

Subject: Brooks Revision

CWU LIVING HISTORY PROJECT

I have revised an interview to correct minor mistakes in transcription and to improve the content. The below should have greater accuracy, coverage and readability. Sorry it's a bit disjointed. James E. Brooks, 7-8-10.

(Transcription of Tape 1, Side 1)

KB: Today is Wednesday, April 5, 2005. I'm Karen Blair, about to interview James Brooks, graduate of Central, class of 1950, with a major in Geography, who was President of this university from 1961 until '78. After that as Professor of Geography, and after retirement an reorganizer of Friends of the Library, founded in the 1960s. Well thank you for agreeing to this interview. Will you tell us a little bit about your background before you became a student?

JB: First let me say that I'm delighted to be here. When you are almost 80 years old, you're delighted to be anyplace, of course. But when you're almost 80 years old it's difficult to remember back 59 years when you came here as a student, 44 years ago, when you started as President, and 24 years when you left the Presidency. It's difficult to remember the details. Also some of the things that occurred during my 17 years of the presidency were complex, and if we get into those, it'd be difficult to cover them without some research.

A couple of years ago I had a seizure. I don't know exactly how bad it was. I was taken to the hospital. A couple of minor seizures followed over time. I'm convinced some of my memory was lost as a result of these happenings. Doctors say my memory still there but difficult to access. Fortunately when I look at documents, some memory comes back. I've had a pacemaker for some time, and this seems to correct the seizure problem. But I alert you, and anyone who reads this, that it is possible I could be making some statements here that might not be exactly correct. Anyone who has been in this institution with me for a long time might find that.

Finally, my historical perspective as President can't help but be different..you have different experiences and information and often draw different conclusions. In any case, I respect and thank all those colleagues....all those employed at Central....who created a university during my 1961-78 period as President. It's important to note that we served Central during a time of great change in American society.....some quite turbulent.

KB: All right, well would you tell us a little bit about where you were born, and what your background was before you became a student here?

JB: I was born in Lewis County, Washington. I went to school at Salkum Elementary School - it was in a little town in Western Washington. I was there for the first five grades. My family moved three miles east to Silver Creek and I transferred to Mossyrock, went through the middle grades, and to high school, to the twelfth grade.

Near the end of my junior year, May of 1943, I volunteered for the Navy. I was inducted October 8, serving until May 17, 1946. Exactly one month later I was enrolled in Central. I was persuaded to come to Central by a good friend, David Marsh, who had just been discharged from the Marines - a high school classmate. I'd never heard of Central.

On June 17, 1946 we arrived in downtown Ellensburg, not knowing where to go. But we found the campus and survived summer quarter. My friend's mother had told me that I should not worry about having only

three years of high school. She said, "if they ask you anything, just say education, and somebody over there will take care of you." And of course, that's what happened.

Because I had summer school credits, I graduated early from Central, at the end of fall, 1949. I left immediately to go to University of Washington, where I completed an MA and a PhD. But there was an interval when I taught geography at Central. At the start of spring quarter, 1952, my major professor at Central passed away - Dr. Reginald Shaw. I was invited to come back to teach his classes. So I had that one quarter of teaching. After I completed my Doctorate with the exception of the dissertation a professor in Geography and Geology left Eastern Washington College late in the summer of 1953. They were anxious to find a replacement. The UW Geography Department recommended me. I went to Eastern and taught geology and geography there from 1953 to 1958, completing my PhD. dissertation in summer, 1956 on the Columbia Basin Project.

In 1958 I decided to accept an invitation to move to Portland State University -- it was Portland State College then. I was invited to come there by a good friend who had graduated from Central, Dr. John Dart, who was Chairman of their Geography Department.

It was difficult to leave Eastern. When I decided to major in Geography, and plan a career in that discipline, I decided I wanted to teach at a small college. That was a reflection of my great admiration of Professor Reginald Shaw. I did not want to go to a large university. I was very much impressed with Professor Harold (Pete) Barto, as well, and other professors at Central.

Central was very small at that time. Again, there was nothing more that I wanted to do than to be in an institution like Central and to teach, work with students, and research water resources in the Pacific Northwest. Eastern was nothing less than ideal for me, given my objectives.

But Portland State College was growing very fast, building close to the middle of Portland. And we would be close to my folks, and to my wife's folks, who were growing older, and other relatives, who lived nearby in Washington's Lewis County and that general region. And Cheney, Washington, the location of Eastern, was a long trip home at that time especially with young children (no freeways!).

Less than a year after I arrived at PSU I was approached by the chairman of the Social Science division, Dr. George Hoffman. He was officed next to me in an old building. He sat in a very small former dining room. (we were housed temporarily in an old apartment building that was being demolished, section by section.) I was sitting in what was the old kitchen, so we were close to each other. He said, "Jim, I'm submitting your name in to be Assistant to the New President of this institution." And I said, "Why me? I have absolutely no administrative experience or interest." And he said, "Each division must send in a name. You are new and have no enemies. You won't get it, so forget it. We just have to do this!" And so I said, "Well, Okay, if you are sure." I respected and liked Dr. Hoffman. And, I admit to feeling a bit shocked but honored that he had selected me from our large division.

