be found to pay for a class.

The designer and quality control person for many of the innovative concepts was Susan Mancuso, who remembers her early job description as the director of Alternative Learning (ALE). As Marv Vasher put it, "Never say no to students." For Susan, who took that admonition very seriously, there was always included the expectation that the students achieve their goals at an acceptable level of accomplishment. "I said, 'Okay,'" Susan Mancuso remembers. "I believed it and *embraced* it. It wasn't out of being altruistic, it was just, 'That's my job: never say no to students.'"

Take learning contracts, for example. A student could develop a contract with an instructor to learn just about anything. The instructor or "mentor" and the student would work together developing an agreed-upon formal learning contract with measurable outcomes. It is a very complete system that serves a class size of one and is not at all casual as is frequently the case with learning contract systems in more traditional colleges. "There was a student who wanted to learn the physics of light," Susan Mancuso remembers. "He was *curious*, and so we designed a learning contract about the physics of light. He owned his own electronics store; he was a photographer. He had all kinds of background but that was where he was curious: *light*."

Now, as Dean Bill Christopher explains, "Learning contracts come into play when students are time or place bound. Even if the class is offered two times a year but the student needs it this quarter because it's the only time they can fit it into their schedule, they have the option of a learning contract."

The college also implemented an individualized degree program in which a student could develop his or her own major with the guidance of a faculty member. The student could develop a degree in virtually any subject matter as long as an expert mentor could be found either on the existing faculty or in the community. Nothing was out of reach. There were courses and services delivered by mobile units. Vehicles were purchased to bring classes, student services, the bookstore and the library, when necessary, to the students at their convenience.

Dean for Instruction Bill Christopher comments on the individualized degree programs today: "We're the only college in the system that has permission from the

with the class half as much, thereby lowering the pay required by the College and more of the expectation for instruction would be shifted to the students.

Interdisciplinary studies programs involving team teaching were popular for a while, although now interdisciplinary courses are limited to the humanities courses. Former student Gus Dempsey recalls, **“My first class was an interdisciplinary study course that Jean Carmean, Susan Mancuso and Doug McKeever team taught, one twelve-credit course. It was amazing; it showed me the way things thread together, that things aren’t isolated.”**

There were multiple sections. That is, several classes in one room at the same time. That worked particularly well with composition and math. In composition, for instance, the instructor was charged with responsibility to teach several levels of English composition and since classes were very small, it was usually workable. Virtually everything from basic math to calculus was taught using laboratory, self-instructional materials.

One of the memories the author has of the late 1970s is of Ann Therkelsen teaching foreign language. As I recall, Ann would teach two different foreign languages in two adjoining rooms at the same time by varying video and other materials and alternately moving back and forth between classes. It was a pretty creative way to approach small class sizes.

That theme of “student first” became a priority component of the Whatcom Community College culture and persists throughout the college today. College personnel expected to do things a different way and knew that the college differed significantly from a traditional institution. Such a way of doing things became known throughout the college as the **“Whatcom Way.”**

Though some college personnel balked at the **“Whatcom Way”** of doing things, others were firm believers and still maintain that stance today. After being away from Whatcom for over 20 years, early administrator Nate Smothers recently recalled, **“I was more of an idealist and I wanted to see it last.”**

## **The Developmental Center**

In 1973, the college further reached out to the adult learners of Whatcom County through the creation of the Developmental Center. Bobbi Bopp Zylstra, who developed the first center in Ferndale, recalls that on the evening the center opened, **“There I was all by myself in that little building and I was swamped. They lined up outside to come in. These were older adults who wanted to learn something: maybe their GED or the classics or the history of America . . . Finally, I just had to say, ‘Here, put your name down and your address and telephone number and what you’re in-**



## I'M A GROWN UP

(By Jan Hagan & Linda Reisser)  
Tune: Oh My Darling Clementine

### Chorus:

I'm a grown-up, I'm a grown-up  
Self-directed all the way  
I set my own objectives  
Academia, get outta the way.

These colleges I been goin' to  
They don't know that I'm alive  
They treat me like I'm eighteen  
Don't they know I'm thirty five?

I need someone to advise me  
Help me learn from where I've beeen  
Who will never criticize me  
Or send me to the Dean.

---

### Chorus

---

I have a nervous breakdown  
Every time I take a test

They put me on a bell curve  
So they know I'm not the best.

And I need someone to reach me  
Pedagogy is a pain

But the way they try to teach me  
Only turns on half my brain.

---

### Chorus

---

I come home tired and lonely  
And I try to read a book  
But my husband wants to cuddle  
And my kids want me to cook.

And I won't say I despise it  
But it cramps my learning style,  
So I'll individualize it  
And work my tail off for a while.

---

### Chorus

---

three locations, which required him to drive seventy miles twice a week and fifty miles three times a week. Many faculty will have to travel from community to community. Although the distances are not great, breaking up the day with several trips is energy and time consuming. There are also problems of providing counseling, advising, learning resources, and other instructional support services to nomadic students and faculty.”

**Second, the student demographics** would change. While older returning adults tend to be self-directed enough to tolerate or ignore poor facilities and accept the expectation of independence and self-sufficiency, those are not common learning qualities for recent high school graduates. They tend to expect teacher-directed teaching and a college setting that is more like “a real college” in terms of social activities and ambiance.

**Third, funding** would become a problem, as would expectations of the state bureaucracy. President Hamill intensely believed in a need for additional operating funds in lieu of not receiving capital construction funds. As the years have gone by, Whatcom has been penalized in the state funding formulae because of its low faculty salaries, low full-time to part-time faculty ratio and its reliance on rental funding. All those original basic Whatcom Community College tenants are out of favor in the current state funding and governance climate.

**Fourth, facilities funding**, or the lack of funding would likely become insurmountable. The original facilities plan anticipated a need for centers in various communities rather than a central location. Such dispersed facilities still add up to a need for more adequate housing than would a central campus and the need for more staffing and related expenses. In fact, the early Board and administration laid the groundwork for some centralization when they purchased the Northwest Road relocatable facility, placed it on a foundation and called it the “service center.” They may have been straying further from that straight and narrow “college-without-a-campus” path with their acceptance in the 1978 **Master Plan** of a college “core facility” to house administration, student services and some laboratory spaces. As Bill Julius, the capital facilities director for the State Board for Community College Education said, **“If it walks like a campus, looks like a campus and sounds like a campus, it probably is a campus.”** The observation came true only seven years later when President Heiner requested and received state funding for construction of the 55,000 sq.ft. “core facility.” That one building quickly became a flock that is still hatching and growing.

**Fifth, was erosion of primary purpose.** The purpose or “end” goal of Whatcom was to provide educational opportunities to the residents of Whatcom County. The means to the end, which developed, as Dr. Sam Kelly points out, **“out of adversity,”** could have been viewed as an evolving means to the end. The end, of course being educational opportunities. Instead, those means to the end seem to have become sacred in

the Lynden Fair. That really brought them in, for some reason. It went to the old Bellingham Mall and registered students there. It was the bookstore. The thing would never hold its battery. I'd get a call at home at night; it would be stuck in the Ferndale High School parking lot and I'd have to go over and jump start it." Doug Buck

"The FACS system was a good concept but it was underfunded. The administrators went two years without a raise to put money into the FACS system to try to make it work." Jane Merritt

"It was born out of good intent, to pay people for the things they did. They referred to the faculty as academic employees in the contract and we in the union, after some juggling, got them to refer to us as faculty. That was Jean Carmean's doing as much as anything, to recognize professionalism." Earl Bower

" . . .the union was a very positive element at Whatcom and we were able to help in decision making and that affected classrooms as well. We weren't just interested in salary; we were interested in the total educational experience." Bob Bragg

"Before we had a food service, everybody ate at Betty J's 2 by 4 across the street. Betty J was one of these characters who made you eat your peas. They didn't treat the administrators too well but because they knew us, they would serve up special menus. I remember when some of the administrators were in there, I think we were negotiating, and they came in and ordered breakfast and were told, 'I'm sorry, it's too late,' but when the union negotiating team came in, they knew us and said, 'Oh sure,' so we had our breakfast . . . as long as we didn't unionize her workers." Earl Bower

"There were no full-time faculty; we just taught and taught and taught. That document helped put boundaries on what is a faculty and what is a full-time faculty. What are the responsibilities and rights?" Susan Mancuso

"In the sloping office upstairs in Marine Drive, back in the corner where it was too short for anyone to sit, there was a pile of strike signs for years, made up by the faculty. . . It wasn't in case we needed them, but in fact they were to remind people we were a force to be reckoned with. They disappeared when we made the move to Laidlaw." Earl Bower



Copy of memorandum to John Mundt as dictated by Mary Rutledge to Bernice Ledray,  
November 3, 1975

MEMORANDUM

TO: John C. Mundt  
FROM: John Terrey  
DATE: October 29, 1975  
SUBJECT: Whatcom Impasse

In Gil's absence, Dick Lund and I represented this office at the impasse proceedings at Whatcom Community College. A thorough review was held. I have recorded the meeting through notes taken.

After more than three hours the following decisions were made:

1. The impasse would be placed in abeyance.
2. A meeting would be held in Olympia as soon as possible to ascertain:
  - a) FTE/F and the procedure for its calculation;
  - b) application of position control to program;
  - c) reclassification or recognition of assignment.

In addition, the union would seek clarification from the Trustees on the definition of "full-time faculty member."

I recommend that the decisions be accepted, that Gil Carbone be asked to arrange a meeting on Tuesday afternoon, November 4, and that the Budget and Financial Division be included. Harold Jacobsen is quite familiar with the salary schedule utilized at Whatcom Community College.

If this proposal meets with your approval, the parties should be notified immediately.

**FULL TIME FACULTY WITH PERMANENT STATUS**

11/9/76

Robert Bragg	Art/Humanities
Ted Bryson	Math
Jean Carmean	English/Humanities
Iva Sue Grover	Learning Resources Center
Joanne Hammerberg	Health Services
Forest Holland	Farm Management
Susan Mancuso	Alternative Learning
Doug McKeever	Geology/IDSP/P.E.
Barbara Merriman	Early Childhood Education
Allan Richardson	Anthropology/Sociology
Floyd Sandell	Farm Management
Karen York	Counseling

**FULL-TIME FACULTY ON PROBATION**

**Recommendation for Permanent Status**

Ann Bjorseth	Counseling	Fall Quarter 1976
Earl Bower	History/Political Science	Winter Quarter 1978
Peter Bressers	Psychology	Fall Quarter 1976
Lorene Lewis	English/Speech	Winter Quarter 1977
Peggy Olafson	English/ABE/Developmental Center	Winter Quarter 1977
Clark Puckett	Business/Economics/Accounting	Winter Quarter 1977
Richard Veach	Sociology	Winter Quarter 1977

**FULL-TIME FACULTY ON SPECIAL FUND APPOINTMENT**

Larry Larshus	Special Education Project
Jan McMannis	ABE/Reading/Developmental Center

Editorial Note: The Full-time faculty with permanent status were "converted" "full-time" from part-time after the "near strike" when negotiations were completed. The faculty nearly struck over the right to 1) have full-time status, 2) be referred to as faculty and not employees and 3) because raises were awarded to administrators prior to settling faculty negotiations.

5217 Northwest Road  
Bellingham, WA 98225  
384-1541 or 676-2170  
December 18, 1978

Walking  
the  
Whatcom  
Way.....

TO: Board of Trustees  
RE: Report of Financial Affairs  
Public Disclosure Commission

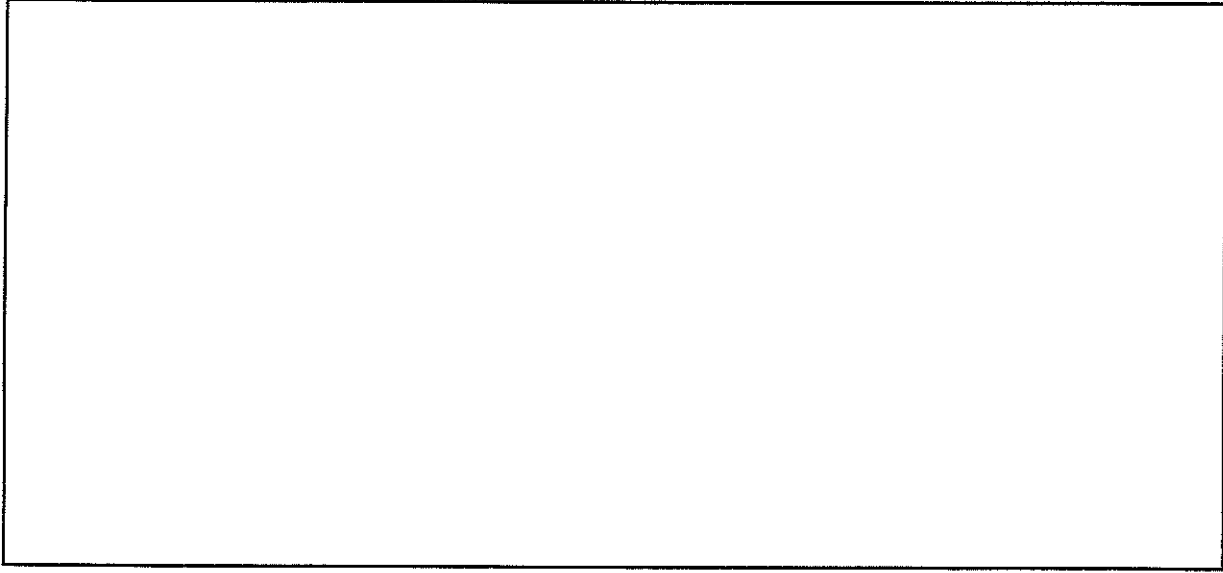
Its that time of year again! You will note that the form is to be  
filed early in January.

Bill

\*\*\*\*\*

**DO-IT-YOURSELF PORTRAIT/STORY**

*In case we forgot an important picture or story feel free to add your own.*



November 1, 1983

Catharine C. Stimpson, Chair  
Board of Trustees  
115 South Forest Street  
Bellingham, WA 98225

Dear Kitty:

The moment has come for me to spend some full-time sick leave in coping with my cancer. I have asked Harold Heiner to act on my behalf until he receives further instructions from the Board. You may wish to appoint him as Acting President.

Thank you and the Board for having been so helpful and supportive during my entire period of service to the College. In particular, let me thank the Board for their commitment, involvement and active efforts on behalf of the College and its programs. You have all provided a reflection of the goals of the community for the school, and have been part of every effort to acquire and effectively use resources to achieve those goals.

I have particular appreciation of the Board's support for, and acceptance of, my efforts when the outcomes were not always assured. That trust and confidence have contributed substantially to the quality of our performance and my experience with Whatcom. I am sure the Board will continue their effective efforts in the future.

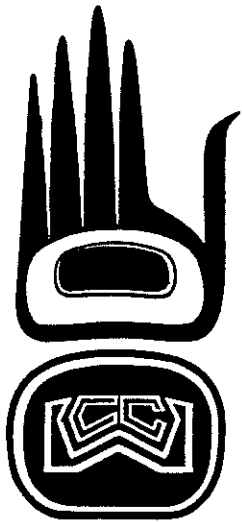
Harold and the entire College staff are prepared to carry on the work and development of Whatcom. The College has an outstanding faculty, staff and administrative group. They will serve you well.

Sincerely,



William J. Laidlaw  
President

al



**whatcom  
community  
college**

5217 northwest  
road • bellingham,  
washington 98226  
(206) 384-1541  
(206) 676-2170



**Acrylic Painting  
by Jason Heiner**

**About the Artist**

Jason is a 20-year-old self-trained artist and a 1998 science graduate of Whatcom Community College. He volunteers as a Big Brother and recently returned from a volunteer service mission in an orphanage in Romania. He intends to pursue his education in biochemistry at Western Washington University.

Jason is responsible for organizing and preparing the “Thirty Years in the News” section of Walking the Whatcom Way: The First 30 Years. To him and to Rosemary Sterling who also provided time and talent in the “news,” I extend my sincere appreciation.

# 4

## Early Facilities

### Decentralized Operation

Whatcom Community College has been variously referred to as a “college without walls,” a “college without a campus,” or a “decentralized campus.” The most accurate identifier in terms of consistency with the early planners is a “college without a campus.” The other references may, to some extent, be synonymous in some settings but not to the first trustees. The *Internal Mandates*, the primary guiding plan, makes brief references to sub-campuses within the “decentralized operation,” but any such reference to “campus” in any context soon became taboo. Whatcom was the “college without a campus.” As Public Information Officer Marilyn Mahlberg said so succinctly in a 1973 interview published in the *Western Front*, “We have no edifice complex.”

The *Internal Mandates* describe the decentralized operation as follows: “We have committed ourselves to a *decentralized operation*. The financial condition of the state and our limited initial budgets give us no choice, so adversity favors us in this instance. We do not plan to live under trees and shrubs, but we do *not* expect to build a large central building facility to which our clientele must come. People are more portable than buildings (though there are portable buildings), and we intend to accommodate people. Thus we expect to borrow suitable facilities when we can and in places where they are convenient to our students. If we can’t borrow, we expect to rent. If we can’t rent we expect to lease. If we can’t lease, we expect to rebuild existing facilities, a proper role for an organization dedicated to community

By the 1974-75 academic year, the new college was strong enough to feel considerable pride in being an experiment that was likely to work. Fortunately, or unfortunately, the college had also become successful enough and well enough accepted that by 1978, as the new dean for instruction, I envisioned engines starting up all over the county as full-time students began to develop. I could imagine hundreds of them chasing classes from town to town in order to get a full-time load. That view was not far from the truth.

Before 1978, courses were taught in as many as 80 locations around the county, with instructional centers also being added. Those included the service centers on Northwest Road, at Midtown in the Douglas Building, the Pottery Studio in Boulevard Park and soon the Broadway Center in the Fountain district. The main instructional center was at Marine Drive, while the Lynden Center was being moved and expanded. At the same time, the instructional programs were being relocated by subject area to common locations. It was hoped that doing so would enable more students to receive more services or classes at a single location. The Northwest Road facility housed the medical assisting program. Midtown housed business programs, Marine Drive was home to liberal arts and the library, while the Broadway Center held learning skills, alternative learning and the childcare center.

Locating programs in centers proved to be a boon to students though some inconveniences still remained which sometimes left students shaking their heads in disbelief. They were still forced to drive to one part of town for childcare, another for registration, then still another for financial aid and perhaps report to three different locations for classes. Nevertheless, enrollment climbed as students more easily accessed the college. A considerable difference from President Hamill's reported satisfaction in the college being so dispersed that supposedly he was complimented if someone said, "I drove through Whatcom County and didn't see the college."

We soon discovered that the increasing centralization was more convenient for students than forcing them to travel to several locations each day or week. Further centralization and the accompanying abandonment of the community instructional centers followed that realization. In retrospect, it is clear to me that the concept of decentralization plus community instructional centers could work in a large district with several distant population centers. Whatcom County, District 21, is a small district with Bellingham its single large population center. The other small communities simply cannot support independent centers and their accompanying staffing.

Let's hear from students, faculty and staff about their experiences with the instructional centers:

**"I was hired in 1972. Basically what I did was provide housing for Whatcom**



**“In time, more twenty-four hour control classroom space and additional faculty space was needed. The lake was only partially used so another portable was requested. About this time, Edmonds Community College completed its permanent bricks building program. They were going to haul a unique portable off to the metal scrap yard as salvage. It was a portable that had lived a lifetime in California, being passed around from district to district as California completed building its community college system. It was saved from salvage by being transported to Washington for another round of temporary housing. It was saved again by being placed on yet another foundation of pilings behind the first north Bellingham portable. So we added to our inventory a flat-roof building with no insulation, built for deserts and now sitting on pilings over a lake in snow country.”**  
Don McClary

**“When we began the foundation for Northwest Two, we made a time capsule out of a copper pipe and all the people in Northwest One signed their names and we set the copper pipe in the foundation.”** Doug Buck

**“That’s the way it was in those days: no building codes. We didn’t have to get permits, we just did it. I built a covered walkway between two buildings at Northwest one summer. No permits, and Buildings and Codes found out about it later and said, ‘Well, you didn’t have a permit,’ and grumbled about it and I said, ‘Well, it’s already been through a 100 mile-per-hour wind storm and it’s still standing.’”** Bill Cochran

**“At Northwest, everything was open, nothing was closed in so everybody could hear and see everybody.”** Bernadette Hayward

**“I was hired in the fall of 1975. I’m from central Washington, the land of sunshine and when I arrived here it was totally socked in by fog. I picked out the sign on the freeway and found the Northwest facility but I didn’t see anything of the college and my first impression of this college is of it emerging from fog out in the middle of nowhere. After the interview, I stumbled around until I saw a big sign that said, “Morrie’s Burgers,” and that was my second impression. How I got from one to the other I don’t know.”** Earl Bower

**“I came here in September of 1985 from Portland and I’d never been to Bellingham when I came up to interview . . . We drove out Northwest Road and**



basic ed. There were also a lot of people in the community interested in art and people needing skills like typing and bookkeeping, so that's where we started.

**"There are two main challenges: to keep interaction and communication going with the faculty, staff and administration of the main campus. The other challenge is to keep communication going with Lynden. I'm on various committees in town. You're always representing the institution you work for. The people of Lynden are open-minded, very interested in education. Many are well traveled and they have more exchange students than most other small towns. They're very interesting in learning skills and developing the whole person."** Cathy Hagman

### **Blaine Instructional Center 1977-1997**

There were actually several locations in Blaine. Classes were taught in fall 1970 at the now abandoned Blaine Air Force station, then at Blaine High School and finally in a leased facility in the Drayton Harbor mall area on the pier. The office "next to the adult bookstore" was an information office.

**"Our Blaine office opened in 1977 next to an adult bookstore and later moved to the waterfront. We shut that down last year [1997] and moved some of those services into Blaine High School and some into Lynden."** Doug Buck

**"One of the classes that made it possible for me to get a full-time position was at the Blaine Air Force station. There was a radar station out at Birch Bay where there's a youth hostel now. I went out there four days a week on their lunch hour and taught an anthropology class to nine students, seven from the base and two from the area."** Allan Richardson

**"We closed [the Blaine Center] but we have an ongoing program at the high school. We just started that this year. The high school's very enthusiastic about it. It's the center of the community so we thought if we couldn't have our separate program out there, it might actually be more beneficial to the community to have it in the high school because their school district is really the hub of town . . . And actually, that's been true."** Cathy Hagman

### **Broadway Center 1980-1988**

The Broadway Center was located in the Fountain district of Bellingham at 1919 Broadway. A few memories:

in order to compare the intensity of each year's annual flood. **"Oh, you say you were almost hit by a speeding cement truck as you crossed the road?"** quizzed the dean. **"Yes,"** replied the fleet-footed student. **"Oh, you must be new to Marine Drive,"** mumbled a fellow student nearby.

## **Meat Locker Mythology**

The Marine Drive Instructional Center had character. That character emanated from its grocery store beginnings beneath the flying dust of a cement plant, creating myths and memories which I suspect, have improved over time. For example, every time I refer to the area leading from the front door back to the MEAT LOCKER as a hallway, Lynn Blackwell is quick to correct me by reminding me that **"It was the student lounge."** In truth, it was both a hallway and the lounge. I guess one's view depends upon one's purpose for being there.

The student lounge or hallway was also the pathway to the **"MEAT LOCKER."** **"YES, THE MEAT LOCKER!"** Just hearing those words sends shivers up some spines and stirs others' imaginations to register at the top of their meter indicators. To tell you the truth, I confess that I didn't ever really go into the MEAT LOCKER. I looked in a few times, but I didn't ever really go in and sit down. I talked to the people inside through the door, but I seem to have been protected from entering by some basic built-in primitive protective mechanism. What if the door slammed shut and the freezer coils had not truly been removed? **"Mind, be still, I can't bear to let this hallucination go on. I'm claustrophobic and I don't have on my heavy winter coat."** There, I admitted it. Now how about some of the rest of you sharing your MEAT LOCKER nightmares?

You might be surprised at the number of people we interviewed who claim to have had their desks in the MEAT LOCKER. Yes, there really was a MEAT LOCKER. I'm not kidding. Remember this was an old, vacated grocery store. I know that some people didn't really have their desks there, even though they think they did. Others did however. Some were at Marine Drive before my time so I wouldn't know. I heard about others whom people believed worked in the MEAT LOCKER but I didn't actually meet them. So, who knows where they might have gone? Two or three were rumored to have been seen looking toward the MEAT LOCKER but nobody has been located who can verify whether or not they actually went in. They were also seen carrying peculiar objects. Some people, who ought to know, suspect that the missing block of aluminum and the stolen skull might be down around there someplace.

There is something foreboding about an office space that was a supermarket MEAT LOCKER but perhaps not much more unusual than, **"You'll find Mr. Bower**

**“Student government was in the MEAT LOCKER in about 1979.”** Lynn Blackwell

**“I never had a desk in the MEAT LOCKER but my office was in a little walk-in closet, just beyond the parachute in the math lab.”** Sis McManus

### **The Safe Heist**

I believe it was in 1981, after a student fund-raiser that Lynn Blackwell deposited over \$3,000 in the Marine Drive safe. The next morning the safe door was ajar, the safe was empty and the back screen door was broken, giving the appearance of a forced entry. The police were called and the safe was checked for fingerprints. There were none. The safe had been wiped clean. A meeting was called of the several people who had access to the safe, but the police learned nothing of value. Sharon Roof vividly remembers that meeting: **“This was the first time in my life anything like this had ever happened. I was shaking in my boots. I even offered to take a lie detector test but my boss said no one was going to take one.”** While it appeared to be an inside job, there was insufficient proof to accuse anyone. Coincidentally, shortly before the safe heist, a huge cube of crushed aluminum cans was stolen from an Earth Day display. **“Somebody sold it to Parberry’s for 30, 40 dollars,”** Bill Cochran recalls. Another caper goes unsolved. But then, let’s ask some of the inhabitants to share their recollections of the Marine Drive Instructional Center. If you listen intently, you might even hear a chorus of students in the background singing, **“I Hate Marine Drive.”**

### **Quotes on Marine Drive**

Upon visiting the Marine Drive Center, Dr. Dave Story, then assistant director of the State Board for Community College Education, commented that **“Whatcom does have a campus, it is just an ugly one.”**

**“At the time, Marine Drive was isolated. Only one city bus served the college and it quit at 6:00. During the winter, I remember waiting in the dark for the lights of the bus to come around the curve.”** Mark Legge, student.

**“Part of it was where we were located, out there with not a lot of traffic. It was an isolated stretch between Old Town, which was very broken down, and the lettered streets which wasn’t the best place and then . . . a long stretch. I remember walking at one point into town and the police chief, who was a neighbor of ours,**



## I HATE MARINE DRIVE

(By Linda Reisser)

### Chorus:

I hate Marine Drive, it's an ugly, obscene drive  
Why don't they build us a campus, so they don't have to cramp us?

I thought I'd go to college but I didn't have  
much dough

I thought that good ol' Whatcom was the  
cheapest place to go

I went on down to Midtown where I got  
some good advice

I thought that every building would be just as  
clean and nice.

I took a transfer program so I went to MDC  
But as I wandered through the door, a  
student screamed at me:

---

### Chorus

Now I didn't know just what to say

So I walked into the little foyer

I saw three faculty and two deans

In an office built for sardines

The whole place looked so shoddy

I stepped on 14 bodies

They were sitting on the floor and playing  
ping-pong in the door.

There's a bookstore in the lounge space

They were trying to scrounge space

The counselors were crushed tight

And the toilets didn't flush right.

---

### Chorus

The students weren't too happy

'Cause facilities were crappy

They wanted a demonstration

But they couldn't find Administration

No I don't much care for whiners

They was noisier than Shriners

But they went to Harold Heiner's

In Relocatable Two.

That Dean had an explanation

It's "decentralization"

That means they'll put a carpet

In a rented supermarket.

---

### Chorus

The students made their case to every  
bigshot in the place

Sitting on the Master Plan Review

Committee, talking pretty

The President explained—the important

thing is the knowledge gained

It didn't matter exactly how or where

They agreed to bury the hatchet

One of them went to Skagit

The protesting abated

When a few folks graduated

They were asked by Don McCleary

Not to have a coronary

It's only temporary

For four more years.

I don't have to go back

'Cause I've got a learning contract

I'll test my in-class ability

When you build your core facility.

remember one firefighter; we were talking about the brain and he said ‘I’ll bring you a brain,’ and he brought in the whole head of a cow and had it waiting on my desk that night; it was a night class. It reminded me of that movie, *The Godfather*, where they find the head of the horse. And so we got a hacksaw and we cut the brain open but they’d killed the cow by shooting it so the insides of the brains were scrambled. It was hysterical. But they thought they were pretty tough, being firefighters and bringing the cow’s head in.” Sue Webber

“If you were a full-time faculty member you had an office, and I shared an office with Sara Julin. We had a tiny office with no windows that was supposedly a meat locker. We were just crammed in, literally cheek to cheek; we couldn’t back our chairs up at the same time. Sara is a dear person and one of the few persons I knew really well at the beginning. Students would come in and say, ‘Do you think I could have an extension on this paper?’ and I was going to be hard-nosed and I’d say, ‘No,’ but Sara, not six inches from us, would turn around and say, ‘Give the person an extension,’ and I’d say ‘No,’ and Sara and I would get into an argument and of course she’d always win.” Bob Winters

“Even though full-time faculty had to share offices, students were allowed to smoke in the student lounge and overall conditions were often less stellar than those we enjoy now with our spectacular views of Mt. Baker and luxury private offices for full-time faculty, our sense of family was never stronger. The joke was often heard that this was because the father-figure administrators were located miles away at Northwest!” Barbara Hudson

“That’s when everything was done on ditto because we had no Xerox and the upstairs [at Marine Drive] always smelled like spirit fluid. I remember Bill Christopher forbidding any more dittos. ‘How can you forbid dittos?’ we asked. ‘We can’t copy anything without dittos,’ and Bill said, ‘No, from now on you’re going to Xerox everything,’ but we insisted on using dittos. Finally he put his foot down and said he wasn’t going to accept any more dittos and still we dittoed. And finally one night, he must have called somebody in, and the next morning all the ditto machines were gone. I remember people saying we couldn’t possibly teach without ditto machines.” Bob Winters

“I certainly won’t claim responsibility for taking the ditto machines, although I’m certainly glad somebody did.” Bill Christopher

## **The Pottery Studio**

The Pottery Studio is currently the only operating instructional center of the original centers: Ferndale, Northwest, Marine Drive, Lynden, Blaine, Broadway and Midtown. Kathryn Roe has met the challenge of directing the studio since its inception.

**“In 1973, the Pottery Studio moved to its present location on the waterfront for the additional space and the feasibility of building a gas kiln on the site, something that could not be done at the downtown location. This was prior to the creation of Boulevard Park . . . In those days students often didn’t show up for the first class because it was difficult to find their way to the studio. What is now Boulevard Park was overgrown with blackberries housing many rabbits and even fox . . . The studio had no central heating or city water; there was a wood stove, a water tank which the county filled on a regular basis and a large propane tank for firing the kiln. During the winters the glazes sometimes froze and we spent a lot of time around the fire *discussing* art rather than working with frozen clay and glazes.”** Kathryn Roe.

**“Before we remodeled the studio it was only a tin shack with a good handmade kiln in it. I think it was the first time I talked to Kathryn Roe. I telephoned her at the studio and she had to interrupt the conversation to chase a rat away.”** Harold Heiner

**“We proposed to lease the facility long term which would make ‘rental’ funds available for facility improvements, like a new roof, new windows, insulation, rebuilding the gas fired kiln, building a loft for materials storage. The Park Department agreed and these improvements elevated the classroom experience at the Pottery Studio all the way to – well – rustic.”** Don McClary

**“Kathy Roe had to heat the former boat yard/reborn pottery studio building with cord wood. Sometimes cutting, splitting and stacking firewood got in the way of other priorities like preparing for classes and teaching.”** Don McClary

## **Midtown Instructional Center 1978-1988**

Then there was Midtown Center. It was located on the second floor of a historic, brick triangular building across from the Mount Baker Theatre, often referred to as the Flatiron building. The college had it remodeled with very pleasing results except that

every room was at least partially triangularly shaped. That led to the “Ballad of Midtown” which, while never in the top 10 of the Hit Parade does reflect the occupants’ opinions about that unusual building.

The Midtown Center was a dream come true for Bruce Browning, the Business coordinator, and his staff. For them it was not only a “real office,” but also a newly remodeled business/computer laboratory right in the center of downtown Bellingham. It was here that the college entered the computer age with Robert Ball teaching a variety of computer courses. Bruce was fully occupied teaching small business management to new small business owners. A few memories:

**“A remodeling and leasing package was put together that included installation of an elevator. Classrooms had twelve-foot high ceilings, which gave a sort of turn of the century feeling. Rooms had a lot of natural light because windows in that era were spacious. Of course, there were compromises. When winter brought a ten-degree Northeaster, winds would slowly pull heat out of the building through those spacious windows and teaching areas in classrooms would diminish. Chairs would move closer together and towards the center of each room. During long Northeaster’s we had remarkably compact classes. This triangular shape must have given early occupants the same logistical problems we encountered: how to best use odd corners of the building. Corners became offices and storage areas. Linda Reisser had her office in the northern corner. It had two unique features. It pointed directly into Fraser River winds that would sweep down during a Northeaster, so it was the coldest space. It was also a former office of ‘Painless Parker, the Dentist.’” Don McClary**

**“One time we had a student who did something unlawful. Early one morning, one of the people in the registration office heard the news on her police scanner and she knew I was the first person in the office so she called me and said, ‘Lock your doors. I just heard that so-and-so is going to come and drop his classes.’ I said, ‘What?’ And she said, ‘The cops are looking for him and I just heard that he might be coming by to drop his classes.’ I have no idea what was going on, but I locked the door and a few minutes later I looked down and there were the cops all over the parking lot and they were watching Midtown. Apparently they found him down the street and took him in. I’ll never forget that: a student in trouble was worried that he wanted to drop his classes.” Esther Abitia**

had been a company that had developed a new process for extracting gold from old tailings. They went broke, hauled their equipment off and left the dirt. I would have to get a hold of a skiploader and dump truck. Would she like to look at the building now or after the gold mine tailing have been loaded? . . . She did rise to the occasion and inspected the building by hiking to the top of the dirt mountain and claiming the space for the Learning Resource Center.”

The building, which was located below the level of the storm drain, flooded during heavy rains. Denise Guren recalls an experience as a new employee: “One evening when it was raining heavily, Iva called and said, ‘Look out the back door and tell me how big the puddle is.’ When the water reached six feet from the back door, I was to call her back because that meant it was time to move books.” Jane Blume remembers her first days at Marine Drive as a new librarian: “I couldn’t figure out why they had so many waste paper baskets. They were everywhere, even on top of the microfiche/printer. The first time it rained, I realized it was because the roof leaked.”

Even in its infancy, the LRC was noted for its innovative collection, which included, according to Laura Mackenzie, “a toy library, a small children’s library, multi-media, film strips, slides. We also used to circulate equipment to the public: films, tape recorders, video and TV. Jim Dodd set up a TV studio; we had a dark room and a graphics production area.” The library also circulated emergency medical technician equipment, globes, maps, brain models, and even a skeleton named Swami Bones who lived a useful life as a classroom demonstration until his skull disappeared.

Limited funds called for experimenting with new technologies, such as microfiche catalogs and computer technology. Iva Sue Grover was known as an on-line pioneer, making forays into technology with a computer lab as early as 1979-80 and connecting to the newly born, computerized Washington Library Network. “We were always on a shoestring budget so you adapt or you make the best of it and still put out the service,” Laura Mackenzie recalls. “We’d try anything.”

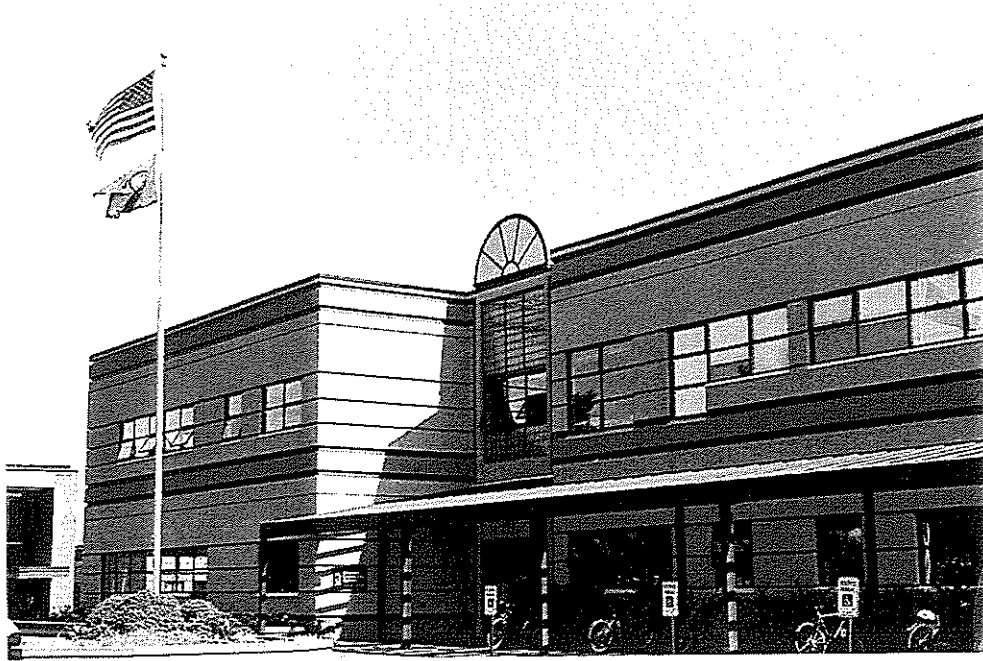
The library moved as the college grew. As Jim Dodd explains: “from a van to the evolution of Northwest and then Marine Drive and from there over to the Laidlaw Center and from there we moved to Building C and then over here to the Heiner Center. We’ve taught ourselves to be expert movers.”

Today the library is directed by Dr. Dal Symes and since the spring of 1997 has been housed in the beautiful Heiner Center, occupying two floors with floor-to-ceiling views of Mt. Baker. Student use doubled in the first year after the library’s move. With the wealth of information available through technology, Dal sees the future of library service “not an issue of finding sufficient information but the *best* information. The shift within the library is to make ourselves viewed as service-oriented to the college



**CAMPUS GROWTH**  
1984/85 to 1997/98

	1984/85	1997/98
<b>College-Owned Land</b>	2 Acres (Northwest Road)	45.8 Acres (Cordata)
<b>College-Optioned Land</b>	0 Acres	7.7 Acres (Cordata) 12.0 Additional Under Negotiation
<b>College-Owned Facilities</b>	13,200 sq.ft. (Northwest Road)	175,847 sq.ft. (Cordata)
<b>Dollar Value of Owned Campus</b>	\$ 650,000 (Northwest Road)	\$47,000,000 (Cordata)
<b>College Operating Budget</b>	\$3,107,963	\$ 8,957,507
<b>Enrollment</b>	1,033 FTE Students	2,600+ FTE Students



# 5

## The Growth Years

### Facilities Expansion

**“I didn’t mean to do it. It was an accident,”** says President Harold Heiner. I had no intention of developing a campus when I was appointed president of Whatcom Community College. The trustees had not given up their support for a non-campus institution, and I was still giving honest denials whenever asked about it by the press. They generally assumed the core facility to be the start of a campus. That view was held by many in Whatcom County. Most residents, however, were not wed to the concept of a decentralized campus.

The Marine Drive facility was a trying ordeal for all of us so as dean for instruction and later president, I carried forward the concept of a “core facility” initiated earlier as Bob Hamill was leaving the college. Bill Julius, the assistant director for capital of the State Board for Community College Education, visited Whatcom at President Laidlaw’s request and described the long process of acquiring state-funded capital facilities. President Laidlaw eventually elected to pursue that avenue as well as support my request to explore other possible funding options. I developed several scenarios for state funding including leasing, lease option and lease purchase. Then one winter day in January 1983 the septic tank flooded again at the Marine Drive Center. It

The core facility moved quickly through planning and construction. As I was working on funding options, Bill Laidlaw told me one day that I should stop. I took that as a request and not an order but was never certain whether he did not want the facility or was concerned that the effort would be a waste of time. Dr. Laidlaw's wife, Marge, recalls, **"He had mixed feelings about a campus. He felt it was inevitable Whatcom Community College would have buildings but he thought it would take longer because the funding was so poor at the time."** As it turned out, the core facility was funded by the legislature with the support of Senator Barney Goltz. Senator Goltz and Director John Terrey could see a new calling for Whatcom Community College while respecting the innovative college which was about to transform from uniquely serving the few to being accessible to the many. It is appropriate, respectful, and some would say, a little ironic that the Board chose to name the first campus building after President Bill Laidlaw.

Trustee Pat Hite remembers the occasion: **"Before Bill died, when he was very close to death, we felt we had to go ahead and name the building so we named it before we had money for it. I was the one who went to tell him that we were naming the building for him. He said something wry and humorous."**

And President Laidlaw's wife, Marge adds, **"I know now that the trustees told him when he was ill that the first building would be named after him but I didn't know it until after he died, which was typical."**

As the construction of the core facility proceeded, we began receiving calls from parents and from recent and pending high school graduates asking about the "new campus." Until that time, Whatcom Community College had the oldest average age student body in the state's entire community college system. Young students just did not see Whatcom as a viable choice. Suddenly they were coming in increasing numbers until Whatcom quickly dropped to the youngest average age student body in the system. The trustees recognized the potential as did I and supported their new president's suggestion that we also attempt to gain state funding for a vocational building. The building located just south of the Heiner Center, and Building C, located north of Kellogg Road, were the results of that quest.

Again, with those additions accomplished, enrollment jumped further upward. The advantages for the future of Whatcom Community College with a central campus were obvious. It was also obvious in my opinion that Whatcom County was too small to need a decentralized campus approach as originally envisioned. That concept has great promise in large districts such as in Eastern Washington or at a well-supported national level like the British Open University. It is more convenient for students to drive to a campus from almost anywhere in Whatcom County than it is for them to chase classes from town to town.

**“Buildings mean a great deal. People have always said, ‘No, no, it’s program, it’s education; we don’t have to worry about buildings, we don’t have to worry about the aesthetics.’ That’s not the case at all, I’ve never believed in that, so I’m a believer in Harold’s approach.**

**“It took someone like Harold, and first of all Bill, to accept the fact that there was going to be a campus someplace. Property was given, and when it’s given that kind of fixes it, but it was only five acres so that could have been the end of it. It takes some vision to say no, this isn’t the end of it; were going to build something.**

**“We traded land at Cordata for the old buildings out at Northwest Road . . . there’ve been several deals made. We sold [the college] the old DIS building (building C). That was all done on a paper napkin at lunch. We also did auctions for additional ground to allow Harold to use his creativity to figure out how to come up with some additional money so that he could grow his campus over a period of time with the restrictions that he has with the legislative process. He uses a lot of creativity coming up with money. I think Trillium did its part, too, certainly to David’s credit for buying into that idea. David was willing to wait to allow the college to have an opportunity to come up with some cash to buy additional land. We put that land into kind of a mothball state. The reason that a lot of the property around all those buildings isn’t developed is because Trillium decided to allow the community college to take its time to acquire it.”**

David Syre adds to Ken Hertz’s views of the college and the gift of land by saying, **“I remember a day when we drove out and Kitty [Stimpson] was in the front seat and we came up to the top of this hill right over here. Behind this building was a building we just burned down last year, an old powder shed. I remember parking next to the powder shed. This land used to be owned by Morse Hardware Company and in the early days they sold dynamite; they supplied Alaska and this whole region, selling powder to the mining and logging industry. They used to store it out here so it would be safer . . . I can remember explaining this to Kitty and then driving up this one hill and I said, ‘Out here somewhere is where we should have a campus.’ The concept at that time was that they would never have anything but their headquarters. That’s what was explained to me. Bill [Laidlaw] wanted to have a campus that consisted of a location in each of the small communities so that people who were employed would find it convenient to access the classroom.**

**“So his idea was to have a new headquarters. He liked the idea of having it here because it was, like our initiative for Bellis Fair, the center of the community so it could serve the north as well as the south. But only as an administrative headquarters with limited classrooms. He did not envision what Harold’s doing**

risk of not succeeding, perhaps of even being closed down. It looked to me, though, like it could make it. When I arrived at Whatcom, there was a not-so-subtle message from some of the college's leaders to "lie low so we don't draw attention." That appeared to me to be a contradiction to staying in existence. It seemed to me that Whatcom needed to make its presence known by acquiring facilities and land, enrolling more students, accumulating a respectable level of debt and becoming big enough that it would not be advantageous to the state to close the college. In a few years we would be very successful in that regard. The college's presence is now strong enough that there is little danger that we will be combined with any nearby entity.

