

CWU LIVING HISTORY PROJECT

Stanley Dudley

(Transcription of Tape 1, Side 1)

INTERVIEWER This is May 6, 1996. And the Living History Committee is interviewing Stanley Dudley, an emeritus faculty of Central Washington.

Stanley, I wonder if you would tell the camera, and the future audiences, something about your personal history, your life background before you came to Central.

SD Well, I was born in Livermore, Maine in 1918. And I went through public schools there. And went to Livermore Falls High School and graduated in 1936.

And at that time, I had a sister and her husband and a brother that worked for B&M. B&M being – most people know about B&M Brick Oven Baked Beans in Portland, Maine. And they were working there, so in 1936 when I graduated from high school, I went to work there. And I worked there until 1941.

The war was on. I was a young, free, white and fancy, healthy young 21-year-old subject to the draft with a high number.

And I didn't want to go into the Army. Being in Portland, most of the people I worked and associated with were Navy. And so they had talked me into the Navy.

And I went to enlist in the Reserves. And the commander was a nice fellow, but he had no billet, I guess you would call it, no place. Couldn't take any more people. But he said for me to practice with them on their drill nights, and he would let me sign up – enlist – as soon as he could.

Well, I went home one Friday afternoon it was, and my draft number was there. And my draft notice said to report Monday morning to the draft. So I high-tailed it down to the Reserve office for the Navy.

And he said, "I'm sorry, there's just nothing open."

And I said, "What am I going to do? Enlist in the Army?"

He said, "The regular Navy is right down the hall."

So I went down there and signed up for a regular six years in the regular Navy. And as it turned out, I was in about a year longer than I would have been if I'd gotten in the Reserves.

In the Navy, I went to Newport, Rhode Island, for boot camp. And I was there – you sign up for schools, and I signed up for yeoman's school – no – signalman's. That's what my Navy buddies told me to sign up for as a signalman.

Because that was one of the biggest rackets in the Navy, the signalmen. They were always up on the bridge where the officers were, so it was real nice. And yet, you had no heavy duties to do but wave your hands to signal.

So I signed up as a signalman to go to signalman's school – that was in San Diego. And I was accepted, and I went there to San Diego – this would be in the summer of 1941 – and attended signalman school.

And I'd been there about two or three weeks when they put in a plea to have people sign up for radio, as a radioman. Well, that sounded pretty good to me, so I signed up as a radioman.

I went through school there, and I had three days to go before December 7th of 1941. And you know what happened on that day.

And so they put us out on the beaches there, with a rifle and a bayonet but no ammunition. [laughing] They'd bring ammunition if things got hot!

And they graduated us without any more school. So I was one of the earliest people to go to Pearl Harbor after the big to-do over there. And we were put on a narrow-gauge railroad track and put out into the mountains – the foothills of the mountains – and there was a big ammunition depot there.

And we were handling ammunition. When the ships came in and they wanted to reload quickly and get back out, why, they'd get us up at all hours of the night. We'd load ammunition. And when the ships were not in, we worked on the ammunition to get it ready to load.

And that was kind of an interesting thing. There was about two or three civilians there, and about, oh, about 30 of us soldiers put there when we went to Pearl Harbor. And I guess they didn't know what to do with us, so they put us out there.

And one day – we had little work parties, but we didn't mind the work parties. It was kind of fun. It was all tents. There was not much of a thing there, but we could surf in the surf out there. You could get a mattress cover wet and fill it full of air, and you could surf on it.

Anyway, we were cutting brush one day in our little work party, and this lieutenant came by and told us that the Commander of the South Pacific Radio [Group] was coming through. And when he did, that he was going to call us all to attention, and – we were stripped to the waist in dungarees – we were to stand to one side and look straight ahead. Don't say anything, just stand to one side.

So it wasn't long before he comes through, and he calls "*Attention!*" And we stand there, you know. And here comes all the braid. Heavy braid.

Well, it seems like in San Diego when I was going to school there, my name was Dudley and right next to me was a fellow named Davis. And his father was a captain – which is quite high in the Navy – in the Dental Corps, and he lived in Coronado.

And yet – and his son, Davis, the one that I knew, it seemed that it was the fun thing for high-ranking officers' sons to do was to join the Naval Reserves and gussy up in a midi, you know, the white hat, and a sailor uniform. That was a big deal for high-ranking officers' sons.

Well, he had done that, and most – and got caught during the war, and got activated with the unit. And he was a midi, and he should have been an officer. But they wouldn't let him out. So, he was right next to me in training. His name was Davis.

So back to [inaudible] in the island of Hawaii on Oahu, this braid came down there. And we were standing there, and this commander, his eyes fixed on Davis, and he went over and looked at him, and he said, "Bob Davis?"

And he said, "Hello, Roy."

Well, this lieutenant jumps in and says, "Enlisted men don't refer to officers by their first name."

But Roy is a nice guy and he says, "I've changed this kid's diapers. I've known him all his life. He plays with my son."

And so they had a little chat, and Davis mentioned how he was a sailor, because that's what the kids were doing then; and he got caught, and he had to go through radio school. He graduated from radio school and was sent over here.