Dr. Branford Miller, Portland's new President, came out of his office to meet me in the Park Blocks, where we sat together on a bench. I discovered right away that he was going to offer me the position. I could tell because of questions he was asking me. I told him I had absolutely no experience or interest in administration. My whole objective in life was to be a very successful professor, and that's all I wanted. He said, "Well, you don't have to be with me over three years. As for administration, I don't know anything either." And I said, "What? You came from Michigan as a Dean. They hired you here as President. You don't know anything about administration?" He said, "They didn't tell me what to do in Michigan." I said, "Well what did you do?" He said, "I started a journal in English." So, he said, "If you come to work with me, we'll both learn how to run this place." And I said, "This is ridiculous!" He said, "Well, do you have your own secretary?" I said, "No." "Do you have your own parking place on campus?" I said, "No." "You're writing a book on Oregon, aren't you? Do you have your own office? Assurance of full year employment? You

know, we can do a lot for you. Come on over." So I gave in and became Assistant to the President.

Dr. Robert Funderburk, a professor, came to Central in 1947. He was a gracious, delightful Southern gentleman, a good teacher. I had classes from him as a student at Central. As soon as I became Assistant to the President at Portland, he sent my name in to be President here at Central. I was very much concerned about that. I called Professor Harold Barto, also a former professor but also a good friend, and I asked him, "What should I do? Should I send him a letter? Perhaps I should phone him, and tell him how nice it is that nominated me, but I'm really not ready for the position." And Professor Barto said, "Right. Contact him." Then he said, "You'd never get it, but it might be a good experience for you to apply." So I talked to Dr. Funderburk, thanking him...all this happened in the fall of 1959.

Meantime, I assume the Board of Trustees and the faculty at Central kept interviewing, and searching for a president during the following months while I remained as Assistant to the President at Portland State. Then in late fall, 1960, Professor Barto called and said, "Have you left your papers in for the Presidency?" And I said, "Yes. but I've forgotten them." "Well, leave them in," he said, "you might get an interview, and that's good experience. But you won't get it. Don't worry about it, you won't get it." So I did as Professor Barto suggested that I do, and lo and behold I was interviewed in Seattle for the Presidency. The Board of Trustees called me there in mid December, 1960. I was not invited to visit the campus, to be interviewed by anyone here. Strange!

The Portland State College administrative staff was having a party at the Dean of Faculty's house in Lake Oswego, in December, 1960. I received a call at the party, about 10:00pm, from Victor Bouillon, who was Central's Chairman of the Board of Trustees. He welcomed me to the Presidency. President Millar, who had taken the call, guessed what Mr. Bouillon had said, and insisted on making an announcement. A celebration followed, that evening in Lake Oswego. My wife and I returned home, a bit stunned, but confident about our future. (we were so young! I was only 35 on October 10 of that year, and had left Central exactly 11 years previous, at the end of December, 1949.)

You have to remember when I became President, I had six years of teaching, two years of administration and was 35 years old. The Board sent the institution a very young inexperienced former student who had graduated exactly eleven years before. A prominent professor said, "My gosh, we asked for a President, and they sent us a student!" The material I have given you shows what I said to the faculty at a meeting before I arrived as President. Also additional material shows what we accomplished in the first six years of my presidency. There is an article referring to Central's Phase Two from 1967 to 1975. About that time, after 14 years, I intended to resign.

My philosophy was that as President you help take an institution so far, give it your all, but a time comes when the position should be passed to new leadership. So after thirteen I years told the Board of Trustees that I wanted plan with them a time to resign. Finally at fifteen years and I said, "Listen, I'm going to resign." They were resisting....ignoring may be the best word.... my request.

Suddenly the Board was changed by a new Governor. That had happened two other times. Before I arrived Governor Rossellini had appointed all Democrats to the Board, except Victor Bouillon. They were slowly replaced by Republican Dan Evans, later. Democrat Dixie Lee Ray began replacing the Board again. So there was disruption as I was prepared to leave. Dr. Gene Brain, who was on the Board, - a Republican, and leaving - said, "Jim, you better stay on to this settles out." So I did stay until 1977, with the understanding that Central would not need an interim President. I could finally leave after seventeen years. That's a long story, but that's it.

KB: Wow. Tell us what you found when you arrived here in 1961. What kind of an institution of higher learning was it?

JB: Well, 72% of the students graduating at Central in 1961 were in Teacher Education. 60% of credits were earned in lower division classes. We had an Arts and Science faculty that was good, but very limited

in size, so a student wouldn't find much selection if she/he wanted to take classes outside of an education major. The faculty was organized in divisions. I had found the same at Eastern, too, when I taught there, and it was true at Central when I was a student.

Central had only 2,320 headcount students when I arrived in 1961, but growth was fast, and the headcount was 7,483 when I left in 1978, so these were growth years (actually, the headcount rose to 8,119 in 1976-7...no other period in Central's long history matches this growth). The Board of Trustees shared my interest in strengthening the Arts and Sciences. I knew that the Arts and Sciences weren't as strong as they should be. As a student here I had gone through the Teacher Education program and didn't find it very difficult. I found much more challenging courses in History, Geography, Geology, and Geography and other classes I had taken as a student.

So I had a feeling for some time that the Arts and Sciences weren't very strong at Central, or Eastern either, for that matter. So my thought was if anything needs to be done at these schools -- and probably at Western, too - the Arts and Sciences ought to be strengthened to support Teacher Education, if for no other reason, but also to allow them to stand on their own, eventually. Also, these institutions eventually had to offer the Master's degree, developing more curriculum in the Arts and Sciences with more opportunities for students to take a variety of courses and professors. I was convinced the institution would grow in size and quality if it started offering more upper division and graduate courses. At the time the community colleges were growing fast, offering the lower division courses. We had to relate to that.