Many educators and legislators believe that the quality of education decreases proportionally to the increase in enrollment if funding is held constant. In other words, the more money spent per student, the higher the educational quality. That has never, to my knowledge, been proven, and in fact, the number of dollars going in is only an input variable and not an outcome measure. It is not necessarily a choice of serving the few or serving the many. At Whatcom, the reality has been that the greater the number of students, the higher the quality, since for a small college there is a critical mass of students required in order to offer a comprehensive program with multiple sections of courses and full sequences, particularly in the sciences and in foreign languages.

If that critical mass is achieved at least partially, as it is at Whatcom, with contracted student fees, there is the opportunity also to increase the financial support per student. It is possible to supplement excess enrollment by enrolling other contracted students who pay more per enrollment. The result can be an increase in the average dollar support for all students above the state allocation.

There was a time in the early years when the college derived nearly all its financial support from the state legislature and served almost exclusively state-funded students. That state-supported college no longer exists. Rather, the college currently generates one-third of its revenue through various contracts and serves one-third of its students similarly. One third of the campus has likewise been funded by other than state capital funds. Hence, the college can now be viewed as state-assisted rather than state-supported. That trend is likely to continue if Whatcom hopes to maintain its goal of meeting community needs.

## **Whatcom Community College Foundation**

In 1987, President Heiner, with the leadership of trustee Inez Johnson, founded the Whatcom Community College Foundation. The founding members were Inez Johnson, chair; Harold Heiner, vice chair; and Kirk Flanders, secretary/treasurer. Stan Brunner, Marge Laidlaw, Faruk Taysi, Judy Hoover, and Mark Packer joined soon

The unfortunate combination of high tuition and low part-time faculty salaries produces some classes for some students who would not otherwise be taught, and teaching opportunities for some part-time faculty members. It has also generated considerable discontent among the faculty. That discontent is sometimes transmitted to the state legislature, which in turn is critical of the college. Ironically, the legislature would be pleased by the resulting data if the college would simply discontinue serving the excess enrolled students and release the part-time faculty from their teaching positions. At present, that would mean sending home 525 full-time equivalent students (FTEs), which equates to 1,000 "real people" or one-third of the student population. Similarly, the college would not have a need for 25 FTE part-time faculty, which equates to 35 real people. The college's full-time faculty to part-time faculty ratio would improve but it would not feel like an improvement to the approximately 1,000 students and 35 part-time faculty who would lose teaching/learning opportunities with the college.

The concerns of part-time faculty have been expressed for many, many years and are not exclusive to Whatcom Community College. An item reported in the *SBCCE Board Highlights* November 9, 1972, states the following regarding the state's community college system: **"Part-Time Teachers . . . A Senate floor resolution directed the Council on Higher Education to study the utilization of part-time teachers and the Joint Committee on Higher Education to conduct hearings on the issue. Dr. Gil Carbone described some of the data collected in an attempt to depict the part-time situation. 53 per cent of the professional employees in the system are part-time teachers. They represent 39 per cent of the full-time equivalent teaching faculty. Although it is difficult to compare part-time with full-time salaries, because of differences in responsibilities, it appears that part-time people are paid less than full-time people for a given amount of work.**

**"FACC, the WACC operating budget committee and the Northwest Part-time Teachers Association have proposed several methods to provide parity for part-time teachers—ranging from 68 to 100 percent of full-time salary rates. . . . some of the complaints of the part-time teachers, including lack of pay for preparation time, absence of fringe benefits, lack of job security, inability to spend time with students, poor morale and lack of acceptance of full-time teachers. Holly said an increase in part-time teaching places a greater administrative and advising load on full-time teachers and expressed the opinion that community college budget problems will further increase the utilization of part-timers."**

Former Senator Barney Goltz, now a member of the State Board for Community and Technical College Education, has more recently been involved in working toward parity for part-time faculty. As the head of a task force created by the legislature in 1995, he watched a ten-year plan to achieve equity be rejected through dissension. The

doing just that. It is the right thing to do (and besides that we need their services too much to risk losing them). This is another of those situations where ethics and pragmatism combine to yield the same conclusion. The quality of instruction offered by part-time faculty is equal to the high level of services provided by their full-time colleagues. Without the significant availability and contributions of part-time faculty, Whatcom Community College could never have reached the heights of service and success attained in recent years.

## **The Computer System**

The college recently received a five-year Title III grant of \$1.5 million to enable it to make significant advances in instruction and computing. It has been my practice to ensure that the college is up-to-date in computing technology, such that we are “riding the crest” but not on the leading edge of that developing resource. It’s important to remember that technology is a tool and not the outcome of most educational activity.

A fundamental purpose of the grant is to provide significant gains in classroom, faculty and student access to computer technology. One major challenge is to wisely integrate this boost in computer power but believe it or not, another equally important challenge is to wisely assimilate such a large amount of money without becoming overburdened by the planning, implementation and related reporting and continuing costs after the grant funding ends. We have the advantage of a well-designed proposal with which to begin.

Seven years ago, the college replaced its antiquated Wang system. A major decision at that time was determining a new standard as a replacement. That choice was IBM/PC. A parallel choice at that time was whether to hire a trained technical person or provide training to one of our own – in effect to “grow our own” technical expert. We opted for the latter and because of her interest and talents, I appointed Mary Easley as information resources coordinator. She reports directly to the president, providing advice, technical solutions and troubleshooting when problems arise.

The evolution of computers on campus owes much to the leadership of Mary Easley. In her words: **“The evolution was intentional. Three years ago, the state system for registration and the business office system were fifteen years old. When planning efforts began to modernize the system, we realized that we’d be supporting old technology. It was decided to invest in modern technology. We had no computer support program, the system was maxed out, barely holding the line. After I returned from an August vacation, Bill [Christopher] and Cliff [Baacke] said, ‘You like computers; we have a little project for you.’ . . . Two years ago, 75% of the faculty didn’t have access to computers either at home or at work. Today, they all**



**countries, if you listen carefully, you can catch on. But if a person comes in who has any kind of accent, they call me.” Esther Abitia**

**“I had not had a Native American student before but when I came here I had a number of students from the Lummi nation who were still involved in traditional tribal activities: the Finkbonners, the Hillaires. One of the Hillaire girls said she had to miss class because she was going to be in a canoe race. I’d never heard of such a thing and I imagined it to be some sort of college crew thing. I had no idea what a Stommish was or what it was all about, so I said, ‘Why don’t you write about it?’ So she did; she wrote a paper about her canoe and its history and what it meant and about her team. It opened up a whole new world to me because I hadn’t realized there was still this traditional culture within the community. At that time and still, to some degree today, there is a kind of glass bubble around the reservation that doesn’t extend into the community. It seems even more so the case now, but then, because the college served that community, we were able to share in that community and that was part of our heritage. I thought that was very exciting and when Northwest Indian College opened, it seemed like we lost a very vital connection. It’s all to the better for those native students and we still have a lot of connections but we don’t share students like we used to.” Bob Winters**

**“We’ve added almost a building a year here since I came and that’s the most striking thing: it no longer feels small. Now there are traffic jams at the intersections and in the parking lots. My gosh, you might have to walk two, three hundred feet from your car to the building. It’s probably good for us as a college because we’re getting more diversity in terms of programs, faculty and students, and that’s good.” Bob Riesenberg**

**“I think the *number* of older students hasn’t changed; it’s just that most of the growth of the college has come from the younger students. The balance is different but when you look up the statistics, that really hasn’t changed but everything else has changed so therefore it looks like we’re shrinking with the older students. We aren’t. It probably shows up more in the classrooms. The same number of older students dispersed amongst all the classes we teach now means that if you’re an instructor you do have a younger looking group of students staring at you in the classroom. My contact is one-on-one and I see the same number of older students. I would hope that would always be the case. When we add the Running Start students it makes it appear the age has shifted even more and gives people the idea we aren’t serving the older student, but we are.” Cliff Baacke**

am surprised though, that the several bureaucracies involved, including the State Board for Community College Education, were so tolerant of the innovation. It was the right thing to do, and it was also a way to make a down payment on our debt to education for the similar care and support Western Washington State College conferred upon us in our early years. Eileen Hough, who taught Adult Basic Education at the Lummi Reservation for several years in the 1970s, remembers, **“All of the time I was there, that was their dream: that someday they would have K-12 education plus pre-school and Head Start, plus a community college. They were so intense that you believed it with them even though you shrugged your shoulders and wondered how they would ever pull it off. But they did.”**

I am proud of our assistance to Northwest Indian College, and they are justifiably very proud of what they have accomplished. It should not be a surprise, however. After all, it is their effort and it is their college. We could never have provided that as an outreach center.

### **Whatcom Literacy Council**

The Whatcom Literacy Council was formed in 1978 by Sis McManus of Whatcom Community College and Jan Prokopowich of Bellingham Vocational-Technical Institute and other interested volunteers. Since 1985, the council has been partially funded through a state grant. Wilma Totten served as director from 1984 until her retirement in 1997. Maureen Kane was then appointed director and continues to provide an exemplary program.

The Literacy Council is a volunteer organization with its own board and no official administrative link to Whatcom Community College. Even though it is not officially part of the college, it does serve the adults of District 21 who need improvement in reading skills. In that sense, it is a partner with the college. Sis McManus explains, **“It’s a three-part relationship: the Literacy Council often provides us with volunteer tutors in ESL and ABE(Adult Basic Education). Some of our college faculty are volunteer trainers for the Literacy Council and the same is true of the Bellingham Technical College now. The Technical College houses the Literacy Council library and hosts the tutor training sessions and in exchange they get some volunteer tutors.”** That service, and the fact that its board is made up of long-time friends such as past Whatcom Community College Trustee Pat Hite, help to keep the Literacy Council comfortably housed at Whatcom. Records show that during the past year, 250 volunteers have tutored over 376 adults.

off ordering our own things but we realized we had so many sections and so many different labs going on that we hired a lab tech which made all the difference in the world. And having it designed so there's a prep room that connects the four different labs so he's in touch with everything that goes on in all four places. So now, instead of setting things up and washing dishes we have more time to teach. The faculty member is there with the class; Gus [Dempsey] gets it all set up so we can just walk in with our students. It's great. I know in a lot of bigger universities, the teacher doesn't teach the lab classes but we're still really committed to that. It makes a difference. The college made a huge commitment to the life sciences and that made a big difference. A lot of that's Bill Christopher, who's a scientist by background." Sue Webber

"The Laidlaw Center was in the final planning stages when I got here. One of the first things I looked at was the science labs that were being built and we made some immediate changes in them because the way it looked in construction, it didn't seem to me like it was going to work as well as we thought . . . By the time we got here, into a building that had been planned for 5 or 6 years, when the doors opened up, it was inadequate. We were already full and the facility was outdated for the curriculum we'd built up. Had we been able to move in 5 or 6 years prior, the facility would have been just fine." Bill Christopher

"[On the Board] we were struggling with the transition of the appropriateness of the college without walls, trying to be dispersed throughout the county and the beginnings of the permanent buildings. Was it really going to be a campus? . . . It was something that nobody wanted to take lightly. Part of it was the rich tradition, not just to the people on the Board but that whole community history." Judith Wiseman

"At Northwest we complained if we had to park five cars away from the door. We were spoiled. Now I park in the back forty." Sharon Roof

"I've worked the switchboard for ten years and I've seen the number of students triple. We have about 300 telephone extensions compared to 150 when I started. Probably when I started the amount of calls per day was around 500; now it's over 2,000 calls, coming in and out of the switchboard and that's people placing calls. The number of *incoming* calls average 900 on an average day and over 1,000 on a busy day." Vivian Hallmark

## THE UNIQUE WHATCOM VOCABULARY LIST

Note: An asterisk (\*) denotes a “dirty” word

<b>ALE</b>	Not the popular British drink but “Alternative Learning Experiences” denotes the commitment to learning outside the classroom/lecture tradition. Ideally demonstrating one of the “experiential” modes of learning common to “a life-long, self-directed learner,” developing his or her “portfolio” in order to demonstrate to the “mentor” his/her preparedness to receive “credit for prior learning” marking him or her as a true “returning adult learner” on the way to developing an “Individualized Degree Plan”.
<b>Area</b>	Something like a division. This unit usually contained several disciplines but, since the College was so small, each faculty member usually taught multiple disciplines.
<b>*Campus</b>	A non-word for a college without walls. Was widely known as a word employees should not use in public. Could be used, for example, after accidentally striking one’s finger with a hammer.
<b>Converted</b>	As in “John was converted in 1972.” Not a religious experience but the result of negotiations to “convert” faculty members who had sufficient FAC points (and 8 quarters employment) into full-time faculty.
<b>Coordinator</b>	The best likeness of those roles in traditional academia might be the Division Chair.
<b>Director</b>	Another name for the first Chief Executive Officer (after it was changed from “Coordinator”).
<b>½* Employee</b>	Whether a dirty word or not is in the eye of the beholder, but note that the term is not used in the faculty Collective Bargaining Agreement.
<b>½* FACS</b>	Faculty Assignment Classification System. Started out as a clean word but, when it became an under-funded paper work nightmare, the faculty buried the concept and the FACS administration in volumes of paper. Goodbye FACS.
<b>Humility</b>	Something Whatcom staff had little of when comparing Whatcom Community College to traditional institutions.
<b>Participatory Governance</b>	A very good word used by all with the meaning agreed upon by almost no one. Does participatory mean voting, consensus, providing advice or dividing up the authority?
<b>½* Permanent Status</b>	Negotiated as a kind of tenure for some part-time faculty. The administration deemed it illegal, the faculty deemed it justifiable and, while the two sides debated, “those faculty granted permanent status under a previous contract” continued working, seemingly untroubled by the debate.
<b>Program Implementer</b>	In its early quest not to sound or look like traditional colleges, these people looked something like deans. They eventually became deans.
<b>You Are Right But Not Necessarily Correct</b>	What a frustrated dean shouts at the President when he or she can’t take any more of the President’s self-assured directiveness.
<b>Whatcom Way</b>	There was “the Whatcom Way” and the traditional way as in “Don’t you understand, it’s the Whatcom Way.”
<b>Core Facility</b>	Not the start of a campus. Just an administrative center with a few specialized classrooms and services. (50,000 sq.ft. ought to do it.) Whoops, 10 years and several buildings later the Core Facility looks like a campus.

January 29, 1985

Dr. John N. Terrey  
Executive Director  
State Board for Community College Education  
319 East Seventh Avenue, WEA Building, FF-11  
Olympia, WA 98504



whatcom  
community  
college

Dear John:

I know you are doing all that you can for us but this morning my sense of humor and patience are thin. Today the Marine Drive parking lot is strewn with septic tank debris. "Debris" is a nice term for the "stuff" being pumped onto the floor of our facility and its parking lot from the toilets. Sure, we can haul in Sani Cans for people to sit in on a cold January day and we can bring in equipment to rip up the driveway and once again fix the mess. But, John, why should we have to continue doing this? At its best Marine Drive is inadequate by anyone's standards but during these too frequent times of leaking roofs, flooding library floors, cement dust and human excretion (that's another nice word) it is disgusting and intolerable.

We're trying to be patient up here in the Northwest corner since we know that the system's capital needs are many and serious. In fact, though, there is no greater system need than the core facility at Whatcom. Shoreline's library leaks and it must be repaired but ours leaks too and it was never anything more than a remodeled storage shed. The Gold Room ceiling at Highline is stained from water damage but part of our ceiling collapsed last week. I could go on and on but I'm certain you get the point.

As you move through this legislative session I want to reaffirm Whatcom's support of the efforts to acquire system capital funds. I also want to remind you that Whatcom's core facility must be funded somehow during this session. Whatcom is a dynamic institution, enrolled to maximum capacity and desperately in need of a decent building. I have seen all the state's higher education facilities and we both know that Whatcom's are easily the poorest. The new core facility will be a source of pride for the SBCCE, our legislators, WCC personnel and most importantly the citizens of Whatcom County.

Please let me know of any way in which I can help. If necessary, I'll be in Olympia any time that you give me three hours notice.

Sincerely,

A handwritten signature in dark ink, appearing to read "Harold G. Heiner".

Harold G. Heiner  
President



# 6

## Students

### **The Student Experience**

The cardinal sin today at Whatcom Community College is for anyone to treat a student inappropriately or with less than full and fair consideration. This attitude extends throughout the entire institution and has been of paramount importance since the college's earliest days of reaching out to mostly adult learners of Whatcom County. Students range from people simply learning English so they can obtain jobs and take their place in society, to people who continue on to achieve the highest degrees awarded in academia.

Whatcom Community College recognized early that it should individualize education to students in places that are convenient and in more than one mode of instruction. Individual learning styles, needs, programs and optional times have always been important as reflected so strongly in the college's mission statement. **"Think student and then decide,"** is our cornerstone of service.

Never has the college served a wider age range of students than currently or any who are more eager to learn, to challenge and to grow. Such a wide range of experiences also present new instructional challenges to the faculty. It is quite different from the days with classes of homogenous "older" students.

Individualization and instructional learning alternatives have always been the cornerstones of Whatcom's unique creation and development. Here, we include voices of former students describing their experiences at Whatcom over the past thirty years.

and often, when it was time for class to begin, they'd go out to the lounge or the parking lot and round them up." Terry Maier

"I attended classes at Marine Drive in the early '80s. Students of today would drop dead of shock if they saw the conditions there, with five classrooms and a math lab." Mark Legge

"The instructors were great. Doug McKeever and Earl Bower lived what they taught. Earl had just come from Nebraska and made history really interesting. These guys really knew their stuff. Once Doug McKeever took the class in a plane to fly around Mt. Baker for a geology field trip." Terry Maier

"When you walked into Whatcom there was an energy that carried you through. Everyone wanted you to succeed; even all the office people took an interest. Whatcom gave me direction." LaVonne Sterling-Chue

"I graduated from Bellingham High School in 1944 . . . [When my children were in school] I went to see this man who was in charge of WWU's Business department and asked him if I could come back and take classes and work toward a degree. And he just looked down his nose at me and said, 'What would *you* want to do with that?' It was terrible. He really just knocked the wind out of me. I thought that was the end of it.

"One day at the old Sehome Mall in an empty store front, the people from Whatcom Community College were registering students. The two women who were registering people asked me questions. I can remember them saying, 'Have you ever thought about putting some of this together for a degree?' I just couldn't believe they would mean *me*. I didn't even know what a two-year degree was. I remember going out to the car and telling my husband, 'Those women think I could get my degree,' and he said, 'Well, I told you *that*.'" Alice Richards, Writing Center tutor

"I began attending WCC in 1978. I was nearly 40 years old and had just retired from 21 years in the Army. I was older and I wanted to try it out. Whatcom was definitely a stepping stone and gave me the confidence to continue." Jack Peter

"I'd been out of high school for a few years and had a family . . . There were offices on the top floor of what was called the Drayton Harbor Mall [in Blaine]. I



she cannot be worse off than if he or she had never attended. The message behind a punitive “F” grade is that the instructor somehow damaged the student for having attempted the course.

For example, in a grading system without a failing grade, two five-credit “A” grades yield 10 credits times 4 points (the value of an “A” credit is 4.0 points) equals 40 points. Those 40 points divided by 10 credits yields a GPA of 4.0 (a perfect GPA). Two five-credit “D” grades on the other hand yield 10 credits times 1 point (the value of a “D” credit) equals 10 points. Those 10 points divided by 10 credits yields a GPA of 1.0 (the lowest positive GPA generally obtainable in most systems). Now let’s view the results with a punitive “F” grade. A five-credit “F” plus a five-credit “D” grade yields 5 credits times 0 points equals 0 (for the “F”), plus 5 credits times 1 point equals 5 points (for the “D”). Five points plus 0 points equals a total of 5 points divided by 10 credits yields a GPA of .5, or less than halfway to a “D” average of 1.0 GPA.

In the last example above, however, if the failing (punitive) “F” grade is simply ignored, the result is: a five-credit “F” grade (ignored with no credits counting) plus a five-credit “D” grade equals a total of 5 points divided by 5 credits earned yielding a GPA of 1.0. The result is a neutral outcome for earning less than a “D” grade and no negative penalty for being there every now and then.

Those who support a punitive “F” grade seem to believe that failure is not simply “the absence of success,” but that it should be punishable – in this case that does not mean a fine or prison term, but instead, one receives negative points which must be eventually overcome with “B” or better grades. The reader might infer from the above that this writer supports the non-punitive or non-existent “F” grade. That is true.

Whatcom began without any “F” grade in its grading system but later changed to a non-punitive “F” (that is, an “F” that goes on the record but is not counted in the GPA calculation). As Jan Hagan recalls, **“The discussion went on and on and it was decided there would be no “F” grade, only a “Z”, which meant that for one reason or another, the student didn’t complete the course . . . One of the arguments for the “F” was that four-year colleges didn’t recognize the “Z” and turned it into an “F”.”**

Conservatism continued to march forward, however, and in June 1985, the punitive “F” grade was recommended to the Board and was adopted. Yes, it happened on my watch, but then, this is primarily the domain of the faculty. As the times have changed, so has the faculty and the culture of the college. In March of 1995, it was decided that the “F” grade would be calculated into the GPA where previously it had not. Fortunately, the punitive “F” is administered sparingly by the faculty.

experience.” Earl Bower

“There were more adult students and even in 1990 there was more of a mix of students . . . In the last few years I’ve seen more skepticism in my philosophy classes, more questioning of values and ethics. There’s more mistrust, but *not* more cynicism.” Fred Tabor

“When I came here the students were less combed and washed. A lot of them were older of course. At that time, the average age of the students was older than the average age of the faculty. What I was told was that 34 was the average age of the students and 29 was the age of the faculty.” Earl Bower

“I like the variety of students here, even adding the Running Start students. So much is going on in the lives of the students that they’re more well-rounded than students in other college and the students themselves act like it’s a privilege to be here.” Barbara Rofkar

“In the earlier years we had a lot of Vietnam vets, a lot of older students; it was the end of the counter culture era. Now the focus has changed from the 20 to 48 year-olds to the very young. The fears that it wouldn’t be for the good of the college were unwarranted; the problems haven’t materialized. The younger students have been an asset. Whenever you can get various age groups together, it’s to everyone’s benefit. I am sorry there’s not a lot of opportunities any more for the older returning adult.” Norma Stevens

“We’re a student-centered college and that’s why we’re here; everyone understands that. I think our students have changed. They’re much younger. Those of us who have been teaching here a while don’t as easily understand the barriers and the needs of the younger students. I can be student-centered but I can be centering my concerns at what people 25 to 35 need. That’s very different from what 17 to 25 year-olds need. We have a very vocal group of students that some of us feel may not represent the big group of the student community. So one of the shifts we’re undergoing is in who our students really are and how do we identify their needs and serve them without losing our history-long commitment to older students and returning adults. That’s something I’m really proud of. I think it’s very important in a community to not just serve high school graduates and I think a number of us struggle to maintain that as a priority.” Sue Webber

challenge to the director of Student Programs, Dave Pelkey. Life as a Student Programs facilitator is a bit like living in the eye of a tornado. There are few jobs quite as challenging or satisfying. As Dave points out: **“Our students are our best avenue into the community.”**

Special recognition is appropriate here to Dr. Lynn Blackwell who has served the college and its students for over 30 years. She contributed to developing the original policies and procedures, was founding adviser to Phi Theta Kappa and served for years as Student Programs director. The Associated Students officially recognized Lynn’s exemplary service by establishing and awarding annually, the “Blackwell Award.”

## **Student Government**

For about the first three years after Community College District 21 was created it had no students, let alone a student organization. Then at the April 9, 1974, board meeting Lynn Blackwell presented the first plan for a student organization. The Board of Trustees agreed to give it a two-year trial period and the organization was launched. As Lynn remembers, **“I tried to do student government by what we call SOT: the Student Organization Team. We drew names by random number and informed the students that they had been selected to be part of the student government of Whatcom Community College and would they come participate.”** Candy Wiggum, one of the first student representatives, recalls as their biggest challenge, finding a way to communicate with students with various schedules and disparate needs. Out of that need Candy wrote the “Student Survival Handbook” in the summer of 1976. **“Lynn was petrified I wouldn’t finish it because my baby was due in July,”** Candy remembers, **“but I assured her the baby would be late. I finished the handbook at the end of July and my son was born August 10.”**

Student organizations are always a challenge to organize and to achieve effective student participation but imagine how difficult it would be with mostly older students and no campus. It was nearly impossible to interest students in extra-curricular activities until the 1990’s when there was a campus and younger students who were more inclined to stay around college after classes. Prior to that, most students were older, married, had families and jobs and were not interested in lingering at the college for any reason other than to attend classes.

When Dr. Laidlaw and his two new deans, Dr. Heiner and Dr. Reisser arrived for their interviews in 1976 and 1977 only one student could be found to represent students. That was not just one student, it was the same student on each committee.

The new Associated Students (ASWCC) was authorized by law to collect a Student Services and Activities (S & A) fee but for several years, most of that amount was not approved by the Whatcom Community College Board of Trustees. The Board

## **The *Horizon***

In 1977, friends and fellow students LaVonne Sterling and Ann Carlson undertook the creation of a WCC newspaper as an independent study project. **“Ann had been involved in high school newspapers and I wanted to do photography,”** recalls Lavonne Sterling-Chue. The students did the writing, the photography, graphics, sold ads and published four newspapers that spring. **“Susan Mancuso was our mentor and Jim Dodd was one of our main supporters,”** she remembers. She recalls a controversy when a drama instructor worked extraordinarily hard to produce a play but for some reason it was canceled and she wrote a headline reading, **“All Work and No Play.”** In 1978, the *Horizon* became a course offering and Miki Gilliland became both instructor and advisor. LaVonne recalls, **“Miki structured the newspaper and taught us technique and writing. She kept it going.”**

They named the paper the *Horizon* because they were looking toward the future and also, as LaVonne says, because **“you scope around to see what’s going on.”**

In the beginning, Miki remembers, **“there was always concern there wouldn’t be enough students to keep the newspaper going and the class usually consisted of about ten students. The *Horizon* was published every other week from right off the bat, even though some issues might only be four pages long.”** Students did all the graphics and photographs and in the early days the typesetting and paste-up was done by hand at the Lynden Tribune office.

**“The class voted on what could and couldn’t be in the paper,”** Miki remembers. **“I didn’t tell them they couldn’t use obscenities but I did try to explain that an obscenity stops a story and takes the attention away from what you’re trying to say. The newspaper represents the college. It gives you students a platform so think about what you’re saying. If they asked me what to write, I said the paper wouldn’t be theirs if I told them.”** Over the years the newspaper has won over 200 awards, including, **“The Best Community College Newspaper in Washington.”** Today, John Stark is the adviser for the *Horizon*.

## **Whatcom Community Orchestra**

The Orchestra is one of the artistic prizes of our community. It was formed in 1975 as the Bicentennial Orchestra as part of that celebration. It was “adopted” or incubated by the college at that time. That affiliation continued until 1993 when the college’s budget priorities forced a move of the resources to the college transfer program. Students would register for one college credit, and the college would pay most of the orchestra’s operating costs and handle the paper work. In those early years,

1992 under the leadership of Laine Johnston, with the assistance of several very able colleagues. That program, deemed "Parent Choice" when it was passed by the legislature in 1990, has been a phenomenal success in Whatcom County. Running Start offers Whatcom County high school students who have reached junior status and who can place well in college level tests the opportunity to enroll in courses at WCC for credit toward their high school diploma while also receiving college credit. The 600 students presently enrolled give Whatcom the largest number in that category in the state. The "older" students continue to enroll in actual numbers consistent with previous years, but their percentage of the total has decreased due to the overwhelming increase in younger students. Incidentally, those younger Running Start students continually and consistently outperform the recent high school graduates who are as much as two years older with up to two more years of high school behind them. This trend of "seamlessness" in progression between levels of education is likely to increase as society continues in its attempt to reduce redundancy and educational costs while better meeting individual student's needs.

**"When they said, 'Laine, would you like to be in charge of Running Start?' Laine Johnston recalls of her appointment, "I asked, 'How many students are we talking about?' They said, 'We figure we'll start with fifty and by the end of the school year we'll probably grow to about 75.' Well, when we started in the Fall of 1992, there were 117 so we quit predicting and the growth has been phenomenal, to nearly 600 in Winter '98." She goes on to explain, "We started correctly. The president met with superintendents several times . . . how are we going to be a team on this? The same with the principals and the counselors. Harold and Susan Mancuso really built a firm foundation. That's not to say that there weren't a few bumps and potholes but relatively few compared with some of the large community colleges in the Seattle area who in those first years were enrolling *ten* students per quarter. There wasn't that foundation of cooperation."**

Currently, one in ten students at Whatcom is a Running Start student, which does cause some concern among both faculty and older students regarding the shift toward a younger student body and the challenge of meeting the needs of all students. Others express their pleasure at the increasing diversity of age and experiences. In the spring of 1998, 21 students in the Running Start Program graduated from their high schools and received their A.A.S. degree at the same time.

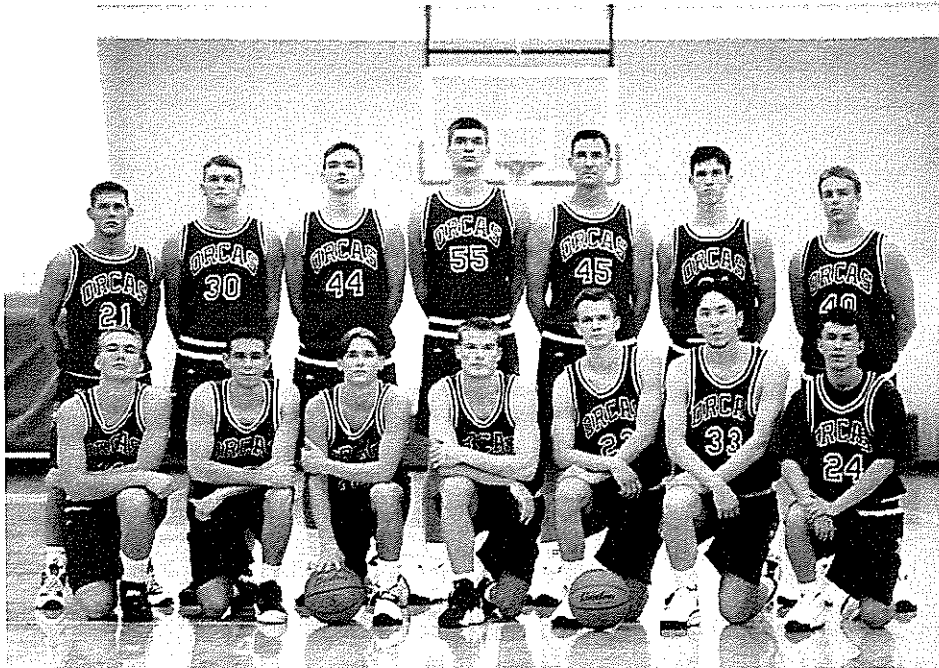
## 1996-97 First Intercollegiate Basketball Teams



**Left to Right**

**Front Row -** Wendy Wright, Becky Swindell, Renee Cameron, Barb DeHoog, Michelle Smith, Megan Roen

**Back Row -** Laurie Hoskins, Jenifer Bennett, Amy Sorg, Marla Johnson, Jenn Brayton



**Left to Right**

**Front Row -** Andy Schilperoort, Graham Dunham, Shane Smith, David Taylor, Randy Olsen, Aaron Jennings, Jerome Toby

**Back Row -** Aaron Kortlever, Norm Hagen, Justin Bennett, Steve Coram, Matt Wollberg, Travis VanKooten, Steve Neyens

## Physical Therapy Assistant Club



**Left to Right**

**Front Row -** Rebecca Graves, Diane Garmo, Josie Reyes, Makiko Arai

**Back Row -** Michael J. Miller, Kerry Barry, Kathleen Hutchinson, Walter Honan

## Health and Wellness Club



**Left to Right**

**Front Row -** Alisen Adams, Maura Jurenka

**Back Row -** Heather Hurlbert, Michael Brown

## Whatcom Christian Students



**Left to Right**

**Front Row - Robert Ogle, Allie Oliver, Rob Rice, Shannon Gifford**

**Back Row - Erik Schoen, John Chalice, Bill Hanson, Darin McKay**

## Horizon Staff



**Left to Right**

**Front Row - Rory Emmons, Aaron Snel, Brandon Hodges, Leigh Ann Whitney, Bruce Bolton, John Stark**

**Back Row - Shawn Hopkins, Juan Carlos Gonzalez, Rob Holman, Michelle Solis, Joshua Bell**



## Phi Theta Kappa



**Left to Right**

**Front Row** - Kerri DeWaard, Michael Van Elsberg, Maggie Graham, Crystal Starcher, Fumi Watanabe, Amber Press, Lynn Blackwell

**Middle Row** - Kori Fosso, Lance Curry, Peter Stephenson, Debra Bryan, Debbie Gnewuch, Dubravka Ilic, Dawn Wagner

**Back Row** - Jill Byrd, Shane Frenna, Tim Dyck, Reid Partlow, Dan Gravning, Kevin Heath, Clark Young



**Left to Right**

**Front Row** - Mary McInnes, Danielle Blair, Bobbie Prater, Melissa Marteny

**Middle Row** - Danny White, Mary Morales, Michelle Campbell, Ellen Richards

**Back Row** - Zoran Ilic, Pam Sorensen, Aaron Lewis

## **My Cultural Adjustment Process**

**By Yoshi**

I have been in the US for seven months, and I have experienced the cultural adjustment process. First, in the honeymoon stage, my friend Jessie was very kind and helpful to me. I liked my classes. The teachers were very kind and very interesting. I liked the City of Bellingham, which is silent and has a great nature. Second, in the culture shock stage, I was always thinking of my best friends and what they were doing in Japan. I wanted to eat sushi so much. I usually had no plan to do something. My stomach often hurt. Third, in the initial adjustment stage, I was not afraid of making mistakes in my English, so I tried to converse with someone. I had a special relationship with my friends who live in America. Fourth, in the mental isolation stage, I was sometimes still scared of making contact with some people from other countries outside of America. This is because Japanese and people from other countries

have a different way contacting with people. It sometimes made friction. Usually I didn't like to go somewhere because Japanese transportation is more convenient than American transportation. Sometimes I felt alone; even though I contacted Americans, I had a problem speaking English and I didn't know how to best associate with Americans, so I couldn't bear intimacy with someone. Finally, in the acceptance integration stage, lately, I can distinguish American culture and Japanese culture. I feel comfortable now because I can learn good American things, and I know a lot of good Japanese things. If I can apply them, I will become a better person. This is my experience of living in the US in regard to the adjustment process in a new culture.



**“A Parliament of Owls”**  
**Tony Angell**  
**1997**

# 7

## Programs

### Transfer Programs

When the founding trustees wrote the *Internal Mandates*, they envisioned a transfer component which would eventually comprise one-third of the total college program. That ratio was consistent with the original legislative planning for the community college system. The Whatcom Community College transfer program was viewed principally as being for those students who, because of poor grades or inadequate finances, were not able to attend a university. While such thinking was and frequently still is a common perception of the academic role of community colleges, those of us who are familiar with community colleges know that the transfer program is an opportunity for all - from honor students to those who desire to brush up on rusty skills as well as to the new immigrants who speak little or no English.

I was visiting my doctor some time back for a general physical exam when he stated, **“One of my children goes to a community college, and the other attends a good university.”** If he had not had me in a compromising situation, I likely would have risen straight into the air. **“Oh, really,”** I said, **“What do you mean by a ‘good’ university?”** Which institution of higher education is it that has class sizes of 40 or fewer; is dedicated to teaching; is inexpensive to attend; is typically smaller and friendlier and assigns masters and doctoral level faculty to do the teaching? That, of course, describes the community college. And, on the other hand, which higher education institution has many lower division (the first two years) classes enrolled with several hundred students who watch their teaching assistant (a student) on a TV monitor

“hippie” times with freedom in the air and less emphasis on discipline. What many of us believed in during that time was the student’s “right to fail.” To put it another way, those were the days of the Vietnam War, educational upheaval and little educational discipline.

Today’s students are, in my opinion, more serious and far more concerned about good grades, a good education and good jobs than they were in the 1970s. They are more purposeful.

Whatcom is able to concentrate largely on academic programs rather than both academic and vocational programs, since occupational education is now the specialty of Bellingham Technical College, which covers the same district as Whatcom’s District 21. It is interesting to note how some things go full circle over time. Dr. Sam Kelly, President Laidlaw and President Heiner, who were all to varying degrees advocates of the college without a campus now have campus buildings named after them. And Bellingham Technical College, which the creation of Whatcom was supposed to protect, eventually appealed to the legislature to become what they are now, part of the community (and technical) college system. “Never say never.”

## Specialized Programs and Courses

Whatcom Community College is a college first of all because it is accredited and offers associate degrees. It is charged with the responsibility of providing a wide range of individual courses as well as specialized certificate programs as need, funding, and appropriateness to the college mission allow. In the 1967 Community College Act, the community colleges were charged with allocating one-third of their effort to each of the following components: academic transfer, vocational and community service. The legislature then promptly eliminated funding for community service and required that it be self-supporting.

There has never been any serious legislative effort to monitor the one-third requirement, and each college has been allowed to offer courses and programs as appropriate to its district’s needs. As former Senator Barney Goltz explains, **“Another characteristic [of the Community College Act] was to have local boards in each district, boards which are responsible for the programs of those schools . . . They understood that each community college would be responsible to the needs of each community in which each college was located. So all the community colleges are quite different, with different emphasis and different priorities.”**

children of student parents. The early childhood staff, led by Julie Mauermann, will continue their commitment to the tradition of educational excellence for young children who attend the center.

## **Community Education**

Whatcom Community College started its Community Education department in 1985 with just one class offering. By 1986, it had grown to offer citizens of Whatcom County 16 different classes. The success of the program did not stop there. In 1998, the department served over 5,100 people a year and offered up to 200 classes a quarter. During winter quarter 1998 the staff celebrated an all-time high of 2200 enrollments for that quarter alone. Class offerings ranged from languages to leisure activities. Customized classes serve businesses and community organizations, while a state-of-the-art computer lab is now offering over 70 classes a quarter. The senior program was launched in 1998 and is being well received by Whatcom County citizens. WCC is committed to lifelong learning and looks forward to offering community education opportunities well into the 21<sup>st</sup> century.

## **Computer Technology Programs**

The advent of microcomputers has revolutionized the modern world in general and education in particular. The Business Education program is a transfer as well as an occupational program. Where it at one time consisted of paper, pencil and accounting, it is now a computer-assisted, high technology program. The same is true of the Office Education program, which is also highly computer-integrated. In addition, the college has recently implemented a Computer Support Specialist program under the direction of Charlie De Marco which promises to be cutting edge in a field that is changing radically almost from day to day.

## **Cooperative Education**

The Cooperative Education program, based on the age-old idea of apprenticeships, was instituted at Whatcom over twenty years ago. It was first funded by a Title VII federal grant and originally coordinated by Susan Miller. Since 1984, Jan Adams has coordinated the program. Students are given the opportunity to experience work-based learning in a field of their interest, whether in a local business or professional firm, or in such industry giants as Boeing. During this work-based learning period, the student also attends classes. Internships may be paid or unpaid but the student receives college credit for the experience. Through a contract signed by a faculty member, a local business and the student, the student sets up objectives, determines how

classes of 5 to classes of [around] 22 between 1989 and 90-91," she remembers. "In the fall of 1988, you could take intermediate ESL ten hours a week in the morning or beginning ESL nine hours a week at night and there was one composition class for advanced students. Now we have three levels in the morning and three different levels in the evening." For ESL instructors there is the added satisfaction and benefit of working with people from many cultures. Julia says of her students: "They're people who tend to be really hard working, really motivated, idealistic, coming to this country with dreams, good dreams. They're people who are really going to make a positive difference."

## **Even Start**

Another parenting program of obvious value to the community is the Even Start program, which has been funded for nine years through a state grant. This program, first implemented by Vicki Hubner, integrates adult basic skills and parenting skills. This enables students to achieve their own academic goals while facilitating their growth as a parent. The curriculum focuses on strengthening family literacy skills so parents may better assist their children as they work their way through formal and informal education. This program has more recently added a component to address the need to improve the employability skills of enrolled students.

## **Focus on Opportunities**

Erlyse Swift describes this highly successful early program:

"In 1972, there was a lot of talk about the women's movement. Lynn Blackwell wrote a grant for money that had been given to the University of Washington to provide technical support to community colleges in Washington State to start women's programs. The goal wasn't to recruit students to WCC but to give women the opportunity to come together and decide what to do with their lives." The courses would acquaint them with options: the Vo-Tech, WCC, a job, remaining a homemaker. The goal was, "Whatever you choose is fine, but *you* are the one choosing."

"The plan was to drive the bookmobile throughout the county with a published schedule of stops in order to publicize the program to Whatcom County women. Ron Petersen took me to the cemetery to learn how to drive the bookmobile since I'd be driving around the county by myself. On the first trip, I tucked a *Ms* magazine under my arm so I'd have something to read because I was sure no one would show up to talk to me. I remember stopping at Acme and women were waiting for me. They just flocked to the mobile unit. It was a very heady

also provides well-trained graduates and a tenured position for Barbara. Is there anyone who isn't happy?

The Associate Degree Nursing program is another unique program. For many years, Skagit Valley College operated a satellite nursing program as an extension of the Everett Community College nursing program. I was sitting beside Dr. Jim Ford, president of Skagit Valley College, on a flight from eastern Washington discussing the impending accreditation of Skagit's nursing program. I asked Jim if he would be willing to extend to Whatcom the same opportunity that Everett had provided to Skagit Valley College. Having known him since I was a student and an employee of his years before at Skagit Valley, I was pretty sure that I already knew the answer. We struck a deal among friends then and there, turned the opportunity over to our Dr. Bill Christopher and Sheila Siebert of the Skagit Valley College nursing department and, "presto," after a lot of hard work and problem solving, they made it happen. The initial program development by Grace Claeys, followed by Ronna Loerch has resulted in a unique two-year Associate Degree Nursing program for working nurses who wish to return and complete the second year beyond their Licensed Practical Nurse certificate.

I cannot ignore the Physical Therapy Assistant program coordinated by Becky Graves. It is six years old, and Becky is the "new" coordinator, having left private practice only two years ago. She brings a strong work ethic and a fresh look at a program that was already an instant hit with students. In spite of having to work harder for less money as a teacher, she still says that it is great. Becky is another example of how much colleges depend upon business and industry and the idealism of teaching to bring the skills of people like her to the classroom.

## **International Education**

The world is seemingly growing smaller every day. Ideas and events travel around the globe almost instantaneously and products move almost as quickly. Few products are totally made in America (or in any other country) anymore and the movement of people from one country to another with few restrictions is common and expected in most of the world.

Recently I attended an international student gathering at Lake Whatcom and happened to be watching my two sons, both young adults near 18 years of age, swimming and playing off the end of the dock with a group of our Japanese international students the same age. The irony of all that suddenly struck me. Only relatively recently, as time goes, I was being taught to hate the parents and grandparents of these same students and no similar play activity could have been possible for me at that time. Our governments had taught us to be mortal enemies. Now here we were, both the



Courtney Chadwell-Gatz's newly designed intensive English language approach. Oh, did I mention that the 1996-97 International Club soccer team won the Whatcom County league championship?

This college has a very real and sincere commitment to bringing opportunities for our students and international students, as well as teachers, from around the world to live with and learn about each other and each other's cultures. We invite parents from all over the world to trust us to help educate their children. We are also committed to providing not just an opportunity but rather, the richest possible experiences available. It is a credit to Beth Tyne, the college's original international program director, and Linda Cooper, the current director along with their very capable colleagues that the program is so rich in opportunities.

It is my opinion that the 80 to 100 international students on campus at any one time are receiving an excellent education but we gain far more from them and their friendship than we could possibly provide to them in a classroom. Likewise, there are opportunities for Whatcom students to travel and study in England, Costa Rica, Peru, Japan and other countries.