Now, this guy is the commander of all communications in the Pacific is who we're talking about. He says, "You're a radio operator, a radio school graduate, and you're out here cutting brush and working in an ammunition depot?"

"Yeah," Davis says, "We all are."

He says, "*You all are?*"

He almost fainted. We were out of there that night. Transferred to the Fleet Radio MBM, the Fleet Radio.

So that got me into the war, and from there on, I went on to intelligence work. Half of us was split into Intelligence and the other half went with Fleet. I happened to be with the Intelligence, and was with the Intelligence all during the war – Radio Intelligence – which was very, very interesting. Received, I think, four unit commendations in radio communications.

So we were all in a big room of all radio operators when they announced that anyone that had been overseas – it was on a point system, but it went mostly on time – had been overseas 30-some months or something like that, was eligible to be located back to the States.

And we looked around, and everybody in the room was eligible. [laughing] They could wipe the whole room out! Everybody could transfer back. But in time, we were transferred back.

And I had met a fellow and was a good friend of a fellow named Bob Creed, who went to Ellensburg High School. I had no idea where Ellensburg was. Almost didn't know where the state of Washington was. But I knew he was from Ellensburg.

And so we were eventually rotated back, and I was coming back, and he came back on the same ship. And he was going to a place in California, and I was going into the Naval Radio Station at Fort Blakeley, very close to Bremerton, on Bainbridge Island.

And since he knew I was coming here into the Northwest, why, he said, "Look up this gal friend that I had in high school. You've got to go see her. She's working in Seattle."

So he arranged it and Vera, who it turned out to be, had a little party for this fellow and I. And she invited some of her girlfriends, and he invited some of his friends, and we had this party in the apartment she was in.

And while we were there, I took off but I left either my hat or a neckerchief, I forget which it was. And so I had to call her up to go back to get my hat, or neckerchief, whichever it was.

It also seemed that he took some flash pictures, which she had. And she likes to joke and say that she gave them to me one at a time. That's how I met Vera in Seattle.

So, as time went on, we got married. Had a child, born in the Bremerton Naval Hospital. Went back overseas again for a short period of time.

And then, I was getting ready for discharge myself, and, of course, I wanted to go to school on the G.I. Bill. I had no college, just high school. And since I wanted to go to school, and because Vera was from a college town, we came back here.

Rented a home from her grandmother [inaudible] on Fifth. I got a job, first with Penney's and then with Ray Morehouse cutting meat. And I cut meat for Ray Morehouse all the time that I went to Central, three years. I went here and got my degree in three years.

And, of course, the degree was better than what I learned in meat cutting. But what I learned in meat cutting has been very beneficial, too. It was a fine experience, a good time. I'd recommend it as a job for any young man who's willing to cut meat.

IN Were you able to get any credits in all those schools you had in the Navy?

SD No, no credits.

IN No credits. So it was trashed?

SD No, they were just beginning to think of that kind of stuff. They weren't even beginning to think about credit for work experience or anything like that.

IN Since you were a Central student, can you think of any real highlights as a student?

SD Oh, as a student, I was very – I was going to go into Business, but I don't know. George Sogge got ahold of me, I really don't know how, and I took a woodshop class from him.

And to make a long story short, I majored in Industrial Arts, and George Sogge was my advisor. A very good man in a very good department. Although it was 100 percent Education. That's the only thing we were getting ready for was teaching, education. I liked it very much.

Very active. We formed a student club, and I was the second president of that. Kept active in it all the time.

Liked all my professors. If I wanted to name some of the ones I liked the best, it would be Helen Michaelsen that I would put number one. Probably Mr. Quigley second. And the reason wasn't the subject they taught, it was the way they taught it.

Especially Helen Michaelsen! [laughing] She was like the railroads in Switzerland. They're on time to the minute. At ten o'clock when the class started, she'd pick up the chalk and she'd start writing and talking at the blackboard.

And she'd put up her outline, and as she talked, her outline was on the board. All you had to do was copy the outline. And everybody did. When it came to ten minutes to eleven, when it was that the period was over, she'd take the chalk down. And she'd keep you busy that hour, listening to her and following the outline.

And Quigley was very good. The thing I liked about Quigley – and one of the funny things that happened, he was very interesting – in Health, a survey course in Health Science – and he started the new unit on Monday, and we had a test on the unit on Friday. And we did that for several weeks.

And so he assigned the unit on Monday and he gave us a test on Tuesday. Well, that one really rocked everybody, because no one practically had read the assignment yet. [laughing]

And so he, you know, gave the test but I don't think anybody passed it. I doubt if he ever graded it. He just said, "Oh, I was just interested in your study habits."

And so we started studying, so we would have studied what we should have studied to listen to his lectures. That's what he wanted. He probably had a feeling that we didn't know anything about it, because we hadn't studied for his lectures. Real nice fellow, and we liked him.

The most fun I ever had was with [inaudible]. I had several courses from him. And he was most interesting. He'd been everywhere on earth. And he'd taken slides. He had slides on everything he talked about, he had slides.

And he was a very strict fellow, but such a nice fellow. Always a gentleman about it. He never bawled anybody out, you just felt *little* when you didn't do things right.