So when I arrived here, I had these things in mind and I found that we had to start building. But I have to say, here, that Central

was on its way with Perry Mitchell (former Mayor of Renton) as interim President. Nicholson Pavilion had been constructed, a beautiful library, Bouillon Hall, was had just opened, as well as a couple of other buildings. And we were just starting to be caught in a wave of students coming in. As mentioned earlier, we had quite an increase in enrollment throughout the Sixties and beyond. So I found a base here to work with - a base that I wanted to strengthen as much as possible. I worked very hard to do that, and, overall, everything worked out quite well, as you see from the first report through my first seven years.

The percentage of doctorates hired to teach at this institution went up from 31% to 40% to 57%, and when I left the Presidency it was somewhere around 87%. And the Sciences had over 90%, including the Social and Behavioral Sciences. We increased the doctorates because we were going to offer upper division and graduate courses. If we're going to offer courses at that level, we've got to have a qualified faculty to teach them. So this is why I pressed for the doctorate, and tried to accommodate those who did not have it in certain fields like Art where perhaps the doctorate wasn't needed. This was a controversial item for the existing faculty, early on. But they adjusted and many completed their advanced degrees.

I have to give credit to those who were here already, and others, who had built this school from 1891 to when I arrived in 1961. From 1961 to 1966 we doubled the enrollment, and we doubled the faculty as well. Things really changed during those years. Those were the most exciting years that this institution has ever seen, as far as I'm concerned. Many others have confirmed this opinion. And think what we soon wound up with - a very good multiple purpose state college - Phase One, as I call it.

KB: The early 1960s produced about fourteen new dormitories on campus.

JB: Yes. I can't repeat all the names, but there were twenty buildings constructed during my Presidency. We were obligated to follow what the Board of Trustees wanted. The Board of Trustees in 1960 said, "This is going to be a residential campus." So Central had started building dormitories before I arrived. And the board of 1958-1963, in particular, was very liberal, in this respect. Dr. Roy Wahle who had graduated from Central, was on that board. He was a former student body president, as I remember. He was strong for the residential campus idea as were his fellow trustees. And we really needed dorms. I could understand the

position, because Ellensburg just didn't have the ability to help us house the growing enrollment. And, there was the conviction that dorms foster a good campus environment.

So quite a number of buildings were constructed, and the libraries are good examples. As the institution grew in size, there were demands for more books and journals, and the Bouillon Library that opened in 1961 simply couldn't hold all the books and other materials that the faculty needed (remember, this was before the computer age!) We were putting good sums of money into the library, so we decided to build a new library - now on the north campus, which was much later named the James E. Brooks Library. We designed the building to achieve as much square footage as possible. It was built so that the walls at the south end of the halls could be knocked out and the building could be extended, if more space was needed.

That building sits on Urban Renewal land. In the early Sixties we started an Urban Renewal program, from '66 to about '70. It took in 41 acres of land, and 54 homes were destroyed or moved. Now the City had to agree to sponsor that project, and it did, and the

Chamber of Commerce supported it. Federal dollars paid for almost the whole project. The City was supposed to provide 20% of the cost, but Central reimbursed the city. It was provided through money from our land purchase fund. So we obtained a significant area to the north, which is really from about this building up to the other side of the Brooks library. We desperately needed the land in order to consolidate the campus before it was purchased by private interests. The Urban Renewal project was controversial, but not as much as expected. We had strong support from the business community because Central was a vital operation for them. As the size of the institution grew, it became more important to the city and also more important for the City and the college to work together.

KB: Who were the opponents, and what did /they/ argue?

JB: I can't name or remember them, but some people felt that the University was taking over too much land, and if it belonged to the State of Washington, it wouldn't be taxed, and maybe the University is moving too far out into other areas. Well the land around the University was going up in price about four times a year as we moved into Federal Urban Renewal, and if we hadn't had Federal Urban Renewal, our campus wouldn't be unified like it is now. We'd have separation between lower campus and Nicholson Pavilion and the athletic fields to the north.

You see, when I came here, we had Highway 10 (8th Ave), the main cross-state highway right in front of Barge Hall going straight through from Seattle to Spokane. Also we had the main route to the airport right over here, right in front of Bouillon going straight to the airport. We had an irrigation canal coming through the middle of campus, the so-called Ganges. We had the Chicago, Milwaukee, St. Paul and Pacific Railroad coming right through lower campus from east to west, so we were cut into many chunks. Interstate 90 came in '68, so that eliminated cross state traffic on 8th Ave. The railroad went defunct so we absorbed their right of way. We closed the road to the airport so that barrier was gone....it became an important mall. We didn't get rid of the Ganges - the irrigation canal - but we planned to beautify it.

Although I inherited major land problems, I think they were eventually solved. The campus grew from 113 acres to over 300 acres, as I remember. Our last purchase was land to the NE of the current Music Bldg. This is land Central is now sharing with the City, and being used for soccer and other sports activities. I thought it might eventually be a location for a major Microsoft type business. Really, land purchase was a major problem for me which I didn't fully understand until I arrived. One of the first things I did was go to the far North Campus, on the far North, right at the edge of the Athletic Field, and walk all the way down to Campus Courts, straight as I could, figuring that each step was three foot, and for me it came out slightly over 4,400 feet. How could we plan a campus around this distance....remember we didn't own the land in between. It just simply wouldn't work. We have a now large consolidated campus, because of all this effort. And the Urban Renewal Project was the best example ever of town-campus support and cooperation. So land acquisition was one of the major tasks we had. Early on I began attending meetings of the American Association of State Colleges and Universities trying to pick up ideas. This was an organization of colleges

and universities our type, many our size....and other Presidents asked me, "What's going on at your campus?" I said, "Well we have an Urban Renewal program." They'd say, "Urban Renewal? You're out west! You've got all kinds of land. How could you qualify for Urban Renewal? That program is for big cities!" But we did qualify for it, and we got support from people like Katherine May, who was a conservative Republican in Congress (from Yakima). She told me, when I visited with her in Washington, D.C. and after explaining the projects and funding needed, "Jim, you know I'm against Urban Renewal, but this is in my district. This is a good plan. You need it, and I'll support it." That was wonderful - best thing I'd heard for a some time. I think that our good friend - a former Central Board member, Herb Frank, of Yakima, who used to be the head of the Yakima Food and Cold Storage - might have softened her up a little bit by phone before I got there, because he was a big supporter of hers. He denies this however.