## **Jail Program**

The jail tutoring program at Whatcom County Jail, now managed through Learning Skills, began as a volunteer project by Miki Gilliland after her brother was murdered and her college advisor recommended she visit a prison. **"At the time, 79% of prisoners hadn't graduated from high school,"** she states. **"Susan Mancuso got the funding to support the program through WCC,"** and today the emphasis remains on learning basic skills to pass the GED exam. Every hour spent in class shortens a prisoner's sentence by one hour. Miki recalls an incident when, after struggling for three months to teach a prisoner to write in cursive, **"the day after he was released he went to Long Beach, California and kidnapped the manager of a Pay-N-Save, writing the ransom note in his newly learned cursive."**

Jerry Nelson remembers: **"Shortly after Miki got the program going she talked to me about going down and doing the GED testing on-site. That was in the late '70s. I've been doing it since then. It's a regular Friday afternoon process to go down and indicate who you need to test and then go up to the second floor where they have a small alcove. I can get four people and myself in there. They bring two of three people in and you test them, and of course you're locked in and you have to radio in and out to get the jailers to let you in and out. Pat Lund screens all the people before I test them, as far as evaluating the ones to test. The majority that I test will pass and some of them will do extremely well, which flies in the face of the process that some of them have gone through to end up in a place like that. There**

lives change. I have a student who took classes from me who's chairman of the tribe now. There are people I started out with at 4<sup>th</sup> grade education who are now at Western, some of them in teaching. I've been here long enough to see that transition. Barbara McHugh, too, has seen that. Our Laidlaw winner last year, which is the highest award you can get in the college, started in the ABE program, went through the high school completion program, got her A.A. degree and is now at Western. There are a few stories like that you can carry through."

Sis doesn't see a decrease in the demand for learning skills, and advisers agree that if students are unprepared for college level, "they're not going to make it." Eileen Hough comments, "We're always busy. There were days in the early years when we'd sometimes fight for bodies, thinking, 'Where are they?' We knew there were all these people in the county needing to get their diplomas and read and do math. And I think it's becoming more acceptable now." Sis continues: "Although the times are changing and the needs are changing, I don't really believe the needs of the diverse population are going away . . . They come and they're not quite ready for prime time and it's our job to say, 'Yes, you can,' and mostly give them encouragement."

### **Northwest Management Institute**

The Northwest Management Institute is an example of the kind of specialized program which the college is able to implement on short notice to meet a community need. In this case, the request came from several local businesses seeking a training opportunity for middle managers. Dean Christopher discussed and planned with several representatives including Craig Cole of Brown and Cole; Mike Brennan from the Chamber of Commerce; Bill Palmer, president of Consumer's Choice; and Martha Steinborn, local educational consultant. The program ran for four years, from 1989 to 1993, served its purpose, and was discontinued.

### **Office Education**

Coordinator Jane Gordon-Ball remembers that in the early 1980s there was a General Office program but with the advent of computer use in the business world, the program adapted to those changes. "We are constantly changing and evolving as the technology does." Office Education is now divided into three components: Business Computing which concentrates on business technical applications; Business Administration which is managerial oriented and prepares student for a four-year program in business leadership; and Office Administration which allows students to choose either a certificate level in preparation for entry level positions, or a degree level

made programs have been developed for high-risk parents as well. Sally Halloway currently coordinates the program.

## **Special Education**

Special Education has served many needs in Whatcom County over the years. One of the very early programs the college undertook was a special education program housed in Ferndale known as the Ferndale Vocational Skills Center. The original coordinator was Larry Larshus. Larry was charged with the responsibility for providing job skill training and a small remuneration to the students for meaningful task performance. The program functioned well for some time but was discontinued by the college in 1981 out of frustration with the grant agency for placing unqualified people in the program and thereby making it impossible to meet the conditions of the grant.

Another adult program with a longtime history was one designed to improve the daily living and work skills of adults in need of special education. As Jerry Nelson remembers, **“It worked two-fold; it was beneficial for students as far as getting out and intermingling and working on their skills in mainstreaming. And also a lot of times the caretakers were parents and needed to have a respite. It was great.”** Pat Nelson adds, **“They succeeded at something. They were going to college and they succeeded. It was a beautiful idea.”** Unfortunately, it had been funded for several years with federal vocational funds and when the auditor declared that to be a misuse of those particular public funds the service was discontinued. Connie Haines was particularly instrumental in the early years of this program, having started with the college in 1974.

A special program that I particularly enjoyed was the Infant Stimulation Program funded by a grant from the county and coordinated by Bea Prill. It was intended to provide early intervention assistance for infants and toddlers with developmental challenges. The college eventually lost the grant to the university and, by the time it was available again, the program space was not.

## **Tech Prep**

The Tech Prep program is a six-year-old school-to-work program under the coordinating leadership of Linda Cowan. It is intended to provide, among other things, greater job readiness for high school graduates. Targeted occupations are picked for intensive analysis intended to enrich the high school curriculum while better preparing students to enter the world of either work or college. Those high school courses which might have been previously designated “vocational” are revised and delivered with a content level and rigor which makes them also acceptable for transferability to college.



**Krystal DeVries Way**  
**Mother of Keegan and Danielle**  
**Died June 15, 1995**

# 8

## Tragedy Strikes

It was Friday, June 15, 1995. Mark Way had just come from the college's childcare center on Northwest Road in search of his two children, Keegan, 21 months and Danielle, 3 years old. The children's mother, Krystal Way, had felt uneasy about leaving the children where their father could get to them that day, so instead of using the childcare center as she usually did, Krystal had left the children with her parents. When he was unable to locate the children, Way rode his motorcycle to the college's main campus on Kellogg Road and parked it in a stall in the south parking lot facing west against the tennis court. From there, he walked north across Kellogg Road to Building C where he confronted his wife at about 1 p.m. They argued near her car for about 20 minutes when he suddenly pulled out a 9-mm semi-automatic handgun and fired 24 shots, hitting Krystal nine times and killing her. His was an act of ultimate violence, devoid of even the slightest indication of mercy. He then placed a double clip with 60 rounds in the handgun and headed south across campus toward his motorcycle.

A roofing crew working on the partially completed college pavilion directly across the street observed the shooting, climbed down, and pursued Way across campus. Dean for Instruction Dr. Bill Christopher and I were meeting together in the president's office at the time. The two of us were alerted to the shooting by employee Jerry Erdmann shouting, "Someone is shooting at people outside Building C." We then joined the roofing crew as they ran past the Laidlaw Center.

his rear pocket and, considering the intensity of the moment, he might have used them in our self-defense. Fortunately, law enforcement assistance arrived quickly.

While communications may sometimes be slow, news of the tragedy traveled quickly that day. Within five minutes of the shooting, the police had arrived and, in even less time, news of the tragedy was being broadcast over local radio. It is difficult to give definition or value judgments to the actions of those who were involved in one way or another. Were they heroes or were they simply a great many people acting with good judgment? I learned that we cannot second guess or predict human reactions in such an emergency. Each person did what he or she was prepared to do. When it was clear that further assistance could not help Krystal, faculty and staff in the vicinity were immediately sensitive and responsive to the needs of students and others near the scene. Someone called 911 without being instructed to do so. During the shooting, others directed people indoors and barricaded themselves inside. Still others ran to safety or were directed to lie low in a nearby ditch. Some comforted students and faculty who were in distress while others orchestrated the almost immediate arrival of radio, TV and news reporters. Again, there were many everyday heroes who performed humanely, personally and professionally that day and during the days that followed. The community, too, responded with overwhelming support to college personnel and to Krystal's family.

In November 1995 Mark Way was found guilty of the murder of his wife and was sentenced to 60 years in prison. That exceptional sentence was overturned by the Court of Appeals in November 1997. He will be resentenced to within the state-specified standard range of 28 to 37 years. It was a tragedy all around. The children lost their parents, Mark Way's father lost his family and worst of all, a young woman lost her life at the age of 25. She had experienced her share of personal and marital problems but seemed to be getting her life oriented in a more positive direction. She was a caring mother and daughter as well as a promising student. Those who knew and loved her lost the opportunities her life would have brought to them. Others she might have met and influenced later in her life will never have that opportunity.

In a courtyard near the spot where Krystal was murdered is a garden and a plaque dedicated by the Board of Trustees that reads, **"This courtyard is dedicated to the memory of Krystal Dawn DeVries and to the belief that through education each of us can contribute to the eradication of domestic violence, to the enrichment of life and to the fulfillment of individual dreams."**

Whatcom Community College, "the college without a campus," has grown to serve over 5,000 students each quarter on a beautiful, growing and safe campus. Since the murder, the college community has been particularly attentive to issues of personal safety. I believe that, generally, we have discovered that our college community is safe.

# 9

## LEADERSHIP

There are innumerable theories on leadership, leadership styles and the differences and similarities between leadership and management. That, however, is not the purpose of this chapter. Rather, the intent is to recall the roles of some of the people who have provided leadership in the formation and development of Whatcom Community College. Even that description is limited to those most immediate to the college. In doing that, the author also acknowledges the contributions made by many others, including the 1967 Washington State Legislature, the State Board for Community College Education, executive directors Dr. Al Canfield, John Mundt, Dr. John Terrey, Earl Hale and their many helpful staff who have assisted, questioned, placed in perspective and listened to the college leadership as they endeavored to create a new, yet evolving approach to the great American invention: the community college, and specifically Whatcom Community College, the Washington "community college without a campus."

### **Trustees**

All local authority over Whatcom Community College lies with the Board of Trustees acting in concert for the good of the college. No single trustee has any policy-making authority. Trustees are selected and appointed by the governor and are confirmed by the state senate. To that extent, their selection is political since the governor typically selects local people who have supported his or her political party or have supported the governor directly or at least have not been openly antagonistic to the

However, in a February 14, 1998, interview with Kitty she stated that, **"It is not a good idea to put money into buildings . . . except where it is really needed. It is hard for me to accept the buildings. But they have such a good site over there . . . and they're really proud of the fact they have a campus now. They've done really well so far . . . Harold's been a good president, steady, steady 'til you're ready."**

On September 17, 1996, we held an all-college "Musical Celebration and Tribute to Catharine Stimpson" in the new Heiner Center Theater. Kitty attended as guest of honor and her pleasure was clear in her continuous smile and her kind words. We celebrated her contribution to the college in music and words. She reciprocated with an embrace and the acknowledgement that **"we have been friends for a long, long time. Thank you for all you have done."** All but one of the original trustees was able to be there with her.

In a March 1998 interview with founding trustee Bess Bay, at her 100th birthday celebration, I told her we were taking good care of her college, to which she leaned close and replied, **"I'm happy you have buildings now. Kitty thought the college shouldn't have any buildings but I said, 'Kitty, you can't have a college without a building.'" It is a credit to the founding trustees that they continue to have the flexibility to accept such a drastic change in philosophy. Stan Brunner and Sam Kelly have both stated their acceptance of the change. Stan recently queried, "How naive could we be to think that you could get by without a campus . . . It was inevitable."** Doug McKeever, one of the two most senior full-time faculty members recalls **"that vocabulary was an important part of the 'Whatcom Way' . . . and I was a young rebel who used the word 'campus' early on and that was a word you weren't supposed to say."**

While Kitty Stimpson exemplifies the intensity and concern particularly active trustees have for the college, she is also in other ways typical of all the early trustees as well as most who followed. All were dedicated, sincere and hard working. Early correspondence reveals, for example, the intensity of founding trustee Jim McKellar, the dedication of Bess Bay and Stan Brunner, as well as the guiding hand of Dr. Sam Kelly.

Sam took his "honorary" role of being a trustee without a college with casual good humor but when the words "go forth and make a community college in Whatcom County" (or something like that), came from the lips of State Director Canfield, Sam was fully energized to the cause of founding a very creative and successful Whatcom Community College. He was then and continued to be known as an educational leader and a man of action with a wonderfully rich dry sense of humor. While the early Board worked together developing educational philosophy and practice for Whatcom Community College, it is Sam's style, humor and fingerprints one detects most



It is essential that a board and president maintain an open, trusting relationship and that both view the college vision in the same way. Sometimes it may be unclear whether a president or board is the cause of disharmony, but it is not the role of the president to replace a board. It is a matter of public record that such a difference of expectations developed between President Hamill and the Whatcom Community College Board. In that case, both parties followed through with Dr. Hamill's separation from the college in such a way as to minimize damage to the college or the presidency.

**CHIEF EXECUTIVE OFFICERS  
OF  
WHATCOM COMMUNITY COLLEGE**

<u>Date Served</u>	<u>Name and Title</u>
February 16, 1970 to July 1, 1972	Everett C. Sanders, Coordinator/Director
July 1, 1972 to May 10, 1977	Robert E. Hamill, President
May 10, 1977 to June 8, 1977	Dr. Marv Vasher, Interim President
June 8, 1977 to January 3, 1978	Nathan Smothers, Acting Chief Administrator
January 3, 1978 to November 20, 1983	Dr. William J. Laidlaw, President
November 1, 1983 to June 1, 1984	Dr. Harold G. Heiner, Acting President
June 1, 1984 to Present	Dr. Harold G. Heiner, President

**PRESIDENTS**

Whatcom Community College has had three brief, acting CEOs, one director, and three presidents as chief executive officers (CEO). It is the CEO who is responsible for the day-to-day operations of the college consistent with board policy. As Dr. John Terrey states it, **"The board and the president combined are the leadership, but the president is the leader. He or she needs, deserves and expects the board's support."**

Serving as a college president and especially as president of Whatcom Community College is a very special honor and opportunity. I recall, at the time of my

advice was appreciated and taken seriously, but one can see through the board minutes of May 7, 1971, that Director Sanders was getting increasingly impatient with Al Canfield. He talks about Dr. Canfield visiting the college: **"Al's visit was productive; his perception is keen and he stimulates our thinking in a most challenging way. Essentially he is our planner and as such he is well worth the price: \$3,000 consulting fee,"** but then you can see aggravation creeping in as Mr. Sanders continues, **"However, differences between our ideas have differed pointedly. Some of his (Dr. Canfield's) suggestions are impractical. Some points of difference: (1) I maintain that radio education during the coming year of radically expanded service is NOT a must. This deserves some frank discussion. And (2) I do not recommend that we contract either for four courses from Educational Assistance Corporation (Al Canfield's corporation) at \$5,000 per course. As a planner and a prod, Al is good, but (3) I do not recommend that we employ him to direct, assist or interfere with operations. This means that I will not support his request that he be here for two to four weeks to train our instructors."** He goes on to say, **"I question his recommendation that the district should employ a \$28,000 president by September 1, 1971. The college will best fulfill its role if it is not to become the dream toy of anyone, no matter how enthusiastic or capable. Further, it is not necessary to prove him wrong to his own satisfaction or else be bound by his proposals."**

Mr. Sanders continued to be the college pathfinder and, upon retirement, the Board of Trustees chose to honor him with the following resolution:

**"Four years ago he could have continued along a well-marked path in education and social service. Instead, he chose to follow a poorly marked trail through new territory. We are all indebted to him for choosing to be a pathfinder. He was our college's first staff—for longer than was fair to him, our only staff. What we are today and what we promise for tomorrow are in many ways extensions of Everett C. Sanders, the first Chief Executive Administrator of Whatcom Community College."**

Everett Sanders died in 1984.

## **Dr. Robert Hamill**

Dr. Robert Hamill joined the college on July 1, 1972. The decision to operate without a central campus had been made and a limited selection of courses was being offered, but development was slow and enrollment was not sufficient to justify the anticipated budget. It was time for risk taking, marketing and salesmanship. Dr. Hamill had experience as a community college administrator as well as a reputation for

**with the concept; the whole educational world is looking at this experiment with a great deal of interest."**

Even as late as two months before his resignation, Dr. Hamill and the State Board director were still disagreeing over the special funding issues, with Dr. Hamill and Whatcom on the losing side. Bob Hamill reported to the Board on January 11, 1977: **"John Mundt reported the following result of the meeting on January 6, 1977, of the Finance Committee of the SBCCE regarding special funding for Whatcom: 'While the committee recognizes that a non-campus style of operation might result in different cost patterns from that of an institution with permanent facilities, it was clear that the present budget model at the recommended funding level provides funds which will allow Whatcom to continue its present program and to share with other districts in program improvement funding. Therefore, the unanimous committee recommendation is that District 21 be funded on the basis of the current budget model and that no supplemental funding be provided.'"**

Dr. Hamill's response was to recommend that Whatcom appeal directly to the legislature for supplemental funding. President Hamill had left Whatcom before the next session of the legislature and besides, a direct appeal would almost certainly have further alienated him from the SBCCE and his fellow presidents.

Nate Smothers, for example, remembers: **"I felt Bob was a good administrator but he got into a conflict with the State, conflict with the Board, and he got at odds with the staff all at the same time"**

Bob Hamill appears to have been doggedly persistent on the one hand and able to "think out of the box" on the other. During his tenure, he was responsible for much of the uniqueness of this new concept in education. It appears as if, whenever possible, Whatcom chose to do things differently. Dr. Hamill operated with "teams" not committees. People were appointed to teams based on their special expertise relative to the topic at hand. While the teams were not intended to be democratic but rather advisory, there seemed to be an expectation by many that the teams had the right to develop some kind of final recommendation which the president was expected to support.

In a March 9, 1976, paper, Dr. Hamill presented his view regarding teams: **"We have established an administration style which is not based on the political model of democracy: representation. People serve on teams and committees because they have something to bring to the task of the group and are therefore their own persons while serving on the group . . . and can speak their own minds . . . the team leader is still accountable."**

If a different term could be invented or a different idea could be implemented, the early college reached for it. The responsibility for such creativity must be attributed

The deans - or in the early years, program implementors - have provided consistent frontline leadership and program implementation along with their administrative, faculty and staff colleagues. There was the original Dean for Student Services Lynn Blackwell, followed closely by instructional dean Marv Vasher and Acting Dean for Instruction Nate Smothers. Lynn has served the college in a number of capacities since 1970 and Marv and Nate served both as deans and for a short time were acting chief executive officers. Linda Reisser, Jack Griffin and I were all deans under Bill Laidlaw. Bill Christopher, Susan Mancuso, Trish Onion and Cliff Baacke have filled important roles as deans during my time as president, along with Rick Stewart and Jan Hagan who filled the position on an acting basis. Dr. Bill Christopher was recently appointed executive dean (campus president) at the Rock Creek Campus of Portland Community College and is being replaced, at least temporarily, by Dr. Richard Fulton. Additional thoughts follow later regarding the important leadership contributions of others.

### **From Hamill to Laidlaw**

The "Hamill Years" were years of pioneering and innovation. The groundwork was laid for a unique and successful new community college without a campus. That legacy was passed on to President Bill Laidlaw's stewardship and leadership early in 1978. Dr. Laidlaw, too, was comfortable with alternative modes of instruction, as were his two new deans, Dr. Harold Heiner, dean for instruction, and Dr. Linda Reisser, dean for student services. Dr. Laidlaw's contribution to alternative modes of instruction was one of institutionalizing quality. Bill would often state, **"Mode of delivery can vary but the content and quality of learning cannot."**

Dr. Laidlaw joined Whatcom Community College as president on January 3, 1978. He'd most recently served as dean of the Empire State College's Genesee Valley Regional Learning Center in Rochester, New York, which also endorsed a non-campus approach to education. Bill's charge from the Board was clear and was pursued by him: to develop and refine the college without a campus. He found, however, that at least in the short run there were other problems taking precedence over issues of college program development. For example, the faculty had recently come close to striking and morale as well as trust of administration was extremely low. In interviewing those who knew Bill, a common theme is evident. The common theme as expressed by many is similar to that expressed by Jean Carmean who says, **"He had a very firm idea of the need for intellectual commitment and high standards . . . I think those of us who were here when he arrived had an immense amount of respect for his intellect and what he did for the institution. He respected faculty. He loved intellectual give and**

particular group. You always got that his first priority was the college. He wanted you to know that if he could not do something there were always other factors that had to be considered."

President Laidlaw was adamant in his support of alternative and experiential modes of teaching and learning while also recognizing that for some, a good old-fashioned, traditional lecture is hard to beat. He seemed to be in full agreement with the traditions and directions of Whatcom Community College but was less adamant about such formal standards as the *Internal Mandates*. While they are included in the 1978 **Master Plan**, it is likely that their inclusion is the work of others who were already at work on the **Master Plan** when President Laidlaw arrived. In any case, I do not recall ever hearing him make reference to the *Internal Mandates* nor do I recall the Board reminding us of their importance. The role of the *Internal Mandates* was being replaced by changing views of college service populations and the more detailed goals and objectives outlined in the **Master Plan**.

The Laidlaw years went by too quickly. He brought a civility and intellectual quality to Whatcom that moved the college from the realm of experimental to legitimate. Faculty realized their rights and responsibilities for curriculum and governance as the institution matured and saw itself as a full partner in higher education

Former Dean for Students Linda Reisser remembers, "Under the leadership of President Bill Laidlaw, we became a member of a consortium organized by Arthur Chickering, called the Higher Learning for Diverse Adults (HILDA) Project. We were the only college west of the Mississippi to be involved. A team of us flew to workshops at Gatlinberg, Tennessee and Memphis State University, where Chickering was based . . . 16 projects were initiated to be more intentional about fostering learning for adults. It culminated in a regional conference that we organized in Seattle, on "New Educational Strategies for Adult Learners." (The HILDA project. Higher Learning for Diverse Adults.)

I remember well the day Bill told the deans he had cancer and would not recover. I remember too well seeing the color of the trees and realizing that he might never see them that way again. He knew all that and more and openly discussed living and dying. He shared views on intellectual and personal integrity and on being positive as time runs out—"Well," he said, "What's the choice? If I'm negative, people will avoid me." He seldom pontificated at length and was intuitively correct so often that he could be annoying when he was wrong. Bill seldom shared in writing his thoughts about the college or education. Sometimes he would make what I viewed as a brilliant point or summation and a couple times I asked him to write it down. He would protest that he was just thinking out loud and really didn't recall what he had said. He referred to himself as being basically a loner, yet he was exceptionally socially skilled when

The President's Medal is awarded to the student who graduates with the highest grade point average.

## **From Laidlaw to Heiner**

Dr. Harold G. Heiner was hired at Whatcom Community College by Dr. Laidlaw as dean for instruction on August 1, 1978. I had previously been a faculty member as well as an administrator in student services at Skagit Valley College and had served on the State Board for Community College Education as the system's first director of student services. Frankly, when I began my role as dean for instruction at Whatcom Community College, I had had very little experience in faculty leadership or instructional administration. But then it is not uncommon for educational administrators to receive progressively greater opportunities after assuring themselves and their new employer that they could do the job when, in fact, we are shaking in our boots. When I sat at my desk for the first time, I was joined by the outgoing dean, Nate Smothers and the very capable Mary Easley, assistant to the dean. After they finished explaining how things were done, the ratios, the formulas, the assumptions and the calculations, I realized that I understood almost none of them. I eventually discovered, though, that it did not have to be done that way. Those methods obviously worked for them, but they did not fit my style or way of thinking so Mary and I set about developing new processes which were probably also only understood by us.

As I mentioned, when it came to "administering" and managing people, I had very little experience before joining Bill as his new dean at Whatcom. There were two choices at hand. One was to accept an autocratic style which seemed more natural and which still hung in the air of the institution after the rough turmoil of recent contentious negotiations and rotating presidents, or to adopt a more participatory, listening process being newly modeled by Bill Laidlaw. I chose the latter after some experimentation and direction from Bill and the "nudging" of several faculty leaders.

That nudging included the opportunity to learn from some of Whatcom's more seasoned faculty members, including Jean Carmean. As "the dean," I'm sure I thought it was important that I appear to know more than was actually the case, and just perhaps, maybe Jean was a little competitive at times. Okay, Jean, so maybe I should have listened more and tried less to be in charge. Just recently Jean shared a humorous incident from our early years of working together. She says, "**I remember you picked up mentoring me for my 'Leaders of the '80s' project when Bill became too ill to continue. You lent me *The One-Minute Manager* to read. For Christmas, my husband gave me *The 59 Second Employee: How to Keep Ahead of the One-Minute Manager.*"** We're both disappointed that we weren't able to share the joke at the time

without exception value our students and the integrity of the institution. We have no weak links.

Serving as Whatcom's president has been the greatest of jobs most days and the worst of jobs occasionally. Dr. Bill Robinson, president of Whitworth College in Spokane, in sharing his perceptions, hit a familiar cord for many of us who are privileged to serve as presidents of colleges. He recognizes that some days we know that a bad day was our fault but on some days inferences and rumors seem to just happen. It doesn't matter if they aren't true since, to some people, perception quickly becomes reality. But I agree with him as he says, **"This is my trade; it is my calling. I love to see students and faculty members engaged together in learning and I work alongside great people. Upholding the mission of my college, which I passionately endorse, gives meaning to my professional life"**

The presidency of Whatcom Community College has presented many opportunities, rewards and honors. Perhaps one of the greatest and most humbling was the Board's action of March 1, 1997 naming the new library/theater/fine arts building the "Heiner Center" in recognition of my service. My thanks to all who made that recognition possible.

### **"Bag of Chits" Model of Leadership**

My model of leadership, boiled down to its simplest form is that each newly appointed president is issued a hypothetical "Bag of Chits" and is expected to use them wisely and effectively during his or her time in office. The president should also bring "value added" to a significant number of issues, recommendations or proposals and in so doing use at least one chit from the bag each time. Every significant decision on behalf of the institution has, at the least, the president's stamp of approval if not his or her direct fingerprints. Because each of those decisions is significant, it will make an institutional difference thereby upsetting someone's or some group's equilibrium. If the bag is empty too soon before the president's departure, for whatever reason, that president is likely too autocratic or causes changes at too rapid a pace. There is also the chance that he or she was once a good president but just stayed too long and had become ineffective. (As a president of 15 years, however, I hasten to point out that length of time in office does not necessarily correlate with ineffectiveness. At least I hope not. It doesn't, does it?)

If the bag has too many chits remaining upon departure, the president was likely too timid or left too early. The challenge is for the president to make enough differences to have an empty bag coinciding nearly perfectly with final institutional departure. Chits

Stephen Tanzer in student services, I do get to wander the halls challenging students to free-throw contests, construct a fountain, encourage formation of an honors program, begin an intercollegiate sports program, listen and build a campus from the ground up. That's a lot like playing monopoly but much more fun.

I find it more difficult to talk about this president than the others, but my assistant reminds me that this chapter isn't over yet. As I read the interviews, most people seem to think of this president as a "builder," a reference that I will accept as a compliment.

## **Unions and Individual Leadership**

The president and administrators receive formal recognition as institutional leaders, but leadership comes from all corners of the college depending upon the need at hand. The faculty and staff unions provide tremendous leadership in personnel, working conditions and service to students. A strong union organization, which understands how to function effectively, is far easier to work with and is infinitely more effective on behalf of the college than a weak organization, or no organization. Individual leadership shows up day after day in the classroom, on advisory committees and on special assignments. A good organization, I was once told by Bill Laidlaw, can run just fine in the president's absence. As I watch each of our instructional service units at work, I am sure that is the case. They know their jobs, and they do them well. They make my job a breeze and student life on campus the reward and stimulation that it should be for students in search of educational fulfillment.

## **Final Thoughts**

Institutional leadership focuses on the college president whether deserved or not. What each president does with that opportunity probably differs remarkably depending on the president and the members of each organization. After all this discussion of Whatcom's leadership, we find that each president provided different outcomes. Several of those who were interviewed for this historical perspective described:

- Everett Sanders as the Pathfinder
- Bob Hamill as the Innovator
- Bill Laidlaw as the Peacemaker
- Harold Heiner as the Builder

We may never know, but some of you said that the Pathfinder, the Innovator, the Peacemaker and the Builder were each the right president for their time. What a nice compliment.



about it all you want. The *Horizon* exists because of the efforts of three people: Lynn Blackwell, Harold Heiner and Susan Mancuso. The paper was a priority for them and they were very supportive and worked hard to keep it going, even if it meant juggling classes and students.” Miki Gilliland

“It takes a lot of enlightened leadership like Earl Hale and people on the staff [of the State Board of Community College Education], primarily. I don’t think any member of the Board is able to lead like the staff people are. The staff people really know what’s required to make it work. And the presidents, as a group, have done a very good job.” Barney Goltz

“The leadership of the faculty for a number of years was the art faculty. Bob Bragg was terrific.” Jack Griffin

“Bog Bragg was such a strong leader, such a dignified presence. You listened when Bob spoke, everybody listened . . . That original cluster of people who hammered out the original negotiated agreement were always so concerned with quality and that we become a viable college.” Sis McManus

“Bill [Laidlaw] did bring with him his own kind of atmosphere. He told me when he came out to take the presidency, ‘You know, I’ve been reading Machiavelli.’” Pat Hite

“I feel like I’ve received truly an education at the graduate level from working here and as being as involved as I could be, to work under deans like Linda Reisser and Susan Mancuso and to be a colleague of Jan Hagan’s . . . I look at certain staff who have great potential and think, ‘How could I mentor them and give them as much opportunity as I had?’” Laine Johnston

“I refer to Susan Mancuso as my mentor because everything I learned, probably I learned from Susan. I didn’t learn it in college. It prepared me for lots of other things but not what it was really like.” Eileen Hough

“When he became president of WCC, Bill found there were good people here with good programs in place and there was a good foundation to build on. He didn’t feel there were any insurmountable problems. He didn’t want to further a fight. He also felt the quality was there and it was due to the efforts of those who preceded him.” Marge Laidlaw

commended for the student-centered approach they have taken to the development of the institution over the past thirty years.” Earl Hale, State Director of SBCCE

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## ▼ HISTORY

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■ **College watchdog:** Under the Community College Act of 1967, Whatcom



Atwood

County was included in the Skagit Valley Community College district in the belief that residents of Whatcom County lived close enough to Mount Vernon that Skagit Valley College could serve both counties.

However, local politicians and education officials feared that Bellingham Technical Institute would then come under the supervision of Skagit Valley College. State Sen. Frank Atwood of Bellingham led the negotiations to add a new district that not only gave Whatcom County its own community college district but also protected the identity and integrity of Bellingham Technical Institute.

**Source:** “An Oral and Factual History of Whatcom Community College: The First 30 Years,” to be published in September.

BOARD OF TRUSTEES



William J. O'Neil 1979-88



Bob Partlow 1977-78

Picture not available

Duane Reed 1967-69



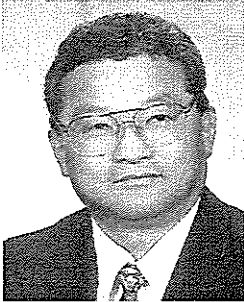
Mabel Roberts 1983



Phyllis Self 1996-



Philip E. Sharpe, Jr. 1989



Gary Shimada 1995-96



Orphalee Smith 1983-85



Catharine C. Stimpson 1967-85



Bernie Thomas 1985-95



Teri Treat 1994-



James E. Wilson 1995-



Judith P. Wiseman 1985-87

**Past Classified Staff Union Chairs  
Whatcom Community College**

1997-98	Rosemary Sterling
December 1996-97	Janet Sutter, Esther Abitia, Judith Daniels, Co-Chairs
January 1996-November 1996	Readene Wallace
September 1995-December 1995	Mike Russell
1994-95	Readene Wallace
1993-94	Sue Nelson
1992-93	Sue Nelson & Wendy Thorson
1991-92	Sue Nelson & Linda Wilson
1990-91	Judy Weaver
1989-90	Judy Weaver
1988-89	Judy Weaver
1987-88	Norma Stevens & Kathy Barnes
1986-87	Laine Johnston, Sharon Roof, Joan Ullin



## WCC BUDGET SONG

(By Jan Hagan)

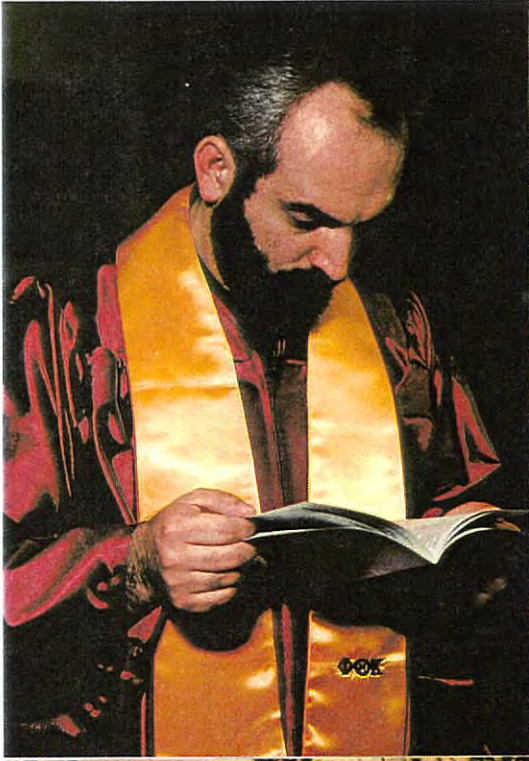
I was sittin' in the Board Room  
Bein' questioned by the Team  
Feelin' cool and kinda comfortable  
Or somewhere's in between  
Cuz they were lookin' at my budget  
A bare bones one at that  
And line by line I knew  
That I would get it back intact.

I was sittin' in the Board Room  
As they looked at Column five.  
"Those supplemental re-quests  
will just keep us alive.  
That calculator's needed  
That trip down south is too.  
We need those three positions  
Cuz we've got so much to do."

I was sittin' in the Board Room  
When my whole world fell apart.  
I was sittin' in the Board Room  
When it began to start.  
They cut out here and cut out there  
Then added up the score.  
How can a bare bones budget  
Be worse off than before?

I'm singin' those big bad budget blues.  
I'm singin' those big bad budget blues.  
If they make just one cut more  
I'll be sittin' on the floor.  
I'm singin' those big bad budget blues.





# 10

## The Future

Faculty, staff, administrators, students and trustees were invited to participate in a “visioning session” in preparation for developing this chapter on Whatcom Community College’s future. I think it is fair to say that the discussion was stimulating and rewarding but did not provide great insight into the future. Instead, the group, which included Phyllis Self, current trustee; Pat Hite, past trustee; Dr. John Terrey, past executive director of the SBCCE; and several faculty and staff, focused on current trends and their implications for the future. In addition, Dr. Terrey provided a copy of a February, 25, 1986, paper which he had written on vision titled, “Inventing the Fifth Generation” of two year colleges. His quote by Craig Hickman and Michael A Silva may provide some indication of the reason our discussion of tomorrow seemed to focus on today as the launch pad. They define vision as, **“a mental journey from the known to the unknown, creating the future from a montage of current facts, hopes, dreams, dangers, and opportunities.”**

### Community College Generations

Dr. Terrey points out that the community college movement has gone through four stages. It is the fifth stage that should be challenging our visioning quest into the future. The previous four generations have been:

- Generation 1: Extension of the High School (1901-1930)
- Generation 2: The Junior College (1930-1950)
- Generation 3: The Community College (1950-1970)

- Has strong citizen support throughout Whatcom County District 21.

The college is currently challenged by some weaknesses. For example, Whatcom Community College:

- Is still underfunded in comparison to its sister community and technical colleges in Washington State.
- Has inadequate state funding and authorization to bring faculty and administrative salaries to or above the state system average.
- Is not funded sufficiently by the state to meet the exceptional level of student demand for educational opportunities.
- Has an insufficient number of full-time faculty to adequately provide for curriculum development and leadership or to cover all the institutional governance expectations.
- Does not adequately compensate and otherwise sufficiently recognize the contributions of part-time faculty.
- Cannot meet the seemingly insatiable expectations of faculty and staff relative to the ongoing computer revolution.
- Is in danger of losing its tradition of alternative approaches to instruction (teaching and learning).

In a more general sense, the visioning exercise also recognized several primary values for effective community colleges to create the vision necessary for the future.

They are:

- A primary if not the original purpose of higher education in America was for the protection of democracy. We seem to be replacing that purpose with a job training goal. Job training and democratic values do not have to be separate but little is said in today's climate about the value of an educated populace to a democratic society.
- The financing of education is essentially a public responsibility, which returns to society far more than it takes. Currently, however, higher education expenses are increasingly being carried on the backs of students and their families who have already contributed to education as taxpayers.
- On the more positive side, educational theory and practice are shifting from an emphasis on teaching to an emphasis on learning.
- Educational access is essential in today's rapidly changing society. The need for lifelong learning has never been greater and yet access is steadily eroding as the "open-door" swings closed.



the astronaut's accomplishments. We failed, however, to predict the most amazing event of all; that when it happened, the whole world would be watching on television.

## **Institutional Effectiveness Planning**

Whatcom Community College, as most other higher education institutions, is in a near constant state of planning. In that respect, visioning is not new. What is new, however, is the great demand to do more with proportionally fewer resources. The college faces demands by accrediting agencies as well as state and national legislative bodies to demonstrate that it *does* make the kinds of differences that it claims ("outcomes measures") and that it makes effective and efficient use of technology.

Judy Hoover, who is coordinating the **Institutional Effectiveness Plan**, explains that the plan "**sets up accountability measures for the whole institution and then a process for making sure that you're actually measuring what you think you're measuring to prove that you've met your goals. It's a continual process and since it was adopted by the trustees in June of 1997, this is the first full year of implementation.**"

Institutional Effectiveness, or Outcomes planning, has been going on for several years and the fact that the college adopted an **Institutional Effectiveness Plan** illustrates the seriousness of that planning. While the college's **Institutional Effectiveness Plan** is well conceived, it is nevertheless grounded in what we know today.

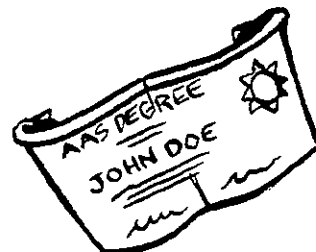
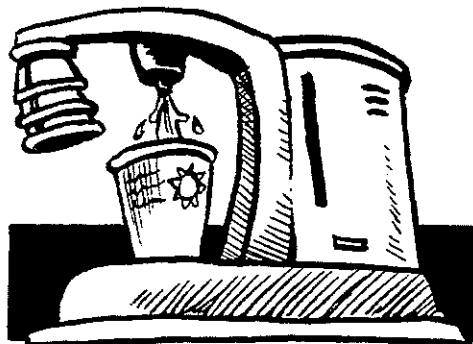
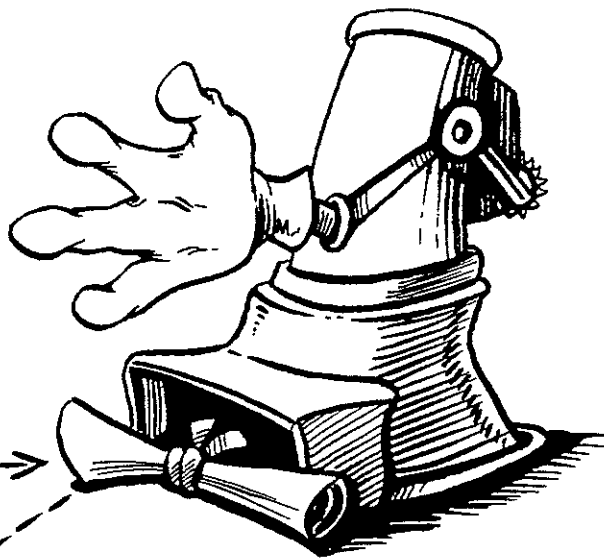
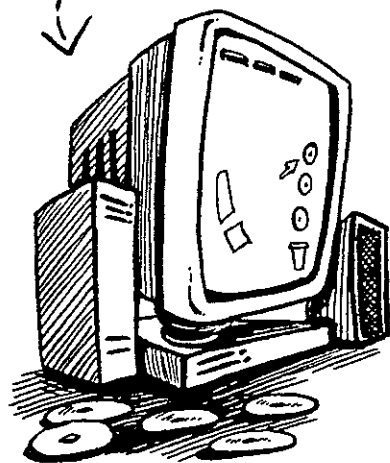
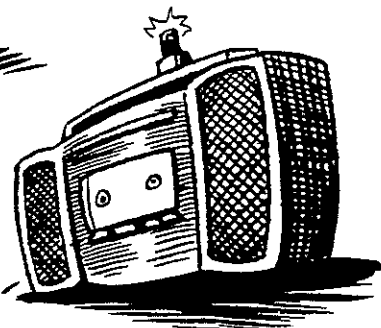
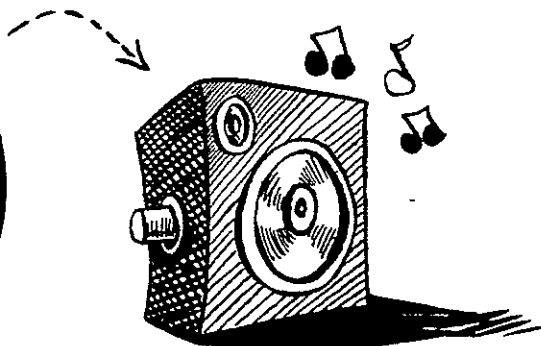
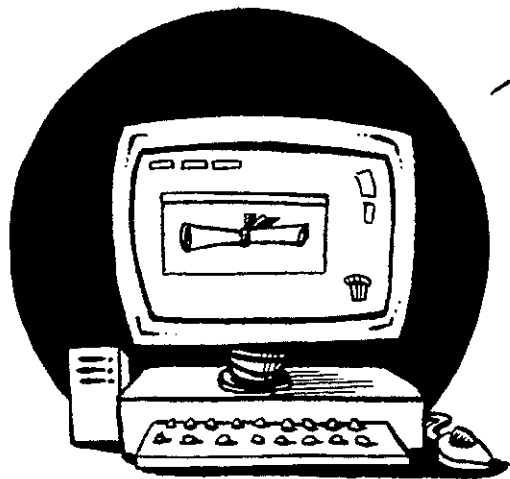
Past Western Washington University planner and current State Board member, Senator Barney Goltz may be on the mark when he claims "**planning is what you do while you're waiting for the ambiance to arrive.**" I suppose that assumes a satisfying ambiance even if it might not have been the one that was planned. While the college's **Institutional Effectiveness Plan** is an excellent statement of goals and outcomes measures, it extrapolates from the known. In that sense it does not seem creatively futuristic. On the other hand it does leave considerable latitude for futuristic processes to accomplish the goals. We anticipate that it will be a useful framework for the future whether those processes are traditional or presently beyond our imaginations.

After considerable thought, it seems prudent to look to the future of Whatcom with one foot in today and the other stepping toward tomorrow. There are too many variables over which we have little or no control such as technological change, resources, and the teaching/learning attitudes of tomorrow's students. The challenges of the past appear to be the challenges of the future with a great many new twists and turns. How will future generations judge our stewardship?