And he had the habit of having people read from the book to the class out loud. He'd say, "Mr. Dudley, would you read, start reading?"

Well, if you're going to start reading, you've got to know where to start. And then he would stop you at a certain point. He would take off, show a couple slides, says what he wants to say. And then he'd say, "OK, Mr. Jones, will you start reading?"

Well, once in a while, Mr. Jones hadn't been paying much attention and he didn't know where to start reading. [laughing] So that made you feel about *that high*. So it kind of kept you awake; you didn't know when you were going to be called on. But a gentleman, and a very exciting teacher.

And Pete Barto, I liked him real well. Real well. I could tell stories about him, too. [laughing]

IN I understand there are a lot about him.

SD They're all good.

IN It sounds like you liked organized people and the ones that had special teaching methods and surprises.

SD Yes, I could tell you about a few that were funny, and they were good teachers. But they were not good teachers. They were good people, but lousy teachers. Thankfully, only two that I can think of, and I don't want to name them.

IN That's all right.

SD They were good people. [pause] But being a G.I., I took some math and I think all the G.I.s that I knew that took the math wanted to get A's. And so we were all in the A group, I guess you'd call it. The result of that ... well, I don't want to tell the story. But we got our A.

IN Tell me something about your teaching experience after your graduation.

SD Well, Dr. Samuelson was the placement officer, and he was kind of different in placing. He kind of thought he should match up the student with the job. And it was his prerogative and perhaps responsibility to make that match.

There were plenty of jobs out there, [inaudible] students, especially with the G.I.s coming out now. And he thought he should make the placement. In other words, he didn't want the student particularly to go out and get his own job. Or just to look at a long list and go out and make applications for them.

He wanted you to take the job that he thought you should take. And he thought I should go to Tacoma and teach electricity. And I didn't want to go to Tacoma, especially when a job opened up in Yakima.

So I got wind of it somehow, and I went down to Yakima and applied for it, and ultimately got it. Which didn't please him. It didn't make him mad, you know, he didn't hold it against me. But he didn't like that idea. That wasn't the way he ran things. So that was a bit of a difficulty. So I went down and I taught woodshop for three years.

IN This was in the then-Yakima High School?

SD No, that was the junior high school, Franklin Junior High School.

IN Franklin.

SD And Ted [inaudible] was the principal. So yeah, lots of stories you could tell about Ted. All nice. Real nice guy. And a fine school. Real *esprit de corps*. Very good.

And then, I thought I should be an elementary school principal, which a lot of people were doing. So I went to Gilbert School and taught sixth grade one year. Didn't care for it, especially the principal, Pat [inaudible]. I didn't care for her.

She was a mother hen type, and she wanted all of the teachers to be mother hens to the kids. And I never was that way with kids. I usually let the kids do what they wanted to do unless they get into trouble. But she was too much of a mother hen.

Anyway, I didn't care for it, and so I went back to the junior high school and I taught drafting for three years.

And I was in class in the spring when Ted Murphy came out and said, "You're wanted on the telephone." And he was going to take my place, take the class, while I went into the office to talk on the phone.

And I picked up the phone, and it was Glen Hogue, who was Chairman of the Industrial Arts and Home Economics and Art. Those three subjects were all under one person – him – Hogue.

IN This was what year, Stanley?

SD Oh, this would be 1957. In the spring. And he said that they needed a person for summer school. Summer schools were big in those days. All the teachers came back. Big enrollments in the summers, getting their advanced degrees and so forth. And they needed a man for the summer, and would I teach at Central for some of that summer.

Well, I'd made arrangements to work that summer for the school district. But I knew I could cancel that and I'd rather do this, so I said, "Yes, I'll do it."

He says, "Oh, you can take your time. I'll give you a week."

I says, "No, I'll do it. I'll tell you right now – yes." So, I was in.

About a week later, Ted Murphy comes out – the principal – and says, "You're wanted on the phone again, Stan." So he took my class and I went back in.

It was Glen Hogue again, and he says, "You know, we have been thinking about adding a faculty member in the department."

Let's see, at that time there was George Sogge and Bill Barkey [who] were the two in the department. They wanted to add a third person, would I be interested?

Shoot, I'd just bought a new house. I was going to be moving into it. We had moved into it, yes. Everything was going rosy where I was. I was going to be starting – the new Davis High School was new and a bunch of us fellows got together and as a team, we were going out there and teach their Industrial Arts. So I was excited about that.

And so I said, "I'll have to think that over."

He says, "That's fine, you do that."

It took about a week, and I decided to stay. So I didn't become a permanent faculty member until fall, because I had already been hired as temporary faculty for the summer. So that's how I came here. And I started in the fall of 1957 on the regular faculty.

IN You started as an assistant prof, an instructor?

SD Yes, assistant. Was there any more to that?

IN Instructor?

SD No, I was an assistant. I remember –

IN Do you remember something about the salary?

SD Yes, I do. I'm not sure of the exact figures. Twenty-nine hundred dollars. I know that part's right. I think I was going to get \$2,936 if I'd stayed in Yakima.