KB: Did it change the character of the campus to add 3300 dormitory rooms?

JB: Oh, yes. But the campus was growing and we needed those buildings. But when you add buildings like that, you take on an obligation to pay them off. So we had to charge students for them. So if enrollment went down, and we didn't have the students---we worried. This is why the Conference Program was so important. You could add income using those buildings. We started that quite some time ago. The title "conference" evolved.

Indeed, I pioneered one of those Conference Programs related to business, Business Week, starting in 1976, which some may have heard of, with business leaders coming to campus to meet with students in the summer and staying in the dorms and eating in our cafeterias. Larry Danton who was Chairman of the Business Department, helped to gain support of the local business community. He was outgoing and related immediately to them and then to the Association of Washington Business. This resulted in many business people coming to Central from throughout the state. Larry visited with me and my wife with his wife Louise. With their urging we started entertaining the local and statewide business community because he knew they would most likely give support to the Business Department. They had complained that college professors didn't care about business, were anti-business, and the students leave Central (and other colleges) were anti-business. I asked them, "Why don't we have a Business Week? We've got the facilities here, and if you'll raise the money, we'll bring in high school students." So the first year we brought in 275 high school students. The business people raised the money, and they told me, "You write the curriculum." So that's what we did, beside chair the first programs. Thousands of students have attended Business Week at Central. Year after year, we brought in more and more students to the Conference Center during the summertime, and they also used our dining services. Business Week will enter its 30th year this coming year 2006, and there are Business Weeks on campuses across the state now. But one of the main reasons for my involvement, I have to admit, is not only to meet those criticisms of the business community, but to fill dorms and the dining hall in summer! Also, during these years we had many college and university Presidents join us, and Governor Evans as well, in spirited conferences. A great time for Central, for faculty and administrators were involved as well.

KB: How were relations between Town and Gown?

JB: Well, I think during my time, we had had support from probably 60 prominent business people. They were from different interests- some in agriculture, but most from downtown businesses. Six or seven of them were really supportive in terms of being out on the front lines. The rest of them might have seemed passive, but they were supportive. As the institution grew, they knew that their businesses and this area would improve with campus development. We had good relationships, but I made sure that they knew exactly what this institution meant to them, and I can show you documents that outline every cent that this institution meant to the town. They appreciated that, and some got involved, like Len Thayer, with the Business Department. Mose Wippel was Mayor, and he was supportive of us. A number of them, like Bob Case, was always involved. Out of that 60 or so, probably 10 were not only very supportive but active with us... all the time. In terms of the relationships, and this is a long time ago, you met

many fine people in organizations like Rotary and Kiwanis. Victor Bouillon, who was Board Chairman at Central for many years -

met me when I arrived, took me downtown to his bank to open an account, and then we went to Rotary. Many business people were in Rotary, and Rotary was large. It's a noon club, and it was quite strong. A number of people from Central - probably 15 or 20 - were really involved in the city, and a couple of them were regional directors for our whole Rotary district, like Bert Christiansen, in our Music Department - head of Band. Wayne Hertz, also in the Music Department - was among a whole list of people who got involved in Rotary and Kiwanis, taking important posts. But faculty and administrators were involved in the Chamber of Commerce, and many other organizations.....and so were their wives and other campus employees.

Socially there were many town-gown groups..one was called the Rigadoon Dance Club.....still in existence. Well, a President and his wife just about had to belong to Rigadoon. Many Central and business couples belonged, and of course it was a black tie affair. So groups like this and many others brought us all together and provided contacts.

And then there was the Elk's Club. There was no adequate place in town to go except the Elk's Club for dinner and dancing, so many went to the Elk's Club. If you wanted to see someone, you go to the Elk's. Remember, we were a small town and campus...we were more "intement" than today. And, socially, it was similar for the Moose and other social organizations.....some that are finding it difficult to maintain membership these days. Times have changed!

KB: How did the community in Ellensburg feel about student demonstrations? Civil rights and anti-Viet Nam activity in the Mid-Sixties? This was a lively place.

JB: This was a lively place, but we did not have any major damage to buildings. We were very fortunate. I've had many people tell me that we did very well in adjusting tp, working with and controlling the situation as necessary. You see, across the country at that time there were about 28 institutions that suffered damage to their facilities.... something like 8.9 billion dollars of damage. Six students were killed. There were many demonstrations going on like at Berkeley. What we did here was try to work with the students. I found it my responsibility to admit that this institution was growing so fast, with a focus on faculty additions, academic program development, rapid enrollment growth and campus development that I (or may I say we?) had ignored the need to diversify our student body. That was very clear. As matter of fact, I had mentioned this in my report to the faculty a year before we had any problems on campus. But student demonstrations were only one factor. I can list for you many different challenges we had -- including new regulations from the Federal and State governments. That had kept us busy, as well as program and campus development during a period of fast growth. So, a number of things happened during that period of time that would concern us, the faculty as well as the students, diverting our attention from diversifying the student body.