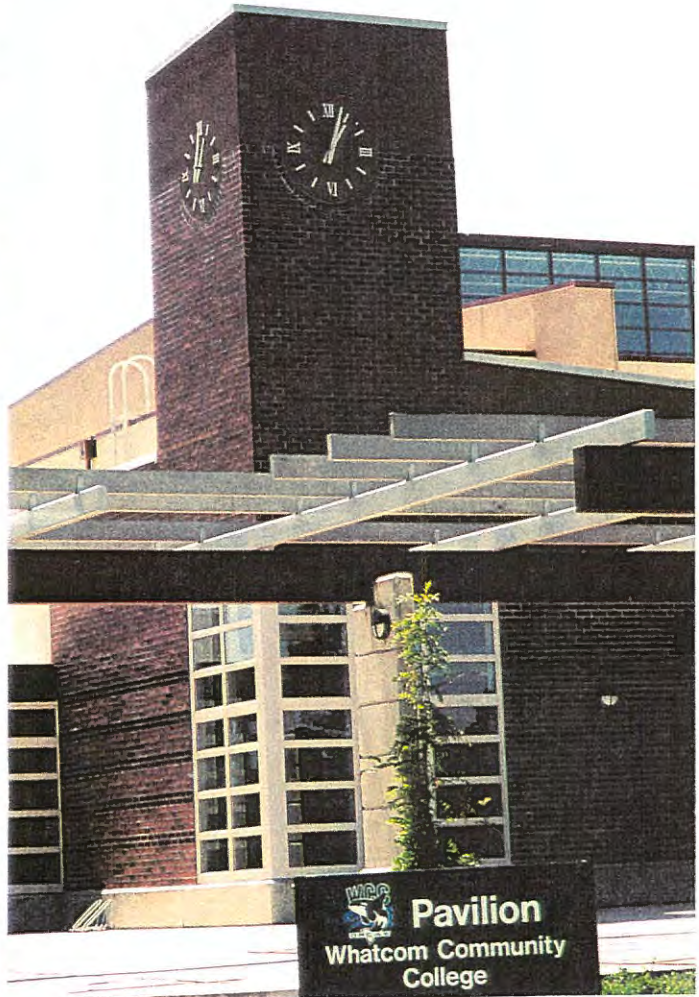
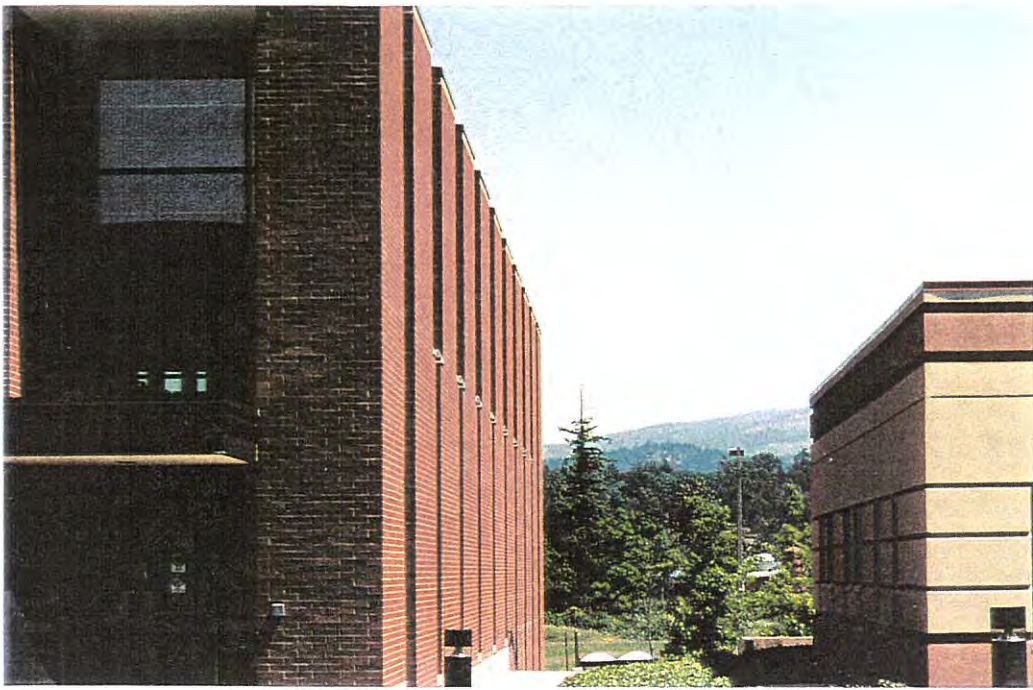
I hope it doesn't sound too simplistic or mundane, but one can easily conclude that yesterday's challenges have united us over the years and have helped to create the

- The college will grow to over 6,000 FTE students, primarily on a main campus of approximately 65 acres and 1.5 times the square footage of facility space now in existence.
- In spite of our best efforts - and we must continue to try - public financing of higher education will not change remarkably. Whatcom is currently a “public-assisted” college with about one-third of its funding coming from non-state contract activities. The college of the future will require maintaining an entrepreneurial spirit capable of providing up to 50% local contract funding. That is not something to complain about, but rather is a reality to embrace and use to our own ends--serving students.
- The classroom teacher will not disappear or be reduced in importance. He or she will, however, have better electronic tools. Some of today’s techniques will prove essential while others will be a disappointment and will go the way of television, radio, teaching machines, correspondence courses, and “Fennies from Heaven.” The latter was an innovation of the 1960s whereby video courses were broadcast from an airplane to a defined receiving area below. Given enough airplanes one could teach the world.
- The lines between high school, community colleges and universities will continue to blur in service to the individual abilities of students. Running Start and upper division courses on community college campuses are only the beginning.
- Books will not disappear, though newspapers might. Libraries will not grow remarkably as physical entities, but access to them will increase from every home and from every classroom.
- More students will be independent learners who will expect to complete at least some courses through distance and alternative approaches to learning/teaching.
- This is not the first technological revolution nor will it be the last. This, the “electronic technologies revolution” may or may not change the world like the mechanical technical revolution or other revolutions, but we cannot deny that its impact is phenomenal. Here are several predictions in that regard:
  - The college will operate primarily from a central campus but with an expanded distance learning capability serving the county, the state, and even the nation through alternative teaching/learning techniques including Internet courses through consortial agreements, instructional video, telecourses and courses as we know them today. Even the discussion/lecture will continue and will improve.

**The reader's visions and predictions for Whatcom Community College  
by the year 2020**









**Left to Right**

**Front Row - Melinda Crawford, Sally Bakken**

**Back Row - Karrie Tribble, Cliff Baacke, Becky Rawlings**



**Left to Right**

**Front Row - Judith Daniels, Fumi Watanabe, Linda Cooper**

**Back Row - Ulli Schraml, Kelly Quinn, Dubravka Ilic, Melissa L. Rich**



**Left to Right**

**Front Row -** Debra Lillard Nelson, Ruth Baacke, Margaret Bikman, Denise Guren, Ara Taylor

**Back Row -** Allison Jones, Linda Lambert, Dal Symes, Jim Dodd, Laura Mackenzie



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**Back Row -** Kathy Jackson, Rozanne Smith, Douglas Buck, Sharon Roof, Lonna Bouchard

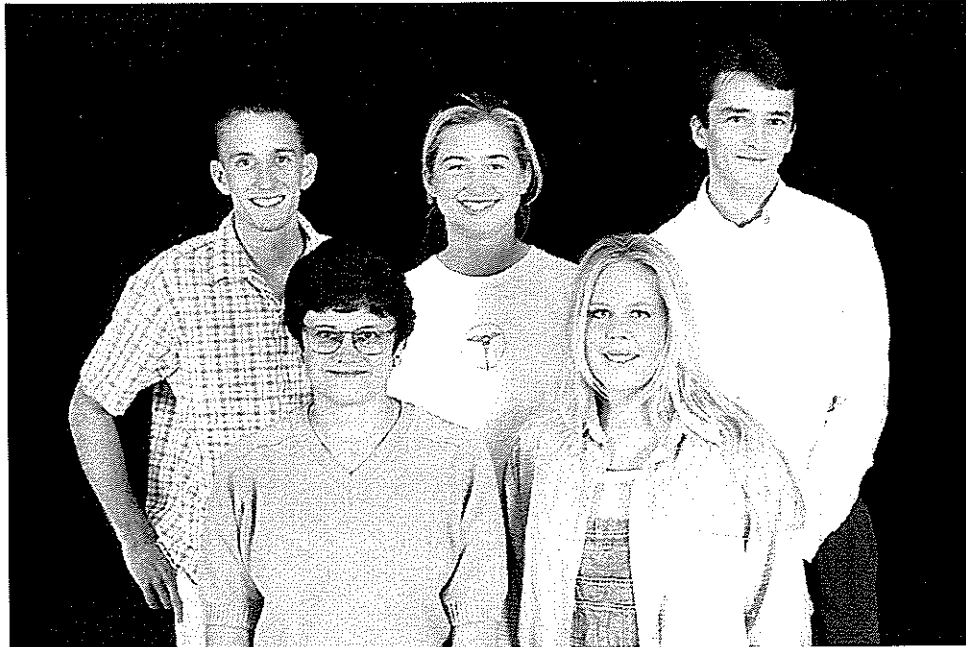




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**Front Row - Chris Bouchard, Esther Abita, Anne Ziomkowski,**

**Back Row - Brenda Burnett, Dave Klaffke, Linda Wilson, Sara Julin, Trish Onion**



**Left to Right**

**Front Row - Diane Haak, Katie Dirksen**

**Back Row - David Reasoner, Nikki Visser, Jon Spores**





**Left to Right**

**Front Row -** Cathy Hagman, Keri Parriera, Steve Taylor, Jane Gordon-Ball, Rebecca Graves

**Back Row -** Bruce Teper, Robert Ball, Charles DeMarco, William Zilinek, Barbara Dahl



**Left to Right**

**Front Row -** Shandeen Gemanis, Shari Skinner, Jeanne Uhles, Carolyn Laser, Linda Howson, Linda Vaugh

**Back Row -** Jason Heiner, Dan Marshall-Campbell, Anna Chadbourne, Jenene Gibbs, Luanne Moore, Greg Marshall



**Left to Right**

**Front Row - Heidi Mezo, Janet Sutter**

**Back Row - Fred Abitia, Dave Pelkey, Becky Rawlings**



**Left to Right**

**Front Row - Sarah Pearson, Laine Johnston, Jackie Buck**



**Left to Right**

**Front Row** - Vivian Hallmark, Janelle Miner, Jerry Erdman, Carolyn Jovag, Linda Cowan

**Middle Row** - Lillian Baker, Elaine Bedloin, Judy Pomeroy, Fran Allen, Cindy King

**Back Row** - Marilyn Christenson, Patti Russell, Tammy Bounds, Fontella Lindquist



**Left to Right**

**Front Row** - Michael Brown, Judy Harlock, Catherine Smith, Joanne Munroe, Dee Ruedisueli, Earl Bower

**Back Row** - Tim Kelly, Bob Riesenberg, Allan Richardson, Clarence Zylstra, Bill Cullwell, Robert Veach

# A Chronology of Whatcom Community College

The dates indicated in this chronology are sometimes the date of an event and other times a reference to the Board meeting or document regarding the event.

<b>DATE</b>	<b>HISTORICAL EVENT</b>
1915	Washington State's first junior college opens in Everett in 1915 and closes in 1923 for lack of enrollment.
1925	Centralia College opens. The oldest continuously operating community college in Washington State.
1941	A new law prohibits tax-supported junior colleges in counties already having public or private 4-year colleges. Whatcom Community College would not be allowed in Whatcom County.
1945	Junior colleges declared part of the state's public school system.
1961	Legislative restriction on junior colleges in counties with four-year colleges removed from law. Junior colleges officially re-designated community colleges.
June 30, 1966	Arthur D. Little report titled, "A Policy for Community College Education in the State of Washington" submitted to the Superintendent of Public Instruction and the state legislature.
1967	The Community College Act of 1967 transfers statewide community college responsibility from the Superintendent of Public Instruction to the newly created State Board for Community College Education (SBCCE). Twenty-two community college districts established, each governed by five trustees. Whatcom Community College designated District 21.

- April 14, 1970 Ora Enbom hired as college's first secretary.
- April 14, 1970 Floyd Sandell hired as the college's first full-time faculty member in its first program, Farm Management. He and the program were transferred from the Bellingham School District.
- April 24, 1970 Dr. Canfield, executive director of the State Board for Community College Education (SBCCE), introduces Everett Sanders to the SBCCE Board. "Mr. Sanders will direct the new college in Whatcom County."
- May 12, 1970 Board of Trustees rules that "Emergency Care and Transportation of the Sick and Injured" (ambulance driving) will be the first class offered by the college (tuition free).
- May 12, 1970 Board minutes report that the college has no name and no crest. The two most frequently suggested names are Whatcom Community College and Kulshan Community College.
- June 9, 1970 "A motion is unanimously passed that the name of District 21's college be Whatcom Community College." Some other names considered were Kulshan, Mt. Baker and Nooksack
- June 30, 1970 Trustees begin serious consideration of college mission and policies. Coordinator Sanders postulates, "since capital funds are not available, it seems that District 21 will operate without a campus . . . We can serve persons, not buildings!" All college expenditures, no matter how large or small, must be approved by the Board prior to payment.
- July 9, 1970 College buys new Plymouth Fury III for \$2,205.56 (first official school car) and has first college sign painted and placed above the office (in Ferndale). The \$45 cost was borne by the Ferndale Chamber of Commerce.
- September 14, 1970 Tuition for the first quarter of courses set at \$6 per credit.

- May 18, 1971 Board study session suggests the college “employ few or no full-time people and rely on part-time people who may be available in the area...”
- August 5, 1971 The administrative staff and instructional team recommend: (1) proposed requirements for Associate in Arts degree, and (2) grading system with no failing grade. No writing course required for graduation.
- August 19, 1971 Western Washington State College agrees to accept transfer credits from Whatcom Community College (yet unaccredited) “subject to validation after students complete 24 credits” at Western Washington State College, says Cal Mathews, associate registrar. Other universities reply similarly during this period including the University of Washington.
- August 31, 1971 First college catalog published: “You may have as many as you like, three thousand have been ordered and delivered. Cost \$0.33 each.”
- September 3, 1971 The Northwest Association of Schools and Colleges grants recognition as a “Correspondent” to Whatcom Community College.
- September 8, 1971 A mobile home trailer is purchased for \$15,300.60 to house the Learning Resources Center (LRC) and is placed on the parking lot at Ferndale High School.
- October 7, 1971 Director Sanders reports to the Board that Whatcom Community College is now certified as a General Education Development (GED) testing center.
- November 2, 1971 Adoption of a high school completion program.
- December 16, 1971 Western Washington State College Board of Trustees adopts a resolution declaring their intent to work cooperatively with the trustees of Whatcom Community College.

- December 13, 1972 WCC approved by the N. W. Association of Schools and Colleges as a candidate for accreditation.
- 1973 A 1957 Ford bookmobile is purchased from King County Library. The bookmobile serves as a bookstore on wheels and an outreach and registration center.
- 1973 President Hamill and the Board rejected several times by SBCCE director John Mundt in their request for special financial and policy consideration for the Whatcom "demonstration" experiment.
- February 15, 1973 TIAA/CREF accepted as the retirement plan at Board's executive session.
- April 10, 1973 Tenure awarded to Farm Management faculty member, Floyd Sandell, first faculty member to be hired and first to receive tenure.
- June 30, 1973 Everett Sanders, who became director of administrative services after resigning as college director, resigns from Whatcom Community College.
- October 5, 1973 WCC administrative services move into relocatable (Northwest I) and the Ferndale offices are closed.
- Fall 1973 College awarded Title I grant to offer focus/outreach program to encourage the education and employment of women.
- November 7, 1973 Dr. Hamill, college president; board chairman James McKellar and Dr. Marv Vasher present a point system concept (FACS/Faculty Assignment Classification System) to the SBCCE, which purports to eliminate the distinction between part-and full-time faculty. Faculty will be paid on a point system for specific functions performed. College plans to employ only part-time faculty.
- April 9 1974 First student organization plan proposed to trustees for a two-year trial (developed by Lynn Blackwell).

- December 13, 1975 SBCCE adopts a resolution commending Whatcom Community College for its creativity as a non-campus institution and supports alternative means of delivering services.
- 1976 Enrollment report shows that “we have gone from 3.7 students per FTE in 1972 to 2.9 in 1975-76.”
- January 13, 1976 Dr. Hamill requests an exemption from senate legislation on position control limits because of Whatcom Community College’s unique mode of operation.
- February 1976 A 125 square foot bookstore space is provided in the newly rented “Nalley Foods Building” (library) at the Marine Drive Instructional Center. First bookstore not on wheels.
- March 18, 1976 Bellingham Rotary president, Mr. Paul Hanson donates \$100.00 on behalf of the club for the student loan fund. Since then the club has donated over \$30,000 to Whatcom Community College students for scholarships and loans.
- June 8, 1976 Board passes policy on anti-nepotism.
- July 1976 Whatcom Community College Federation of Teachers receives its affirmation and is chartered as Local 3591.
- July 1, 1976 Trustee Dr. Sam Kelly named dean for graduate affairs and research at Western Washington State College.
- August 20, 1976 College receives grant to serve developmentally delayed adults at the Ferndale location.
- August 31, 1976 Faculty and Board conclude negotiations for 1976-77. Faculty express gratification that a full-time faculty policy has been adopted along with a professional salary schedule.
- September 3, 1976 First College Senate Committee Open Hearing held at 9:00 a.m. at the Marine Drive Instructional Center. (Served coffee, break-



- May 9, 1977 Dr. Harold Heiner of the SBCCE holds an open meeting regarding Title IX which prohibits discrimination on the basis of sex.
- May 10, 1977 Dr. Marvin L. Vasher appointed interim president.
- June 8, 1977 Nathan B. Smothers, Whatcom Community College “program implementor” appointed acting chief administrator.
- June 30, 1977 Dr. Marvin L. Vasher resigns to become president, Northland Pioneer College, Arizona.
- October 1977 Northwest II, a relocatable, starts to roll down the freeway from Edmonds Community College.
- October 1, 1977 Whatcom returns to the original Ferndale facility at 811 Third Street to open the Ferndale Instructional Center.
- October 1, 1977 Blaine Instructional Center opens at 685 Peace Portal Drive, Blaine, next to an “adult bookstore”.
- October 1, 1977 The Marine Drive location expands to include a faculty annex (offices). Previously a barber shop.
- October 11, 1977 Dr. William J. Laidlaw’s appointment as president ratified by the Board of Trustees.
- December 17, 1977 Dr. Sam Kelly Staff Development Fund established by Board of Trustees.
- 1978-79 Day care center opens at the Broadway location with six children.
- January 3, 1978 Dr. Laidlaw joins Whatcom as the college’s second president.
- January 1978 Winter quarter *Horizon* becomes a course offering.
- February 14, 1978 College’s first sabbatical leave granted to Bob Bragg, faculty member, effective spring quarter, 1979.

- June 12, 1979 Nathan B. Smothers resigns effective June 15, 1979.
- June 14, 1979 First Whatcom Community College commencement celebration honoring graduates of 1972 to 1979. Held at the American Legion Hall in conjunction with Dr. Laidlaw's presidential inauguration. Speakers: Drs. John Terrey and Sam Kelly and Wayne Keller, pastor of St. James Presbyterian Church, Bellingham.
- June 15, 1979 Counselor Bill Hatch retired - first employee to retire from Whatcom Community College.
- June 28, 1979 The Board studies the feasibility of establishing a foundation called the "Whatcom Fund for Lifelong Learning." Interest waned and the effort was dropped.
- June 28, 1979 First board meeting held Northwest Two, Northwest Instructional Center.
- July 1, 1979 Northwest Two Center opens and includes classrooms and an office for the dean for instruction.
- February 1, 1980 Cathy Hagman begins work as faculty director of the new Lynden Center.
- June 26, 1980 State capital budget for 1981-83 includes \$25,000 for a feasibility study for the core facility.
- September 15, 1980 The Pottery Studio is leased from Bellingham Parks and Recreation (the present Art Studio at Boulevard Park).
- January 8, 1980 Chapter 1 of the **Master Plan**, which includes the mission statement, adopted by the Board of Trustees.
- February 19, 1980 A new Lynden Facility opens at 17<sup>th</sup> and Grover, Professional Plaza, second floor. Former location was at 6<sup>th</sup> and Grover, Lynden. Cathleen Hagman is faculty/mentor/coordinator.

- May 5, 1981 *Horizon* staff and instructor Miki Gilliland receive award for achievement as the best two-year college newspaper in the Northwest by Western Washington Chapter of the Society of Professional Journalists and Sigma Beta Chi.
- May 15, 1981 Washington State Community College Humanities Project confers Exemplary Status upon Jean Carmean and Bob Bragg for outstanding contributions to the humanities.
- May 26, 1981 "A Statement of Educational Values" adopted by the Board and placed in the college catalog.
- June 12, 1981 Third commencement ceremony held at the Leopold Hotel. Charles T. Wanninger, editor and publisher of *The Bellingham Herald*, speaker.
- June 26, 1981 William J. Laidlaw elected president of Washington Association of Community College Presidents (WACCP).
- July 1, 1981 College banking account changed from Old National Bank, Ferndale, to Whatcom State Bank, Ferndale.
- September 17, 1981 Governor Spellman issues Executive Order 81-17 ordering expenditure reduction in State General Fund allotments by 10.1 % of the agency's total biennial state General Fund appropriations.
- October 13, 1981 SBCCE declares system wide financial emergency as Governor Spellman imposes 10.1% budget reduction.
- December 2, 1981 Budget cut 5% rather than 10.1%.
- December 9, 1981 Accreditation reaffirmed by the Commission on Colleges, Northwest Association of Schools and Colleges, for a period of ten years with interim report at five years. No special reports were requested.

- April 23, 1983      AAWCJC honored Dr. Laidlaw with a resolution and first certificate of appreciation of an Outstanding Supportive President.
- July 25, 1983      The Board of Trustees Chairman Stimpson and members Pat Hite, Bill O'Neil and Paul Kenner, accept a donation of 5.93 acres (Binding Site Plan 12 Block #45) of real property for construction of a college core facility from The Trillium Corporation and its President, David Syre, at the board meeting of July 25, 1983. Future site of the Laidlaw Center, value \$347,000.
- November 1, 1983    Because of his progressing cancer, President William J. Laidlaw addresses a letter to chairman of the Board, Catharine C. Stimpson, stating "the Board may wish to appoint Harold G. Heiner, acting president" and requests that Dean for Instruction Harold Heiner act on his behalf in his absence.
- November 3, 1983    At its regular meeting, the Board appoints Dr. Heiner acting president, effective 11-3-83.
- November 9, 1983    An all-college meeting is held at Marine Drive to inform staff of the Board's action to appoint Dr. Heiner, acting president; and to discuss responsibilities and the future of the institution.
- November 20, 1983    Dr. William J. Laidlaw, president, dies at his home on Sunday, November 20, 1983, at 11:10 p.m. He was Whatcom's second president. He assumed his position at Whatcom on January 3, 1978.
- December 13, 1983    The Board of Trustees announces at their regular board meeting their intention of entering into a national presidential search.
- January 19, 1984      The first organizational presidential search committee meeting held in the board room, Northwest Two. Committee members are:  
 William J. O'Neil, chair, trustee  
 Patricia G. Hite, trustee  
 Laine Johnston, classified  
 Jean Ulrich, student

- October 15, 1984 Presidential inauguration celebration for Dr. Heiner held at the Whatcom Museum of History & Art at 7:30 p.m. Dr. James Ford, president of Skagit Valley College, speaks and Board Chair Patricia Hite gives the introductions.
- December 11, 1984 A student runs from the Financial Aid office with his file because he owed the college money. The file was recovered and charges were not filed.
- 1985 Purchased the Northwest Road property (2.29 acres) for \$35,000.
- January 2, 1985 Dean for Instruction Dr. William Christopher joins Whatcom Community College.
- February 12, 1985 Board of Trustees grants tenure to faculty members, Monte Heintz, Sara Julin, and Robert Ball.
- February 12, 1985 The Marine Drive facility is without septic tank service and at the Ferndale Center, water pipes in the ceiling freeze and break, sending water cascading to the floor.
- February 12, 1985 A typewriter and a skull are stolen from Marine Drive.
- March 1, 1985 First meeting of the All-College Council is held.
- March 12, 1985 For the first time, enrollment exceeds 1000 FTE (1036).
- March 12, 1985 Trustees adopt the Laidlaw Award. The 1985 award was presented on Dr. Laidlaw's birthday, June 14, at commencement.
- April 9, 1985 Dr. Linda Reisser, dean for students, resigns effective November 1, 1985. Linda came to Whatcom September 1, 1978.
- April 9, 1985 The governor cuts college operating budget by \$38,223 for remainder of the year. The Union contributes \$250 to the Staff & Professional Development Fund to help with reduction and the

- November 13, 1985 Reception is held in observance of Catharine Stimpson's retirement from the Board.
- February 4, 1986 Floyd Sandell, first full-time faculty member retires after being with the college for 16 years.
- February 25, 1986 Susan Mancuso, dean for educational services, appointed regional director of Council for the Advancement of Experiential Learning (CAEL).
- March 6, 1986 Joint board meeting with Western Washington University to reaffirm cooperative effort. See Resolution N. 86-1.
- March 6, 1986 The Board encourages the president to proceed with attempts to acquire additional property to "take care of the future long-range (capital) needs." The Board and the president are in agreement about developing a campus.
- April 29, 1986 Groundbreaking ceremony held at 237 West Kellogg Road for the core facility. Welcome and introduction, President Heiner; remarks and groundbreaking, Trustee Judith P. Wiseman, Senator H.A. "Barney" Goltz, Representative Dennis J. Braddock.
- June 13, 1986 Senator H.A. "Barney" Goltz speaks at commencement.
- October 14, 1986 The Board reaffirms its directive to develop a five-day instructional week in order to fully use the core facility. Prior to that the college was teaching a four-day schedule.
- March 9, 1987 Assistant to the president hired, Kirk A. Flanders.
- April 14, 1987 Logo colors changed from orange and brown to port and soft black.
- April 14, 1987 Puget Sound Power & Light Co. designates \$1000 perpetual Faculty Excellence Award to be awarded annually. Later increases it

- March 8, 1988 Bob Winters granted tenure.
- April 12, 1988 Dr. Robert Hamill, first president of Whatcom Community College, visits Whatcom Community College and is recognized by the Board for his early contributions.
- June 23, 1988 Alpha Xi Nu Chapter of the Phi Theta Kappa Chapter formed at Whatcom Community College. Charter members Sharon Ford, Marna Montour, Barbara Richards, Carolyn Jensen, Theresa Rhea, Readene Wallace, Advisor, Lynn Blackwell.
- July 1, 1988 The Midtown Center is closed.
- July 22, 1988 Lummi Community College Board of Trustees presents an award to Whatcom Community College for "...cooperation, support and assistance in our journey through the 'rough waters' of Indian post-secondary education."
- September 1988 Governor bans smoking in state facilities.
- January 12, 1989 Agreement adopted between Whatcom Community College and the Whatcom Community College Foundation. Inez Johnson serves as the founding chairperson of the Foundation.
- March 14, 1989 Judy Stone and Doug Mooers awarded tenure.
- March 14, 1989 Board adopts \$5/quarter comprehensive fee. Exempts students from paying special fees for matriculation, parking, transcripts, records, loan processing, catalog or placement testing (unless a testing service is used).
- April 1989 President Heiner names south access road "Orca Lane" in response to a fire department request for a name.
- May 6, 1989 Annual part-time faculty and classified excellence awards of \$500 each are established.
- May 16, 1989 Board adopts the Orca whale as the college mascot.

- August 22, 1991 The Business Technical Center with 1.51 acres is purchased from Dawson Construction (Binding Site Plan 5 Parcel #3) with special "one-time" state capital money. Value \$1,894,108.
- March 19, 1992 Jane Gordon-Ball, Denise Brannan and Richard Samples awarded tenure.
- March 19, 1992 Farm Management Program discontinued.
- May 9, 1992 Memorial service on campus for Sean Dahl, a student who died accidentally while on a student government outing. Awarded A.A.S. degree posthumously.
- May 12, 1992 Bill Cochran introduces a plan which saves the college \$3,000 yearly in garbage collection. Yes, it has worked over time, too.
- Summer 1992 Additional classrooms are built above the south portion of the Laidlaw Center.
- 4.51 acres north of the Laidlaw Center are purchased. (Binding Site Plan 17 Parcel #7) Value \$615,000.
- August 11, 1992 U.S. Office of Education informs college that its guaranteed student loan default rate has dropped from 38.9% in 1987 to 10.3% in 1992.
- August 11, 1992 College receives one of two International Services awards from the Council for Adult and Experiential Learning (CAEL).
- September 8, 1992 Linda Cooper replaces Beth Tyne (she resigned) as International Education director.
- September 15, 1992 Whatcom Community College Foundation receives \$500,000 Federal Title III matching grant. Foundation raises and is matched with \$350,000 on 8-15-94. The principal and one-half the interest cannot be spent until the year 2014. What a day that will be.



- October 6, 1994 Dawson Construction begins work on the Pavilion. Value \$3,549,409.
- October 1994 After being run by Western Washington University for 16 years, Whatcom Community College takes over management of the college bookstore.
- January 10, 1995 A student broke into the bookstore and stole some computer software. The judge banned him from campus. He later identified himself to manager Jon Spores and asked for a job. Jon declined the offer.
- March 14, 1995 Juliana Bohn, Ronna Loerch, Caryn Friedlander and Bob Riesenberg are awarded tenure.
- March 14, 1995 F grade to be calculated in students' grade point average. Previously it was not included.
- June 16, 1995 Krystal DeVries Way murdered on campus by her husband. Captured by construction workers, dean and college president.
- July 11, 1995 Reported to the Board that there were four violent student deaths in 1994-95: two auto accidents, one suicide and one murder.
- Summer 1995 The Learning Resources Center (LRC) is renamed "Library".
- September 12, 1995 Board recognizes Susan Mancuso's resignation and long-time effective service to the college.
- August 15, 1997 Board discontinues Special Education program.
- October 18, 1995 Dawson Construction begins work on the library/fine arts/student center. Value \$8,056,398.
- December 1995 The Pavilion is opened for winter quarter classes.

- March 10, 1998 Board awards tenure to Jennifer Bullis and Debra Lancaster.
- March 10, 1998 President Heiner appointed an ex-officio member of the Whatcom Symphony Orchestra Board.
- April 3, 1998 President Heiner awarded the Shirley B. Gordon Award of Distinction by Phi Theta Kappa International.
- April 8, 1998 Western Washington University President Morse and Whatcom Community College President Heiner sign an articulation agreement on full transferability of the Associate in Science degree from Whatcom Community College to Western Washington University.
- May 23, 1998 Sam Kelly, the “Father of Whatcom Community College,” dies at age 69.
- June 25, 1998 College receives \$1.5 million U.S. Office of Education Title III grant.
- July 25, 1998 The new childcare/classroom building named “Kelly Hall” by the Board in appreciation of Sam P. Kelly, first board chairman of Whatcom Community College.



# Community College Aims at Fall Start

By PAT WETHERELL  
Of The Bellingham Herald

Whatcom County Community College District 21 trustees hope to start the college's first pilot courses next fall, according to Dr. Sam Kelly, board chairman.

The district has existed only on paper since its establishment by the 1967 legislature. Now it has advanced to a new stage with the allocation of \$30,000 from the State Board for Community College Education "to initiate educational program planning."

With money to work with, trustees are now undertaking a regional search for a coordinator whom they hope to hire before the end of the year. The money will also pay for office rent and the salary of a part-time secretary.

## MAY STEP UP

The coordinator, who may eventually become the college's first president, should be someone who has broad experience in adult education, curriculum development and school-community relations, Dr. Kelly said, and he should also be familiar with the workings of agencies from which money will be asked.

His first job will be to continue the trustees' study of the community's educational needs, then to plan the pilot courses.

Trustees, at this point, believe initial priority may be given to adult education programs ranging from literacy training to occupational retraining and also to courses involving health and allied services, Dr. Kelly said.

## LESSER CONCERN

Of lesser concern currently are transfer programs, that is, programs for students who want to transfer from a community college to a four-year college.

Though trustees are hesitant to predict what the college's first courses will be, they speak with certainty about other policies.

They believe, first, that District 21 offerings should not duplicate courses given by other area institutions.

## USE EXISTING ROOM

Trustees also feel that classes should be conducted in existing community facilities — schools, churches, industries and civic buildings. Dr. Kelly said trustees have no plans to construct a community college building until it is needed.

Programs will be financed through the state board. Trustees will ask the board for money to support the pilot program at the beginning of the next fiscal year in July; it is not yet known how much will be needed, Dr. Kelly said.

Trustees, who have been meeting informally since the district was created, will begin holding regular, public meetings after the first of the year.

They are also in the process of forming an advisory committee which will probably meet quarterly.

## EXPLAIN GOAL

Trustees, as the first step toward forming this committee, held a meeting of community

leaders Oct. 15 to explain the goals of the district.

Persons at that meeting included Brian Barker, Sehome High School principal; Mrs. Eunice Cole, St. Luke's Hospital director of nursing; Joe Entriiken, Whatcom County Development Council manager; Miss Linda Hellyer, Whatcom County Library director; Patrick Irvin, Nooksack Valley School District superintendent; James McKay, Lummi Tribe chief, and Mrs. Norbert James and Bill James, tribe members.

## ALSO THERE

Others were Oliver Johnson, Mobil Oil Co. Ferndale plant manager; Dr. Al Canfield, state director for community colleges; Mrs. Pat Hite, wife of Dr. Herbert Hite, education department chairman at Western Washington State College; Mrs. Ruth Jorgensen, Lynden Migrant Center director; Dr. John Mumma, anesthesiologist and WWSC physician; Dr. Sam Porter, WWSC technology department chairman; Randy Ramstead, Blaine real estate broker, and Sgt. Harold Raymond of the Bellingham Police Department.

Included were Art Runestrand, Georgia - Pacific Corp. training director; Dr. Richard Tucker, Bellingham dentist; Chuck Wilder, Wilder Construction Co. president; the Rev. Glen Wolf, a Nooksack pastor, and Miss Mary Hillaire, state supervisor and program developer of training for the state Division of Vocational Education.

February 19, 1970

# County College Picks Sanders

By PAT WETHERELL  
Of The Bellingham Herald

**FERNDALE** — Everett Sanders, director of the Whatcom County Opportunity Council, will be the coordinator and first full time employe of Whatcom County Community College District 21, it was decided at a trustees' meeting here Monday afternoon.

Sanders has been opportunity council director since 1965 and was Ferndale School District superintendent from 1957 to 1965. He holds a master's degree from Western Washington State College.

He will take over his new duties on a full-time basis not later than April 1 and will begin work part time in March. A new opportunity council director has not yet been hired.

## FIRST DUTIES

Among the coordinator's first duties will be to help trustees determine priorities for the college's first pilot classes, which are expected to begin in the fall, to prepare a budget, equip offices at 811 Third St. in Ferndale and hire a secretary-bookkeeper.

"We felt, after considerable study, that it would be premature at this time to hire a president, but we vitally need an experienced administrator and curriculum coordinator," Dr. Sam Kelly, board chairman, said.

"Sanders' extensive experience in public education, his recent work with various programs financed by the Office of Economic Opportunity and his knowledge of Whatcom County and its many groups to be ser-

ved by a community college make him a most qualified coordinator.

## GREAT ASSISTANCE

"When we do hire a president and other administrative and teaching staff, he will be of great assistance to them," Dr. Kelly said.

Sanders will be introduced to the community college district's advisory committee at a meeting at 8 p.m. March 5 at the YMCA.

In other business, trustees approved district bylaws which included setting regular meetings for the second Tuesday of each month at the First National Bank of Ferndale.

Trustees, in addition to Dr. Kelly, are Mrs. John Bay, Lynn; Mrs. E. K. Stimpson and Jim McKellar, Bellingham, and Stan Brunner, Ferndale.

February 20, 1970  
Lynden Tribune

## What to Name New College?

A good name, according to the Book of Proverbs, is rather to be chosen than great riches.

Currently, Community College District No. 21 has neither — though things are being done to rectify the situation.

The chance of great riches is slim with the state in a cash-conscious mood but a trustees meeting Tuesday afternoon did their best to think of a good name.

After considerable discussion, the field was narrowed to two: Whatcom or Kulshan Community College.

Decision on the final selection was postponed until next month's meeting to enable

members to chew over the two choices. It looks, however, as though Whatcom will be the eventual winner.

Mrs. John Bay and Mrs. E.K. Stimpson, board members, were delegated the task of coming up with ideas for a college emblem, possibly including the Peace Arch.

November 29, 1970  
Oregonian

# New Whatcom College Doesn't Need Campus



**"WE ARE** the entire, full time staff at Whatcom Community College." In foreground is coordinator Everett Sanders. To his left is assistant coordinator Lynn Blackwell. Busy at filing cabinets is secretary Ora Enbom.





EMBASSY  
OF THE  
UNITED STATES OF AMERICA  
Saigon

U.S. AID MISSION TO VIETNAM

December 11, 1970

Dr. Sam Kelly  
Community College  
Whatcom County  
Ferndale, Washington

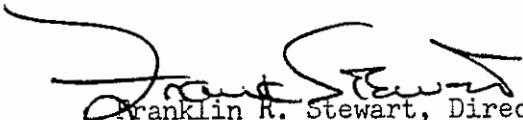
Dear Dr. Kelly:

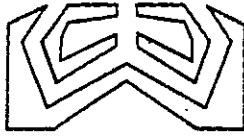
Reference is made to an article by Jack Mayne which appeared in the Bangkok World of December 3. It occurs to me that the ideas and efforts which you are involved with are most exciting ones. We in this Directorate have principal responsibilities for refugees and war victims.

I believe that your ideas might have highly relevant implications as far as our efforts are concerned especially in the retraining and re-educating role that the Government of Vietnam now visualizes for itself. Specifically I am thinking that our program which calls for the establishment of approximately 40 community centers in various parts of the country might most usefully make some adaptation of your ideas.

This letter is to inquire about the possibility of obtaining literature or other descriptive material on your effort. We would be deeply appreciative if you could provide us with additional information.

Very sincerely,

  
Franklin R. Stewart, Director  
War Victims Directorate, CORDS



**WHATCOM  
COMMUNITY  
COLLEGE**

By William G. Chrystal

Opening a new college isn't easy, but Whatcom Community College can at least be comforted by the fact that all colleges were brand new once. "Our doors will be open September 29th," said Director Everett Sanders of the Ferndale-headquartered school.

Last year, Whatcom Community College served 1,456 County residents, providing classes that were specifically requested by the community. This year, however, the college has expanded. In addition to the community-requested courses a complete two-year transfer program has been developed. "Anyone who wants to complete his first two years of college in the community may do so at Whatcom Community College," stated Mr. Sanders. "This may be particularly advantageous for those who work full-time during the day but want to take college classes in the evening. Most of our classes are offered at Ferndale High School in the late afternoon and evening."

"Being a new college has its disadvantages — students don't necessarily come to you. We are really working to get the word out that we are opening in September."

Cards were sent to all of the

graduating seniors in the County, but as Mr. Sanders points out, this isn't enough. "Many of our prospective students are out of high school and working. They're the ones we want to know about our school. We want to offer them college classes in the evening."

A new college also has its advantages — in this case especially for the students. "All of the Colleges, Universities and Community Colleges in the state raised their fees this year, except Whatcom Community College," said Mr. Sanders. "We can offer a full-time evening student who is a resident his first two years of college for \$70.00 a quarter tuition. No other school in the state can say that."

Mr. Sanders asks that all students interested in Whatcom Community College contact the College at 384-1541 or write care of P.O. Box 1096 Ferndale, Washington 98248. "We want to serve the people of Whatcom County in as many ways as we can."



are a lot of non-fiscal advantages to our plan, but we never would have thought of it if we'd had millions of state dollars at our disposal."

Eventually Whatcom College will have a fairly large administrative center, including a book store, from which to operate. Sanders hopes to work out a facilities-sharing agreement with Whatcom County Public Library and operate a sort of college bookmobile throughout the country.

Sanders thinks the Whatcom plan will draw a lot of students who wouldn't otherwise attend college, especially those who are middle-aged and older. "Many older people who would like to take a couple of classes might not do it if they had to drive 10 or 20 miles from Ferndale or Lynden or Blaine to a campus in Bellingham," he says. "But if all they have to do is go down to the local high school, they may feel much more inclined to take advantage of what we have to offer."

To a certain degree this is true of community colleges in general, Mrs. Blackwell says. "Community colleges get people into college who might never have otherwise thought of going. A person who might be afraid of a four-year school may enroll for a couple of community college classes, find that he enjoys it and can handle it, and goes on to get a degree."

Whatcom's flexible administrative approach gives it much in common with the "free university" movement which has gained national popularity in the past decade. "We try to accommodate the desires of the public," Mrs. Blackwell says. "If someone walks into our office and says he can teach a certain class, we'll offer it if we think enough students will be interested in it." Like the free universities, classes at Whatcom do not have to be taken for grade or credit, nor must a person be working toward a degree.

Sanders feels strongly about the need for community education. "I'm not against four-year institutions," he says. "It's just that they can't offer a lot of things that we can. We are NOT a prep school for the four-year colleges."

Whatcom College will place about equal emphasis on academic, vocational and community service offerings. In addition, Sanders hopes to draw about an equal number of older and younger students. "Our youngest student is 11 and our oldest is 80," he says. "They're both in the same oil-painting class."

The college plans to emphasize offerings for people who have been largely ignored by other academic institutions. Sanders cites four specific groups: minorities, returning veterans, the middle-aged and public-school dropouts.

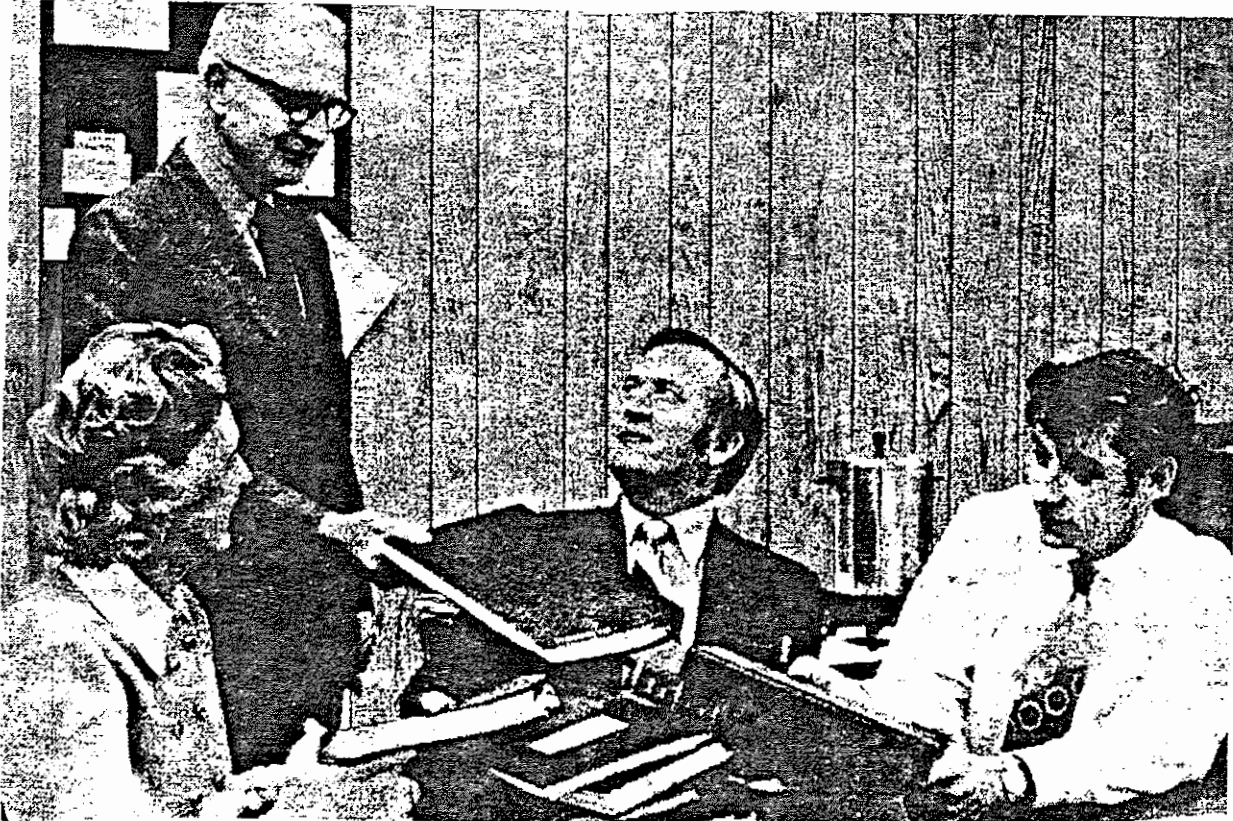
Already several Lummi Indians working on the Lummi Aquaculture project have gained general education qualifications from Whatcom. Sanders also plans to gear several classes to the needs of the Lynden area's large Chicano population.

Returning veterans, Sanders says, have "a special problem coming back into a tight economy. Often they have no job skills, and we can offer them both the skills and the chance to reorient themselves to American culture."

Middle-aged people, especially housewives whose children are grown or near-grown, are apt to suddenly find more free time. Sanders thinks a good continuing education program can help many such people find new meanings for their lives.

Whatcom will begin a special program for high-school dropouts in the fall, aimed at helping them get a diploma and guiding them either to college, vocational training or the job market. "There are a lot of reasons why a kid will drop out of school, and it's very seldom because he's just too dumb to hack it," Sanders says. "Many kids just refuse to put up with the strict and often arbitrary regimentation which is prevalent in the public schools. This is especially true of minority students, who as a general rule are acquainted with the duties and privileges of the adult world at a far earlier age than the average protected middle-American kid.

True educational service to the entire community at minimum expense to student and state is the goal of Whatcom Community College. It may not offer much in the way of sports or "campus life" or "college environment" or yearbook nostalgia, but to the children of low-income families, to those who didn't do well in high school, to everyday housewives and workingmen and grandparents, to Indians and blacks and Chicanos who are trying to learn the ground rules of mass society, it offers things they can find no place else.



LOT OF CATCHING UP TO DO—New Whatcom Community College President Robert Hamill, center, is deluged with black-bound notebooks of "homework" by Mrs. Katharine Stimpson, a trustee, left, Director Everett Sanders,

standing, and Board Chairman Sam Kelly. Dr. Hamill will take over responsibility for the college next year and Sanders will remain as administrator of record and will move into another staff position.—Herald photo.

## Whatcom College names first president

By STANFORD CHEN  
Of The Bellingham Herald  
FERNDALE — Whatcom Community College trustees named Dr. Robert Hamill the school's first president as the enrollment figures for the first quarter gave the Tuesday meeting a healthy glow.