And in talking to the President ... what's his name? ... McConnell, in the library – it was the library then – he offered me – let's see ... it was \$2,936 down there. He offered me \$2,926. And that's \$10 cheaper than what I was going to get. And so I reminded him of that.

And he says, "Yes, but on the ladder you're on down there, you're at the top. You'll be moving on to the bottom rung of a higher ladder."

And I bought that. And it took me a long time [chuckles] to get any higher on that ladder than it would be if I'd stayed where I was. But I ultimately did get higher. So, \$2,926, that's what it was. That was my first year's salary. [laughter]

IN Yes, they were not high.

SD No. No.

IN Do you remember what courses you taught to begin with?

SD Yes, I kind of took ... filled in with crafts. Bill Barkey was moving [inaudible] he taught the crafts. And he taught metals. And he was making more classes in the metals area – welding as a class as opposed to being part of the metals class.

Machine shop, as a specialty. So he started specializing out. Fourteen casting would be a separate class, where before they were all together in one class.

And separating those out and creating new classes meant he couldn't teach some of the other things that he was teaching. And that was mostly crafts. So I taught heavy crafts for the first year or two. And woodshop.

Sogge, being the head of the department, he also taught drafting and woodworking, so I taught some woodworking. And I don't know whether I started any drafting to begin with or not.

IN So, definitely some woodworking.

SD And as the time went on, and courses were being developed and so forth, I did start teaching drawing. And I like the drawing very much.

And Gruner was hired, in the meantime. Electronics was being developed.

Dr. Fry came here as Chairman when Dr. Sogge went to South America – er – South Africa for a year. Fry came here.

But Dr. Sogge asked me which I would rather do – go heavy and become a full-time woodshop teacher, and he would take the drawing? Or would I rather that he took the woodshop and I would take the drawing? And I told him I'd rather take the drawing if he'd take the wood.

So we started separating, and he took all the woodworking and I took all the drawing. Bill Barkey had all the metals and Gerald Brunner had all the electricity and the electronics. And at that time, oh ... he's still here ... Kollmeyer came in at about that time.

Home Economics had been separated out, but Art and Industrial Arts were together. And they were looking for a Chairman for that when Ron Fry went on a government ... what do you call that? ... program over in Wenatchee or Leavenworth or Peshastin, one of those places.

So they hired Willy Kollmeyer as Chairman, the first time. And it was during his reign that we had a lot of antagonistic – uh – a lot of trouble between the Art and the Industrial Arts people. Didn't get along *at all*.

As individuals, we saw each other socially and so forth. But ideology was just going in separate ways. We were fighting quite severely. And it's not a good story. Miller ... you know him. Miller. What's his first name?

IN Oh, Bob Miller?

SD Lived right down there in the house you're in?

IN Oh, oh, Don Miller.

SD Don Miller. Yes! He was an Industrial Arts undergraduate [inaudible]. And what was he teaching? Psychology?

IN Special ed.

SD Well, he went into special ed, but he taught psych at one time. [Inaudible] psychology, or whatever it was.

IN Well, he had been the housing director.

SD But he had an undergraduate degree in Industrial Arts. And so Jim Brooks was the President at this time when we were fighting to in the department. And he didn't know what to do.

And so he formed a blue-ribbon committee – with Don Miller and two other people, I forget who they were – to look into the situation, and make a decision as to whether the whole thing should be Art, and they would sort of gobble up Industrial Arts; or should we separate Industrial Arts out and let Art and Industrial Arts be two separate departments?

And Brooks was torn, and probably didn't have the time or the inclination [chuckles] to look into it enough to make up his own mind. So he set up this blue-ribbon committee.

And Don Miller, being an Industrial Arts major, I think the other two guys sort of left it up to him – not entirely, you know, but mainly – to look into it, talk to both sides and so forth – and make the decision. And they would kind of go along with it, whatever the decision was.

And, bless his soul, Don Miller looked at the position, and he could see that we were going this way in philosophy and objectives.

So he said, "I can't see any reason why, if the Industrial Arts people want to be a department and go their own direction, and if the Arts people want to go their direction, why they shouldn't split and become departments, so they can go in their separate directions and develop."

And so, that's what they did. And if it hadn't been for that, we wouldn't have a big Department of Technology – Industrial and Engineering Technology – set up over here today. We'd have all been one department.

IN I see.

SD So Bill Barkey and I breathed a sigh of relief on that one, because we were the two ones that were fighting the hardest to break away from Art and become separate. So we broke away, and we developed our program. And things went along until about ...

In 1969 – excuse me – 1970, my wife and I went to Ethiopia. George Sogge had gone to Malawi, and I think he had been back a year already. And college professors were doing that, going in under USAID programs in various parts of the country, the world, Africa being one of the main ones.

And also, I had a son. Our oldest son, who was born in the Bremerton Naval Hospital, was in the Peace Corps in Kenya. So I applied for a teaching position at the college level – which Sogge had – but I wanted it in Kenya.

Funny story. There's an agency in the United States set up to recruit for Kenya. And this agency [inaudible] and they wanted me to take an examination.