Now Viet Nam, of course, was one of them. Viet Nam started in 1961, officially, and ended, officially, in mid 1973 (all within my Presidency!) Some people claim the war started earlier than 1961. But it dragged on, and on, and ON! The U.S was involved in Laos, Vietnam and Cambodia even before 1961, I understand. One report issued in the early '60s claimed 22% of the men fighting in Viet Nam were college students or college age students who had been drafted. We'd built a young faculty; some could have been drafted for Viet Nam, and they knew it. So they were very concerned, too. So it wasn't just the students. I wrote letters for some faculty to support their petitions to stay out of the draft, stay in school or stay on our faculty.

During this time the ones that I related to the most were the Black Students, because we'd completely ignored them. In the drive to build this institution, we had not taken care of their concerns. We simply accepted their demands, which were not entirely unreasonable. There were only ten or so active. One black student came to me and confided, "Dr. Brooks, our parents are calling us and asking, 'What are you doing

over there? We want you to graduate." Many of these students were from middle class homes, I suspected. Ron Sims, whose name many will recognize, was one of those students. His father was a minister in Spokane. Ron asked recently, "Did my father call you?" "No, he didn't," I said. These students had a good point. We weren't doing as much as we should to meet their concerns, which were similar to those being addressed across our country at the time. Because we were a small community in central Washington, there wasn't a large Black population here. But we needed to respond. I gave a talk one night at a well attended assembly and simply said in effect, "I accept your concerns and will address them with you." And we did. Ron backed off with his fellow students - he was very happy with our response. Eventually, the faculty took leadership in negotiating an Ethnic Studies program which not only included Black, but Chicano and Native American cultures. I think we adjusted quite well. Many faculty members and administrators got involved.

The Students for Political Change were from the Political Science Department, mostly. They made some ridiculous demands, and I simply refused to accept them. The demands included putting a student and a faculty member on the Board of Trustees, immediately. Well, we couldn't put a faculty member and a student on the Board of Trustees if we wanted to! That's the Governor and the legislature's responsibility. And we had to clarify who governs this institution. It's not the students, and it's not the faculty or the administration. It is the Board of Trustees. We had to go through some of those elementary things with them. But when they came out with suggestions like, "We've got to have beer sold in the Student Union Building, and we've got to have condoms distributed over there," we simply had to handle those requests carefully, and just meet with them, a not shut them out, but deny their wishes.

During this time, as still a young President, one of the things that puzzled me was why so few faculty members or administrators stood up and said, "This is ridiculous! This is our institution, what's going on here?" So many times throughout my Presidency I felt I was out on point by myself, with only the support of the Administration and Board of Trustees. But, while I had some good people working with me, it was not their responsibility to go on point.....it was mine. However, I found it difficult to believe that many faculty we had hired, many PhDs and EDDs, well-trained from very good universities, would sit silently while I was out there on the Mall. Now I know that many faculty were working with students on their own, meeting their responsibilities. Truly, they may have been providing the best contribution to address the situation.

In one case, I was notified that a group, mostly of Political Science students and professors, some of them still on the faculty, had come down the Mall and gone over to a little grassy area on 8th Street across from Kamola Hall where there was an aluminum flagpole. They were shouting and pulling on the cords, bending the pole, obviously trying to take it down to get the US flag. A physical plant employee called me; I ran over and I stood in front of the flagpole and talked to them, explaining the serious consequences of their actions. They backed away. We took the flag, and put it on the very top of Barge Hall. A bent flagpole was about the only lasting problem we had in that encounter.

One disappointing experience for me was when a student group, apparently including Sociologists, came down the road in front of the President's house at about 10:45pm. The house had been remodeled, and there was a little balcony on the second floor. I could hear them coming. I remembered Mussolini, who used to go out on a balcony to give talks. I put my housecoat on, and quickly went out on the balcony. They had come up the road to the front of the house, then just completely dissolved and disappeared. I was too late! This is a disappointment of my Presidency! I had a chance to confer, and if appropriate, give a talk from the balcony. Never had that unusual chance again!

KB: Well now half the campuses in America closed in May of 1970 over Nixon's expanding into Cambodia.

JB: The students asked that classes be dismissed. They wanted a day off, and we supported them. We said, "Okay, go out and have your Friday meetings, if you wish - no classes for you.....if you don't want to attend.... but the faculty members have a responsibility to be in their classrooms - this is their obligation, to

serve those who don't want to be absent - they will conduct their classes as usual." And it worked out okay. We had Watergate coming on. But my point is, we got through these crises without major incidents compared to some of the other institutions where there was a lot of damage. At Kent state - I think six students were killed there.

KB: Four.

JB: Four, was it? Just in one place. So I think we got by it quite well, and I can give you all kinds of documents from that period.

KB: Lots of people have talked with fondness about the Symposia that started in the Sixties. Could you talk about that?

JB: Sure. When I was at Portland State as Assistant to the President, a plan was in place to have an inauguration of the new President, Branford Millar. We had a Director of Public Relations who was in charge of all the arrangements for the inauguration. He committed the college to spend quite a bit of money. Less than a week before the inauguration, he became inebriated and drove his car around the park blocks honking his horn....just terribly drunk, I assume. The next day the President came to me and said, "You're in charge of the inauguration." I told him "I don't know anything about an inauguration". We got through it remarkably well but we had been committed to spend a lot of money. When I first came here as Central's new president, I thought we shouldn't spend that kind of money here for an inauguration. The Board started pressing me, "When are we going to have an inauguration?" About that time, David Burt and Dr. Elwyn Odell came in, and brought Dr. Martin Kaatz with them. I always kid Martin that he was their interpreter. Burt and Odell had come up with this idea of a symposium on American values. The first question was, "Where are we going to get the money?" We used the inaugural money to start the symposium. And these two people, working with others, brought in outstanding speakers for many, many years. It was a highlight each year on campus. Classes were dismissed initially for students and faculty to attend. We were privileged to be exposed to many lines of thought.