Dr. Hamill, who is currently executive vice president of Highline Community College, will assume full time responsibilities in mid-1972. Present WCC Director Everett Sanders will stay on in an administrative capacity.

The new president will be dividing his time with Highline and Whatcom, although he will be spending 80 per cent of his time at his present job.

But he will be consulting with the trustees. Sanders and staff of WCC and will be planning and staffing for 1972-73 school year.

### Oregon graduate

Dr. Hamill received his doctorate from the University of Oregon after receiving his bachelor's degree from the University of Redlands. He holds a master's degree from Oregon.

Before his present job at Highline, he was acting president of Lane Community College in Eugene, Ore., and prior to that as director of institutional research at Lane

Board chairman Sam Kelly said the trustees are "delighted" to have convinced the educator to join the Whatcom Community College and praised Hamill as an "able educational leader with extensive experience in program planning, budgeting, and evaluation."

The admiration was also mutual.

Hamill said he was pleased to be chosen to lead WCC in the coming years and said the trustees and staff have laid the ground work for a creative and comprehensive educational program.

"I am always amazed at the involvement of lay people on what professionals get paid to do."

Other good news came from Sanders who gave the final first quarter enrollment statistics. A total of 602 students are enrolled, with 190 in the academic program, 240 in occupational, and 172 in community service. The average age of the academic and occupational student, he said, is 31 years old. Community service students averaged 41 years.

The youngest student is a 15 year old boy and the oldest, an 82-year-old woman.

Sanders said the majority of the students come from Bellingham, followed by Ferndale and Blaine.

The trustees adopted a resolution that the college will grant adult high school diplomas to eligible persons beginning in January, 1972.

All of the county school districts have expressed a concern for such a program and asked the college to offer such services to school dropouts.

### Approved idea

Trustees also approved the idea of forming a health services training advisory committee composed of no more than nine persons. No official action was taken on the committee's selection or purpose.

An advisory committee on law enforcement is being contemplated at this time.

# Community college has its first graduation

By STANFORD CHEN  
Of The Bellingham Herald

**FERNDALE** — There wasn't much pomp, but the ceremony was unmistakable at Whatcom Community College's first graduation "exercise" during the board of trustees meeting Tuesday.

Richard Arntson, a customer engineer for IBM and a newcomer to Bellingham, was given the college's first associate in arts degree. He said he will continue with his education and earn a bachelor's degree "as soon as possible."

Employed with IBM for four years, Arntson was transferred to Whatcom County in 1970. He had attended Spokane Community College, Seattle Central Community College, and took one course at Western Washington State College before enrolling at WCC two quarters ago.

## Another milestone

The ceremony held at the First National Bank of Ferndale board room was brief but the trustees said they reached another milestone in the brief life of the college.

In another first, the board approved the appointment of Marvin L. Vasher as the college's first dean of instruction. He will begin work in July.

Dr. Sam Kelly, board chairman, praised Vasher's selection and said his experience and educational background is well suited for Whatcom Community College.

Vasher, 36, is married and has three children. He received his bachelor's at Eastern Michigan University and his master's at the University of Mich-



**MARVIN VASHER**  
Dean of instruction

igan in 1963. He also attended the University of Washington.

Acknowledging the uniqueness of WCC, Vasher said the college will not be "bricks and mortar," but will be made up of new programs that will take students to farms, factories, garages, hospitals, high schools, store fronts, or wherever "they have to go to learn."

## Now at Edmonds

He is presently acting dean of instruction at Edmonds Community College and was associate dean of instruction for occupational and continuing education there last year.

Vasher also is state president of the Washington Continuing



**FIRST GRADUATE**—Whatcom Community College Director Everett Sanders, left, presents the first associate in arts diploma to Richard A. Arntson during the board of trustees meeting Tuesday afternoon. The college's first graduate said he will continue his education and hopes to earn a bachelor's degree "as soon as possible."

—Herald photo.

Education Association and a member of the State Deans Commission.

The board learned that the State Superintendent of Public Instruction Louis Bruno has authorized the college to award adult high school diplomas.

There are three adults attending Whatcom who will soon meet the requirements for high school completion.

## Marvin Vasher Joins College



Marvin L. Vasher

Announcement was made today of the approval by the Board of Trustees of Whatcom Community College of the appointment of Marvin L. Vasher as the first Dean of Instruction at the College. He will begin his service with the college on July 1, 1972.

Mr. Vasher is 36 years old, married, with three children. He earned his baccalaureate degree at Eastern Michigan University in Ypsilanti, Michigan, and his Masters at the University of Michigan in 1963. He has also attended the University of Washington.

Vasher is now the Acting Dean of Instruction at Edmonds Community College and last year was the Associate Dean of Instruction for Occupational and Continuing Education there. He is now the State President of the Washington Continuing Education Association and a member of the State Dean's Commission. He was appointed by the State Board to work on the State Vocational Teacher Education Task Force, and has been Vice-President of a Chapter of the Association of Higher Education.



**NEW OFFICERS** — Dr. Robert Hamill, president of Whatcom Community College, Jim McKellar, new chairman of the college's Board of Trustees, and Mrs. Elizabeth Bay, new vice-chairman, discuss the college's future after McKellar and Mrs. Bay were elected to their offices at the board's meeting, July 11.

## WCC Trustees Elect New Officers

The Board of Trustees of Whatcom Community College elected board member Jim McKellar, executive director of the Bellingham YMCA, as chairman at its regular meeting, July 11.

Mrs. Elizabeth Bay, 8526 Benson Road, Lynden, was elected vice-chairman in the boards' first election since the college was created in 1967.

Ex-chairman Dr. Sam Kelly, 138 Forest Lane, Bellingham, Mrs. E.K. Stimpson, 115 Forest St. in Bellingham, ex-vice-chairman, will continue as board members.

The position of treasurer, previously held by Stan Brunner of Ferndale, has been eliminated.

McKellar said that WCC's progress has been rapid during the last two years and that the board would like to see the

college serve the "total population of the county."

In other action the board received a report stating that there were 438 students enrolled at WCC for summer courses.

A financial report by Hans Lassig, director of business and finance, indicated that cash-carry-over to the second half of the biennium was "very close" to the anticipated figure.

The college plans to have a booth at both the Northwest Washington Fair in Lynden, Aug. 15-19, and at the Old Settler's celebration in Ferndale, July 27-29.

McKellar is currently serving on the Whatcom County Council on Aging, Whatcom County Foundation for Mental Health and the National Council of the YMCA.

## WCC Offers High School Completion

Adults in Whatcom County will again have the opportunity to complete their high school education through Whatcom Community College. With the cooperation of the State Superintendent's Office and the school districts of Whatcom County, Whatcom Community College is offering courses to adults who wish to complete the minimum state

requirements for an Adult High School Diploma.

Ron Petersen, the Coordinator of Continuing Education at Whatcom Community College, commented that in some cases, adults may receive elective credit for various kinds of educational related experiences. Military training, work experience, home and family life experience, or apprenticeship training are just a few of the ways adults may be granted elective credits.

Adults who wish to complete their high school diploma may take classes at the Laurel Grange or at Lynden High School. The tuition for adults who wish to receive credit, is \$7.00 per class.

Persons who are interested in the program and would like to have their credits and work experience evaluated, are asked to contact Whatcom Community College at 676-3062 or from the county, 384-1541.

October 11, 1972

# Community College to join in helping to train convicts

By STANFORD CHEN  
Herald Staff Reporter

**FERNDAL** — Described as the "only logical approach" to reducing the number of felons returning to institutions, Whatcom Community College will join with two other schools to train and educate pre-parole convicts.

In a meeting Tuesday night, Whatcom trustees approved the college's participation with Western Washington State College and Bellingham Technical School in a vocational training-study release project.

The three-school consortium is designed to provide pre-parole training, care, supervision, or maintenance for felons from state institutions at Monroe, Purdy, Shelton, and Walla Walla.

**Begin in winter**

The program will begin winter quarter.

According to Ron Peters, coordinator of social sciences and law enforcement education at WCC, the program will accept six pre-parole convicts initially but may expand by groups of four.

Peters told trustees the program is "one of the real steps forward" in effective rehabilitation of felons.

"We think this is a logical approach to reducing the repeating rate," he said. "and we're trying to take up where the penal system has failed."

He cited statistics that seven out of ten convicts usually return to prison because of a second crime.

Penal institutions provide no effective way to help a convict return to society, he added.

**Safeguards listed**

Peters also listed the program's safeguards.

The participants will be screened carefully by the Department of Social and Health

Services and only those nearing parole and housed in minimum security units will participate.

They will reside at Buchanan Towers apartments on Western's campus under strict regulations, and must report to a parole officer periodically.

Once in the program, the convicts can take any course offered by Whatcom, Western, and the Tech School and must have a part-time job to pay for costs.

The program may have federal grants to operate, but Peters said the project could operate just with the staff of the three schools.

**Public hearing set**

In other matters, the board set a public hearing on Nov. 23 for the Administrative Procedures Act (APA) compliance.

Mandated by the state legislature, all institutions of higher education must specify in detail those rules and policies con-

cerning the rights or resources of another person.

WCC bylaws were changed to comply with APA standards. Whatcom trustees must also list what college materials are and are not accessible to the public.

**Affirmative action**

The trustees are also obligated to adopt an affirmative action policy for the college, as directed by Gov. Dan Evans. The board selected Everett Sanders to submit a draft for discussion and consideration on Nov. 14.

In his report, Dean of Instruction Marvin Vasher said the most recent figures show Whatcom with a fall enrollment of 943 persons, but more significantly the number of full-time equivalent (FTE) is up to 338, including 22 from the summer quarter.

Breaking the numbers down, 126 are in the transfer program, 148 in vocational, and 42 in general education.

# Whatcom college serves, uses community

## Specialization is goal of classes

by STEPHEN NEFF

The upraised open palm is a traditional sign of friendship among the coastal Indians.

It is not inappropriate that this is the symbol chosen by Whatcom Community College, since its goal is to be a friend to each of the communities it serves.

The college was founded in 1967 when the state legislature held an extraordinary session during which 22 community college districts were formed. Prior to this, junior colleges, as the two year institutions were called, were part of the common school districts in their own areas.

Until 1970, the Ferndale-based college existed only on paper, with a board that met once a year to make plans for when the college would start functioning.

Once the college became a reality, with a staff for administration and teaching, it became apparent that the demand for services from the college was going to outstrip the abilities of the college to provide those services.

As people realized what the college could provide in the way of instruction, they began requesting special programs to be handled by the college. Now the college is teaching such specialized topics as Fire Technology for volunteer fire departments and an Emergency Medical Technician course for ambulance personnel to be trained like paramedics.

These types of classes are short term and highly specialized and serve a specific function in the community. In this respect they are different from classes held at most colleges, like Western, whose end goal is a general education usually ending in a degree and whose classes last for a full academic year.

This is not to say that Whatcom Community College does not have any classes of an academic nature. The goal of the college is to divide its attention roughly into thirds: one-third academic, one-third vocational and one-third of the special community types mentioned:

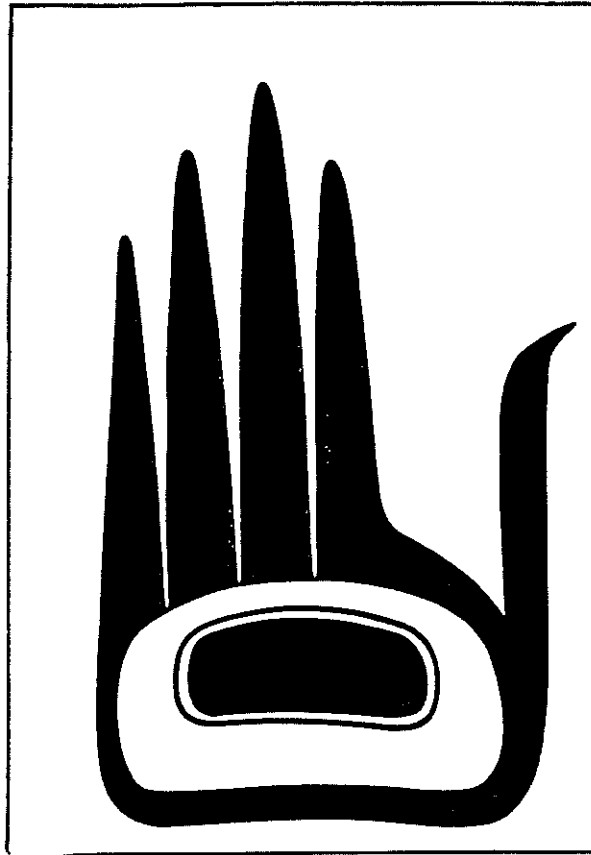
In order to better serve the communities the college is a part of, they have chosen to be in the forefront of a new concept in education.

While many colleges begin their lives in humble surroundings one of the highest priorities is usually a large or impressive classroom structure.

Whatcom Community College started life in an old doctors office, and it is there that the main administrative offices remain today.

Public Information Director for the college, Marilyn Mahlberg, explained it this way.

"We have no edifice complex. We have no major buildings because we have been able to find all the physical facilities we need in the communities we serve."



**FRIENDSHIP**—The upraised open palm symbolizes the Whatcom Community College's goal to be friends with all communities.

As an example some classes are held in public school buildings in Ferndale, Bellingham and Lynden. This is especially true for classes requiring laboratory facilities such as chemistry and biology.

Other classes are held in community places appropriate to the subject being taught: A real estate class taught in a real estate office, a course in upholstery at an upholstery shop and a sewing class taught in a fabric store.

This is the essence of the educational revolution. No centralized campus, with no major classroom buildings, means money allocated for operation of the college can be spent on instructional materials and teachers salaries rather than being diverted to capital projects.

Another reason for maintaining a decentralized campus is the attitude of the college coming to the community rather than the community going to the college.

This attracts people from the community that would otherwise not attend classes.

Studies have indicated that many adults will not attend classes in a formal structure because they feel intimidated. However, these same people have a desire to further their education. Thus it is essential that the educational facilities be kept as informal as possible.

April 19, 1973  
Lynden Tribune

## WCC Offers Parent Cooperative School

Parents in Whatcom County who are participating in the Parent Co-operative Preschool offered by Whatcom Community College are discovering a new and enjoyable way to relate to their children. The program, coordinated by Barbara Merriman, Early Childhood Education Specialist, WCC, is designed to aid parents in raising young children and to help the children get more of what they need for their growth and development. It provides an educational supplement to the home making possible experiences which promote social, physical, emotional and intellectual development.

Because of the close connection between a child and his parents, the preschool program must think in terms of parents as well as children. Parents can use the preschool to secure benefits for themselves. These benefits are reflected in the higher quality of relationships with their children. Through observation, participation, group meetings, classes and conferences, parents gain assurance and a feeling of security.

Parents of children three to five years old are eligible to join in the preschool program. "Before Three" groups can

also be arranged for children 18 months to 3 years. These groups can meet up to two or three times a week and the classes are usually for a two-hour period.

Each group functions independently and establishes fees to cover costs of supplies, rent, and salary for the teacher. The teacher is employed by the group and works with both children and parent during each session. In this sharing of work and expenses, the tuition is kept at a low cost. Special scholarships are available through Whatcom Community College for parents in need of assistance.

Mrs. Merriman is taking calls of inquiry regarding the program and the assistance available at 734-5280.

April 22, 1973  
Bellingham Herald

## Farm program at WCC shows rapid growth

Floyd Sandell, coordinator of Whatcom Community College's farm management program, has been granted the college's first tenure.

Sandell has coordinated WCC's program since shortly after its inception in 1967. Its enrollment has trebled since then, and with about 200 students currently involved.

Whatcom County's farm management program has been cited as one of the most advanced in the United States. WCC is just one of seven community colleges throughout the state, out of 26 total, with such a program.

Sandell has been invited to judge the California State Dairy Show at Pomona this September. He is president of the Pacific Northwest Guernsey Association, Northwest Guernsey Cooperative, Washington State Purebred Cattle Association and Washington State Guernsey Cattle Club.

He taught agriculture science at Bellingham High School 15 years before joining WCC.



FLOYD SANDELL  
Granted first tenure



June 6, 1973  
Bellingham Herald



**FINISHING TOUCHES** — Buzz Stephenson touches up the sign for Whatcom Community College's new mobile van which was a former King County Library bookmobile. The van will be used as a summer quarter registration center at the Bellingham Mall June 13-15 from 3 p.m. to 8 p.m. Other uses will include transportation of personnel between community instructional centers when they are completed, and classroom, counseling and advising.—Herald photo

June 27, 1973  
Lynden Tribune

## Whatcom hires full-time program creator



**NATHAN B. SMOTHERS**

Nathan B. Smothers will be assuming full-time duties at Whatcom Community College.

His new position at the school will be that of program creator in the areas of mathematics, science, health, physical education, data processing, mechanics and technology, education, natural science and interdisciplinary studies.

Until recently Smother's time has been divided between full-time teaching duties at Ferndale High School and part-time administrative and teaching duties with the college.

The new staffer earned a degree in chemistry at the College of Great Falls in Great Falls, Mont. He received a master's degree in science at Oregon State University and obtained his education administrator's credentials at Western Washington State College.

August 20, 1973  
Lynden Tribune



**SOMEWHERE UNDER THAT PACK on the left is Doug McKeever, Whatcom Community College's Alpine Travel instructor. Stopping for a quick trail snack are Audrey McKeever and Linda Kirtz. (TRIBUNE Photo by Tom Kirtz)**

August 30, 1973  
Bellingham Herald



**NEW DIRECTOR** — Donald L. McClary will become Whatcom Community College director of administrative services Saturday, replacing Everett Sanders. He was formerly with Grossmont Community College in San Diego.

September 12, 1973  
Westside Record Journal

## WCC Initiates Program

A new program that has been created to enable students to fulfill their general education requirements in a new and meaningful way is being initiated by Whatcom Community College this fall quarter. Called the Interdisciplinary Studies Program, it is a 36 credit hour, three quarter program. All course credit received in the I.D.S. program is entirely transferable and equals credits received by students in other courses in the college.

The classes will meet from 9 to 11:30 a.m. Monday through Thursday in a WCC mobile unit near the Ferndale High School.

In the I.D.S. program courses are not taught as isolated subjects — all subject areas are interrelated. Fall quarter offerings will be English 101, Biology 101 and Sociology 110 or Psychology 100, a total of twelve credits. No other course can be taken during the Monday through Thursday time block, but the



Susan Mancuso

student is free to take an additional course that does not conflict with the 9 to 11:30 a.m. I.D.S. class schedule. According to Susan Mancuso, Coordinator and one of the

instructors of the program, "Learning in this program is achieved by completing specific objectives, but the student has the opportunity to achieve these objectives in various alternative ways. Our emphasis will be on creating a learning environment that is open and flexible.

"Most colleges have general education requirements," Ms. Mancuso continued, "but most do not have a general education program. The difference between them is that a general education program attempts to develop the whole person as an effective individual in his environment rather than inculcating him with disjointed bits of knowledge as the disciplines all want to do. Many students have been transformed into passive, dispassionate learners because they have not been actively involved in the learning process. We will give the student the opportunity to become involved in his

community and his environment. The student will be helped to discover who he is, where he wants to go and the best way to get there. He will learn a variety of ways to express his feelings and ideas effectively and will become more effective in his ability to solve problems in the social and natural environment."

"WCC's philosophy behind the interdisciplinary studies program," Ms. Mancuso stated, "is not only compatible with the goals of the institution but reinforces the idea that education today must be responsive to an ever-changing and complex society if the college is to grow and survive."

In addition to Ms. Mancuso, who is a social science specialist, the program will be instructed by Jean Carmean, a humanities/communication specialist, and Doug McKeever, a natural science specialist.

# WCC Expands Facilities

Whatcom Community College, the college without a campus, began operation of a second community instructional center on Jan. 8, the opening day of winter quarter. The Ferndale Community Instructional Center has been in operation for several months.

The new CIC, located at Marine and Bennett Drives, is just one more step in the non-campus style of delivery first mandated by the Trustees in their commitment to a decentralized operation. The plan devised to carry out this mandate from the board is a departure from the traditional campus. Whatcom's plan depends very heavily on the delivery of services to a number of locations. Four types of facilities are now being developed: the college service center at 5217 Northwest Road, mobile units, single unit rentals, and a number of community instructional centers.

In following the mandate, the community-based type of operation lends itself well to the concept of energy conservation by being closer to the people being served.

In describing the new facility, which is being leased from Dr. Robert Kaiser, Don McClary, Director of Administrative Services, WCC, said that among other functions the remodeled building will house three regular classrooms, two science



laboratories, the WCC Developmental Center, the Office of Veterans Affairs and a student activities lounge.

An asphalt parking area will accommodate 70 cars with an area in front of the entrance door reserves for handicapped parking. The whole building, stated McClary, has been made completely accessible to the handicapped according to state and federal architectural standards.

In addition, the blue route

Bellingham Municipal Transit System bus goes by the center on its Marine Drive, city center and WWSC route.

A total of 36 classes will be held at the Marine Drive Instructional Center during winter quarter among them being anthropology, English, math, psychology, adult basic education, art, and interdisciplinary studies program, chemistry, philosophy, and high school completion.



## Europe on two wheels

Ready for a six-week bike ride around Europe are four of the 20 persons making the Whatcom Community College-YMCA sponsored trip.

From left, Ron Carr, Doug McKellar, Karen Myhre (sporting a Europe on Two Wheels shirt) and Janet Assink.—Herald photo.

Seventeen eager bicyclists leave Sea-Tac airport at midnight tonight for a six-week, two-wheel trip around Europe.

They arrive in Amsterdam Sunday after flight stopovers in Montreal and London, and are scheduled to meet tour guides Pat Day, Jan Manos and Mike Rock, all of Bellingham, at the

Dutch city. The latter three have been in Europe making last-minute preparations.

The bike tour is sponsored jointly by Whatcom Community College, Whatcom Family YMCA and Munger Outours. WCC is allowing 12 college credits for the tour.

Making the trip, after weeks of pre-

liminary exercising, are Janet Assink, Michael Button, Ron Carr, Thomas Craft, Steven Hale, Anne Jansen, Mary Jothen, Dave Louws, Mike Madden.

Also, Beverly Markham, Doug McKellar, Karen Myhre, Michael Palmer, Shirley Payne, Brian Peterson, Anne Sornberger and Linda Vincent. All return Aug. 19.

# Community College To Have Lynden Instructional Center

Plans are underway for the WCC Lynden Instructional Center at the site of the former Safeway store at 6th and Grover in Lynden. Completion of the remodeling is scheduled for November of this year with occupancy by the college to take place about December 1.

The new instructional center will contain two specialized classrooms (an agricultural technology room and an arts and crafts room), a student study area, student lounge, three conference rooms, and a secretarial coordination area for that center and the surrounding community. Parking will be available on the north side of the building.

"We want to emphasize," comments Dr. Robert Hamill, president of the college, "that our instructional centers are community-based centers designed to provide services and specialized classes convenient to the people in that area.

"The commitment of the college to serve all of Whatcom County can be carried out by the use of four facilities," he continued. "The college service centers which houses the services necessary to support instructional and student services; the community instructional centers, which will be located in population centers throughout the country and provide among other things, the functions of registration, counseling and advising, classroom instruction, faculty student conferences, and a large variety of community services. Centers will vary from community to community in the types of services offered and in the types of facilities utilized.

"A third kind of facility is the mobile unit," Dr. Hamill said. "The college needs to take certain specialized instruction and services to places remote to established centers. And finally, the single rental units - spaces rented or borrowed to serve as classrooms in as many as 80 different locations in the country.

"The challenges of



**THE WHATCOM** Community College's administrative center in rural Whatcom County occupies relocatable office space provided through the State Board for Community College Education "relocatable pool".

WCC GROWTH 1970-1974			
Year	Headcount Enrollments	Full-Time Equivalent Students	Operating Budget
1970-71	449	74	\$104,744
1971-72	726	163	\$367,182
1972-73	1,439	382	\$532,991
1973-74	1,839	519	\$765,533
1974-75 (est.)	2,100	600	\$1,093,750



**ONE OF WHATCOM** Community College's two community instruction centers is this remodeled former grocery store in Bellingham. It includes classrooms, facilities for student services and a "development" center in which students can improve reading, writing and mathematics skills.

operating in a no-campus, decentralized manner are great. Our goal is to offer the most effective and relevant educational experiences possible," Dr. Hamill concluded.

#### Agricultural Technology program

WCC offers a two-year Associate in Applied Arts degree in Agricultural Technology. Credits earned in

this program are transferable to a four year college or university in the field of agriculture.

The program offers three options to students: Production, Finance and Business. General education care requirements for all options include math, psychology, sociology, business communications speech and composition. Core

G. Tech courses include Introduction to Agriculture Production, and Management and Supervision. A sample of courses offered in the Production option include Animal Science, Intro. to Field Crop Science, Dairy Science, Natural Science 1 & 11, Farm Mechanics, and Records and Record Analysis.



# Tenure for part-time faculty?

By STANFORD CHEN  
Herald Staff Reporter

A tenure policy for part-time Whatcom Community College faculty members will be formally accepted later this month after the college's trustees debated over the policy's dismissal clause Tuesday afternoon.

The board is also expected to take action on the grievance policy at the next meeting, scheduled for Christmas Eve. The trustees wanted to be informed when a grievance reaches into higher administrative levels.

WCC trustees also approved a revised 1974-75 budget of \$1,074,635, slightly lower than the \$1,093,750 budget adopted in June.

But the board spent most of the meeting airing their differences on the tenure policy's "sufficient cause for dismissal" clause. Besides the list of causes specified by law, the section included eight other reasons for dismissal, such as incompetence, neglect of duty, insubordination, conduct unbecoming of a faculty member, moral turpitude, willful violation of college

Trustees argued that the list was either "to vague or too detailed." Board members Sam Kelly and Catharine Stimpson didn't feel the entire list was necessary. They favored only "willful or knowing violation of college policies and rules" as the sole reason for dismissal.

The debate was unresolved and the trustees elected to refer the matter to the Dec. 24 meeting to officially approve it.

College President Robert Hamill told the board a change was made in the grievance policy to inform trustees of the status of grievances. He said the board will be informed when a grievance reaches his desk.

That addition appeased most concerns of board members that they

would be left out of the grievance procedure. The trustees are expected to approve the policy at the next meeting.

The revised budget showed fractional increases in three categories: Administration, from 22.5 per cent of the budget to 23 per cent (\$246,754 to \$247,331); Student Services, from 11.2 per cent (\$122,122) to 11.3 per cent (\$121,725); and instruction, from 46.5 per cent (\$507,883) to 47 per cent (\$505,055).

The trustees also adopted a change of the farm management program fee schedule to be effective immediately. The present fee for tuition, books and insert pages for manuals is \$40 a year.

The new schedule shows an increase to \$46 for the first year, and hikes to \$40.50 for the second and third years of the program.

Dr. Hamill said the increase will bring the farm management program and fee schedule "in line with the regular college program and the state board's tuition and fee charges for certain ungraded courses."

## Jim McKellar receives community service award

Jim McKellar, executive director of the Bellingham YMCA, was presented a special community services award and an additional certificate upon his recent retirement as three-year president of the Pacific Northwest chapter of the Association of Professional Directors of the YMCA. The meeting was held in Gearhardt, Ore.

During this time he also served as president of the Pacific Region which includes the 10 Western states, Hawaii and Alaska. Representing both the chapter and region, he was also on the national board of APD.

McKellar's community services award was in recognition of his involvement in many community activities, particularly in the field of education and other agency boards. He's presently chairman of the trustees of Whatcom Community College, on the Chamber of Commerce board and a new member of Rotary Club. For many years, he's been active with Whatcom County United Way.



## WCC students' first organization formed

Increasing communication among students will be a prime thrust of the recently formed Whatcom Community College organization, according to Gaytha Williams, team planner.

"We have developed an organizational plan," Ms. Williams said, "which involves membership, leadership and process. We also now have a list of goals and objectives and a planning budget."

Ms. Williams, along with other students, will present the budget to the WCC board of trustees at the May 22 meeting.

"We will hope for the board's approval of the budget and also we will be asking for official recognition of the student organization," she said.

"Since this has all taken place within a two month period we are not displeased with the progress which has been made.

"We want more participation from students," she added. "When students let us know what they want we will take positive action."

Whatcom Community College's first student leader, Ms. Williams is a native of Lynden. She entered WCC in 1973 enrolling in the new interdisciplinary studies program, a three-quarter team-taught program which relates the social and natural sciences.

Whatcom introduced this innovative program to the Washington State Community College System and is still the only community college in the state offering it, she said.

Ms. Williams' emphasis in college is in the earth sciences. She is majoring in geology and is "fascinated" by landscape architecture. "You have to understand the earth as it is made up and then create beauty which will be in harmony with it," she said.

"I'm also interested in urban planning. I did an independent study program on the Whatcom County Planning Office and discovered that I had made several wrong assumptions when making out my learning contract with the college. I now know much more about urban planning after having taken a case history (beginning with an application for a condominium variance permit) and attended numerous hearings.

"I have made applications to Huxley College hoping to follow my environmental concern," she concluded.



GAYTHA WILLIAMS

December 12, 1975  
Bellingham Herald

# WCC impasse reached

The off-again, on-again talks between Whatcom Community College and the Whatcom Federation of Teachers are off again.

Negotiations broke off again following the first session between the two sides since October. The teachers called their second impasse in two months.

The issues are the same as before: salaries, and teacher participation in the college's direction.

Both Whatcom President Robert Hamill and Federation President Robert Bragg agreed the salary proposal offered by the board's negotiators was a "pretty good" one.

But much depends on the question of fulltime faculty, Bragg said, because fringe benefits, leaves, and a "whole slough of things" relate to the answer.

The college's offer on wages was reported to range from about 7 to 40 per cent, with the 40 per cent going to persons with larger teaching assignments.

"Their proposal was appealing on the surface," Bragg conceded. Salary is the key, he added.

To Hamill, however, the principal issue appeared to be not money, but who would control the college program.

Bragg said he planned to notify the state today of the impasse.

January 23, 1976  
Bellingham Herald

# WCC grants permanent status to five faculty

Five members of the Whatcom Community College faculty were granted permanent status by the college trustees Thursday.

They are Ted Bryson, Harold Roberts, Jane Shelly, Richard Shelly and Earlyse Swift.

Twenty-six out of Whatcom's 110 faculty members now hold permanent status, which in four-year college terminology would essentially amount to tenure. At WCC, it guarantees faculty their contracts.

Persons are eligible for permanent status after teaching at Whatcom eight consecutive quarters. Whether or not they are granted the status depends on the findings of standing and individual review committees.

In other business, the trustees agreed to a Student Organization Team proposal which would provide

tuition rebates for approved course projects.

The idea behind the rebate is to get students involved in the Student Organization Team. In the past, student Lois Wilson told the trustees, participation has been limited, at least partially because of a lack of incentive. Money, she said, would help provide that incentive.

The trustees approved spending up to \$350 a quarter from the services and activities reserve. It would provide stipends for an estimated 10 to 12 students, whose course projects would benefit the student group, themselves and-or the college.

If a student does not do the project for credit, reimbursement may still be sought for other kinds of need such as travel or hard expenses.

# WCC unconventional style works (but also causes 'battle fatigue')

By STANFORD CHEN  
Herald Staff Reporter

A report saying Whatcom Community College's untraditional organizational structure is achieving its goals also says that approach is making some staff members weary.

The report, submitted by Human Resources Planning Institute and the Shepherd Organization, studied Whatcom's administrative organization to find out if it is working effectively.

But the report already has run into criticism from at least two WCC trustees who contend it did not meet its original intent.

Trustees Jim McKellar and Sam Kelly said the review did not focus on what the board wanted: to find out if the administrative style is effective.

"We wanted to find out if our administrative model is working the way it is intended," McKellar said.

Kelly said the \$3,000 report collected a "lot of incidental information instead of the information we wanted, and that was to focus on the administrative process."

But college president Robert Hamill said the report did accomplish its objectives: To audit the college's administrative organization and processes considering the decentralized method of delivery, which includes no campus.

The report, to be presented to the trustees at their April 13 regular meeting, listed its findings on the organizational structure, job definition and performance responsibility, open office, and central secretarial services.

Human Resources interviewed the administrative officers, the five trustees, and four faculty members. In addition, the consultants distributed 60 questionnaires, getting back 36.

Some observations in the report:

- WCC does have an organizational structure different from the traditional community col-

lege. Few public or private organizations, the report said, actually use the "open office" idea or make as extensive use of central support services as does Whatcom.

- Formal use of performance objectives linked to an evaluation process is not so widespread elsewhere, nor is the wide use of teams and committees.

- The uniqueness of Whatcom's structure and system appears to have created a climate of great seriousness, intensity and, in some cases, individual frustration.

- Some dissatisfaction with present job titles was found among the staff, who felt Whatcom's "nonstandard" titles hinder counterpart relationships.

- No evidence was found to show jealousies between vocational and transfer programs.

- WCC's performance objective system, while not foolproof, provides a basis for encouraging excellence and eliminating incompetence.

- Ad hoc teams and committees used at Whatcom to develop decisions made by administrators contribute substantially to the frustration of many staff members. The report added, however, that it is not an indictment of the team system but that the present use is causing morale problems.

- A philosophical breach in the "open office" idea was found in the report, which said the problem was "too many human beings sitting too close together in too small of a space."

- Dissatisfaction with understaffed central secretarial service has caused a number of staff members to handle their own correspondence and filing.

- The report concluded that WCC is succeeding in creating a "unique environment, which lends itself to accomplish the innovative and the uncommon."

By maintaining the effort to being unique, a strain has been put on the staff, the report said, generating a feeling of "battle fatigue."

The administration and trustees should realize a milestone has passed and that to maintain the college's uniqueness the staffers must grow along with the college, the report suggested.

The trustees and the consultants are scheduled to meet Thursday to discuss the report's observations and conclusions. Kelly said he will ask for "concrete" suggestions to correct some administrative problems.

He said he wanted more comments from the faculty than the number interviewed. "My primary reservation is that they talked mostly to the old hands and didn't have a chance to talk to the larger group - the part-timers - to get their perceptions," trustee Kelly said.

Trustee chairman Catharine Stimpson called the report "perceptive and interesting," but wondered if the board could have learned these things without a formal report.

"It was probably valuable because it gives people an opportunity to be heard," Mrs. Stimpson said.

As to the purpose of the report - whether it provided answers to the question of the effectiveness of the administrative style - Mrs. Stimpson said the administration felt it did, while some trustees didn't.

"I wonder where we go from here?" she asked.

Probably some fine tuning of the administrative style, Hamill said. "The report said we've achieved the goals of the college to a high degree. To what extent has that success been due to organization? The conclusion is that there is a commitment to administration and administrative processes," the president said.

As to staff discontent, Hamill said he could accept the notion that people say they could do better than the boss. "I don't think the criticism is unhealthy."

He feels confident the concerns and stresses can be worked out.

September 22, 1976  
Bellingham Herald

# Medical assisting program near start

A two-year program to train medical assistants will start here this fall, but maybe not in the cooperative form originally planned between Whatcom Community College and Bellingham Vocational-Technical Institute.

Whatcom President Robert Hamill said students may still register, despite the fact that the program's cooperative aspects have "probably gone down the drain."

As planned, students would register for the program at either facility and pay the same tuition. Whatcom

and the tech school would divide costs and fees.

Institute director Lawrence Belka said talks were being held today which may make final the cooperative arrangements. The state board for community colleges is involved.

The program utilizes an approach which enables students to step into careers at various levels, including ward secretary-clerk, medical receptionist or transcriptionist, medical secretary or medical assistant. Completion of the program will result in an associate in applied arts degree.

December 15, 1976  
Lynden Tribune

# Community College Gets Accreditation

Whatcom Community College last week was granted full accreditation by the Commission on Colleges of the Northwest Association of Schools and Colleges at their annual meeting in Portland. Full accreditation, achieved in a relatively short period of time by the community college, means that the Commission on Colleges recognizes that Whatcom is meeting its goals and objectives. As a new college, Whatcom can expect to provide the Commission with a written progress report in two years.

During the three stages in the accrediting process through which Whatcom has successfully passed, students of the college have enjoyed full accreditation privileges, transferring to four-year colleges.

The accrediting process at Whatcom has included an extensive self-study carried on by college staff during the past year. An evaluation committee of the Commission on Colleges made a three-day visit to the college in October. It was on the basis of their report and recommendation to the Commission that Whatcom was validated by full accreditation.

Mrs. Catherine Stimpson, chairperson of Whatcom's Board of Trustees commented, "This is a milestone for Whatcom Community College. It is the recognition and certification by the regional higher education accrediting body that we are indeed delivering quality education. To those of us who have been on the Board since the beginning of the Whatcom Community College District

21 in 1967, it is the recognition of the fulfillment of our commitment to the people of Whatcom County."

Dr. Robert Hamill, Whatcom's president, said, "I am delighted that the college has achieved this vote of confidence. It constitutes the end of the formative years of the college and should be viewed with great pride by the Trustees and staff of the college."

Dr. Sam Kelly, who chaired Whatcom's Board during the first five years of the college's phenomenal growth added, "This endorsement of Whatcom Community College by the regional accrediting body is the culmination of eight years of study and planning and more than six years of operation. Much of what we are doing at Whatcom in terms of our no-

campus operating style, individual instruction, and innovative approaches to education is unique in the state of Washington. We are pleased to have this uniqueness recognized and substantiated by the Commission on Colleges."

# WCC pres Hamill asked to resign

by MARK WOLKEN

The Whatcom Community College (WCC) Board of Trustees has asked for and received the resignation of Robert Hamill, president of WCC, effective June 30. Hamill has been president of WCC since 1972 and is the only person who has served in that position.

The reason for Hamill's resignation has not been disclosed. However, Hilmar Kuebel, the state Community College Board's associate director for financial services, was quoted as saying he had several "basic philosophical differences" with Hamill over WCC's budget.

Jim McKellar (the only WCC board member who would comment on the resignation) was quoted as saying, "The onus is on Whatcom," to prepare the kind of budget Kuebel can approve. He also said, "All we're concerned about right now is survival — getting through this difficult period." But when contacted by the Front, McKellar claimed he was "grossly misquoted," and his comments were taken out of context.

Hamill's official comment was, "The relationship between the president and the board . . . must be one of mutual trust and confidence. He said the board has the power to fire him for no reason at all if they please. He refused further comment on his resignation, though when asked, he did not deny that what McKellar had said was basically true. He said McKellar was just sorry he had commented, and was trying to back out of it.

Hamill said the problems were not related to WCC's style of operation. He was referring to the non-campus outreach program for students, which, he said, needs to find a way into the state formulas for funding.

In the five years that Hamill has been at WCC, the enrollment has grown from 50 to 60 full-time



ROBERT HAMILL

students in 1972 to a full-time enrollment of 800 and total enrollment of 2200. The school also has become accredited by the Committee for Higher Education, and was awarded \$150,000 a year for three years by the Kellogg Foundation.

The college has no main campus; and its classes are taught throughout the county in public schools and community centers. It offers a variety of programs, including transfer, occupational education, vocational preparation, technical courses and community services.

The board has asked Marvin Vasher, WCC's dean of instruction and executive officer, to assume the interim duties of president until a new president can be named.

# Vasher interim WCC president

By CAROLYN HUGH  
Herald Staff Reporter

Whatcom Community College's Board of Trustees Tuesday appointed Dean of Instruction Marvin Vasher the college's interim president, almost two months sooner than had been anticipated.

Robert Hamill, who resigned at the trustees' request in mid-March, will work on special projects for the college until the July 1 end of his contract, board chairwoman Catharine Stimpson said. She said Hamill will write an evaluation of the three-year, \$300,000 grant from the state and the Kellogg Foundation which has subsidized delivery of people and materials to the college's dispersed campus.

Trustees earlier planned to appoint Vasher interim president on July 1. Commenting on their change in plans, Stimpson said the appointment was: "the best thing for all concerned. There were these jobs that needed to be done."

Hamill did not attend the Tuesday meeting. Vasher gave the trustees several reports they had requested, including one for saving the college \$30,000 by:

- Replacing administrators at the college's Marine Drive and Ferndale instructional centers with classified employees.

- Handling requests from the center on the Lummi reservation through the college, instead of through a separate center and coordinator. Vasher said the college will rent individual classrooms if it needs to teach courses there.

- Negotiating an arrangement with the State Employment Security Department whereby department employees will answer questions about the Lynden Instruc-

tional Center, which shares their office, in exchange for their own office space.

- Doing away with two-person delivery of material to campus locations. From now on, Vasher said, one person from the college unit which orders material will have to help deliver it.

- Making two instead of six cards for every item cataloged in the college's Learning Resource Center. Cards are currently printed for each of four instructional centers.

Vasher secured the trustees' permission to spend \$4,500 to plan the location of a portable building the state has for the college. He said the building, currently being used by Edmonds Community College, could be placed adjacent to the college's Northwest Road headquarters to provide additional staff work space.

Vasher said he also would like to add 12 new offices at the college's Marine Drive center.

Vasher reported his staff and the staff of Bellingham Vocational-Technical Institute have found neither school is duplicating the other's offerings in adult education and high school completion courses. He said all the classes are full.

Vasher noted, however, some potential for unnecessary duplication exists in the "home and family life" area.

The college will comply with Title IX regulations against sex discrimination once the college adopts an accepted grievance procedure and makes some changes in its catalog. The catalog pictures some men and women performing jobs traditionally stereotyped for their sex.

# Nate Smothers recommended for WCC position

Dr. Marvin L. Vasher has recommended to the Whatcom Community College Board of Trustees that Nathan Smothers of Fern- dale, Director of Program Implementation, be given the responsibility for leading the college as chief executive officer.

The Board took no action last week, because they met in executive session. They will meet tonight (Wednesday) at 7 a.m. in the Board Room at the College Service Center in a regular session to take action.

Dr. Vasher said, "My recommendation was made to assure continuity within the college programs. My choice was arrived at because of the knowledge Mr. Smothers has

concerning the two major items of business yet to be completed by the end of the school year.

"Nathan has had a major hand in the development of the procedure and the orientation of staff to that procedure currently being used for the budget process. He also has the capability of serving an important role in the completion of negotiations for WCC.

"Although I regret leaving, I am comfortable that Nate, along with the dedicated and capable staff at Whatcom, could carry out or complete the activities required that allow for the orderly growth of Whatcom Community College."

June 10, 1977  
Bellingham Herald

## Smothers named WCC chief officer

Nate Smothers, director of program implementation at Whatcom Community College, has been named to serve as the college's chief executive officer beginning July 1, until the college chooses its new president.

Smothers' present job includes the hiring and scheduling of faculty and classes. He has been with the college since 1971.

Smothers was named by the college's trustees during a Wednesday meeting at which they accepted the resignation of interim President Marv Vasher. Vasher will become president of Northland Pioneer Community College, Arizona, on July 1.

Also on July 1, Robert Hamill's contract with the college will expire. Hamill served as president from 1971 until March, when he resigned. He is now completing work on some projects for WCC.

According to search committee chairwoman Patricia Hite, the committee will invite three finalists to the campus during September. She said the position will be advertised nationwide by July 1, with applications to be accepted until Aug. 15.

June 30, 1978

# Two new deans named



**HAROLD HEINER**



**LINDA REISSER**

By **CAROLYN HUGH**  
Herald Staff Reporter

Whatcom Community College's board of trustees has picked a new dean for instruction and dean for students for the college.

Linda Reisser, acting dean of student services at South Dakota State University, will become dean for students. Harold Heiner, assistant director for student services for the State Board for Community College Education, will become dean for instruction.

Both will begin work Sept. 1.

Heiner, who attended Burlington-Edison High School, spent seven years at Skagit Valley College as an administrator and instructor. He earned his bachelor's degree from Western Washington University, his master's from Washington State University and his Ph.D. from the University of Washington.

Heiner, whose salary will be \$31,500 a year, has been involved in experimental education, counseling and community college volunteer programs.

Reisser has taught graduate and undergraduate courses in education, counseling and interdisciplinary studies. She has designed workshops for college students in assertiveness training, women in American culture and involvement in community affairs, and has worked on Indian student programs.

Reisser received her bachelor's degree from the University of California, Santa Barbara, and a doctorate from the University of Massachusetts. Reisser, who will be paid \$28,000 a year, also is active in the state and National Organization for Women and the American Council of Education.



January 1979  
Advisor

ADVISOR JANUARY, 1979  
***Names In The News***



President Carter has appointed Mrs. Catharine Stimpson, Bellingham, Washington, and four other persons to serve on the National Council on Educational Research. Mrs. Stimpson has been a member of the Whatcom Community College board of trustees since it was organized in 1967. She is presently Vice-Chairperson. The National Council on Educational Research sets policy for the National Institute of Education.