So they flew us to Portland, Vera and I, from Yakima to Portland. We were interviewed, tested, all day long. A lot of psychological testing. Long and very in-depth. And at the end of the day, we met with the chief there.

And he says, "You know, Mr. Dudley, we'd really like to have you as a teacher in Kenya, but we don't have industrial arts in Kenya." He says, "Is there something else you'd like to teach?"

Maybe math – I had a math minor anyway, so maybe math. And I just decided that if I couldn't go there and teach in the area in which I had some expertise, then I didn't want to go. So I told him no.

Well, it seemed that in our communication, the secretary on his end – evidently Japanese, I know her name had [inaudible] on it, so that's [inaudible] – wrote me a personal letter.

She really had no business doing that, but she just wrote me a personal letter, saying that she was disappointed that they didn't – that we couldn't get together with their company, didn't have anything.

But was I aware of another organization called ... something-World Affairs? Anyway, it's an agency paid for by USAID to recruit for the universities which they were supporting in Africa.

And so I applied to them for a teaching position, and they really got hot on me. And they said yes, that they were very interested.

And well, to make a long story short – I just don't know what happened during all these times, but two years went by. And they kept me dangling on a string.

And things were really getting warm here. They "wanted" me. Oh, yeah. "Do everything. Get all of your stuff, get ready to pack. No word yet. Don't quit your job. But be ready!"

Well, they kept that up for a month or two. I remember calling them. We did most everything by telephone, they were in Washington, D.C.

And I had to make a contract assignment for Central for the next year. And so I called him up and told him that I had to do that. And he says – this was on a Monday – and he says, "Give me till Friday." And he says, "If you don't hear from me by Friday," he says, "then you go ahead and sign your contract for another year. Otherwise, we won't be able to do it."

So he calls me about Wednesday and he says, "Oh, I'm sure that you're going to go. We just haven't got the money yet. But that's just a formality. Just be all ready. Be ready to write your letter that you're going to do it, but don't send it."

I said, "Listen, we said Friday. At five o'clock, if you haven't called me, I'm signing that in."

And [I said] five minutes to five, because I kept everything on Friday during the business day.

"And so if I don't hear from you at five minutes to five, I'm putting in my contract for the next year at Central."

That was where I was. It was something like up here. Vera was with me. Maybe she was here. We were not at home. And [I got] the telephone call. I think he had trouble finding me. I think I was in the office at Central.

And here was that guy on the phone, and he says, "You're in. Send in your leave of absence papers and we'll be contacting you with further details. You're going."

And I said, "Where am I going?"

And he says, "Ethiopia, for two years."

I had already agreed to go to any of those areas around there. [chuckles] I didn't even know where Ethiopia was. I knew it was over there somewhere. And I knew Haile Selassie was the Emperor, but that's about all I knew. I didn't know it was north of Kenya or anything.

So my wife and I had to run home and get the world map out, to find out where we were going. So we went there for two years. And that experience, as I say, I could keep you here all day.

But it was quite different, because USAID, up to that group that I was that was being recruited for that fall, all were members of the USAID. I would become a member of USAID, and therefore I would be a United States government employee, really, over there on loan.

But they changed that, because too much dependency upon the fact that we were U.S. citizens. We didn't live off the local economy. You went to the embassy for all your entertainment, for all your shopping, your groceries, and everything else.

You didn't live off the local market, and they wanted to break that, and have us more Ethiopian. And so we didn't have any connection with the United States government.

The USAID gave the university – Haile Selassie wanted a university there outside of Addis Ababa – the money to hire us, and to hire the recruiting people. And those recruiting people recruited for the university.

We answered to the university. The president of the university signed our contract. We had no benefits from the United States government, in housing, cars, servants, food. Nothing. We got paid, but we had no connections.

We were a very different breed of cats over there than any other USAID professors before us.

IN Much more of a challenge.

SD Well, that; and at first, we didn't like it because they had everything. They had beautiful, big homes with servants and cars, and even money for the gasoline and the fuel. Everything was paid for.

And if they had any troubles, they went to the USAID embassy for health and their teeth and inoculations and everything. We had no connections with the U.S. embassy. None. So we were over there, just like ...

IN And your job, what are the particulars of it?

SD I was asked to teach drafting. And they have what they call "technical teacher education," and that is home economics, industrial arts and business education, all in one department. A two-year program putting out teachers for the empire of Ethiopia.

And so, I was teaching the drafting. So I taught engineering drawing and architectural drawing for teachers for the first year.

And everybody's on a two-year program over there. So my first year with a Chairman – it was his second year, so he was living at the end of my first year. He was going back to the States. He was USAID and I was not. That had really made no difference.

But I was selected and appointed Chairman for the second year. And so, as Chairman, you don't have any teaching responsibilities. I didn't teach any classes.

It was a full-time job, because I had business education, home economics and industrial education, and we had schools all over the empire. And we had to visit those schools. It was like a follow-up on student teachers.

And we had to – the Business Education Department was in the same building as the Industrial Education, but Home Economics was in Herat, which was about two hours flight from us. So we did most of it by phone, but I had to go there quite often. And we had to go out and visit teachers quite often.