As years went by, perhaps eight, student and other attendance declined. The cost increased significantly to bring in outstanding speakers. We finally had to cancel it, unfortunately. But the Symposium helped make the 60's an even more exciting time. Elwin Odell summarized a set of the symposium speeches in a book, "A College Looks at American Values." I think Sam Mohler might have mentioned the symposium in his book, *The First 75 Years*, right at his conclusion.

KB: Who were some of the speakers who came to the symposia?

JB: Oh, I can't remember them all. Harold Taylor, the President of Sarah Lawrence College, was a speaker at the first symposium, marking my inauguration. At that time I received the university seal which was placed around my neck. Stan Dudley fashioned the medallion at the last moment, saying, "We've Got to Have a Medallion!" Faculty members here can remember those speakers but I can't remember them all. There're just too many. We had five or six each year.

KB: There was quite a controversy over the invitation of a communist - Gus Hall.

JB: Oh yeah, Gus Hall. He was invited to come to campus, and the Board supported it. The Board felt we should have the right to have speakers on campus who just don't happen to agree with the majority. A number of institutions in this state invited Hall as well but there was a great cry from people across the state who said, "Don't bring a communist to this state!" We'd been in a Cold War with Russia, remember? We were worried about whether we'd have major disruption on campus. Even when I came here in 1961 there was some worry, that continued, long before Reagan said "Tear that wall down." There was really an anti-communism feeling in this country. There were threats directed toward people when they were invited to come to campus, and some people tried to disrupt campus speakers they didn't agree with. So it got to the

point where it would be a danger to have Gus Hall on campus, and he was rejected, not only here but across the state.

Unfortunately unrest, and even groups like the Black students, and the Students for Change, who had some valid concerns, turned people against higher education, and this turned into funding problems. I think it was in 1969 Fall that there was a major vote in this state for more funds, and higher education got little support. We didn't get much because people were annoyed with taxes, and with what they'd heard about what was going on in colleges and universities. A great number of faculty members and students here and elsewhere were not involved in any protest or disruption but the people felt that all state supported higher education was at fault. They said, "Well you're all a part of this. What's going on? Can't you control those students and faculty members? We're paying for this!" The later part of the 1960s really hurt us in public support.

KB: When you made the decision to dis-invite Hall in 1961, were you aware that the University of Washington had had great scrutiny in the late '40s and '50s about supposed communists among the professors?

JB: Yes, I remember the publicity about it, but at that time I was so involved in completing my education that I did not give it the attention it deserved.

KB: Well you spoke a moment ago about faculty morale at the time. The school grew fast with insufficient resources. Could you talk a little bit about faculty attitudes?

JB: I would be delighted to do that. But, the state gave us good support, 1961-1969. However, I think that if you're looking for those who have had poor morale from time to time, include me. I had more major issues than almost anyone, and as far as I was concerned the many faculty issues paled in significance. But being a good guy, I didn't challenge them too often. Let me tell you some of the demands made by the faculty. One is that CWU faculty salaries should be increased because the community college professors were making more money. So what did we do? We got the full information from the head of the community college

system and other college business managers, and they showed Central salaries higher than Eastern or Western, and higher than all the community colleges. The faculty also said the Administration was being favored by salary increases. Our salary increases were 6%, faculty were 11%.

Now I could describe several other things that faculty were unhappy with, but - what would you do? Would you come out and say, "All right, AFT, we want a public apology for the misleading information that you're sending around." I didn't do that. You don't do that sort of thing. But I had people in higher education that I associated with across the state say, "When are you going to come out, and stop being a nice guy, and clobber those characters who are making these demands?" So I thought a number of complaints were ridiculous, especially given that we provided much, much timely, full and accurate information to them. And I think the one situation that made the faculty look the worst is when they challenged the Board of Trustees on its right to amend the faculty code. Apparently there were problems back in 1947 with Dr. McConnell and the faculty, so they worked up an agreement. (See Mohler, The First 75 Years)

KB: I'm going to turn this tape over now.

Transcription of Tape 1, Side 2

KB: Let's continue with some more of President Brooks' interview.

JB: And they called it the Faculty Code. It was approved by President McConnell and the Board. There were only three members on the Board in the '40s. During my administration, one of the first things I noticed was that this Code was out of date. So we started working on it in 1966. Our Assistant Attorney

General's office worked with us. These AG'S were young people, housed one at a time with us, and they were good and helpful. Tom Daghish was one, and he worked hard with us on that code to incorporate all of what he thought we all wanted including the Trustees. But the Trustees wouldn't agree to one thing: they wouldn't agree to have the faculty override their power as a governing board to amend the code. And that's as simple as it was. Tom and I told the group, particularly the AFT, "Your objections will be thrown out if you take them to court." "We're going to take it to court." The most disappointing thing at that moment was that the AAUP that I was a member of, the Faculty Senate and the Council of Professors (I can't remember their right name) supported the AFT. They went to Olympia. Judge Baker threw it out their case---- immediately---- just like we said he would.

I thought the faculty looked ridiculous at times after we gave them accurate and specific information. They probably had all kinds of other things bothering them at that time. Maybe they feared that we'd have reduction in force, and that they'd be cut. I don't think the faculty in general fully understood decision making authority at state colleges and universities. By 1965, not long after I became President, 56% of the faculty at this institution were new and 50% of the members of the Faculty Senate were new. But I considered myself a faculty member. Matter of fact, I came here as a faculty member more than as an administrator. My prior experience was as a faculty member, and if you read Mohler's history you'll see how I reacted my first days. It was more like a faculty member trying to involve the faculty. Over the years I gave the faculty a lot of freedom, a great deal of authority, and I didn't criticize them. To a great extent they elected their own Department chairs, recommended new hires, etc. I didn't take advantage of my authority. That wasn't my mode of operation.