April 18, 1979  
Lynden Tribune



**NEW MEMBER** of the Board of Trustees of Whatcom Community College is William O'Neil, left, seen with Dr. William Laidlaw, President of the College. O'Neil is a Lynden native and was Principal of Lynden Grade School before becoming County Superintendent of Schools. He graduated from Lynden High School in 1939 and attended Western Washington University. He was registrar and a member of the WWU staff until his recent retirement. He is married to the former Luannis Taylor, of Lynden. (TRIBUNE Photo)

February 21, 1982

# WCC students take charge of their education

FEB 21 1982

By BARBARA WINSLOW  
Of the Herald Staff

Denise Fischer is 28, a single parent, a more-than-40-hour-per-week worker, and is going to school.

But don't picture her in a traditional classroom setting, fulfilling the requirements designed by an institution. Fischer created her own program and degree at Whatcom Community College.

WCC's Individualized Degree Program is the only one of its kind at a community college in Washington and one of a handful on the West Coast, according to Assistant Dean for Instruction Susan Mancuso. Nationwide, such programs also are rare.

And that's probably because tradition dictates that education is "prescribed," Mancuso said. College administrators and trustees need to know that they have control over their curriculums.

WCC's individualized program puts the burden — or blessing — of that responsibility on the student.

"It's the mission of (this) institution to individualize education," Mancuso said. "It's advocated."

Mancuso and students in the program said a person needs to have a clear picture of their career goals to create a degree. Most participants are older students.

"I did have a pretty strong idea of what I wanted to do," said 41-year-old Marie Maschal-MacKenzie. She expects to finish her program in nutrition and exercise this spring.

Maschal-MacKenzie's career has included her role as a housewife and 10 years in preventive dental care. Dance has been a regular part of her life and she chose to incorporate it and exercise in her college program.

She is currently teaching a jazz and aerobics dance exercise class at the Morca Academy of Creative Arts and works part-time as a nutrition counselor at Northwestern Clinic of Naturopathic Medicine.

Maschal-MacKenzie received credit for some of her work experience, an option of the program. Students must write an analysis of what they learned on the job to earn the credits.

Students in the individualized degree program can take classes at WCC, Western Washington University, or other schools. They also can earn credits for work outside a classroom through a "learning contract."

A student interested in writing fiction, for instance, can work with a professional writer who is accepted by the college as a "mentor." The student and mentor write a learning contract, outlining the student's goals and duties.

They meet regularly to go over what the student has accomplished and credits are earned for successful completion of the contract.

The program takes a minimum of two years, but students have as long as they need to complete it. Students earn either an Associate of Arts degree or an Associate of Science degree.

Most students have designed their programs and goals to allow them to move into the job market, Mancuso said. But a student can also transfer that degree to a four-year institution.

Fischer said she isn't concerned



(Herald photo by Kirtzman Danner)

Marie Maschal-MacKenzie designed her own program in nutrition and exercise.



(Herald photos by Don Anderson)

Denise Fischer chose medical office management.



Susan Mancuso  
"Breadth and depth"

about a prospective employer's reaction to her degree — that it isn't a traditional, four-year degree.

"It's a pretty impressive program," Fischer said. All she'd need is a chance to talk about it, she said.

Her program is in medical office management, a field she chose after several years work in various aspects of medicine. Fischer is employed at Bellingham Family Practice, doing computer work.

One of the reasons the college has the program is that because of

its size, it can't afford to offer "dozens of vocational education programs," Mancuso said.

WCC has tried offering a handful of fully-designed vocational programs, but that didn't hold up to what the school wanted. The college does have regular associate degree programs in liberal arts and sciences.

The individualized degree programs students are now working on include: early childhood education, art/textiles, music therapy, employee counseling and children's book writing.

Students must complete a mini-

mum of 90 credits, take courses in written communications (such as English), and establish that their program has both "breadth and depth," Mancuso said. A committee reviews the program design.

Each student has a program adviser, most of whom are full-time faculty members. One part of the program includes career exploration, which ensures that students don't go full-steam toward a career with fantasies about what it is.

On a few occasions, some students have not been able to pursue an individualized degree program

because local resources prevented it.

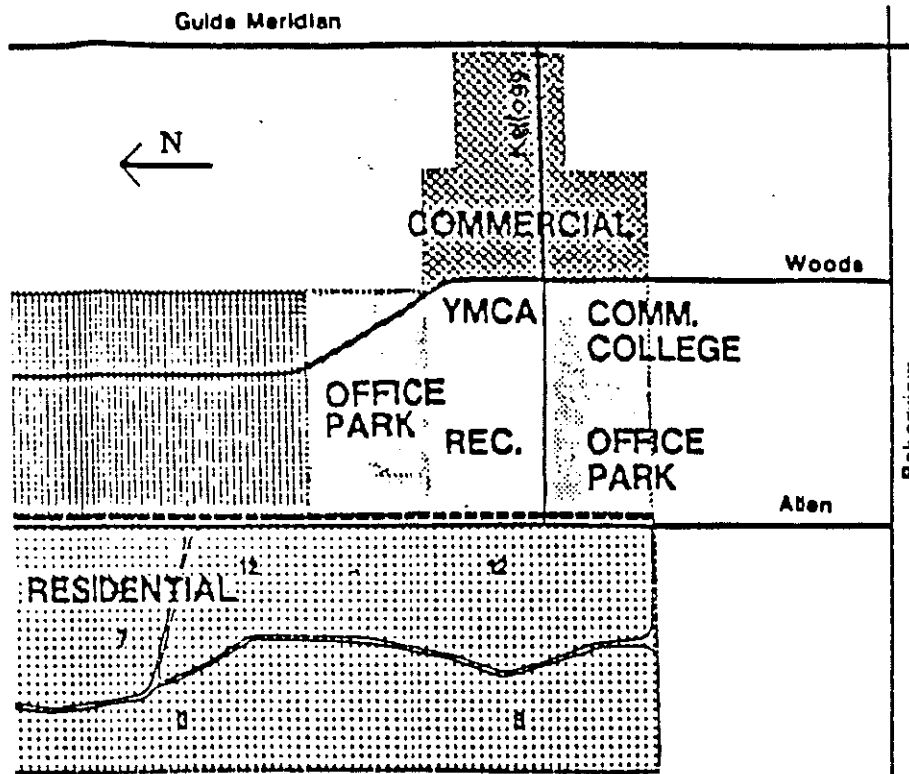
Nearly 50 students are participating in the program this year, Mancuso said. The number of students in the program has not grown rapidly recently and Mancuso attributes that to two things: a lack of visibility in the community and its reputation as a high risk program. Students must take the risk and initiative of figuring out how to learn what they want to learn.

Those who enter the program are self-directed and self-motivated, she said.

June 26, 1983

## Trillium offers part of Wilder farm

# Site donated for community college



Map shows proposed community college site, part of The Trillium Corp.'s Wilder Farm development plans. It is adjacent to land provided last year by Trillium for a future YMCA building.

By CINDY KAUFMAN  
Of the Herald Staff

The Trillium Corp. has conditionally donated a site for a new central facility for Whatcom Community College.

Within the next few days, representatives of WCC, legal counsel, the state Board for Community College Education and the state division of real estate, engineering and architecture will meet to develop a set of options for using the land, WCC President William Laidlaw said Monday.

The site, four to six acres of Trillium's Wilder farm property, is located just off Guide Meridian behind Peoples Place Shopping Center and next to acreage Trillium has given the Whatcom Family YMCA.

It has been valued at \$1 to \$2 per square foot, said Trillium Presi-

dent David Syre. He said it is being given to WCC on condition that it be used for educational purposes and that the facility's design is compatible with surrounding property.

"We (Syre and his wife, Kay) wish to make a contribution to the future of education in Whatcom County," Syre said, adding that opportunities for industrial and economic development in Whatcom County will be related to "our ability to educate people for new jobs."

"It's a mutual advantage to the college and to industry to be close to each other," said Trillium's project administrator, Jean Gorton.

The old Wilder farm takes up most of the area bounded by Guide Meridian, Aldrich Road and Bakerview Road, south of Kline and Slater roads.

Other preliminary land uses out-

lined in Trillium's schematic drawings of the Wilder property include industry, commerce, residence, open space and office parks.

The Whatcom County Council will hold a hearing on land use and planning of the area in the next month or so, Gorton said.

Laidlaw said the site appears to conform with Whatcom Community College's master plan, which prescribes an easily-accessible site "in the path of progress," potentially near the north side of Bellingham, as a future core facility.

Potential snags to acceptance lurk in the state's process for acquiring land and facilities, Laidlaw said.

"The problem is how to go about accepting the gift while protecting the interests of the public and the needs of Trillium as donor, in terms of the quality of development," Laidlaw said. Other devel-

opers' interests must also be protected, he said.

Whatcom Community College has been actively working toward a central building to replace its Marine Drive branch and house certain administrative services since December 1981.

Ideally, a new core would be ready for occupancy by August 1984. Classrooms, a student center, the college's library, its child development center and offices for faculty, registration and reception, counseling and financial aid would share the core, according to latest plans.

The college does not plan to ask for capital funds for building. Rather, it would divert lease money currently spent at Marine Drive, and perhaps cover higher costs with operating funds, college administrators say.

March 4, 1984

# Contract learning

## How about rock 'n roll 101?

By CINDY KAUFMAN  
Of the Herald Staff

Swan Willow, 30, of Bellingham mixed sound for bands at a local tavern and got college credit for it.

Carole Thomas Cline of Nooksack studied Indian tribal court procedures in Albuquerque and got college credit for it.

Other students have studied dream interpretation, Gandhi's thoughts on women, Whales, Northwest logging history. One even investigated law enforcement as a career and got college credit for it — and not at any experimental school, either.

At Whatcom Community College.

WCC is in the business of brokering education, offering tailored courses to around 100 students per quarter who either can't take required classes at scheduled times or who want to study subjects not included in the college catalogue.

The concept adds flexibility to a small school, is economical and yields fantastic results in terms of learning, said Judy Deiro, contract learning program director.

Deiro claims students retain up to 87 percent of the material learned by contract, as opposed to

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All it takes is a student to outline what he will learn and how, a 'mentor' to guide the student along the way and a 'broker' supplied by the college to handle the red tape, regulate the student-mentor relationship and insure that the student is getting a college-level learning experience.

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around 10 percent in typical classrooms, while 93 percent complete their courses within two quarters.

All it takes is a student to outline what he will learn and how, a "mentor" to guide the student along the way and a "broker" supplied by the college to handle the red tape, regulate the student-mentor relationship and insure that the student is getting a college-level learning experience.

The only limits on contracts are that the learning experiences fit the courses and that mentors can be found, Deiro said. The college runs a triple-check on course quality, she said.

Students say the program is a godsend.

Cline used a 40-hour seminar on tribal court

procedures as a basis for her contract course. She is pursuing a degree in legal assisting and currently works part-time as a court clerk for the Nooksack Tribe.

"What I'm learning, you can't get in a classroom," she said.

"I did some diverse things with it," said Willow, who is preparing to be a physics teacher. Willow has taken not only general requirements by contract, but a course or two "that was for me, too," she said. "It gives me some more control over my education."

Willow assembled equipment, trouble-shot acoustics and mixed sound once a week for local rock bands for a course in audio engineering. She has taken library science and electronics by contract also, finding her own mentors and once taking a course at another institution for credit at WCC.

If the school can't supply its own qualified instructor, it draws mentors from Western Washington University, Bellingham Vocational/Technical Institute, business and the local populace, Deiro said.

Mentors are paid a fee for their efforts, which include meeting with students a dozen times and grading their work — but not teaching. It's the student's job to teach himself, Deiro said.

"It beats trying to badger 80 students into something," said mentor Barbara Grote. "You're just supposed to be a resource person."

Grote has spent 10 years in psychology and human development research, and has mentored students interested in Alzheimer's Disease and care for the elderly. "I really enjoy it," she said, "as long as you don't take on the wrong student."

Mentors said they occasionally grapple with motivating students, grading and being satisfied with the 12-hour lid on time spent with students.

But for some, including Susan Richardson, a therapist at Whatcom Counseling and Psychiatric Clinic, the experience can be a springboard into teaching.

Richardson has taken on one or two students a quarter since fall 1982 and will teach a regular classroom at WCC this spring, she said.

The benefits of flexibility extend to mentors as well, they said.

Raymond Mustoe of Bellingham said the program re-opened a closed door last summer, when the non-credit course he hoped to offer through Western Washington University was closed for lack of students.

Mustoe, WWU student of musical theater and opera history, offered the course in musical theater history anyway, by contract. The sole student who had signed up was coincidentally enrolled at WCC. She got credit for the course.

October 14, 1984

# Community college renews commitment to decentralization

By **LINDA HOSEK**  
Of the Herald Staff

Don't use the word "campus" around Whatcom Community College officials.

The college does not — and probably never will — have a main campus, they say. It will continue to consist of "core facilities" or centers around Whatcom County.

"I've seen such an evolution since the college opened in 1970," said President Harold Heiner on the eve of Community College Week, which runs Monday through Friday. "But we're still committed to a decentralized approach. It's a philosophical and practical difference."

Whatcom was designed to go out to the people — to meet a need for those who fit between Western Washington University and Bellingham Vocational Technical Institute, Heiner said.

This fall, the college enrolled 2,800 students in medical assisting, business and computer science, computer electronics, farm business management, adult high school completion, adult basic education and its transfer program for students who want to finish at a four-year university.

The average student is about 31 years old, and most students have jobs or family obligations. Educationally, they have changed from taking one course to taking several courses to learn a skill or obtain an associate of arts degree.

"I think the college has recognized a community need and fits nicely between the university and the technical institute," he said. "We don't intend to compete with either."

And a campus concept also would not be appropriate from a practical point of view, he said.

"During this day and age, it is unlikely a new campus would be viewed receptively," he said.

Whatcom is in the process of designing a new center, which would be built on property roughly at Bakerview Road and Meridian Street. The property, a part of the Wilder Farm, was donated by David and Kay Syre.

The \$4.5 million building would house administration, student services and the college's transfer program. But the college is without a mechanism to raise money, and must depend primarily on the state Legislature for the money, he said.

When the state created the community college system in 1967, it did not include provisions for repair or new construction, Heiner said.

"No one considered that a roof would leak," he said. "We're attempting to draw attention to it. It seems that the state has an obligation to maintain its programs in working order."

Heiner predicted growth for the school in the next five years. Whatcom probably will be enrolling 1,200 annual full-time equivalent students, an increase from 925 annual students.

He also predicted a younger population ranging in age from 18 to 25. Younger people will be familiar with Whatcom and what it offers, he said. And if the state maintains an enrollment lid at Western, students may attend Whatcom until they can transfer, he said.

"People aren't born wanting to go to a community college like they are wanting to go Yale or other Ivy League schools," he said. "They select it for convenience, for a change in their values, for a way to juggle a complex life situation."

He said he hoped Whatcom Community College could become a resource for potential industry.

"As the community gains new industry, the college should parallel its growth," he said. "If the college is to reflect the values of the community, it has to reflect its economic needs."



**HAROLD HEINER**

The school opened its doors in 1970 with a course for ambulance drivers; its first classrooms were stores, schools and churches, he said.

By the late 1970s, the school began to define the groups of students who were attending Whatcom and organized areas of interest at specific locations, he said.

Students who wanted to transfer to a four-year school attended classes at its Marine Drive center; students majoring in medical assisting reported to the Northwest Road Center; and students with an interest in business went to the downtown Bellingham center.

Recognizing a need in the north county area, Whatcom opened a center in Lynden, setting up laboratories in farm business management, business and computer science.

As students populations continued to grow, the college continued to shift students to different locations. It opened its Broadway center and moved its career counseling and academic advising to that location.

The proposed center will combine the transfer program and counseling services, enabling students to meet their curriculum needs in one location.

If the population does continue to become younger and the new center is built, the college may have to meet a new need: athletics.

"If we have land, I can just see someone will want to mow it and put in a baseball field," he said.

Heiner, who was appointed president after the death of former President William Laidlaw, will be inaugurated at 7:30 p.m. Monday at the Whatcom Museum of History and Art. The ceremony is open to the public. James Ford, president of Skagit Valley Community College, will speak.

# Neither candidate supports merging WCC, Voc-Tech

By **JOAN CONNELL**  
*Of the Herald Staff*

They were miles apart on almost every issue, but there was one thing Shirley Galloway and Frank "Buster" Brouillet agreed upon at a candidates forum Thursday in Bellingham.

Bellingham Vocational-Technical Institute and Whatcom Community College should not be merged.

"Why fix the wheel if its not broken?" asked Brouillet, state schools superintendent and a former classroom teacher and 16-year Democratic state legislator who is seeking a fourth term against Galloway, a Vancouver state legislator.

A task force appointed by Gov. John Spellman had proposed that community colleges and voc-tech schools combine to cut down waste and duplicated programs.

Galloway, who chairs the House Education Committee, said combining the two institutions would not necessarily solve the problem.

But that was the only issue on which the candidates seemed to agree.

Brouillet has "failed the test of leadership, lost the confidence of the Legislature and has alienated educators across the state," Galloway said. She charged that he has been a non-entity to parents except at election time, when he sent out a letter through school channels at school expense.

She criticized Brouillet's \$30 million plan to provide remedial help to secondary school students. It

isn't "getting at the root of the problem," she said, insisting that boosting the quality of primary and pre-primary programs for the socially disadvantaged is the way to go.

In 1984, one student in four in Washington schools is a dropout. In 1974 the figure was one in 10. Galloway inferred that the high rate in public schools was a result of mismanagement on Brouillet's part, but the superintendent said the problem goes far beyond the scope of his office.

"Thirty-nine percent of those students are below the poverty line," he said. "Forty-five percent are from single-parent families who don't get the help they need at home. Washington state has the fourth largest population of 'boat people' — Asian immigrants — in the country. We have to help these students not only at the beginning, but at every step along the way."

Brouillet said the dropout rate is declining, after cresting in 1979, and that many students no longer in high school are working on their high school degrees at community colleges.

Brouillet defended his record in the past 12 years with statistics: Average class size in public schools is 20.1 students, down from 23.2 four years ago. Washington fourth graders are holding steady in verbal achievement and are gaining in math and science. And Washington high schoolers rank 26th in the nation in college entrance examination scores.

Galloway claimed they ranked 28th.

# Stimpson departs WCC board

By DIANE DIETZ  
Of the Herald Staff

This week marks the end of a nearly two-decade era in Whatcom education. Catharine Stimpson, the last founding trustee of Whatcom Community College, is retiring.

For the first time, Stimpson was not at the Board of Trustees' monthly meeting Tuesday, applying her quiet influence as she has for the last 18 years.

Instead, she was perched on a ottoman in her expansive living room, not so much reminiscing, but celebrating the maturation of an institution she helped create.

At 3:30 p.m. today the board, staff and students were to celebrate her years with the college in Room 6 of the Marine Drive facility.

"I am proud to be a part of its borning, growth and development," she said, brushing back a stately wave of white hair as she tended a silver teapot.

When Stimpson was appointed to the newly created Whatcom Board of Trustees in 1967, it was a board without a college. It was up to her and her fellow appointees to give form to the new institution.

The board did not want to duplicate the education offered at then Western Washington State College, or the training offered at Bellingham Vocational-Technical Institute, board members recall. It wanted to reach the people who would not otherwise wind up in a classroom.

This approach fit well with Stimpson's philosophical ideas about education. She said she couldn't remember when she reached the conclusion that education was vital. It was more an awareness that was always with her. Her mother felt Stimpson should have a good education, Stimpson said, and she wanted an even better one for her children.

Stimpson graduated from the University of Washington. Her seven children attended top-notch institutions - Harvard, Radcliffe, Cambridge, Wellesley and Stanford, to name a few. But, Stimpson said, first-rate education should not be exclusive.

"Everyone is entitled to an educa-



CATHARINE STIMPSON  
"I am proud to be a part"

tion, and a good one," she said.

Not only is education a right, she said, it's a necessity, because "democracy cannot survive without an educated electorate, and that education cannot be elitist."

Although she refused to criticize current levels of aid by the state and federal governments, she said the state should not be stingy with education dollars.

"Excellence is going to demand funding," she said. "Legislators and the voters are going to have to realize that."

How much education should the state pay for?

"Ad infinitum," Stimpson said without hesitation.

When the state started its community college system, the notion fit squarely into her philosophical framework, she said.

The first Whatcom Community College board wanted to reach into the community as deeply as it could, grasping the broadest spectrum of po-

tential learners. Trustees picked up an idea, long utilized in England, of a "college without walls," said Jim McKellar, one of the original board members. It hinged on the idea that instead of pumping millions into brick and mortar, as other state community colleges were at that time, the dollars could be put into programs.

The board embraced the idea, and past and present board members credit Stimpson for seeing that through.

Today, the college's "campus" spreads over 350 square miles in Whatcom County. Rented classrooms are located at four locations, in Bellingham, in Lynden, in Blaine, and at grange halls, high schools and churches throughout the county.

With a \$3 million operating budget, the decentralized school offers 3,000 students courses in medical assistance, business and computer science, high school equivalency, adult basic education and preparation for transfer to a four-year institution.

"I wanted to see it established and proven, and I think it is proven," Stimpson said.

Much of that proven success belongs to Stimpson, McKellar said.

"She was the conscience of the board to stay with the concept," he said.

At times when the concept of the decentralized campus would have been easy to abandon, Stimpson would use her influence to stay the course, he said.

"She has always had the long-term goal in mind," McKellar said. "Her motivation has always been the finest."

Stimpson's style also has kept the board from serious rifts, current board member Pat Hite said, because Stimpson's method is quiet, not aggressive or dominating, but still influential.

"She would often bring up a fresh point of view, and sometimes a dissenting point of view, and the board would come around and end up agreeing with her. She has always kept us on track, even now with the (proposed) core facility. I think the concept of taking education to where the people are will not be lost because she's always



January 30, 1986

# Work on college begins



(Herald photos by Dan Anderson)



Whatcom Community College President Harold Heiner, above, and Sen. Barney Goltz, background, help break ground.

By **JOAN CONNELL**  
Of the Herald Staff

An idea 10 years in the making became real Tuesday, as ground was broken for Whatcom Community College's new core facility.

Located on Woods Road, adjacent to the Cordata business park, the \$5 million project is the first actual building for the college, which conducts classes for its 1,000 full-time students in various locations around the county.

"We're committed to putting the college to use in the community," said college President Harold Heiner. "Five million dollars is a lot of money and we intend to return it to the county" (Continued on back page, col. 1)

# New campus takes shape

## Community College to be ready by fall '87

By JANNE SLEEPER  
of the Herald staff

You can almost hear the sounds of students, classes in progress, phones ringing and gab sessions going when walking through what's still a shell of Whatcom Community College's new building.

The outside walls are nearly complete on the two-story, \$5.1 million complex at Cordata residential and light industrial park on Guide Meridian.

Jack Griffin, dean of administrative services for the college, is bursting with anticipation as he shows off the building. He acts as though he's a parent, which isn't surprising since the building will be the first child for the college that has never before owned a build-

Classrooms and offices are beginning to be divided, stairways are in, and decorative bottle glass has been placed at both entrances.

Work began last spring on the 5.6-acre parcel that was donated to the college by Trillum President David Syre and his wife, Kay.

Griffin said work should be completed on the building and grounds by July, in time for fall classes.

The building will be home for college administrative offices, now at the college's Northwest Road site, classrooms, labs, bookstore and faculty offices, currently spread between buildings at Broadway and Marine Drive.

The college will vacate the Marine Drive building, a remodeled grocery store, but will continue leasing the Northwest Road and Broadway sites, Griffin said.

The campus-like atmosphere at Cordata's woody view lot doesn't mean Whatcom Community College is now rooted, Griffin said. The college always has emphasized the importance of having satellite campuses that can reach many people, and will continue to have those, he said.

But a big, beautiful flagship is important for the growing number of students who are going to Whatcom from high school to obtain transfer or associate degrees, he said.

He and college President Harold Helner have said it is important for those students to be able to attend classes in a building that fits the traditional college atmosphere.

It's those students the building primarily will serve, Griffin said.

Labs will be better equipped and students



Jack Griffin, Cordata's dean for administrative service, in front of the new building at Cordata.

will have more places to gather, along with bigger and more classrooms, he said. The main hallway through both levels of the building will be brightened by a skylight.

Windows ring the classrooms and offices, opening to snow-peaked mountains and trees. A large grassy area may become home for an outdoor sculpture, and a place for students to lounge during warmer days, Griffin said.

Tennis courts also will be constructed, at the request of and with some money from students, he said. They probably will be open to the public as well.

Blank walls within the building probably will be used to display student art work, he said.

"We want to attract the general public to use our site whether as a student or not," Griffin said. "We hope people will feel welcome here."

Construction work is being completed by Dawson Construction Co.

# College to name new building after former school president

Whatcom Community College will officially dedicate its new \$5 million classroom and office building on West Kellogg Road this weekend in honor of one of its former presidents.

The Laidlaw Center, in the Cordata residential and light industrial park, will be named after former President William Laidlaw, who died of cancer nearly four years ago.

The public has been invited to an open house from 2 to 4 p.m. Sunday at the college's newest building.

Whatcom President Harold Heiner, members of the Board of Trustees and several local

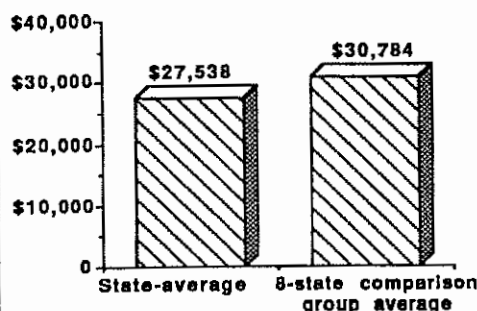
government and business leaders are expected to be there.

Laidlaw was president of WCC from 1978 to 1983. He had been involved in higher education as a teacher and administrator for more than 20 years. He taught educational psychology at Fairleigh Dickinson University, City University of New York and Western Washington University.

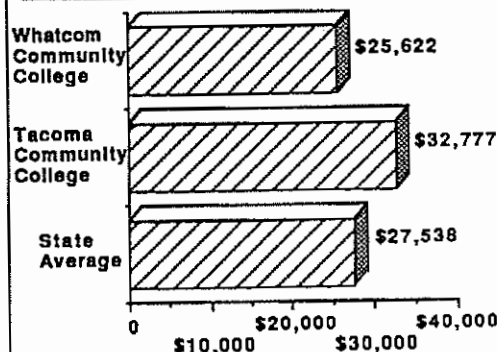
While at Whatcom Community College, Laidlaw was named Higher Education Person of the Year in 1982 by the Washington Association of Community College Students.

April 8, 1988

### State's full-time community college faculty salaries compared to other states:



### Comparison of in-state salaries:



(Herald graphics by Allen Petersen)

Washington's full-time community college teachers make less money than those in many other states, and salaries vary widely among the state's schools. Figures given are for 1985-86 and are not adjusted for teachers' education and experience.

## Community college officials say teachers are underpaid

By DEANNA SHAW  
of the Herald staff

If teachers at the state's community colleges are not paid more, potential strikes and discontent will hurt students and the image of the state's community college system, college officials say.

Even if the 1989 state Legislature gives the colleges more money, officials say they are worried it won't be enough to lure top teachers to state community colleges. Officials also say students could suffer lapses in class time if discontented teachers vote to strike.

Washington's community college teachers are paid less than instructors in many other states, according to a 1987 eight-state study comparing salaries. Washington ranked near the bottom of that study, said Scott Morgan, an official with the state Board for Community College Education.



Heiner

Teacher salaries were the main topic at the board's monthly meeting at Whatcom Community College Thursday and Friday.

Some teachers, including those at

Whatcom Community College, are earning much less than counterparts at other state community colleges. Although the state tried to eliminate salary differences in 1987, efforts fell short of what was needed, board members said.

Possible solutions include local control of money allocated to the state's 27 community colleges, revised salary schedules, or state tax reform, board members said.

The state's 27 community colleges must either devise a distribution plan or argue about how to take the available money away from each other, Ron Crosslin, the board's associate director for education.

Whatcom Community College President Harold Heiner, chairman of a budget committee studying the issue for the Washington Association of Community College Presidents, said one school, Lower Columbia College in Longview already has had a strike over salaries and other issues.

He said his committee is studying several options, including:

- A statewide salary schedule that would pay faculty members based on education and experience.
- A statewide salary schedule that would give equal pay for equal work, discounting education and experience.
- Distribution of lump sums of money to each school by the state board. Salary decisions would be made on a local level through collective bargaining between board and faculty members.

# Students can't get into WCC

By JOHN STARK  
of the Herald staff

About 400 would-be students are expected to be turned away by Whatcom Community College.

Fall classes are filling so fast that college administrators are saying unprecedented numbers of students are finding themselves forced to change or postpone their higher education plans.

The enrollment crush means that some students who are able to register might not be able to take courses they want and need.

The courses in greatest demand are English composition and basic math and sciences students need to begin working toward eventual transfer to a four-year school for a bachelor's degree.

"The magnitude of our enrollment problem this year is unprecedented," said Bill Christopher, dean for instruction.

Registration was scheduled to continue today and Friday, as well as during the first day of classes Monday. But by this morning, the college already had enrolled almost as many students as the state provides money for.

The state currently provides money for the equivalent of 996 full-time students with 15 credit hours of courses, Christopher said. So far, 989 full-time equivalent students have already registered. By the same period in the registration process last year, 662 students had registered — almost a third less than this year.

Christopher said it appears virtually certain this fall's enrollment will surpass the 1,327 full-time-equivalent students registered last year. Because many WCC students are part-time, each "full-time equivalent" is actually two to three individuals; about 2,900 people took classes each quarter at the college last year.

Until now, the college has been able to bridge the gap between state funding and actual enrollment through contracts with local businesses and industries, Christopher said. But the gap is becoming too big, and the college will be forced to turn away more students during winter and spring quarters if more state money is not made available, college President Harold Heiner said.



Herald photo by Pedro Perez

Prospective students at Whatcom Community College bide their time in a registration line. The college has registered one-third more students than it had at this time last year and might be forced to turn away as many as 400 students for fall quarter.

## WCC's first president dies at 62

Robert E. Hamill, the first president of Whatcom Community College, died Wednesday at his home in Salem, Ore.



Hamill

Dr. Hamill had retired from a position as the associate superintendent for community colleges of the Oregon Department of Education in 1986.

He was named president of Whatcom Community College in November 1971. He replaced Everett Sanders, who was director of the college, which was founded in 1969. Dr. Hamill served for about five years.

College trustees from the 1970s said Dr. Hamill made substantial gains in building financial and academic groundwork for the burgeoning two-year institution.

He implemented several board of trustees mandates for establishing the school, most notably the board's requirement that the institution be cultivated as a college without a unified campus, according to Sam Kelly, vice president for academic affairs at Western Washington University. Kelly was president of the board that appointed Hamill.

Hamill also established working relationships with the state Board for Community College Education and local schools and other agencies that would enable the college to succeed, Kelly said.

"Bob helped provide a very substantial and strong base for the institution," he said. "And what the institution now is is due in large part to those early efforts."

Jim McKellar, also a trustee and chairman during the 1970s, agreed.

"I think he did an outstanding job in what I would call the process of birthing the college," McKellar said, noting that among the Hamill administration's achievements was the school's first state accreditation.

In 1977, he was named associate superintendent in the Office of Community College Services for the Oregon State Department of Education, a position he held until his retirement in 1986.

Hamill was born Aug. 26, 1926, in Merced, Calif., and graduated in 1944 from Merced Union High School.

Following service in the U.S. Navy, he received a bachelor of arts degree in speech and philosophy from the University of Redlands in Redlands, Calif., in 1948. He taught in junior high and high schools in Eugene, Ore., from 1950 to 1960 before serving in the Oregon Legislature for five years as executive secretary of the Senate and House education committees.

In 1967, he received his doctorate in educational administration from the University of Oregon.

For the next two decades, Hamill served as a community college administrator at sites throughout the Pacific Northwest. He was director of institutional research at Lane Community College in Eugene and was acting president from 1968 to 1969. He served as executive vice president of Highline Community College in Seattle before coming to Bellingham.

An avid wood carver, Hamill donated works to the Salem Public Library, Queen of Peace Catholic Church and other institutions in the Salem area.

He was a member of the Washington Association of Community Colleges, the National Council of State Directors of Community/Junior Colleges and the Northwest Association of Adult Educators. He served in various capacities on the boards of the American Red Cross, the Boy Scouts of America and Rotary International chapters in Washington state.

Survivors include his wife, Katherine; two brothers, Harry and Clayton Hamill, both of Merced, Calif.; a sister, Patricia Larson of Modesto, Calif.; a brother, Frank Hamill of San Jose, Calif.; two daughters, Tricia Larson of Santa Rosa, Calif., and Julia of Yuma, Ariz.; a son, Douglas of Berkeley, Calif.; and two grandsons.

Mass of Christian Burial will be celebrated Saturday at Queen of Peace Catholic Church in Salem.

Memorials may be made to Chemeketa Community College Student Loan Fund, P.O. Box 14007, Salem, OR 97309.

## WCC teams to have a whale of a name

After going without a mascot, sports teams at Whatcom Community College will now be known as the "Orcas."

The WCC Board of Trustees Tuesday adopted the orca, or killer whale, as the official college mascot. The orca originally was chosen by WCC students in two elections in March, said WCC student body President Scott Newton.

The Associated Students at Whatcom solicited names for a mascot last fall. The 10

candidates with the most number of suggestions were put on a ballot for a vote. The top two contenders, the wolverine and the orca, were put to a runoff election. The orca won by 11 votes.

Newton said the orca, or killer whale, was a natural choice for WCC's mascot.

"The orca is a traditional Indian symbol," he said. "It made sense, looked good, and won."

The search for a mascot began when the WCC softball team last year won the city league softball championship, but didn't have a name. Newton said someone suggested the wood duck be the mascot, but many students didn't take to the idea.

December 20, 1989  
Bellingham Herald

## Lawyer Phil Sharp named to WCC board

Bellingham lawyer Phil Sharp has been appointed by Gov. Booth Gardner to the Whatcom Community College Board of Trustees.

Sharp is a partner in the Bellingham law firm of Adelstein, Sharp & Serka. Sharp served as administrative assistant to U.S. Sen Brock Adams when Adams was a congressman in the 1970s. From 1987 to 1989, Sharp served as special counsel to the U.S. Senate Committee on Labor and Human Resources.

He has served as a director of Whatcom County Boys' and Girls' Club, Rape Relief and the Bellingham chapter of American Red Cross.

Sharp replaces Pat Hite of Bellingham, who served two 6-year terms on the board.

"As is traditional after two terms, the governor appoints new members to boards of trustees," said Gardner spokesman Dan Youmans on Tuesday.

Sharp's term expires Sept. 30, 1994.

# Community College headed for growth spurt

By **ERIC JORGENSEN**  
of the Herald staff

Major construction and renovation projects planned for Whatcom Community College during the next five to eight years will enable the school to increase admissions by more than 50 percent.

The college would add a second business and technology center, build a new library and remodel Laidlaw Center, the largest building on campus.

Once completed, 2,000 full-time students would be able to attend classes at WCC — up from the current enrollment of nearly 1,400.

Current growth rates in Whatcom County and at the college indicate that more than 2,000 students likely will want to attend WCC by the year 2000, said architect Jim Zervas.

"Those are probably conservative estimates," Zervas said. "The way this county is growing, very likely enrollment might shoot up quickly."

College officials said they expect to get state money for the projects, which could cost more than \$11 million.

About \$350,000 is expected next year to remodel a portion of Laidlaw Center — adding three or four classrooms to the upper floor of the two-story building.

Another \$4 million should arrive in 1993 to pay for the new business and technology center. Included in preliminary plans for the building are classrooms for nursing, medical assisting, physical therapy and emergency medical programs, along with a graphics lab.

The new 31,000-square-foot building would be at the southwest corner of Kellogg Road and Cordata Place.

Harold Heiner, college president, said WCC is at the top of the state's funding list for 1991 and 1993 projects.

"If the state keeps funding capital projects, we're in (in 1993)," Heiner said. "The further out (in the future) you get, the longer the list and the more tenuous it becomes."

WCC officials hope to get another \$6 million in 1995 to pay for the new library, which also would house special classrooms for art and music.

Constructing a new library would allow additional renovation to Laidlaw Center, which houses the current library. The Laidlaw remodel would include increased space for a student center, food service, bookstore and business offices.

The library, which would be about 37,000 square feet, would be built west of Laidlaw Center.

Plans include nearly 700 parking spaces for 2,000 students, which school officials consider adequate based on their research of current parking patterns.

The college has no intention of abandoning its branches in Lynden and Blaine, despite new construction on the central campus, WCC officials said.

"Some people are going to read about the campus plan and the property transaction, and they'll think we're not going to reach out to the rest of county," Heiner said. "But we will continue to reach out throughout the county."

The school's decision to centralize certain facilities is part of a continuing effort to react to a changing student population. A larger percentage of high school students are attending the community college, including 20 percent of Whatcom County high school graduates, Heiner said.

"Our college is more campus-like and our students see it more as a campus," he said.



# Whatcom Community College wins \$600,000 grant, students to benefit

Whatcom Community College will be able to incorporate state of the art technology into its teaching and develop a career planning and placement center with its new \$600,000 three-year grant from the U.S. Department of Education.

Set to begin Monday, the grant will provide faculty with computers, training and the time to devise individualized approaches to learning through the use of interactive computer-assisted instruction and video-discs. Students will benefit from a new instructional resource center equipped with computers, videodisc players and faculty.

The grant will also fund career development and placement services as part of a new career center. Career development workshops and seminars, computerized career exploration services, a resource library, assessment tests, counseling and exploration services, — all aimed at helping students make informed career choices — will be one major focus of the program. The center will also focus on job placement by providing employment skills improvement workshops, job search courses, assistance in resume writing and job development in the community so that student and employers' job needs can be matched.

"We're excited about this award," WCC president Harold Heiner said. "The grant is part of a coveted funding program for higher education that is designed to strengthen basically healthy institutions and move them to greater self-sufficiency."

Popularly called "Title III," the grant program is funded under Title III of the Higher Education Act of 1965, as amended. The college's proposal was one of 93 funded out of 540 applications submitted by two- and four-year colleges across the country.

"For Whatcom Community College, the timing is especially appropriate at our stage of maturity, popularity and rapid growth," Heiner said.

"It will allow us to strengthen the college's student-centered approach to learning in ways that will help our graduates succeed either in careers or in further education at four-year colleges and universities."

Dr. William Christopher, dean for instruction, noted that without the funds provided by Title III, "There's no way that Whatcom Community College could purchase such a large quantity of academic computers or videodisc technology, provide faculty training, or offer students so much access to computers."

The dean for educational services, Dr. Susan Mancuso, called the grant a major milestone. "We'll be able to achieve more with this grant in terms of improving services and education than we have been able to do in the last 10 years," she said.

"The primary reason students come to Whatcom is that they want to enter or change a career. Now we will be able to provide even more services to help them make the best choices."

The first-year Title III project is 100 percent federally financed at \$199,208. Each year's budget will be approved separately.

# State budget cuts take human toll at Whatcom

*By BOB PARTLOW  
Herald Olympia Bureau*

For Whatcom Community College President Harold Heiner, the frustrated, angry people who lined up to register Wednesday for classes that didn't exist were more than statistics.

"I walked in that door and looked down that line and these are beautiful people," Heiner said. "And you see the hopes and the aspirations. And then you go to the end of the line where the classes are listed and you see the disappointment."

"And it comes out in anger and in tears. It's their lives. It's real. You see young mothers carrying babies on their backs who want to get into classes so they can build a new life and there's nothing for them. And they're standing in line with tears in their eyes. I don't know how you convey that, how you get that message out."

The people are the human face of the state's \$900 million budget shortfall, which has taken its toll in cuts at Whatcom Community.

Kaylin King, student body legislative vice president, feels the daily pain of her friends and colleagues.

## **Trillium Corp. creates full WCC scholarship**

Trillium Corp. and Dawson Construction Co. have created fully endowed scholarships for Whatcom Community College through the Community College Foundation.

"These are the first in a series of Foundation scholarships that will enable seniors graduating with meritorious accomplishments in scholarship, extracurricular activities and community service to attend Whatcom," said Faruk Taysi, chairman of the Foundation Board of Directors. "... They lead the way for an endowed scholarship program that will be available for all high schools in the county.

The first Dawson Construction scholarship will be awarded in June to a senior graduating from Bellingham High School. Trillium's award will go to a graduate of Mount Baker High School. The scholarships will rotate around the county after the initial award.

Both scholarships are valued at approximately \$1,000 to cover one year of tuition costs. Information about the scholarships will be at the high schools after March 1.

# College leaders like budget

## 'In tough budget times, we've done pretty well'

By **BOB PARTLOW**  
*Herald Olympia Bureau*

OLYMPIA — Higher education officials in Whatcom County reacted positively to the proposed \$750 million budget shortfall fix proposed by legislative budget leaders Wednesday.

The budget restores all the proposed cuts to enrollment levels at Western Washington University — a total of 351 students — and at Whatcom Community College, an additional 135.

The officials also were pleased tuition would not be increased — as had been part of some budget plans — but were disappointed some students would lose their tuition waivers.

Their comments came as lawmakers were poised to pass a \$15.4 billion budget overhaul.

The budget requires no tax increases, protects money for public schools and colleges, saves most of the state's reserves and slows the growth in state government overhead and payroll.

This year's budget rewrite was required because of slumping tax revenues, leading to projections of a \$750 million deficit through June 1993.

In all, the plan would cut the original two-year budget of \$15.7 billion by a net of \$316 million.

"In tough budget times, we've done pretty well," said Al Froderberg, vice president for external affairs at Western Washington University. The restored cuts will allow Western to increase its enrollment to 9,001 this fall.

That will help meet the rapidly increasing demand for access to Western, he said. The number of freshmen with a grade point average of 3.9 or higher applying to WWU has increased 500 percent from this year over last, he said.

But he said the 1,100 students who are



Froderberg

Heiner

exempt from paying tuition at Western could be affected by the 13 percent cut expected to be approved by the House.

"A lot of people are going to be disappointed they are going to have to be paying tuition next year," Froderberg said.

The Legislature has given the colleges the right to decide how the cuts will occur.

Froderberg said probably the university administration will make that decision.

"I feel very good about it," Whatcom Community College President Harold Heiner said of the budget. "It looks like a good budget. I think it's as good as we could have expected under the circumstances."

The enrollment at WCC will be allowed to rise to 1,358 under the plan.

Heiner said WCC officials will probably make the tuition waiver cuts on the basis of financial need.

"I don't anticipate needy students will be turned away in any greater numbers than they already have," Heiner said.

April 17, 1992

# Colleges struggle with recession, enrollment lids

By Gannett News Service

The recession, a declining pool of 18-year-old students and public resentment of the sins of higher education have put the nation's colleges in one of their worst financial binds since the 1930s.

State enrollment caps are keeping out students who used to be able to get in, students who can't get classes are taking longer to finish school, and public colleges, straining at the seams, are backing efforts to push more kids to private colleges.

"I think higher education will not in our lifetime be the same as we have known it in the '70s and '80s," said Gordon Davies, director, the State Council of Higher Education for Virginia.

Budget cuts are pillaging without discrimination.

■ Stanford University has to trim \$43 million.

■ The 20-campus California State University system laid off 1,000 faculty members and cut out 5,000 class sections from a list of 56,000.

■ Yale University is staring at a \$15 million deficit by the end of this year, and an 11 percent reduction in its arts and sciences professors.

## State helps schools

Western Washington University and Whatcom Community College escaped some of the possible crunches last week when the Legislature restored student enrollment levels and fixed a state budget shortfall.

At one point student enrollment cuts of 351 at Western and 135 at WCC had been proposed.

The state budget also protects money for public schools and colleges.

■ Columbia University's red ink could reach \$87 million by 1994, but the college said cuts in expenses will reduce that to \$30 million.

One school on its death bed is the University of Bridgeport, Conn., a 65-year-old liberal arts school that will virtually cease to exist as of this summer — the victim of problems ranging from labor strife to poverty in its host city.

The school expanded to deal with the baby boom, and now has large mortgages.

## Student receives Trillium award

Shannon McKeever, who recently graduated from Mount Baker High School, is the first recipient of a scholarship to Whatcom County College that was established by Trillium Corp. The Noon Road resident wants to study big cats in a noted zoo.