And the big difference between being a professor at the University and being a head is like night and day. There isn't that much difference here at Central. You go to different meetings and so forth. But socially, and on the pecking order of things, a department head is certainly higher here, but not that much.

Over there, a professor at the university is more of a peon working there. And the Department Chairman, he's invited out for all the Emperor's activities. I never was, as a faculty member. But as the Chairman of a department, I was invited to all formal activities, by the Emperor. And I got to see him many, many times.

IN So Vera got to go?

SD Well, that's one of the stories that she didn't tell. I think it's a very interesting one.

The Emperor – they had all these holidays. And, of course, the Emperor is the number one person. And he is the high dignitary at all these functions. And they bring you up to this throne that he sits on, and this entourage is there and everything.

And when the activity, whatever it is, is going on – the racing event or the burning of the bonfire, whatever the occasion is – is over, everybody gets in a long line, you know, going half a mile or so long – to come up and bow before him, and the women curtsy.

And he may say something to you, or he may not. He doesn't speak English too well. He speaks French better than English. He's got broken English.

Well, we knew that, and had done that. And sometimes, when he gets sick of it – after an hour of doing it, when he gets sick of it – he cuts it off. [Inaudible] arms just go like this, and the line half a mile long just disperses. They didn't make it.

Well, the building we were in was a new building. The money was from World Bank. USAID supplied it, and saw to it that it was staffed. So we had a new building, well equipped and staffed. And it was about the second third, maybe the third year, but it had never been dedicated.

So we had the dedication, and the king, Haile Selassie, was going to come to dedicate it. So [inaudible]. And he doesn't go anywhere without a big entourage. A lot of dignitaries. So it was a big, formal affair. Speeches were made and so forth.

He finally came into our building. And we were told what to do. I was to bow and say, "Welcome to our department." I was the Chairman at the time. And that was about it.

And Vera was to curtsy. Well, Vera got the idea that she was going to say something to him.

So that's another thing I haven't told you about. We all had what was called "technical assistants." They were students who had been watched through public school, they had been watched through the program at the university, and they were watched in their first year of teaching.

And if they did well in all of those, they were brought back to the university for a year as a technical assistant under the teacher, a teacher. And if they did well under that, they were sent to the United States to get their master's degree, free – *gratis* – from USAID.

So we all had technical assistants. And Vera had one, and it was a girl. Not many girls in the whole program. Very few girls. [End of Side 1]

(Transcription of Tape 1, Side 2)

So Vera had this Ethiopian girl teach her a short sentence. I forgot exactly what it said, but I think it said, "I'm happy to be in Ethiopia." Something like that. About that long, anyway. And she learned to say it in Amharic, which is the native language.

So when I bowed and she curtsied, and he smiled, and she said in Amharic, "I am pleased to be in Ethiopia," *well*, you know, this is a boring job the Emperor has. And anything that's out of – different – really cheers him up. And so he just beamed all over at being spoken to in Amharic.

And he answered her in broken English. I forgot what he said. "I hope you like it here and learn to speak our language." I think that's what he said. Vera could tell you what it was.

Well, I tell you that story because we went to another affair after that. And the Emperor's up there; and the affair is all over, but everybody is in line now, trying to get before the Emperor, and bow and curtsy in front of him. And the bodyguards were all there and everything.

And it was getting late. And we said, "I don't think we're going to make it."

And all of a sudden ... we were ... oh, we were probably at least four blocks from him. It would take another half- perhaps three-quarters of an hour to get up to him.

And we didn't notice it, but two bodyguards – they're big people, very well dressed, you know, very ... take-charge kind of people – they came down and picked Vera and I out of this line-up and took us up to the Emperor.

I bowed. Vera did her curtsy, said her little thing in Amharic. He smiled. And then, he cut the line off. [chuckles]

And he did that every time, every time we were in line. Any time we were in line, we never bothered to get in line early. We'd just get in line. And when the time came, here comes the bodyguards.

They'd come down. Pick us out from all these Ethiopians, the poor guys waiting there to bow before the king. They'd pull us out and take us up front.

And we'd do our little thing, and then we'd smile and he'd laugh, you know. And off we'd go and the line would be dispersed. [laughing]

IN So you had more status in Africa than you did at Central!

SD Yeah, he would not – we weren't down in some audience that he's up there and he'd say ... He could make eye contact with you, and smile. So that added a little spirit to things.

IN A little bit of variety to your mid-career.

SD Yeah.

IN So when you came back to Central again, largely in drafting?

SD Came back to Central as 100 percent in drafting. And at that time, something was kind of going on in the community colleges.

The community college instructors, by and large, vocational-skill people – instructors – were not degreed people. They had an associate degree, or maybe no degree. They were skilled laborers and worked under a union and so forth, and they were now teaching a skill.

And the community colleges wanted them to have a degree, and they wanted to have a degree. So they were coming back to places like Central and getting a degree.

And what are you going to – if a guy is a journeyman welder and he's going to teach welding, what kind of an education are you going to give him, other than a general education? What's going to be his major and minor?

Well, that was a hard thing to do. So they developed an Industrial Education sequence of things that was meaningful to him – teaching methods, and history of philosophy, and mostly methods and psychology and things of that kind that would help him in his job to teach.