KB: It sounds like there was some interest in unionizing.

JB: There was but there were very few people involved. See, back then, if you agreed to a union, you were agreeing to something that was beneath your profession. I found very few at Eastern (who led, by the way, in getting a union just recently) when I was over there, or at Portland State, or here, who would accept a union. But unions were established in the Community Colleges. I had experience with one at Yakima Valley College for 25 months when I was interim President there. It's one of the worst experiences I've ever had in my life. The union representatives I met with there were be the most abrasive people I have ever worked with. They made demands and I refused, so I wasn't very popular with them. But back then on college campuses, the feeling was that unions were really not appropriate. And so while some people wanted an AFT or union, it really didn't happen until well after my time - until just recently, and I was shocked when I heard that 90% of our faculty agreed to a union here at Central Adjuncts voted, too, and their votes had quite an impact on the outcome, I've been told. So there's a union at Central now. I'm still a bit shocked about it.....I'm old fashioned, it appears.

KB: I understand that in 1962 and 1963, the campus changed from a Faculty Council to a Faculty Senate.

JB: Yes, good. Shortly after I arrived at Central Dr. Keith Rinehart, who was later to become Chairman of the English Department, came to me - he was head of what was called the Faculty Council - and what he told me was that the Faculty Council was ineffective. President McConnell didn't listen to the Faculty Council and faculty didn't respect it, because it just couldn't or didn't do anything, he said. I asked Dr. Rinehart "What can we do to work together.... to have a better relationship? ". And, I asked "Why do you have a Faculty Council? Why don't you have a Senate? A Senate has broader powers, it's more respected in Higher Education." - Rinehart asked "What is a Senate?" I gave him a copy of a Senate document. I said, "Keith, please take this and remodel it to fit our needs." He came back the very next day, laid the senate document on my desk, and said, "You do it." I said, "Why should I write your Faculty Senate statement?" He said, "Because if you do, we can immediately work to agree on the text. I said, "Well Okay, but the standard Senate document designates the President of the institution as the head of the Senate. I don't want to be head of the Senate." He said, "We want you to be head of the Senate, because then we'll know what you want, you'll know what we want, and we'll settle it right there. We'll eliminate committees who want to debate issues endlessly." So I wrote the Faculty Senate document, became Chairman of the Faculty Senate 1963-67. I kept telling them, "I don't need to be the chair." Keith wanted us to work together to solve problems, obviously!

KB: Well, we haven't talked about branch campuses.

JB: Okay. The basis for Branch campuses was established during my presidency, and maybe even earlier, I am convinced. During the first part of my presidency - the first six or seven years, we built a faculty that was strongly Arts and Science and Teacher Education. We designed an organization that could have very easily led to our demise, simply because when the 1970's came along, we weren't prepared for what happened to us- a drastic enrollment decline. High School enrollments went down, students were going to the community colleges, the percent of high school students going to four year institutions dropped. I was called into the Governor's office with the Council of Presidents (UW, WSU, EWU, WWU, CWU and Evergreen) to meet with Governor Evans. He said, "We're in trouble. We're already short many million dollars in this biennium, and the next looks bad, budget wise, so we're going to have to start cutting right now. We're going to project lower future enrollments than you now have and reduce your budgets for operations. But, we want to work with you." Our enrollment had already started to go down.

The students started looking for majors/courses that would lead them to jobs, and they weren't finding them here. In particular, the enrollment in the Arts and Sciences really dropped off, but also in Teacher Education. We were down to placing only 60% of our graduates in Teacher Education. But the State was bringing in teachers of Special Education and Vocational and Technical Education. The state had to import them, at the same time. So I tried to tell the faculty (and this is all documented), "Look, we've got to adjust. We've got to change." And I suggested, "Why can't we establish a College of Technology and tie it in with the Community Colleges? Do you know Technology Colleges have 60% of their course work in the Arts and Sciences? Do you know that AFT/ CIO sometime back said, 'Hey, we ought to have a ladder concept so that our people going through these technical schools can have something else, too?'" So it was all there. Some faculty wouldn't accept it because "we are professionals in the Arts and Sciences and Education and technology doesn't fit here." It was not understood, or thought of as sort of an extension of high school industrial arts, by some.

It was budget restrictions and enrollment declines that doomed further consideration of the proposal, however. So what we did is struggle the best we could, and make adjustments as we could - interdisciplinary studies, an honors program, the program for

migrants - anything we could think of. And in order to maintain student credit hours we had to go off-campus. So a number of faculty members went off campus and created their own credits. And if they hadn't done that, perhaps we wouldn't have a place for them. And again, the Arts and Sciences were hit pretty hard. In a very short time we had almost the equivalent of 1500 full time students off campus. And that's how these branch campuses started in these various places. Now there are seven of them.

The relationships that we had in our state, already in place from Continuing Education classes needed in Teacher Education, were a great help. We had a long history offering correspondence courses, as well. So that's how we started, and that's how faculty positions were saved. Some courses/programs were being taught off campus even before 1960, however.

KB: Where were some of those, and what kinds of classes were offered?