The Trillium Scholarship is funded through the Whatcom Community College Foundation and provides tuition for up to three quarters of study at WCC. Recipients must have a grade point average of 3.0 or above and meritorious accomplishments in extracurricular activities and community service.



SHANNON MCKEEVER

September 2, 1992  
The Westside Journal

## Brown and Cole announces first WCC scholarship

Debra MacWilliams, a life-long resident of Whatcom County, has been named the first recipient of Brown & Cole Stores' year-long full tuition scholarship to Whatcom Community college.

"Debra meets our scholarship criteria and has the determination to succeed," said Craig Cole, company president.

The award is designed for a deserving adult from northwest Whatcom county who is returning to WCC with the motivation and desire to reach his or her educational goals, Cole said.

MacWilliams will return to WCC in September to complete her Associate in Arts and Sci-

ences degree. A student with a 3.0 grade point average, she hopes to transfer to Western and major in elementary education.

A dozen students competed for the scholarship.

MacWilliams and her husband, Ricky, live at 2269 Poplar Drive, Ferndale, with their children Carly, 7, and Mandy, 4. The first person in her family to go on to college, MacWilliams said she would have been forced to drop out of Whatcom without the aid.

The Brown & Cole Stores scholarship provides tuition for up to three terms of study at WCC. The 83-year old Ferndale company owns and operates six grocery stores.

The Whatcom Community College Foundation administers the award.



Debra MacWilliams

# Two CAEL Institutional Service Awards Announced for 1992

## WHATCOM COMMUNITY COLLEGE UNIVERSITY OF GEORGIA

CAEL national headquarters has announced the two recipients of the 1992 Institutional Service Awards: Whatcom Community College and the University of Georgia. The CAEL Institutional Service Awards are presented annually to institutions that have made outstanding contributions furthering CAEL's mission. Since the tradition began in 1984, awards have been presented to the following institutions:

- College Degree Programs of the Regents of the University of the State of New York (1984)
- Thomas A. Edison State College (1984)
- Delaware County Community College (1987)
- Brevard Community College (1987)

- Empire State College (1988)
- Ohio University (1988)
- Alverno College (1989)
- DePaul University (1989)
- Sinclair Community College (1990)
- The University of Maryland University College (1990)
- Baldwin-Wallace College (1991)
- Maricopa County Community College District (1991)

## WHATCOM COMMUNITY COLLEGE

Whatcom Community College first opened its doors in 1970 and has a historical commitment to student-centered learning. Having started its portfolio assessment program in 1974, the college has the longest history of assessment of prior learning in the state of Washington. It is also the northern-most community college in the United States and the only college with its district severed by a foreign country.

In response to the selection of the college as 1992 award recipient, President Harold Heiner said, "We are very honored to be recognized by an organization of CAEL's stature. Whatcom Community College is

Whatcom Community College is active in providing other colleges with regional training on serving adult learners through learning contracts, portfolio assessment and experiential learning. The college's staff has worked with colleges in the United States, Canada, and recently, through a CAEL-sponsored consultation, in Guam.

Annual enrollment at Whatcom for 1991 was 3,167, with a full-time enrollment of 1,665. Adult learners over 25 years old represent 62 percent of the students at Whatcom. Seventy-two percent of the students are part-time, 52 percent intend to transfer to four-year colleges and universities, and 76 percent work full- or part-time outside of the home. Programs offered by the college for returning adults respond to the needs of working adults through several instructional options, including learning contracts, individualized degrees, telecourses, cooperative education and prior learning assessment.

Whatcom Community College was one of two original community colleges in the University Without Walls (UWW) consortium and operated as a UWW until 1986. The college is currently operating from an emerging centralized campus with satellite centers in rural parts of the district. The

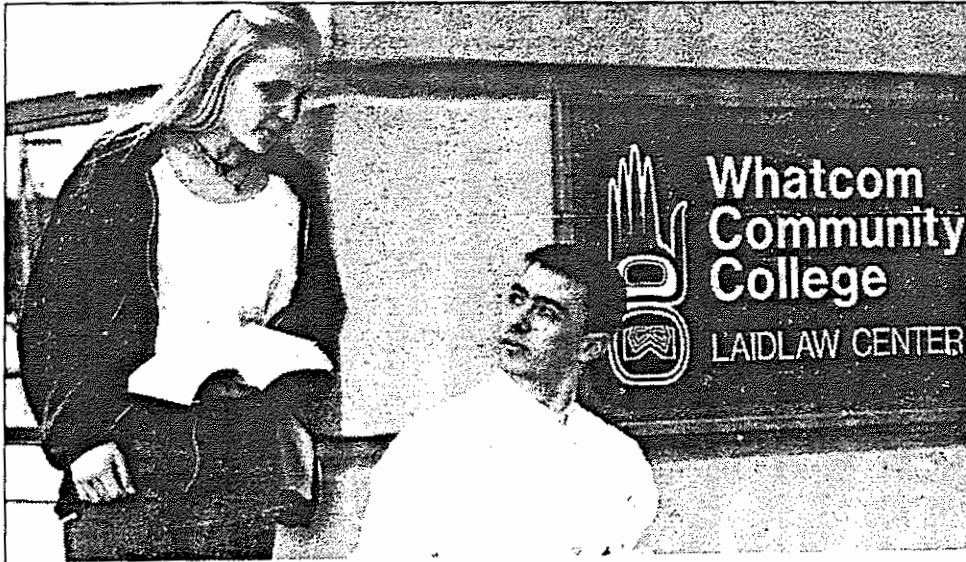
college has an historical commitment to student-centered learning and is presently emphasizing the use of computer technology in general education courses.

Dr. Susan Mancuso, dean for Educational Services at Whatcom Community College and well-known consultant in prior learning assessment, is the CAEL state representative for Washington.



Harold Heiner, President  
Whatcom Community College

committed to serving adult learners, and it is a wonderful feeling and reward for all of us at the college to be recognized for working with adults."



MELISSA STEVENSON HERALD PHOTO

**GETTING AHEAD:** Michaela Coming and Tim Ventura, Ferndale High School juniors, are enrolled in the Running Start program at Whatcom Community College. The program gives them a scholastic boost, but doesn't make life any easier for high school administrators.

campus. That way, schools could keep the state money and pay only a per-credit fee to Whatcom Community College.

That plan could also solve Running Start's other big problem: The program is virtually void of minority or low-income students, primarily because the students must pay for textbooks and transportation.

## **EDUCATION: Program hard on schools, but students flourishing.**

**BY JIM DONALDSON**  
THE BELLINGHAM HERALD

The Running Start program is hurting high school budgets across Whatcom County, but students and others figure it's worth the price.

Running Start allows eligible high school juniors and seniors to earn college credit at Whatcom Community College and Bellingham Technical College. High schools foot the bill, forfeiting most of the \$3,551-per student allocation from the state.

"The counselor in me loves this program, for the simple reason that it give students more options," said John Riseland, an academic adviser at Bellingham High School.

Of the 117 Whatcom County students who enrolled at Whatcom Community College last fall, 90 percent continued in winter quarter.

Their average grade point average was 2.86; the average GPA for Whatcom Community College freshmen just out of high school was 2.77.

"It's a brilliant program," said Erin McCleery, a senior who graduated early from Sehome High with the help of Running Start.

"Things are so different (at the community college). People want to be here and they're more serious about their education," McCleery said. "They're not all a bunch of idiots who only want to go to pep assemblies."

Tim Ventura, a junior at Ferndale High School, said Running Start helped turn around his academic career. He said he used to fall asleep in high school classes and his GPA was 1.5 — about a D average. Since enrolling at Whatcom full time last fall, Ventura's college GPA is 2.8.

"This was pretty much do or die for me," Ventura said. "I have learned how to study and learned how to focus on a project. Students are more intent on learning here."

Even Whatcom instructors, at first reluctant to have 16- and 17-year-olds in their classrooms, support the program.

"To be honest, I thought this sounded like a nightmare at first," said Bob Winters, an English instructor. "I was looking forward to awful behavior problems."

Instead, Winters said he found bright, productive students.



June 28, 1993

## Running wild for 100 miles

# ULTRAMARATHON

## Bellingham man to tackle Hardrock 100

BY STEVE GIORDANO  
FOR THE BELLINGHAM HERALD

Marathons have always been one of the ultimate challenges for athletes. Even Olympic-class runners have trouble finishing the 26 miles, 385 yards.

Now try running four marathons in a row.

Welcome to the world of ultramarathons.

It is a world where 100-mile races, often over mountains, are common. It is not a world for the out-of-shape or even for most of those who are in shape.

"It takes mental toughness," said Dr. Craig

Moore, a Bellingham runner and a family and sports physician. "You have

to keep pushing through the lows to enjoy the peaks."

According to Moore, the

idea behind long-distance running events is to test ourselves, to find out how far, fast and high we can run.

"We put the challenges in front of us. It comes down to our own personal strength against the mountain," he said.

Ultramarathoning is a sport that is growing.

Moore said ultra-distance races

### ▼ Pledge

Doug McKeever of Bellingham will be running the Hardrock 100 to help raise funds for a scholarship for Whatcom Community College. To make a pledge call WCC at 676-2170.

were common in the early 1900s, when contests would determine who could run the farthest in six days.

"They were six-day track events because they never ran on Sunday," he said. The races came back four or five years ago.

One of the most grueling is the Hardrock 100, a 100-mile, two-day foot race in the San Juan Mountains of southwest Colorado. It will be held this year July 9 and 10.

Only four miles of the race is on paved road. Ten miles is over trail-less mountain terrain, and the rest is split almost evenly between mountain dirt roads and trails.

There is more than 30,000 feet of vertical gain because the course crosses 10 mountain passes and summits above 12,000 feet.

Runners will do more than run. They'll think about animals, lightning storms, sunburn and altitude sickness while they run, wade streams and scramble up rocky or snowy slopes on all fours.

The Hardrock 100 sets high standards for ultramarathons, and only 100 runners will qualify to make the attempt. Bellingham's

Doug McKeever is one of the "lucky" 100.

"Even some of my ultra friends wonder why I do the Hardrock," said McKeever. "I want to push my limits."

It's also something that McKeever likes to do.

"Running long distances is an interesting hobby that I have a talent for," he said. "It's an ability given by God and I run to His glory."

It's also a pledge run for McKeever, a scholarship fund-raiser for Whatcom Community College where he teaches geology. He also works part-time at Base Camp.

Finishing the race is not a sure thing for McKeever. It's a hope and calculated plan. He challenged interested people to pledge contributions based on his combined elevation gain and loss, a potential 60,000 feet.

At age 45, McKeever is at a peak age for endurance sports. Hardrock runners average 41 years old. He runs six days per week, putting in about 80 to 100 miles. Every other week, he does a longer run of 35 to 45 miles.

With five children, Moore no longer does the long races. At his competitive peak he trained 200 miles per week, and placed twice in the top 10 of the Western States 100.

He warns that there is a fine line between fatigue and injury. You can run through fatigue. Its ache is subtle compared to the sharp pain of injury.

But isn't running 100 miles too strenuous for the human body?

"You're asking the cat if mice are good eating," said Moore. "I've done it myself three times."

July 6, 1993

# Community College opening doors to Europe

**EDUCATION:** Program to bring 11 students to Whatcom Community College.

BY JIM DONALDSON  
THE BELLINGHAM HERALD

Four years after opening a door to Japan, officials at Whatcom Community College want to try Europe.

The two-year college is one of 11 nationwide selected to play host to students in Youth For Understanding, an international exchange program.

Beginning in September, 11 students from Denmark, Sweden, Switzerland, the Netherlands, Norway and Russia will come to the college for a year of study.

"The students are really ambassadors," said Linda Cooper, director of the college's international education program. "They help us to understand their culture at the same time they learn about our culture."



Heiner

"It gives us a chance for great international diversity without having to recruit in other countries," said college President Harold Heiner.

Besides living with county resi-

dents, the international students will receive regular tours of the area and work in local businesses through the college's cooperative education program.

"We want to help make connections for them," said Laura Jessup, the college's international activities coordinator.

"If a student is a saxophone player, maybe we can connect them with a band. If another is a baseball player, we connect them with the city leagues."

The program is the college's first venture into Europe and Russia after a successful program to bring Japanese students here.

That program, called "Whatcom Kawajuku," provides students with an intensive study of English before setting them loose on the standard college curriculum.

Heiner said the program will put the college's students in touch with the real world, without having to leave the Bellingham campus.

"We are an international community and our students must learn to interact and work in that community," he said. "This is a recognition that virtually no product is made in any one country any more, and almost nothing is made (exclusively) in America."

# Mother of 4 is WCC student president

Leslie B. Garvin, president of Associated Students of Whatcom Community College, has been chosen to receive the Brown & Cole Stores full-tuition scholarship to the college for the current academic year.

"Leslie is the kind of person we hoped to reward when this scholarship was established for older students returning to Whatcom," said Craig Cole, company president:

"She has amply demonstrated leadership, community service and academic commitment," Cole said.

Garvin, of Ferndale, returned to WCC this fall to complete her Associate in Arts and Sciences degree. She plans to transfer to Western and pursue certification in elementary education with an endorsement in special education.

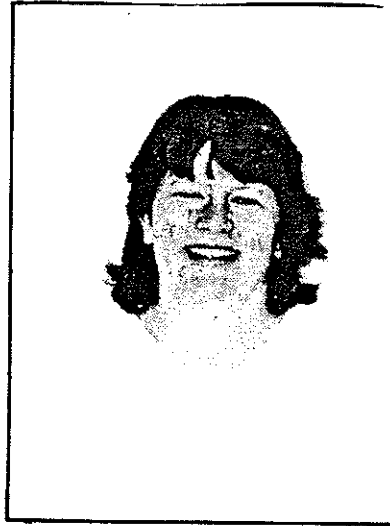
Toward that end, Garvin continued working this summer as a teacher's aide at Whatcom Community College in the Pre-vocational Skills class for physically and mentally challenged adults.

She also served as an aide in a class of Japanese students, helping them learn grammar and basic American survival skills.

"Being an elementary school teacher and focusing on special education has been my goal since high school," Garvin said.

"I know what I want to do and what I need to do to get there. I didn't have that discipline right out of high school," she said. "Going to college in my 30s is what I needed and Whatcom is a good place to be."

Elected president of student



Leslie Garvin

government at WCC last winter. Garvin also served as vice president for finance, playing an active role in the College budget process.

She has been instrumental in creating student fund-raising projects for the WCC Foundation scholarship campaign and in helping to find resources for adults returning to school.

"This scholarship is a blessing," Garvin said. "It will allow me to get my degree this year."

Garvin and her husband Jim live in Ferndale with their four children, Jerry, 8, Bryant, 7, Katie, 3 and Karen, 20 months. She also works on school projects that involve her sons.

The Brown & Cole Stores scholarship provides tuition for up to three terms of study at WCC. The 83-year-old Ferndale company owns and operates nine grocery stores in Washington and Oregon.

The Whatcom Community College Foundation administers the award.

December 15, 1993

# School annexes elbow room

## With a new building open, Whatcom Community plans for two more

BY JIM DONALDSON  
THE BELLINGHAM HERALD

Students returning to Whatcom Community College in January will have more room to learn — and hang out.

College officials are busy this week moving the Learning Resource Center, the school's library, across Kellogg Road to new digs in the former DIS Building.

That move will set into course a series of changes that will expand the student lounge, cafeteria and student government and activities offices when classes resume Jan. 5.

"We were desperately overcrowded and we needed some relief," said Cliff Baacke, Whatcom's dean of administrative services.

With enrollment at a record high of 4,221, the move is part of a long-range plan to expand Whatcom's 15-acre campus. If state money is approved as planned, the college will add:

■ A \$7 million fine arts building that will include the library

and classrooms for humanities classes, to open by 1996 or 1997.

■ A \$2.2 million pavilion, including a gymnasium and locker rooms, to open in the fall of 1995. College officials will need to borrow money from the state treasurer, then repay the loan from student fees.

Not bad for a college that taught some of its classes in house trailers when it opened in 1970.

This fall, the college opened its newest classrooms in the former DIS Building. The 40,000-square-foot building was bought for \$4.2 million and cost another \$900,000 to remodel.

The building, which formerly housed Whatcom County offices, is now used for programs in nursing, physical therapy and medical assisting, and contains mock "doctor's offices" for students to practice their future trades.

It also includes a computer lab and copy/duplicating office, as well as the college library.

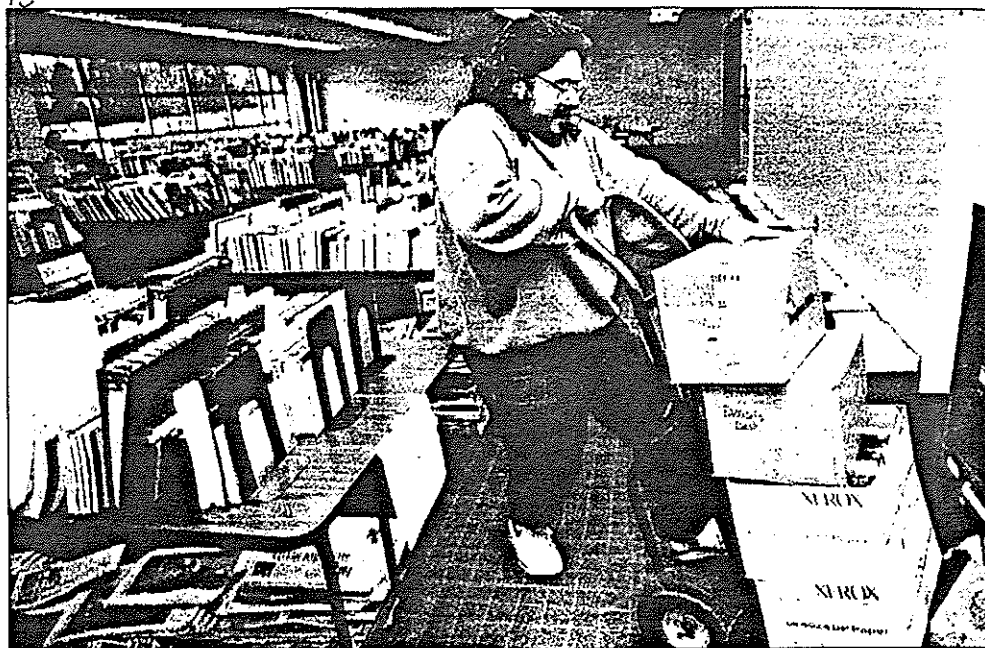
The library moves from a 5,500-square-foot room in the Laidlaw Center to a 15,000-square-foot space in the remodeled building.

"We're used to working in a postage-stamp space," said Laura McKenzie, a library technician supervising the move. "And the common complaint we've heard from students is that they don't have enough room to study."

Students haven't had much room to meet or eat, either. Until now, the college's student center has housed a cafeteria, lounge, information center, student newspaper office and a common office area shared by the student council, clubs and intramural programs.

Lunch tables shared the same space with couches and coffee machines.

"It gets very noisy and very crowded in here at lunch time," said Janet Sutter, a program assistant in the student offices. "It's going to be marvelous (to move). The students deserve it."



MELISSA MARTENY HERALD PHOTO

**HANDTRUCKIN':** Whatcom Community College student Jerry Braun helps move the college library into another building that will provide nearly three times the floor space.

sider further budget cuts that could make an already near-desperate situation at places such as Whatcom even more discouraging.

The desperation comes from the intense pressure on community colleges to make a place for the hundreds of students who want to get an education.

"I'd guess we turn away 600 to 800 students every quarter who can't get in or see the long lines and just get discouraged," said Jan Hagan, the college's registrar.

Many Whatcom students had registered before Monday — some even getting all the classes they wanted. But the students signing up for classes this week often are newcomers at the bottom of the academic ladder. They take what they can get.

Admissions coordinator Laine Johnston patiently was trying to help every student find some schedule he or she could live with. Johnston also teaches "strategies" to cope with registration.

"We used to call this open registration, but nothing's open any more so we call it general registration," Johnston said, with a chuckle.

On a more serious note, she added, "It's so frustrating because there's so little open. We could offer three times the number of classes in English and math and fill them all."

Watching Johnston help students, college President Harold Heiner said, "She's magic. If there's an open class, she can find it."

But sometimes the magic wand loses its touch.

After spending 2½ hours in line, 20-year-old Heather Crandall of Bellingham walked out just before she reached the registration desk — and just after talking to Johnston.

"Everything I needed was filled and all my backups were filled," she said. "It's a little discouraging. I'll just go to some of my classes and see if I can blue slip my way in."

That's the process of having professors sign a slip allowing the students to attend.

"It's just been crazy, trying to get the classes they want," said Rick Fackler, the parent of two students who have been through the registration drill at Whatcom.

One of his children is now at Seattle Community College. The situation is little different there.

"It seems like a real waste — a real shame," said Fackler, in charge of pulling together all the pieces of Bellingham's Greenways open space program. "So many kids want the opportunity and aren't given a chance."

After a discouraging trip through the line, 22-year-old Matthew Sweeney of Bellingham said, "I hope somebody adds or drops a class. This is a pain. I'm just glad I got here at 8. If I can't take classes I need ... I'll take elective spots. It's totally discouraging, but most classes are closed."

## WCC seeks contributions for endowment challenge grant

The Whatcom Community College Foundation is going public for support after raising more than \$300,000 for an Endowment Challenge Grant.

"The Foundation has gotten outstanding grassroots assistance in developing an endowment that will be matched dollar for dollar by a federal grant," said Faruk Taysi, WCCF Board chair.

"Now we're down to the last six weeks and we're making an urgent appeal to the community. If you were ever interested in helping to fund scholarships for Whatcom County residents who need help to go to college, this is the time because your money will be doubled," Taysi said.

"Contributions of any size are welcomed and major gifts, including \$15,000 endowed scholarships, carry the names of the donors forever."

Whatcom Community College was one of the 15 colleges nationwide awarded an Endowment Challenge Grant reservation 15

months ago by the U.S. Department of Education. Every dollar raised by the WCC Foundation, up to \$500,000, will be matched and the combined total invested for a minimum of 20 years. During that time the Foundation will be able to spend up to half the interest earned by the fund on scholarships for graduates of Whatcom County schools, adults returning to college, and Whatcom Community College students transferring to Western Washington University.

The Whatcom Community College Foundation is a small, not-for-profit organization that works to increase and extend the educational opportunities and offerings of Whatcom Community College in ways not possible with tax support.

Contributions can be made payable to the Whatcom Community College Foundation and mailed to 237 W. Kellogg Road, Bellingham, WA 98226. All gifts are tax-deductible.

June 6, 1994

# Students earn dual diplomas

BY JIM DONALDSON  
THE BELLINGHAM HERALD

Justin Melland will pick up a diploma from Sehome High School tonight.

Then, in two weeks, he'll get a degree from Whatcom Community College.

Not bad for someone who nearly quit school two years ago.

"I didn't think I was going to make it," Melland said. "I was walking down the halls (at Sehome) thinking, 'What am I doing here?'"

His mother, Roxanne Melland, wondered the same thing.

"We were going to lose him. He hated school," she said. "When I think of what this kid has done, it's amazing to me."

What Justin Melland did was enroll at Whatcom Community College through Running Start. The innovative program, begun in 1992, allows high school students to take college courses tuition-free and earn credit at both levels.

Melland, 18, is one of five Running Start students in Whatcom County who will earn both high school and college diplomas this month — the first to graduate ahead of their class.

Most of them plan to attend college next fall — in most cases, as juniors, not freshmen.

The program aims to provide more challenging classes, not college degrees, to high schoolers,

said Laine Johnston, coordinator of the program at the community college.

"It was designed for students who wanted more of a challenge," Johnston said. "But I think we'll see more students (get two diplomas) every year."

After attracting less than 50 students when it began two years ago, Running Start enrolled more than 300 students at Whatcom Community College this spring.

About one-third of the students attended college full time; the others took a combination of high school and college courses.

State money that would have gone to high schools is passed along to the college, allowing campus officials to add more classes to accommodate the younger students.

Students in the first double-diploma class said they jumped at the chance to attend college.

"High school didn't challenge me. I just couldn't sit there all day," said Tye Durbin, 18, a senior at Ferndale High. "I didn't see the point in taking all year to learn something I could learn in nine weeks."

Others were glad to get away from the social and institutional pressures of high school.

"Since coming here (to Whatcom), it made me realize what learning should be like," said Misa Takaki, 18, a senior at Sehome. "There are not any bells ringing in your face, nobody asks you for a bathroom pass or bothers you if you're eating during class."

Said Durbin: "You're encouraged to be more of an individual here, instead of trying to fit in with all the cliques and gangs."

Beth Wareing, who transferred from Pullman two years ago and jumped right to Whatcom Community College, said she was tired of the high school atmosphere.

"Everyone (in college) takes the initiative to act like an adult," she said. "No one acts like a high school student."

Academically, the college classes received mixed reviews. Some found the course work more difficult, if only because they had to be more responsible for their own assignments.

And while most in-state universities accept the Running Start college credits, not all schools do. Takaki will enroll at Bryn Mawr College in Pennsylvania as a freshman next fall, even though she has two years of college behind her.

College courses also hold students more accountable than high school, the graduates said.

"Sometimes I miss that security of not having any options. It is a great deal of responsibility," Wareing said. "But it never occurred to me to go back to high school."

## ▼ Schools

A weekly report on education trends involving Whatcom County, School Calendar, B2.

April 9, 1995

# Winds of change hit secretaries' jobs too

## New skills needed to fit new titles, opportunities

BY SCOTT AYERS  
THE BELLINGHAM HERALD

Even the names are different now.

"Office managers," "administrative assistants," "executive assistants" — the world of the "secretary" is fading.

As the business world sets to mark its annual observation — Secretary's Day on April 26 — the stereotype is being overhauled.

Gone are the days of shorthand, letter typing and phone answering only. Taking their place are computer and communication skills and a chance for job advancement.

"We've gone from the old-style secretary to more of an active role," said Margaret Cameron, president of the Whatcom County chapter of Professional Secretaries International. "The world of the secretary has undergone a lot of changes."

Cameron, retired now from 11 years at Washington State University, started her career long ago as one of those "old-style" secretaries. Her rise is witness to how the job has changed. She retired as a head coordinator for one of WSU's programs.

"People in our profession have to be there when the boss isn't," Cameron said. "You have to know the policies and interpret the policies."

Once seen as a job where less-skilled people earned a decent living, current and former secretaries say the job is now a place for am-

bitious people to learn valuable computer and personal communication skills on their way into more important, higher-paying jobs.

"Ten years ago, I remember checking everything with the boss," said Judy McCoy, office manager at Western Washington University's human resources office. "Now they just tell you to do it and you get to do the research and come up with the letter or report. Personally, I like it better."

Economics and technology have driven the changes.

■ Corporate layoffs eliminated many middle-management jobs. People in what formerly were secretarial jobs have taken advantage as they assumed more responsibility in flatter corporate structures. Meanwhile, smaller companies are asking each individual to do more.

■ Computers have made "bosses" into letter writers and secretaries into desktop publishers. Managers can now communicate more easily with the aid of computers, writing their own letters and memos. Meanwhile, secretaries have learned a whole new world of skills, from creating spreadsheets, to creating graphics, to doing word processing.

While such measurable skills as math and words-per-minute typed are important, employers are increasingly demanding people who can solve problems, communicate clearly and think critically, said Jane Gordon-Ball, an office administration instructor at Whatcom Community College.



June 15, 1995

# 'OK guys, let's get this son of a ...'

**CRIME:** Construction workers, college staff chased down murder suspect.

**BY MARK PORTER  
AND CATHY LOGG  
THE BELLINGHAM HERALD**

Ray Heizen heard tell-tale staccato bursts and immediately recognized gunfire.

High atop a half-finished building on the Whatcom Community College campus Thursday afternoon, the ex-Army sergeant looked down and watched in disbelief as a man calmly fired a semi-automatic machine pistol at a woman already sprawled on the asphalt pavement.

As the man slowly walked from the bleeding victim about 100 yards away, Heizen looked at his co-workers and started down a ladder.

"I just said, 'OK guys, let's get this son of a bitch.'"

And they did.

Now police and Whatcom Community College administrators and students say Heizen and his co-workers are heroes for subduing a heavily armed man who allegedly killed his estranged wife and who police feared might have shot others.

"They (workers) probably are heroes," said Bellingham Deputy Police Chief Duane Schenck. "What they did was exceptional. They could have become victims, but they may have stopped a problem from escalating because we don't know what he (suspect) may have done."

Krystal Way, 25, of Everson was shot multiple times outside a classroom building at about 1 p.m. Thursday and died at the scene.

Carolyn Durham, a student who works at the college, watched the workers capture the suspect, Mark S. Way.

She said they prevented a possible hostage situation.

Mark Way pointed a gun at a groundskeeper moments before he was tackled and wrestled to the ground, police said.

"Those construction guys put

their lives on the line," Durham said.

Heizen didn't consider his own safety.

He remembers holding a 2-by-4 piece of wood in his hand and standing back, behind the suspect.

He and fellow Thibou Construction workers Mike Dixon, Mike Montague and Russ Rogers were keeping pace with Way, he said.

They waited for an opening — a split second of confusion — to pounce.

Suddenly, the quartet saw a sliver of opportunity as Way tried to start a getaway motorcycle while juggling his gun, Heizen said.



MELISSA MARTENY HERALD PHOTO.

**THE DETAILS:** Construction worker Ray Heizen talks to a Bellingham Police detective following the shooting at Whatcom Community College Thursday.

"He saw me, so I stepped right behind a (nearby) car," said Heizen. "And then Russ (Rogers) made a dash and just flew at this guy from the other side. He took him right off the bike."

In a flash the men were locked in combat for the weapon.

Joined by school administrators that included college President Harold Heiner and Dean for Instruction Bill Christopher, they wrestled the gun from Way, he said.

"He had no chance (to fight back)," said a witness. "He had five people on him. I think they were trying to knock him out. He still had the gun in his hand."

Way was treated by paramedics at the scene for minor injuries in the scuffle.

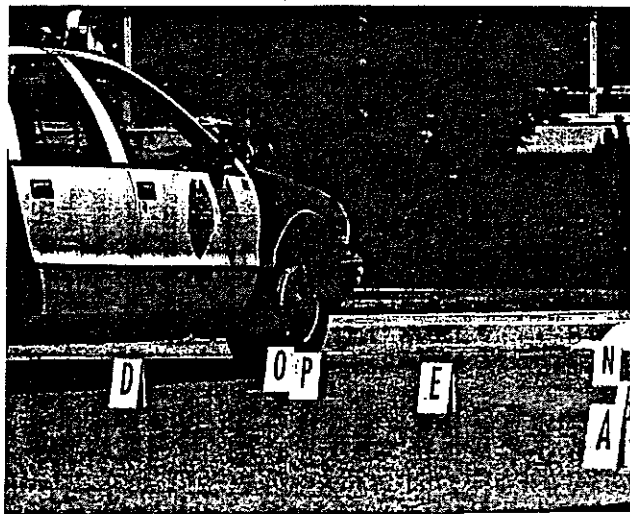
"He took some lumps," Schenck said.

Krystal Way was a good student completing her second term at the college toward an arts and sciences degree, school officials said.

She had worked for a real estate company in Ferndale for about a year before going back to school.

Mark Way had worked as a forklift operator at Bellingham Cold Storage until last Tuesday, company Personnel Manager Sheryl Hershey said.

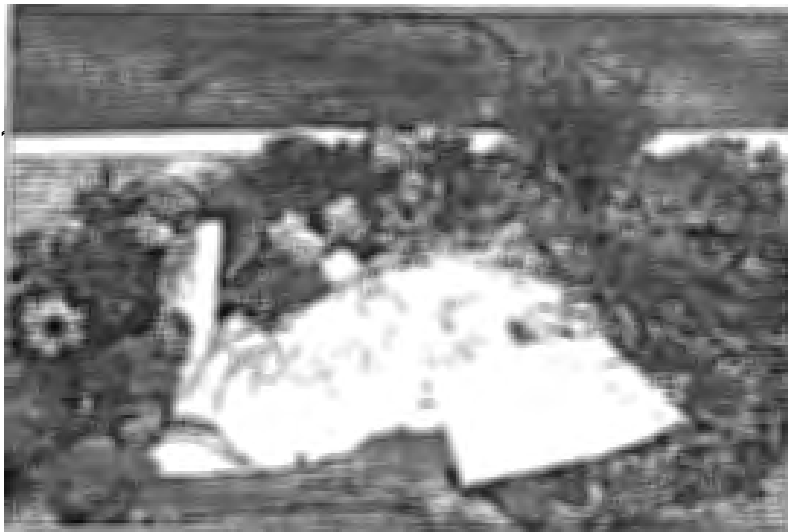
The company fired him when he failed to show up for work after company officials had a serious talk with him Sunday, she said. She de-



DON ANDERSON HERALD PHOTO

June 18, 1995

# Shooting throws a shadow over joy of graduation



MELISSA MARTENY HERALD PHOTO

**PEOPLE:** Last week will be burned into the memories of WWC's class of '95.

BY NOELLE KOMPKOFF  
THE BELLINGHAM HERALD

Saturday should have been one of the happiest days of her life.

Trina Anne Styer-Ferguson stood before her Whatcom Community College classmates, wearing a mortarboard and a burgundy graduation gown. In the fall, she begins classes at Fairhaven College. She was chosen speaker for her graduating class.

She should have been happy — but she was in anguish.

At her graduation, she congratulated friends — and sought their support as their sorrow washed to the surface with tears.

Styer-Ferguson was one of many students and faculty members struggling to cope two days after their campus community was shattered by the fatal shooting of Krystal Way, 25, at the college.

Way's estranged husband, Mark S. Way, is being held on suspicion of first-degree murder and first-degree assault.

Styer-Ferguson shared speech and music classes with Krystal during her last — Krystal's first — two quarters at WCC.

"She played the piano," Styer-Ferguson said. "She was a really good speaker."

Styer-Ferguson spoke of her pain at graduation, asking audience members at Mount Baker Theater to join hands.

"The only way I can think of to begin the healing is for everyone to reach out to each other," she

said, at times sobs choking her voice. "To keep reaching out, for each other, for ourselves."

Krystal Way also was familiar to WCC President Harold Heiner, one of a handful of people who subdued Mark Way.

"I'm an emotional person, anyway," Heiner said, hands trembling as he spoke. "I've had this fragile facade that I've kept. But when I see the tears on students' faces, it crumbles."

Classmates set up a memorial of flowers and good-byes at the spot where Way was gunned down. Someone spray-painted a heart and star around the bloodstains.

"This graduation will be burned into the memories of all these students," said Ken Ferguson, Styer-Ferguson's father.



MELISSA MARTENY HERALD PHOTO

**REASSURING HUG:** Monica Gowan hugs Krystal Way's niece, Vanessa DeVries, 10, at Tuesday's dedication of the Krystal Courtyard at Whatcom Community College.

"I think it's a first step in addressing domestic violence on campus," he said. "My concern is (to ensure) it doesn't stop here. I hope the college will support the committee and really take a leadership role in addressing domestic violence throughout the state."

He and other students are forming a committee to address women's issues on campus. Anyone interested in joining should call him at 676-2170, ext. 229, weekdays before 11:30 a.m.

The group planned a domestic violence educational workshop at 2:30 p.m. today in room 118 of the LDC Building, and will begin a women's support group next week, Adams said.

And on Sept. 12, Adams will address the college trustees about the cultural center, diversity and women's issues on campus, he said.

Brook Stanford of KOMO-TV in Seattle, presented a plaque to Rogers. For the past two years, the station has honored "Hometown Heroes" who work against violence, he said. Seldom is the honor presented to someone who intercedes in a physical way, he said.

Rogers' actions in tackling the suspect possibly saved other lives, Stanford said.

Rogers received a long ovation from the crowd of more than 100 people.

"We were glad to be in a position where we could do something," said the shy construction worker.

After the speeches, groundskeeper Genda Haynes supervised the planting of the tree and threw the first shovel full of dirt into the prepared hole.

One by one, men, women and children came forward to shovel dirt around the base of the leafy tree. Many of those watching cried and hugged one another.

Rogers was the first of several construction workers to step up to the tree. They shoveled silently, determinedly, before going back to work.

August 5, 1995

(continued)

of a hero.

"I realize now that I have pretty strong feelings about what is right and what is wrong and what is acceptable in our society," he said. "There's a lot of people out there who don't watch out for other people, and that kind of thing bothers me."

That's why he chased Way rather than stand back, he said.

Harold Heiner, the college's president, and William Christopher, dean for instructors, joined the chase when a staff member alerted them of the shooting.

"I don't think any of us who have had any association with that event at a personal level will ever be quite the same," Heiner said. "I think your memories and experiences tie you to it and you're different from that day forward."

Heiner said he feels the impact of the shooting whenever he passes Building C, where the shooting occurred, or sees a new student.

"I think a little bit more about helping their dreams come true rather than seeing them simply as another number," he said. "Maybe it's a little like losing a loved one. There's no way you can make up for the loss, but you feel more precious

toward what you have and what the future can bring."

On Aug. 21, Bellingham police will recognize Heinen, Rogers, Montague, Weston, construction worker Michael Dixon and student Ed Kost for their valor.

Heiner and Christopher also will receive commendations.

Kost followed the suspect and helped the others subdue him.

"I was the first one to see him when he came around the Laidlaw Building," Kost said. "He pointed his machine pistol at me and I just looked in the other direction and hoped he wasn't going to shoot. Once he got past me, I just started following him."

Dixon said the capture wasn't an act of heroism. He did what had to be done.

"It happened automatically," Dixon said. "You have that adrenalin running and things just happened." After the others tackled Way, Dixon grabbed Way's arm and took the gun away.

Once the adrenalin wore off, the impact of the day lingered.

"Riding home that night it was kind of an emotional thing," Dixon said. "It comes back every once in a while."

Montague said he didn't think about his own safety or of his wife and children at the time.

"If I had thought about that on the roof, I would have stayed on the roof," he said.

He now thinks more about his wife and children. He occasionally wonders about Mark Way, too, and what he's thinking about in jail.

"It has opened my eyes to the fact there is a problem in society and there are other ways to work problems out," Montague said.

Way has pleaded innocent to first-degree murder and first-degree assault. He's awaiting trial.

Since the slaying, there has been an outpouring of community support for Krystal Way's two children and an increased awareness of domestic violence.

A courtyard at the college was dedicated in her memory July 25.

Despite the recognition, the heroes say they would rather not have been heroes at all.

"I've never been involved in anything like that in my life," Christopher said, "and I hope that I never have to be again."

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▼ OUR VIEW

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## This brave deed didn't just happen

**COMMUNITY:** Eight men who subdued suspected killer at Whatcom Community College will be honored.

Most of us never will have to find out how we'd react in the face of violence and danger. Should we, may we measure up as well as the eight men who subdued an armed man suspected of killing his wife at Whatcom Community College in June.

The eight will be honored at Bellingham City Hall Aug. 21 at 7 p.m.

The Community Award for Valor will be presented to student Ed Kost and construction workers Michael Dixon, Raymond Heinzen, Michael Montague, Russell Rogers and Eric Weston.

The Community Action Award will be presented to WCC President Harold Heiner and William Christopher, dean of instruction at the school.

After a series of gunshots on campus June 15, the eight men pursued suspect Mark Way and subdued and disarmed him. Way's estranged wife Krystal died of gunshot wounds inflicted at a nearby parking lot. Way is charged with first-degree murder and first-degree assault. He has pleaded innocent.

"It happened automatically," Dixon told Bellingham Herald reporter Jill Saito. "You have that adrenalin pumping, and things just happened."

The inner strength that helps people to respond rather than withdraw when instinct urges otherwise does not just happen. A lifetime of experiences and values crystallizes at the critical moment when it becomes necessary.

The men seem reluctant to consider themselves heroes. Some said they'd just as soon not go through such an experience again. That's an ordinary reaction.

What's out of the ordinary is when people, faced with circumstances that call for them to be brave, overcome the natural reluctance in all of us and act. That's how people become heroes.

These eight heroes deserve to be honored.

August 22, 1995

## 8 who caught suspect cited by city for bravery

The Bellingham Police Department officially cited for bravery eight men who helped capture murder suspect Mark Way after his estranged wife, Krystal Way, was gunned down on the Whatcom Community College campus June 15.

Mayor Tim Douglas, City Council members and some 50 citizens who jammed into the City Council chambers in City Hall Monday applauded the men for taking action at risk to their safety.

Those cited were college president Harold Heiner; William Christopher, dean of instruction; construction workers Russell J. Rogers, Raymond Heinzen, Michael Dixon, Michael Montague and Eric Weston; and student Ed Kost.

"It's pretty clear we had him outnumbered," Heiner said after being presented with his award.

# Whatcom College grows bigger, younger

**EDUCATION** Enrollment tops 4,800; average student age drops to 28.

BY LISA GAUMNITZ  
THE BELLINGHAM HERALD

Whatcom Community College may be getting older — the two-year college celebrates its 25th anniversary this year — but the students packing its classrooms are increasingly younger.

Total college enrollment has climbed from 2,500 in 1987 to 4,800 this fall as students' average age has dropped from 34 to 28 and the median age has dropped from 30 to 23 during the same time.

That statistical snapshot doesn't even take into account the 430 high school juniors and seniors who attend Whatcom under the Running Start program.

When those students are added to the mix, Whatcom has the state's youngest student body among 29 community colleges.

"We have really had an increase in the 18- to 21-year-olds," said Jan Hagan, interim dean for student services.

Students in that category now make up 28 percent of the total enrollment, 10 percentage points higher than in 1987.

"We have not lost the older students," Hagan said, "we've gained the population in the younger students."

The demographical shift from baby boomers to baby boomers' children has changed the campus' physical appearance and the kinds of classes and activities the college offers.

Not all of those changes have been good, say some in the college community.

"The changing demographics bring changing needs," said President Harold Heiner. "When we had the oldest student population (among the community colleges), it was: Go to school, then go to a job or go home to a family. Now

we have students for whom college is more of a full-time experience and they want some of those activities."

To outsiders, the most visible change is the campus' metamorphosis from a single, lonely outpost at Cordata Park in fall 1987 to a bustling campus with three buildings open and more on the way.

■ **A \$3 million, 23,000-square-foot gymnasium** is due to open winter quarter with four large locker rooms, a classroom and an exercise room.

■ **A \$5.5 million library/fine arts building**, including a theater and classrooms, is to get under way this year and be completed by Thanksgiving 1996.

■ **The building** now housing the library will be remodeled to create more class space.

"The college will become more of a traditional campus," Heiner said.

Whatcom originally operated without a campus, offering classes in rented buildings and rooms across the county. The college consolidated its programs on the 35.5-acre campus in 1987 to serve more students efficiently and better manage personnel and resources.

The physical growth has been an important part of the enrollment's growth and demographical change.

"The younger students were less interested in us when we didn't look like a college," Heiner said. "As we've added facilities, it's probably tended to attract younger students. It's a chicken and egg thing."

Added Hagan: "Prior to our moving to campus, it was difficult for the younger students to identify with Whatcom Community College, there was no presence. I think the younger students need to have that presence, a place they can identify with, a place where they can find extracurricular activities, and we didn't provide that for them."

Increasingly, the school is providing those extracurricular activities.

Nine student clubs now operate on campus, ranging from the What-

com Alliance of Conservative Scholars to the Gay, Lesbian, Bisexual Alliance, to Nosotros Hispanic Latino Club. Events listed on the fall's activity calendar include college-sponsored hikes, a Halloween costume contest, live music and a book fair.

There's also a growing interest in sports: 20 teams signed up this fall for 3-on-3 basketball and seven teams have signed up to play coed volleyball at local gyms where the college has rented space.

Whatcom also has undergone some educational changes as a result of overall enrollment growth and the increasing proportion of younger students, said Bill Christopher, dean for instruction.

The number of students receiving associate of arts and sciences degrees has roughly quadrupled while the student enrollment has doubled, Christopher said.

That increase reflects in large part a growing number of students who are seeking to transfer to four-year universities and pursue professional careers; they need more advanced-level courses that will prepare them for certain majors.

"We're offering organic chemistry this fall for the first time, and second year foreign language classes," Christopher said.

While the growing number of students looking to transfer has allowed the college to create a broader curriculum, the changes haven't been without their downsides.

Jean Carmean, president of the union that represents nearly all the full-time faculty members and many part-timers, said the trend toward younger students has hurt the classroom atmosphere in some cases.

"The faculty have in general noticed a lot more problems, such as disturbances in classes, people talking with each other, boy-girl courting," she said.