We didn't try to teach him how to weld. [chuckles] He was an excellent welder!

So we needed a person to work on that program, and we hired Owen Shadle to do that. And Owen Shadle was what was called a "teacher trainer." And so we had an extensive – the first one in the state of Washington, here at Central was a program set up specifically to teach community college teachers to get their degree.

It was very successful. And all the other state universities, Western and Eastern, were very jealous. And nice. We got along well with them, but they were still jealous that we had the jump on them. We had that jump for, I'm guessing, four or five years. Finally, they got the same privileges, but it took a while. We had that jump on them.

Well, while that was going on, we had a person – Gerald Brunner was our electronics man. And he went in to audio/ visual aids for some reason, quite heavy. And we had to have an electronics man, so we got an electronics man, who graduated out of Stout. His name was Charlie Belchek. He died last year.

Charlie Belchek had a major in electronics, which was something that none of the rest – we didn't have anybody that well trained in electronics. Brunner was mostly electricity, and electronics at the radio level, especially vacuum tubes, where we were going into transistors and so forth now.

So Charlie came here and was going to build up our electronics program. This was still in teacher education. When he got here, he was telling us that at Stout, they had an industrial technology program.

And he thought that with the industries in the state of Washington, particularly on the coast, that they could use an industrial technologist, and that Central should be producing them.

I had no idea what an industrial technologist was, but after talking to him, it sounded reasonable. And it really is about the same thing as an Industrial Arts major, except you're geared towards going to industry rather than going into education.

Therefore, you didn't take the philosophy of education, how to work with children, how to make lesson plans and all that kind of stuff. You didn't do that. You spent more on how to do the skill area.

And so Charlie and I spent all one year to getting the State car, and going to the coast, and getting appointments with the managers and administrators of big companies like Boeing, Western Gear, Pacific Compound, Fluke Electronics – all those people – and we would ask them if they would ever consider employing an industrial technologist.

They had no idea what one was. We had to tell them.

And so an industrial technologist, in the scale of things – where you have the journeyman – the laborer – unskilled laborer, skilled laborer, journeyman laborer; then, from then on, there was a jump to the engineer, and then the scientist on top of him.

That gap between the skilled laborer – journeyman – and engineer was getting bigger and bigger. Because after the war and these engineers came back, they were leaning more towards the scientist, closer to the scientist, and more away from the journeyman.

It used to be, an engineer in 1920 to 1930, if you had a piece of metal, and you wanted to cut a screw on the end of this – the engineer did – he'd go out to the shop and say, "Hey, Bill, would you put this through the lathe and cut a screw on that?"

And Bill said, "I haven't got time. I'm busy."

"Aw, that's all right, I'll do it myself." He could do it then.

By the time I'm talking about, the engineer was away from the shops, so that he probably couldn't do it. And so that gap was developing.

And that's what the technologist was filling. He has enough shop work so that he can do the things, but he's got more science and math than the journeyman, and he can also talk, to understand. If explanations are being given by the engineer, the journeyman might not understand it, because he doesn't have enough science and math.

Our guys don't. So, more science and math. So he was sort of a go-between between the engineer and the journeyman. And that's where he sets in the scale of things. So, the unskilled laborer, skilled laborer, journeyman laborer, technologist, engineer.

And we found out that in small companies, like ... well, we had a fabrication place here, Busby's Fabrication. He was doing a lot of contract work with making dumpsters and so forth for Seattle.

And they got all the drawings that were made by engineers in Seattle, and took them over here to build them. And sometimes questions would come up on the building of it, and the journeyman wouldn't know enough about it to really talk to the engineer on the phone.

And so the engineer would have to come over here. And then it was kind of in-between. They just couldn't communicate. Didn't speak the same language well enough.

So he hired one of our – he was one of the first people to hire one of our guys. And so, other companies found they don't really need an engineer-in-residence. They could get their engineering done outside, the architectural work done outside. They'd build the stuff.

But they needed somebody who could do simple engineering, maybe change some of the engineering plans – because things are very seldom built as originally engineered.

They'd have the original drawings. And they'd have what they called "as-built" drawings. The drawings were altered to be made as it was built, not as it was designed by the engineer.

So, our guys could do that. So they fit in there really well, as sort of an in-residence, quasi-engineer.

IN So it was a new Bachelor of Science degree, then?

SD New Bachelor of Science degree.

IN Well, it must have been pretty exciting.

SD Well, it was exciting. And I'm going to get to that, at the end of my thing here, as to how interesting and exciting my career at Central was.

The thing is that ... so, we started an Industrial Engineering degree here, which was what I've been telling you. And we found out that when these graduates went to industry, the background with us was so general that they really didn't know much about anything.

They knew too much about everything, and not quite enough about anything, to be of real value. And so, the writing was on the wall.

And at that time, we had hired three new people on our faculty, and they're all still on our faculty now – Dr. Bean, Dr. Envick and Dr. Calhoun. And they came, and they took that mere beginning – we didn't even have the Industrial Technology at that time – they came when we were still teacher Education. When we had the Industrial Education, Shadle was here, but no technology.