Some younger students tend to view the community college as a transition to a four-year college, both a slight that rankles faculty

October 17, 1995

# School plans to add sports program

BY LISA GAUMNTZ  
THE BELLINGHAM HERALD

Whatcom Community College's new gymnasium will open this winter, and President Harold Heiner said he hopes to start an intercollegiate sports program next fall.

Heiner said starting the program must be a student goal, not his. But the school already has taken measures to lay the foundation for a program that would offer varsity basketball next fall and volleyball as a next step:

■ **Dave Pelkey, Whatcom's recreational coordinator**, has started discussions with the Northwest Athletic Association of Community Colleges to allow Whatcom to become the eighth member of a league that includes

Skagit, Bellevue and Everett community colleges.

■ **Later this month, Pelkey will ask** the student government to support starting intercollegiate athletics. He also will hold meetings to gather student support.

Pelkey estimated the cost for travel, uniforms and league fees would run up to \$30,000 a year. Coaching stipends would be on top of that figure.

"The majority of the program would be supported by student fees or gate receipts of one kind or another," Pelkey said.

Other money may come from money raised by a booster club.

Heiner said the state Legislature allows state operating money to go toward supporting an athletic program, although that's not lawmakers' preference.

"Most colleges put some operating fees in, but we would be cautious about putting any college operating money in," he said.

Faculty union President Jean Carmean doesn't favor the idea if it takes away money for educational needs.

Several students interviewed at the school Monday said they supported the idea of intercollegiate athletics.

Mary Johannes, 18, a student from South Africa, said the school should provide the opportunity for students to compete in sports.

Student government President Shawn McQuery said intercollegiate sports "would do some really good things for our school spirit," but some students worry about the cost.

November 21, 1995

(continued)



**ROBERT WAY**

He says his son is "not a monster"



MELISSA MARTENY HERALD PHOTO

**WAY STANDS DURING SENTENCING:** Mark Way shot and killed his wife June 15 after she left a classroom at Whatcom Community College. He also fired twice at another student.

degree assault. At the time, he said his addiction to methamphetamine pushed him over the edge.

But his statement was misconstrued. Way said Monday.

"I never intended to place the blame on methamphetamine," he said. "I am the person responsible for killing Krystal.

"I realize the awful hurt that I caused Krystal's family and my children. I think about the killing every single day."

In a choking voice, Way said he hopes his children and his wife's family can forgive him.

The judge said he wished he could give Way a longer term, but the Legislature gives little discretion in sentencing.

"Crimes of this nature, where a man has killed the wife and the mother of his children, deserve a life sentence," Nichols said.

Way plans to appeal the sentence, said Deputy Public Defender Joe Bartek.

Courtroom security was tight during the hearing. Sheriff's deputies and corrections officers used a metal detector to search people for weapons. All coats, purses and bags were checked by hand.

Four rows of seats in the standing-room-only courtroom were reserved for Mark and Krystal Way's family members.

Relatives of Krystal Way said they still wrestle with anger, sadness and a sense of betrayal. They spoke of how much they miss her and how hard it will be for her two children, ages 2 and 4, to grow up without her.

"It's sad to have to put away a man for 60 years that had everything if he wanted to have it," said Allan DeVries, Krystal Way's brother. "He chose not to have it, so he has to pay for the crime."

"I wish it could have been more," said Jene DeVries, Allan DeVries' wife. "It has been such a long road. Now we can just try and put the pieces back together slowly."

During court breaks, several family members talked quietly with Robert Way.

Mark Way shot his wife June 15 with a 9mm semiautomatic machine pistol in front of dozens of people changing classes during college finals week.

Two college administrators, a student and several construction workers subdued and disarmed Way as he tried to get away on a motorcycle.

The killing irrevocably changed the campus and the community, said college President Harold Heiner, who was among those who captured Way.



of students' costs already is helping pay for the \$3 million, 23,000-square foot gym on the campus. The new gym is expected to be open during winter quarter.

Student fees will provide \$15,000 for the athletic program and another \$15,000 to buy a van for team travel, Heiner said. The college will direct another \$15,000 from funding related to construction of the gym, Heiner said.

Dave Pelkey, the college's recreational coordinator, has taken over as the coordinator of student programs/athletic director. He said the college hasn't hired any coaches yet.

"We'd like to find a coach relatively soon to scout this season and look for next season," he said.

Pelkey said he hopes to be able to offer three scholarships each for male and female athletes in

the first year. Recruiting efforts would be directed toward county athletes, he said.

Pelkey said the college decided to field basketball teams because it has the new gym and because of local interest.

"Basketball seemed to make sense," Pelkey said. "Basketball is very strong in Whatcom County."

## ▼ What coaches are saying

**What several Whatcom County high school and college coaches had to say about WCC's plans to field basketball teams:**

■ **Carmen Dolfo, WWU women's coach:** "I think it's great. Hopefully, we'll have a good relationship with them. We could work with them with students who might not be ready to come to Western."

■ **Mike Elsner, Nooksack Valley High School boys coach:** "This is a great opportunity for local players to compete at that level. We don't have as many players go on to college as we should. It's the 'leaving the nest' syndrome. Having a team at Whatcom will help."

■ **Joel Wark, Ferndale High**

**School girls coach:** "It's going to give a new image to Whatcom Community College and give some of our student-athletes another option. Everybody loves high school basketball around here, and Western's popularity is picking up. If there is a fan base (at WCC), it may depend on how many Whatcom County players they have. We'll have to wait and see."

December 17, 1995



PHILIP A. DWYER HERALD PHOTO

**HOOP DREAMS:** Harold Heiner, president of Whatcom Community College, takes a shot at the school's new pavilion recently. Heiner and athletic director Dave Pelkey announced this week that the school is taking a new shot of its own — fielding men's and women's basketball teams for the 1996-97 school year.

January 21, 1996



PHILIP A. DWYER HERALD PHOTO

**LOOKING HOMEWARD:** Whatcom Community College basketball coaches Ken Crawford and Becky Rawlings, posing in front of the school's new pavilion, hope they can build their programs around the abundance of talented high school players in Whatcom County.

## WCC counting on talent in county

**BASKETBALL:** Orca coaches want to give Whatcom County prep standouts a chance to stay close to home.

BY ALAN LEE  
THE BELLINGHAM HERALD

On a history-making, giddy day at Whatcom Community College, school president Harold Heiner couldn't resist a good-natured dig.

The occasion was Wednesday's open house to dedicate WCC's new athletic pavilion. While addressing the gathering of about 75 people, Heiner spotted Gary Knutzen, the athletic director at Skagit Valley College.

"You're not going to win with our players any more, Gary," said Heiner, referring to the Mount Vernon school's frequent recruitment of Whatcom County athletes.

The comment was made jokingly.

But it might just come true.

With the dawning of basketball teams at WCC next season, area high school players have a new and intriguing option in their future.

And one that the newly hired Orca coaches, Ken Crawford and Becky Rawlings, are banking will be mighty attractive.

### ▼ One whale of a switch

Barely one month after announcing it will have basketball teams next season, Whatcom Community College already has changed its nickname.

Actually, only one letter has changed. WCC's teams, originally announced as the Orcas, now will be known as the Orca.

Athletic director Dave Pelkey said the switch was made in part to avoid any confusion with Orcas Island, part of the nearby San Juan archipelago.

In the past, many county prep players dashed off to Skagit Valley or beyond to continue their playing careers. Now, they have the lure of staying close to home — and perhaps staying together.

Rawlings said keeping some high school teammates together at WCC is an enticing recruiting option.

"I'm psyched to get Whatcom County kids to stay here," she said.

Perhaps another selling point for potential

WCC players is the opportunity to play for Rawlings or Crawford, both of whom have made a big mark on county hoops.

Rawlings, 27, played four seasons at Bellingham High School, graduating in 1986, and four more at Western Washington University. She went on to serve as an assistant coach for one season each at Bellingham, Ferndale and Nooksack Valley high schools.

What Rawlings lacks in head coaching experience, she makes up for in effervescence and energy.

"When she steps into a room, it lights up," Heiner said. "She's very energetic and excited about coaching."

The congenial Crawford, 42, was a coaching legend in 11 seasons at Bellingham, from 1979 to 1990.

He led the Red Raiders to a 185-87 record in that stretch. Included were four Northwest League championships, a fourth- and a fifth-place Class AA state finish in 1983 and 1988, respectively, and a record 40 consecutive NWL victories.

Crawford left Bellingham to become principal at Nooksack Valley High School before taking over as assistant superintendent of the Lynden School District last fall.

June 12, 1996  
(continued)

-state choice.

Olsen, a 6-3 guard, averaged 16.5 points, seven rebounds and 3.5 assists, was the Mounties' team MVP and a first-team all-WCL selection.

Kortlever, a 6-2 guard currently enrolled at WCC, was a starter on the 1994 Borderites squad that placed fourth at the Class A state tournament.

Van Kooten, a 6-6 post, played junior varsity ball for the Pioneers and is currently enrolled at WCC.

■ Matt Wollberg, a 6-10 post who started on Mount Vernon's 1991 Class AA state championship team and now attends WCC.

■ Justin Bennett, a 6-7 starting forward on Gig Harbor's Class AA state championship squad.

■ Steve Coram, a 7-footer from Woodinville.

■ Graham Dunham, a 6-2 guard who was a Class B all-state selection at Northwest Christian as a junior in 1994 before transferring to Shadle Park (Spokane).

"We have a great core of Whatcom County athletes, and a nice blend of those outside the area," said Ken Crawford. "We are real pleased with the level of talent and potential."

Not to mention height.

"The average height of our student body has risen by three inches," joked school president Harold Heiner.

June 12, 1996  
Lynden Tribune

## Endowment scholarships awarded to five county students

Some graduating seniors from Whatcom County's high schools have been awarded \$1,000 scholarships through the Whatcom Community College Foundation.

Recipients of the scholarships include: Tanya Beck, Meridian High School; Matthew Cieslar, Lynden High School; Shannon Dykstra, Lynden Christian High School; Jason Heiner, Mount Baker High School; and Marla Visser, Nooksack Valley High School. The endowed scholarships were funded by county businesses.

The scholarships are good toward tuition at Whatcom Community College for the 1996-97 school year.

Beck was awarded the Trillium Scholarship, which was endowed by Trillium Corp. and David and Kay Syre.

She has a 3.5 grade point average. She received several awards for her participation on the high school volleyball team. She also teaches Sunday School at her church, is a member of Future

Homemakers of America and participated in a Mexico mission trip.

Beck plans to study sign language and Spanish and prepare for a career as an educational assistant working with special education students.

Cieslar received the Cascade Natural Gas Scholarship. He attained a 3.71 grade point average while participating in numerous leadership, sports and community activities. Cieslar lettered three times in both football and soccer, was a member of a state champion mock trial team and was president of his sophomore class.

He also has been a Running Start student at WCC for two years and expects to graduate next spring. After transferring to a four-year university, he plans to major in science.

Dykstra received the Peoples Bank Scholarship after attaining a 3.96 grade point average.

An outstanding athlete, Dykstra was a key player on Lynden Christian's undefeated

Class A state basketball championship team this year. She was named to the all-state first team twice and also played volleyball and softball.

Dykstra served two years on her school's student council and a year as student body treasurer. Her community activities include being a role model for the Drug Abuse Resistance Education program.

She plans to complete a degree in accounting at WCC and become a bank loan officer.

Heiner was awarded the Wilder Construction Co. Scholarship after attaining a 3.7 grade point average.

Heiner has been president of the student body and vice presi-

# WCC women's team signs 8 from county

**COLLEGES:** Swindell, Dodd, Cahoon will play hoops for Orcas.

**BY JIM CARBERRY**  
THE BELLINGHAM HERALD

Whatcom County girls basketball fans should be happy when the Whatcom Community College women's basketball team hits the floor for the first time.

The Orcas will have at least eight county players from six high schools on their roster when the season begins in late November.

"It's a great opportunity for them to play with each other rather than against each other," said Whatcom coach Becky Rawlings, herself a former Bellingham High School star.

"We wanted to give the local players an opportunity to stay here because we have a lot of talent in Whatcom County. And it'll be fun for the community to see them play."

Leading the way are Becky Swindell of Sehome, Brenda Dodd of Blaine and Cadance Cahoon of Meridian.

Swindell, a 5-8 forward, averaged 13.3 points and 10.1 rebounds for the Mariners, who finished eighth at

the Class AAA state tournament last season. She is a two-time all-conference player.

Dodd, a 5-7 guard, averaged 13.2 points and 4.1 assists in leading the Borderites to a school-record eighth-place finish at the Class A state tournament last season. She was twice named all-Whatcom County League.

Cahoon, a 5-10 forward, averaged 13.5 points and 8.5 rebounds for the Trojans. She also is a two-time all-WCL choice.

"We have a lot of individual talent coming," said Rawlings, "but I haven't seen them all play together. It'll be fun to see them mesh as a team."

The other county recruits include:

■ Jenn Brayton, a 5-11 post who averaged 10 points and 10 rebounds for Ferndale two seasons ago and now attends WCC.

■ Michelle Smith, a 5-5 guard who averaged eight points and seven assists for Nooksack Valley.

■ Renee Cameron, a 5-7 forward who averaged 5.4 points and three assists for Meridian.

■ Jennifer Bennett, a 6-foot post who averaged four

points and five rebounds for Lynden.

■ Barb DeHoog, a 5-7 wing who averaged four points for Nooksack Valley in 1994-95 and now attends WCC.

Whatcom's other two recruits are former high school standouts. Amy Sorg, a 6-3 post, averaged 10 points and eight rebounds for Port Angeles, and Laurie Hoskins, a 5-10 post, averaged 13 points and 12 rebounds for Lewiston (Idaho) High. Hoskins also is attending WCC.

by the Legislature last year examined the effect of part-time instruction on colleges and employees and found that part-timers, in many cases, had low pay and poor working conditions, Goltz said.

The task force found part-timers shared offices, telephones and computers, and often didn't have clerical help, access to copy machines or job security, said Goltz, who chaired the panel.

"Many part-time faculty didn't know from one day to the next if they're going to be hired for the next quarter," he said.

That tenuous position makes many part-time instructors reluctant to talk about discontent, said several who declined to give their names.

Pay is the biggest problem, most agree. Full-time faculty at Whatcom already earn less than most of their counterparts around the state. Their salary averages \$36,301.

A part-timer at the college would average \$16,360 if hired to teach a full load, usually defined as 15 credits. But the college hires part-timers to teach a maximum 90 percent of a full load to avoid paying certain benefits, such as health coverage, so no part-timers earn that much.

"It's an ethical dilemma," said Heiner. "The Legislature would not criticize us if we sent home 1,000 students, but we feel an obligation to provide as much education for as many people as possible. But in so doing, we appear to be taking advantage of part-timers."

About 30 percent of the graduating classes in all of the county's public high schools attend Whatcom Community College, he said.

Some students and faculty members worry that the quality of education is starting to suffer. Others notice a financial and physical toll on the instructors.

Business student Terri Eveland says she must call one part-timer's pager when she needs help outside of class because the young instructor has a child and another job.

"He doesn't really have an office or office hours, which is a drag because you don't have access," said Eveland, 30. "Because he has another job, it takes away from his time to write up a proper test and to grade papers and return them to students on time.

"It doesn't take away from his ability to teach or relate to students. He is a great teacher. But you can just see the stress."

Student Jason Dietz, 19, has two part-time instructors who work two teaching jobs. He doesn't notice any difference in teaching quality compared with full-timers, except part-timers sometimes are a few minutes late to class because they're coming from other jobs.

"There's a little bit of disorganization," he said. "Just getting started, getting the class rolling, it takes them a few more minutes."

So many part-timers drive back and forth along Interstate 5 between teaching jobs at community colleges that they've earned a nickname: "freeway fliers."

The frequent flying can produce at least one benefit: working several state jobs can qualify them for benefits because of their hours.

Colburn considers herself lucky because her workload qualifies her as one of about 70 part-timers at Whatcom Community College who receive health-care benefits.

She also said administrators "bent over backward" to give her a class schedule that allows her to care for her daughter and keep another job.

"I have mixed feelings about the situation," she said. "I was told at some point — and more than once — the part-time salary at the community college was never intended to be someone's way of making a living. With that in mind, I can't get very resentful."

Still, she sees part-timers given the same credibility, respect and accountability as full-time faculty and wishes her pay reflected that.

# Literacy Council leader steps down after 13 years

**PEOPLE:** Totten plans to study, travel in Africa and Europe.

**BY MARK PORTER**  
THE BELLINGHAM HERALD

Her students' small successes often gave Wilma Totten the biggest thrills.

The longtime Whatcom Literacy Council director stepped down Oct. 31 to travel and pursue other personal interests.

"What is special is when a student comes in and waves a card in the air and says, 'Guess what this is?'" Totten says, her voice filled with emotion. "And it turns out to be a library card, and they are *using* it."

Totten remembers well her own battle with language and reading barriers when she first arrived in the Philippines, where her husband worked as a Darigold plant manager near Manila. She sometimes felt powerless while struggling to communicate.

The couple spent more than 20 years in the Philippines. And when Totten returned, she learned that an estimated one in five Americans — more than 25 million adults — can't read or write well enough to get along in the modern world.

"I was amazed that all my fellow Americans who went

through the same system as I did — and couldn't read," she says.

After reading an article in The Bellingham Herald about the literacy council in 1983, she started volunteering and became its first director that year.

During her tenure, the council grew from a bare table and telephone at Whatcom Community College to an office along Northwest Road. It now helps more than 350 people a year.

Almost 300 volunteer tutors across the county work in two categories: English as a second language for non-English speakers and basic literacy for U.S. natives or fluent speakers who never learned reading and writing skills.

Totten, 67, will stay on as a volunteer for a few months to help the new director,



PETE KENDALL HERALD PHOTO

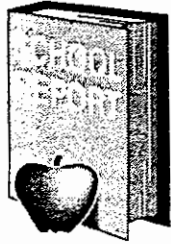
**MOVING ON:** Wilma Totten says she's "evolving," not retiring, as executive director of the Whatcom Literacy Council.

# County campuses safer than most

**CRIME:** Past racial incidents still trouble minority students.

BY LISA GAUMNITZ  
THE BELLINGHAM HERALD

Whatcom County's three colleges report less violent crime than other schools their size around the nation, according to a recently released U.S. Justice Department report.



But off-campus hate crimes that victimized two Western Washington University minority students in

1995, and another hate crime in 1996, have cast a long shadow for some WWU students.

"It's still lingering," said Damita Nathan, a WWU student and secretary of the African American Alliance student organization. That 1995 crime, plus reports she says that filter to WWU of other racial troubles in Bellingham, make some minority students wary of their safety off campus.

In November 1995, four skinheads yelled racial slurs and attacked two WWU students — a black and an Asian

— while they walked in the York neighborhood. In October, swastikas were painted on a Jewish resident's home in Bellingham.

The Justice Department report, released mid-December, says campuses are generally much safer than other places, according to 1994 statistics.

The study — which reflects only crimes reported to campus police on 581 public and private four-year universities with more than 2,500 students — shows that:

■ **There were 64** violent crimes per 100,000 college students in 1994, compared to 716 per 100,000 residents in the general population. Property crime rates were 2,141 per 100,000 students, compared to 4,656 per 100,000 residents in the general population.

■ **Schools with 10,000 to 14,999** students averaged seven violent crimes in the categories of homicide, forcible rape, aggravated assault and robbery. Schools with enrollments of 5,000 to 9,999 averaged five.

Western Washington University, with about 11,000 students, reported one violent crime in 1994, four in 1995 and one through November 1996.

Whatcom Community College, a two-year college with 5,300 full- or part-time students, reported two violent crimes from 1993

through 1995. The last year, Krystal Way's estranged husband hunted her down and fatally shot her in a parking lot at the college.

Bellingham Technical College, with more than 800 students in its technical program and 3,000 in its short-term programs, reported no violent crimes in the 1995-1996 school year.

Leslie Keller, WWU Associated Students president, doesn't hear many students express concern about their safety on campus, which she described as "well lit and pretty open."

She noted that WWU provides an escort service and bus service to get students safely to their cars or residence halls.

"I think there's a real big effort to make our campus safe for students," she said. "People feel pretty safe. But as a woman, I'm not about to walk out to the parking lot by myself at night."

Like Nathan, Keller said some students feel less safe in Bellingham in the wake of the hate crimes.

And Keller believes Western likely had more non-forcible rapes, often referred to as "date rapes," than the one incident each reported to campus police in 1995 and 1996.

"It's just something students don't feel comfortable reporting," she said.

At Whatcom Community College, officials have completed most parts of a 20-point plan to bolster security in response to Way's murder and concerns expressed by faculty and students after an alleged rape in fall 1995.



April 1, 1997

# New WCC building honors Heiner

**CHANGE:** \$7 million facility includes building for performing arts.

BY LISA GAUMNITZ  
THE BELLINGHAM HERALD

A decade after Whatcom Community College erected its first building, college trustees dedicated a fifth building and named it for the man whose vision the campus represents.

Longtime trustee Phil Sharpe announced Monday during a ceremony in the new \$7 million library and arts building that it would be named "The Heiner Center" in honor of college President Harold Heiner.

The building allows WCC to improve its library services, enroll more students and provide a more comprehensive curriculum.

Many legislators, faculty members and administrators have worked hard to create a permanent campus for the institution once known as the "college without walls," Sharpe said.

But if not for Heiner, WCC might not have replaced the motley collection of rented and borrowed storefronts it operated in from 1970 to 1987 with a 38-acre campus that's grown to educate 5,500 students per quarter.



MARTIN WAIDELICH HERALD PHOTOS

**WCC LIBRARY:** Whatcom Community College board of trustees member Teri Treat and former trustee Bernie Thomas greet Catharine "Kitty" Stimpson (far right) at the library open house. The library (above) includes the reference library on the first floor and study areas on the upper floor.

## ▼ College timeline

The evolution of the Whatcom Community College:

■ **1967:** The Legislature passes and the governor signs a law to create a system of community colleges. Some lawmakers successfully argue that Whatcom County needs a college.

■ **1970:** The college offers its first course in a portable building on land leased from Ferndale School District.

■ **1987:** The college builds its first building to house admissions, financial aid and other administrative services, some classrooms and faculty offices on the present campus at Cordata Business Park.

■ **1990:** The college builds a second building, known as Building B, to house classes in business and technology. The general contractor, Dawson Construction Co., owned the building and was to lease it to the college for 10 years on a lease-purchase agreement. A year later, the college bought the building.

■ **1993:** The college buys and remodels the former Dealer Information Services private business building, built in 1985, turning it into a library and classrooms.

■ **1995:** The college builds the Pavilion, with a gymnasium, classrooms and fitness rooms.

■ **1997:** The college dedicates The Heiner Center, a 43,000-square-foot building with a library, 275-seat theater that can double as three classrooms and six more classrooms.

■ **Next:** Construction to start on a \$1.3 million child-care and classroom building, a 400 space parking lot, and a \$600,000 remodeling to turn the old library into classrooms and faculty offices.

June 13, 1997

# WCC grad bests host of obstacles

**EDUCATION:** Bellingham man now aiming for doctoral degree.

**BY CATHY LOGG**  
THE BELLINGHAM HERALD

A Bellingham man who spent 17 years overcoming learning disabilities and full-time work commitments to receive an associate of arts degree today has set an even higher goal for himself.

He wants to earn a doctorate.

Richard Maneval will receive one of 700 degrees, certificates and diplomas to be distributed in Whatcom Com-

munity College's commencement at 7 tonight.

In all the knowledge he's gained, what was the most important?

"No matter how much I learn, there's still so much else I need to learn, which thrills me," he said Thursday. "It never will end."

Maneval, 43, whose wife Andee is a Bellingham High School teacher, had numerous obstacles to overcome on his path to the degree.

Among them were a learning disability, a periodic lack

## Graduation

Whatcom Community College expects about 200 graduates at its commencement at 7 tonight in the college's pavilion.

Graduation speaker will be student Susan Langie, winner of the college's Laidlaw Award for most outstanding student.

The President's Award will go to Anna Mowry, who had the highest grade-point average (3.98).



PHILIP A. DWYER HERALD PHOTO

**THRILL OF LEARNING:** Richard Maneval juggled finances, a learning disability and a job to earn his degree today.

# Bayside ceramics studio celebrates 25th birthday

**ART:** Boulevard Park landmark building is a beloved place.

**BY JOHN HARRIS**  
THE BELLINGHAM HERALD

In 1972, Whatcom Community College's ceramics classes moved into a studio in what is now Boulevard Park.

Weeds surrounded the building. It lacked heat and water. It was hard to find.

"It was perfect," said instructor Kathryn Roe. "My goodness, it was on the waterfront. It was private. There was room to build a kiln. There was space for students to work."

The studio is celebrating its 25th anniversary in the park this summer with a series of workshops led by former students. The workshops cover a variety of mediums, among them pastels, silk-screen design, sculpture, oil painting and working with clay.

Thousands of students have learned ceramics at the studio, now a landmark at the south end of Boulevard Park. The college is moving its art classes into a building on its Cordata campus, but decided to leave ceramics at the waterfront studio.

"The atmosphere provided by the bay and park allows you to relax and clear your mind,"

## ▼ Workshops

Workshops will be presented at the Boulevard Park art studio through Sept. 21. They cost \$30 each.

**Information:** 676-2015 or 595-2360.

student Tim Reid said. "I don't think the art studio would be the same if it was up at the school."

WCC rents the studio from the city, which took over operation of the building when it created Boulevard Park in 1979.

City officials ordered the building demolished as part of the park's development, but artists wanted it to stay and presented more than 1,400 signatures to the City Council.

"It wasn't uptown the way the park was going to be," Roe said. "It interfered with the rhythm of form under one clear concept — as I tell my pottery students."

The cause helped coalesce the fledgling Allied Arts of Whatcom County into a bona fide and formidable group.

"There was a united front on the part of the arts community, and Kathryn was an effective leader," said George Thomas, one of Allied Arts'

early organizers. "It was fairly easy for the arts and crafts community to get behind it."

Roe began teaching ceramics in 1969 in a building near Whatcom Museum of History and Art. The museum offered financial support. The college became involved because it needed a place for its students to take classes.

The students fired their pottery in a small electric kiln, but Roe wanted a building large enough to install a gas-fired kiln. Pat Fleeson, a museum official, told Roe about the waterfront building, and they went to look at it.

The building dates back to the 1920s or '30s. It originally housed a steam turbine for a sawmill, and later was used by a boat-building business. In 1972, when Roe first spied it, it served as storage for oil-spill cleanup equipment.

Today, it houses 11 pottery wheels — eight in a loft and three downstairs. Students' artwork sits on shelves and tables covered with clay dust. A brick kiln roars behind a set of glass doors.

Passers-by often peer in to watch the artists. The studio places tape across the door to discourage visitors from coming in.

"We don't mind people looking," Roe said, "but not right over their shoulders."

## Librarian showed how to tap into unrecognized strengths

**PEOPLE:** Physically frail and small, Iva Grover was a strong woman.

BY MARY LANE  
THE BELLINGHAM HERALD

Iva Rose Grover, the former Whatcom Community College library coordinator whose determination helped her overcome polio and bring the library into the age of computer technology, died of cancer Saturday in Tacoma at age 56.

"She had a great spirit," said Grover's friend and colleague, Laura MacKenzie. "Even though she looked to be physically small and frail, she was really a very strong person."

Grover retired in 1996 after 22 years with the college's library, most recently as the coordinator. When she started in 1974, the library was largely a collection of books hauled around in the back of a van, said WCC President Harold Heiner.

Today, the library's emphasis on access to electronic information is evidence of Grover's vision, Heiner said. Long before the Internet became a must-have for libraries, Grover was urging college officials to go online, Heiner remembers.

"She said, 'Just let me plug it in for a while and we'll see if it works,'" he said.

But Heiner knew this was not going to be a trial run.

"Once she gets the plug in the wall, who's going to get it out?" he said. "You never just said no to Iva."

Library work was a perfect match to Grover's disposition, said her sister, Elissa Simonson of Eastside, Ore.

"I think she wanted to know something about everything there was to know," Simonson said. "She lived her life to learn, not only to sit in her room and read a book, but go out to touch it, feel it, experience it."

"She traveled the world doing that," her sister said. In the last months of her life, Grover stepped up her travel plans, visiting Singapore, Japan and, last month, Hawaii.

Though an adolescent bout with polio left her with limited use of her right arm, Grover became a licensed massage therapist with plans to set up a part time practice in her retirement.

She breathed through a tracheotomy, a surgically created opening at the base of her throat. She spoke by covering the hole with her fingers, forcing air through her voice box.

About two years ago, she was diagnosed with breast cancer, but she thought she had defeated the disease by the summer of 1996, with a combination of surgery and alternative therapies. She also underwent radiation treatments when the cancer came back in September 1996, Simonson said.

Colleagues who watched her overcome her physical challenges were inspired by Grover's tenacity.

"Iva gave me lessons in resilience and perseverance," MacKenzie said. "She demonstrated to me how to tap into strengths that I didn't know I had to be able to carry on."

"She also raised questions that I think everybody needs to examine," MacKenzie said. "What does it mean to have a quality of life?"

Grover is survived by her father and two sisters.

August 29, 1997

## Summer jobs let students brush up on skills

### NEW COAT:

Karrie Tribble and Michelle Surette (from front) paint a door at Whatcom Community College's Laidlaw Center. The women are students at the college but work on a maintenance crew during the summer.



# WCC leader: Students should look outward

**PEOPLE:** School leader wants students, public to interact more.

BY MARY LANE  
THE BELLINGHAM HERALD

When about 4,500 students begin the fall term Wednesday at Whatcom Community College, they'll be thinking about classes, books and schedules.

Their student body president, Doug Langworthy, wants them also to think about what they can do for the community at large. Among other ideas, Langworthy, 23, and other student council officers are thinking about collecting food and clothing for poor and homeless people, and donating books and money to literacy groups.

"We'd like to do some projects within the community (to) maybe get our name out there and at the same time, do what we can to help," he said.

There is no typical WCC student, Langworthy said. Single mothers, high school students and first-time college students in their 30s are all a part of the student body.

"We kind of see Whatcom as being the community school because we have such a diverse program," he said.

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*"We kind of see  
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program."*

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**Doug Langworthy**

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Student leaders are also considering closer ties with county high schools, perhaps asking a high school band to liven up a WCC basketball game or having high school student officers attend the college's council meetings.

At the same time, Langworthy wants to boost students' interest in campus affairs. He plans to recruit more people to join the student council.

Members are elected by gathering the signatures of 15 students they agree to represent. There are about 10 returning council members; Langworthy would like to end the year with more than 20.

He'd also like to see more people attend student activities.

"We have lots of single parents, lots of working adults, so

it's not always easy for people to get here to the activities," he said. "We're trying to figure out ways to make it convenient for them, to make it where they're motivated."

Although the diverse makeup of the student body can make it difficult to attract students to activities, it also makes the campus a special place, Langworthy said.

"When you go to a four-year university, pretty much everyone's there for the same thing," he said. "Here, you can talk to 20 different people and have 20 different reasons why they're here."

Langworthy is hardly a typical college student himself. He graduated from Blaine High School in 1991, then spent five years in the U.S. Army, three in Germany.

He returned to Whatcom County about 18 months ago, trading in his Army fatigues for a goatee and sideburns. When he's not on campus, he serves up Starbucks coffee inside the Hagggen Store on Meridian Street.

He eventually wants to study political science at a four-year college. A career in politics tempts him.

"It's a lot of fun playing the whole political game," he said.

## Campus sculpture on WCC agenda

Whatcom Community College trustees will meet Tuesday and may accept the gift of a campus sculpture intended to honor diversity. The meeting starts at 2 p.m. in the Laidlaw

Center boardroom, 237 W. Kellogg Road. Other agenda items include a proposed policy for naming facilities and a review of board policies and procedures.

February 19, 1998

# Community college day care getting campus home

**SCHOOLS:** New building will also house classrooms, other programs.

BY AUBREY COHEN  
THE BELLINGHAM HERALD

Being a student parent is tough enough without having to trundle your child five miles to day care.

So Whatcom Community College students who have children should welcome the new building rising across the street from Laidlaw Center, at the main campus on Cordata Parkway.

The school's day-care center, now on Northwest Drive, will be housed in the new 23,000 square-foot building, along with the college's community education division, Whatcom Literacy Council and 10 general-purpose classrooms.

Student Crystal Palmer brings her 3-year-old daughter, Jahkya, to the day care three

days a week. She's looking forward to having Jahkya at the main campus and to trimming about an hour a day in extra travel time to and from Northwest Drive.

"It's a long drive and it's sort of a scary road to drive on," she said.

Julie Mauermann, director of the college's child development center, said students who use the day care on Northwest pay for an extra hour of child care because it is distant from the main campus.

"A number of students right now aren't able to bring their children here because of transportation constraints," she said.

The new day care also will be safer because it's not on a busy road: will have a better outdoor play area, with grass, trees, climbing equipment and sand areas; and will be closer to day trips to such campus attractions as the gym, theater and nearby wetlands, she said.

"For us, we're happy to be more a part of the college community," Mauermann said. "We'd like to go on little outings, and where we are now we can't really do that."

After two years of planning, the college broke ground in October. Construction should be done in August.

The new building will enable the day-care center to serve about 60 children next year and 72 eventually. The center on Northwest Drive now serves 49 children.

Trillium Corp. and other Cordata businesses will have the right to put 10 children in the new center as part of a 1996 agreement under which the college bought 3.5 acres at the end of Kellogg Road for \$355,000 and Trillium gave the school an adjacent 3.5 acres, said Harold Heiner, college president.

# WCC gathers stories from 30 years

**HISTORY:** Writer seeks narratives from students, faculty, staff.

BY MARY LANE  
THE BELLINGHAM HERALD

Whatcom Community College is looking for help in fleshing out its own history to mark its 30-year anniversary.

Jo Dereske, a Bellingham mystery novelist and a part-time faculty member who works in the library, is rounding up administrators, faculty, staff, students and others who witnessed the school's modest beginnings as a college without a campus.

The project will result in a book chronicling the history of the college through oral narratives and newspaper clippings, said Harold Heiner, Whatcom Community College president.

"News articles don't read between the lines as well as personal narratives will," Heiner said.

For example, no news stories described life on the college's first campus in the 1970s — an abandoned grocery store building on Marine Drive. The



Dereske



Stevens

student services office was housed in a meat locker and faculty members worked in an attic with a steep, sloping roof.

"We would have shorter faculty sit toward the back," Heiner said. "The taller ones would hang their heads."

The septic tank also flooded annually with winter rains, and dust from a nearby cement plant hung heavy in the air, Heiner remembers.

"The Herald never reported that our septic tank flooded every winter, but we want that in our story," he said.

The college's story began in 1967 when the state Legislature passed the Community College Act, which established two-year colleges across the state.

Whatcom County was originally slated to be a part of the Skagit County community col-

lege district, Heiner said, because of concerns that the new college would harm the Bellingham Vocational-Technical Institute, now Bellingham Technical College.

When Whatcom County became its own community college district in 1967, it wasn't given any funding for a campus, Heiner said.

"The notion (of a community college) was well-accepted, but money was more difficult to come by," said Sam Kelly, a retired Western Washington University graduate dean who served as the college's first chairman of the board of trustees.

The college didn't offer its first classes until the winter of 1970, with courses in ambulance driving and farm management, Heiner said.

Today, the college boasts 5,500 students on a growing 52-acre Kellogg Road campus on the northern edge of the city, where it moved in 1987.

Dereske will interview people this month and throughout March. Dereske is the author of a series of novels featuring a sleuthing librarian, Miss Zukas, who solves mysteries in "Bellhaven" Washington.

So far, Dereske has talked

## ▼ To contribute

To contribute to Whatcom Community College's oral history project, call the college at 676-2170 and ask for the president's office.

with current and former administrators and employees, but she's also interested in chatting with one-time students and others affiliated with the college, particularly during its early days.

"Once people start talking, then you hear a lot of the stories that people may have forgotten," Dereske said.

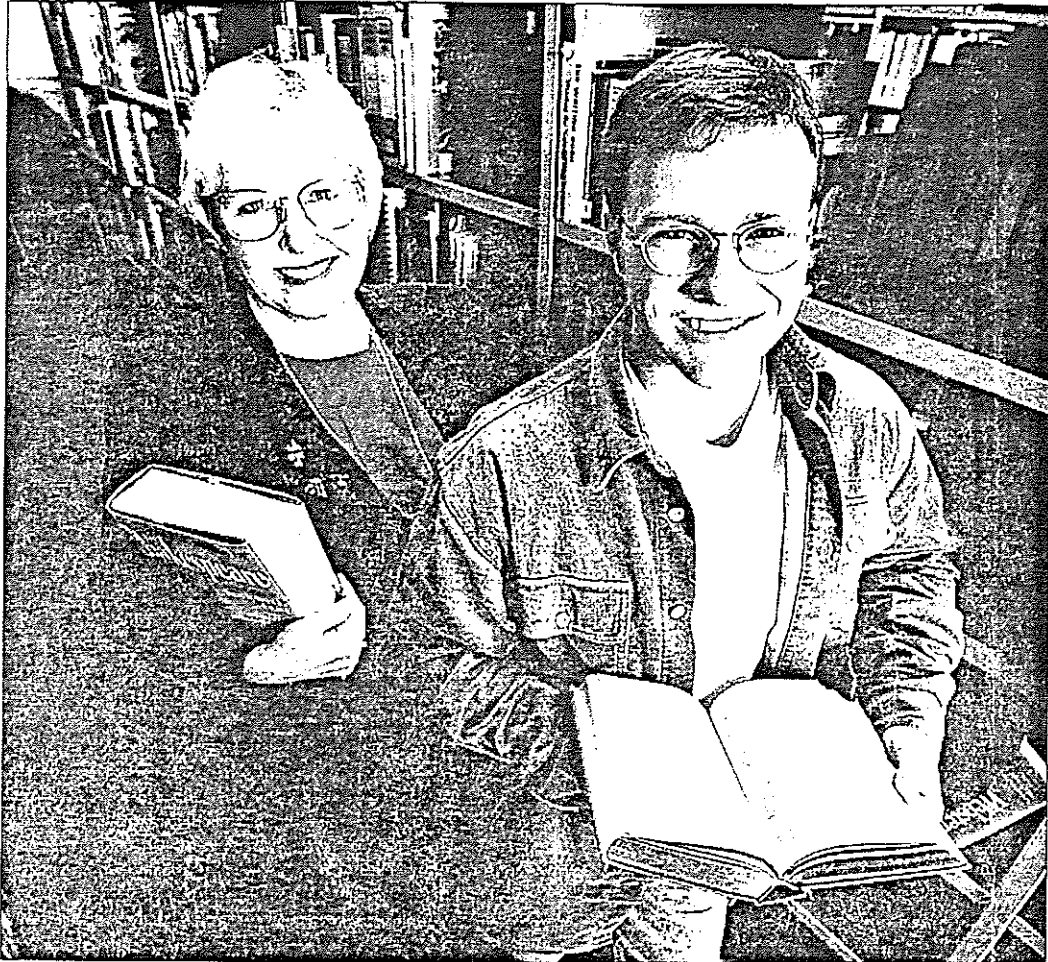
Kelly said he and Dereske talked about not only the early administration of the college, but also the "glitter, glamour, personality and problems."

"How nice it is to be able to tap the memory and experience of people who have been there from day one," Kelly said. "There are faculty members and administrators who have been there at least half the existence of the institution."

"That won't be true 10 years from now."



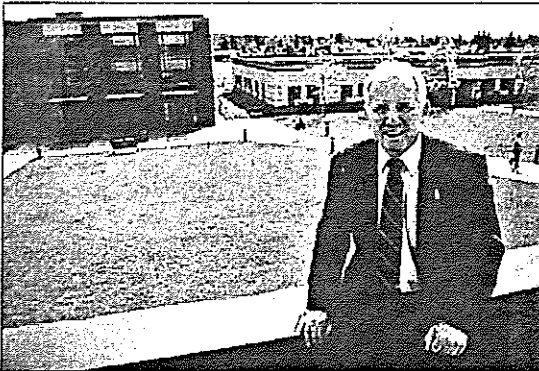
March 20, 1998  
(continued)



PETE KENDALL HERALD PHOTO

**ACED THIS TEST:** Students Pamela Sorensen (left) and Jason Heiner, recently named to the All-Washington Academic Team, took different paths to get to Whatcom Community College.

June 4, 1998



PHILIP A. DWYER HERALD PHOTO

**GATHERING SPOT:** "On a hot day, I expect to see people sitting, soaking, enjoying," Harold Heiner, president of Whatcom Community College, says of a \$100,000 fountain, called "The Gathering," to be installed this summer on the field in the background.

### ▼ Bricks for sale

Personalized bricks, to be installed around "The Gathering" fountain at Whatcom Community College, cost \$50 each; \$35 for students.

Messages are limited to two lines, each with a maximum of 18 characters.

The deadline to buy a brick is July 15. Call Judy Hoover, 676-2170, ext. 3233.

(continued)

include a college history in the works and a plan to sell miniature models of the fountain's creatures.

Heiner said installation of the fountain and sculpture should begin mid-June and finish by the end of August.

The fountain is intended to be a welcoming gathering place for the college's diverse student body, he said.

The courtyard, which is adjacent to Heiner's office, is already popular.

"It's a place where students put up the volleyball net, throw Frisbees, sit and visit, have lunch," Heiner said.

The fountain itself will be 18 inches deep, with water flowing over three waterfalls around the edge. The fountain will be open to waders.

"If you have a fountain that says, 'stay out of fountain, then why have a fountain?'" Heiner asked. "On a hot day, I expect to see people sitting, soaking, enjoying."

**SCHOOLS:** Jamie Chenoweth, 20, takes office June 29.

**BY MARY LANE**  
THE BELLINGHAM HERALD

Jamie Chenoweth, the newly elected student council president at Whatcom Community College, hopes she'll have a few more student council members to show for at the end of her term.

Chenoweth, a 20-year-old Bellingham resident working toward her associate's degree, wants to expand the ranks of the student council, which now numbers 17. Chenoweth is on a committee working on a pamphlet about the council — and how to join — that will be included in the student handbook in the fall.

"There are a lot of people out there — we have 5,000 students — who want to get involved, but just don't know how," Chenoweth said.

The student council elected Chenoweth on May 15. She officially takes over the position when Doug Langworthy steps down June 29.

Chenoweth wants to continue one of the activities Langworthy started during his term: community service projects. This year, council members and a few others participated in several

## ▼ Making plans

Jamie Chenoweth, 20, is attending Whatcom Community College with her mother, Donna Buesser, who is earning a two-year degree in office administration after spending 20 years raising five children. Chenoweth is Buesser's youngest child.

After she earns her degree at WCC, Chenoweth hopes to join a U.S. State Department training program for college students interested in careers in the foreign service. The program would cover her junior and senior years, plus graduate school, in exchange for at least 4½ years working for the State Department.

Eventually, Chenoweth hopes to become an ambassador, particularly to a South American country. For now, she enjoys playing trumpet in the Salvation Army brass band.

## ▼ How to join the council

To become a member of Whatcom Community College's student council, a student must pick up a form from the front desk at the college's student lounge. After the applicant finds 25 other students to sign the form, he or she must return it to the student lounge.

Once the signatures are confirmed, the student becomes a full voting member of the council, which meets Fridays at 1:15 p.m. The meetings are open to all students.

projects, such as a beach cleanup at Larrabee State Park, a clothing drive, and the Bowl for Kids' Sake fund-raising event for Big Brothers Big Sisters of Whatcom County.

Chenoweth wants more people to participate in the off-campus activities. That involves generating more publicity about the events, and it requires better plan-

ning to give students outside the council enough notice before the event, she said.

"A lot of times, it's at the last minute," Chenoweth said. "You can't expect a lot of people if it's just thrown together."

Chenoweth also plans to act as a stronger voice for students than in the past, particularly at trustee

meetings. Pressing issues on campus include:

■ **Student access** to the Internet, including e-mail. Students have access to about a dozen computers with Internet access, and students are clamoring for more access and their own e-mail accounts, Chenoweth said. The college is in a good position to start, she said.

"We're in a situation where we can see those (other colleges') mistakes and not make them ourselves," she said.

■ **Restricting smoking** in some doorways so people don't have to walk through second-hand smoke to go into a campus building. Sometimes there are as many as 10 to 15 smokers in front of one door, Chenoweth said.

■ **Working with college officials** and an architect about the planned expansion of the student center. Most student clubs currently meet in one room next to the student lounge. Chenoweth and council members will provide a student perspective during the beginning of the design process.

Chenoweth also wants to provide ongoing leadership training for other council members, most of whom are new. She hopes that with more training, council members will be inspired to stay on, run for executive offices and take on their own campus projects.