They developed that first Industrial Technology course. And Charlie Belchek and I made the contact to the coast and everything. They were already – they came up with this one course. And they are the ones – well, we all found that it was too general.

And they divided it up into what it is today. You can get a degree in Electronics, you can get a degree in Civil Engineering Technology, you can get a degree in Construction Management – you know, it goes on and on with different degrees.

So that when our graduates go out, they have concentrated enough in one area so that they could make a contribution that was required to get the job done, to hold it.

And one of the reasons that that came about, and why it became so successful right off, is because we all had industrial advisory committees – usually five people, sometimes three, sometimes seven, but five or three would be the average – and this was all managers or high-level people that were close to the production, and were still in next to the engineering and the discoveries and so forth. Changes were made through them.

They were advising us on what our students should know, so that when they came knocking on their door, they would have some idea of what they knew. And they would say, “Yes, we can use that thing.”

IN Uh-huh. This was late 1970s, early 1980s?

SD Yeah. Yes.

IN And you and Charlie were pretty much in charge of getting it going?

SD Got it going.

IN Who was the Chair of the Department during this time?

SD Bee. Excellent. *Excellent* job. Worked close with the industries. And the other part of it was our department had an *esprit de corps* that was just not matched anywhere else.

We had a big, rather large ... it was called a seminar room, I believe it was, when they built the building over there. They had this room right off the main office. And it was a pretty good-sized room. It wasn't doing anything else. They had to call it a seminar office, but what it was, was a lounge; but it was for faculty and students.

Both drank out of the same coffeepots. Had our own cups hanging on the rack. And we sat and mingled with each other. That's the way we spent our time, our leisure time. Had coffee. Talked with each other. Blackboard there [inaudible] class. Blackboard would be covered with scribbling.

IN So there would be a lot of one-to-one.

SD Is this getting too long?

IN No, Stan. You're telling an awfully lot of interesting stuff that we're not getting from anyone else, and we'd like to get a second tape.

SD No, I don't know of anyone else who could give it to you.

IN We'd like to get a second tape, so just keep going.

SD That's fine with me.

IN So, a lot of one-to-one.

SD Oh, yeah, a lot of one-to-one. And so much that the rest of the faculty – I wouldn't say they were not getting along with their students, they just wanted to get closer to the students. It's sometimes hard for a faculty to get close to his students.

And so they would hear about the students who would be telling them about drinking coffee and BS-ing with the faculty over there; and they'd come over and be standing around.

And we'd say, "Gee, you know, Joe Blow from Physics or Business or someplace, did you want something?"

He'd say, "No, I just heard about this room from the kids." And he says, "I just wanted to see how it was working." And that was really something.

So, besides having meetings with industry people, top people – they're scrutinizing our program and we're trying to see how to alter our classes, our curriculum, course of study, really down in the nuts and bolts – what we tell the student – so that when he gets out there, what he knows is what they want him to know, and still protect the integrity of a university degree.

Which never got to be a problem, but the people out there were just as interested in protecting that, and seeing to it that it was a good college degree, as we were. So that was never a problem.

IN So, you see some of that in going out and seeing what was wanted, and coming back and modifying it, and putting it into the curriculum.

SD And seeing how it worked.

IN Uh-huh.

SD I can give you [inaudible]. In my own case, my guys were all in drafting over there, and engineering drawing. And I'd go over there and visit the man in charge. Not the one on my advisory board; my advisory board was usually a cut above that guy. This would be a foreman-type person, directly in charge of one of my students.

I'd say, "How do you like John?"

"Oh, good student. Nice guy."

I'd say, "Well, you know, I'm responsible for what he knows in drafting. And how do you like what he knows? Is there something you find weak in him?"

“Oh, no, no. He’s just a great guy. Everything’s great.”

Well, that went on for about two or three years. They just would not tell a college professor where he was weak, or where the student was weak.

IN Directly.

SD Yes, they had to go through ... I’ll never forget the first time.

And I’d known this – I’d been out to cocktails in the evening, and been to professional meetings with the guy for a couple years. He’d been over to the house socially. So I had gotten to know him quite well. He was the foreman of several of my students.

And I asked him again, “How is it?”

“Everything is fine.”

I said, “Now listen, John, you know you can’t put out a guy that’s really up to scratch on everything. Name some one little area that one of our guys might be a little weak.”

“Well,” he says, “there is a place.” That’s the first time that anybody ever said that to anybody. “There is a place.” He said, “I would think that a person with a degree that you have, the caliber of degree that he comes here with, would know Metcut.”

I’d never heard the word. I came back and talked to Bee and talked to him about it. He knew all about it. But heck, it’s actually – Metcut is if you have a piece of metal here, and you’re going to put some holes through it and put a groove through it, and you’re going to machine it, in other words – through engineering, and by practical – there is a term for it, “practicology” ... anyway, through experience ...

You’re going to put a cutter down there, and cut a groove in there. What kind of a cutter are you going to use? There must be an optimum, best cutter. What kind of metal are you cutting? And what kind of a cutting tool [inaudible]? [Taping stops]