JB: Well, for example, Dr. Bernie taught a class in math at Moses Lake airport for the military, in 1959. Classes in education were offered off campus. Later, during budget problem times, classes were offered in Philosophy and other disciplines. Dr. Chester Keller, Philosopher, went to the Seattle area and taught there, as did other faculty. They taught the standard classes we offered here. They taught them on community college campuses for people who couldn't get to a 4 year college easily but wanted to take some courses. And so the faculty members developed followings out there, and the community colleges loved it. They publicized the offerings. So we established relationships with the two year institutions where we now have branch campuses.

KB: But the classes weren't on our campus?

JB: No. Faculty and students had to drive to these locations. Travel was supported.

KB: Now shortly after you came, the school changed its name. Did it have an impact?

JB: Oh yes, matter of fact, while I was President it had three different names. I came here when for one month it was Central

Washington College of Education. Then it became Central Washington State College. And then, just one year before I left the Presidency it became Central Washington University. So that is the name change I experienced. When I came here, the fact that we were changing from a College of Education after 70 years with only 2000 students, going to be a State College, gave us enthusiasm for whatever was to come in the '60's.

But there's another story related to name change, and that is the University title. I started attending the meetings of the American

Association of State Colleges, formerly Association of Colleges of Teacher Education, which soon changed it's name to the Association of State Colleges and Universities. I hoped to pick up ideas that we might use here. I found out a very short time after I started attending, that some of those institutions were using the University title. And so I checked up on them, and I found out that several of them didn't have the quality offerings or the size of Eastern, Western and Central. I couldn't understand that.

Shortly after that we found there were 17 states where colleges like ours were using the University title, and it amounted to 50 schools (20% of the AASCU membership). So I proposed in 1964 that we pursue the University title. I really pushed it in '66. Our faculty didn't do much with this proposal. The Western faculty studied it intensively, finally approving the idea.

Really. I can give you a long memo that the Western faculty worked out to distribute on their campus - how they went through the process. After reading the report of their study group, their faculty said it would support the University title. There wasn't much action at Eastern but we kept pushing here at Central. But, I found out later that there was something else going on at Western. They were larger than we were and pushing very hard to be the first regional institution to get the Doctorate in Education, even before they sought the university title.

KB: So how did Western lead the pack?

JB: As I was mentioning, the people at Western were attempting to get the Doctorate in Education and be the first, and that would move them into University status instead of us. Senator Frank Atwood from Bellingham, who was pretty influential in Olympia, helped them, and President Jerry Flora pushed it very hard, and they thought that they were moving ahead quite well. But in talking with President Flora just recently he said that after he left office, his successor didn't push it, and the Education people were slow in getting around to doing anything. So nothing happened. But that was interesting that they were not saying very much to anybody else about this at the time.

Fifty percent of the institutions in the American Association of State Colleges and Universities were using the University title by 1977. We had much more to argue for, because of our strength in curriculum, size, etc. We were able to get a request before the legislature. Mr. Herb Frank from Yakima went with me to Olympia to lobby for it. And of course I prepared news releases and the Daily Record ran articles here. The governor at that time was Dixie Lee Ray, and she said, "I'll agree to the University title for the three regional institutions, but no Doctorate for Western or any of these schools." So we got the University title. I received notes from Western - especially from Jerry Flora, the former President there and from Senator Barney Goltz, former WW administrator, both of them complimenting me on continuing the university title

request throughout the years. Our Central Washington legislators supported us as well, including Senator Nat Washington.

By that time all three schools were offering more graduate work. The sciences had branched out and we continued our strength in Education. Quite a number of our students were in the upper division. We had 60% upper division instead of 60% lower division as before (1961). We had a highly qualified faculty in terms of Doctorates. We had built up a case for university status and the Governor agreed with us. The Governor was an academic with a Doctorate in Chemistry, as I remember. To have her agree was significant. So we joined the rest of the schools across the country even though we were a bit late in doing so. But I'm proud of pursuing it in 1964 - the first state regional institution that worked for it. There were critics right away, early on, of course. - "What's Brooks doing? This is ridiculous." But it was something we deserved based on what was going on in other parts of the country, if nothing else. But by 1977 we were more than qualified academically for the university title.

All the private schools had moved ahead of us -- Pacific Lutheran University, Willamette University. And remember it was no longer always Clark Community College, it was Clark College in Vancouver. It was no longer always Olympic Community College in Bremerton, it was Olympic College, and even Yakima Valley Community College was called Yakima Valley College. So the community college across the nation were calling themselves colleges. We were a State College. So shouldn't we be differentiated at least in name?

KB: Do you think there was rivalry between Central, Western and Eastern?

JB: In athletics, yes, very definitely. And the students were always comparing the schools. One saying one's better than the other. But in terms of cooperation on the inter-institutional level, we had a lot of cooperation. The Presidents met regularly, the Deans of Faculty, Business Managers, Deans of Students, and others were with us inter-institutionally working out programs and positions to take before the Council on Education. The State established the Council on Education and later changed it to a Council on Post-Secondary Education in the early 1970s. They wanted to check class size, room capacity, cost ratios, among many other things. The institutions had to get together because we were all being influenced by these demands as well as actions of the legislature and federal government. The five Presidents and their staffs- (this was before Evergreen) worked hard to establish formulas so that we were authorized to have so many faculty members depending on the number of classes you taught - junior, senior, and graduate students, and the number of students that you enrolled. We got that formula adopted, which worked for many years. State funding got up to 84% at one time, which was miraculous, but it dropped significantly over time. This is one

way that the legislature can reduce your faculty.....reduce the staffing formula level. It took time to establish the formulas. We really benefited from the formula approach to funding.....we also had formulas for library, physical plant, etc. .Formulas were based on support levels at other colleges in comparable states. I don't know what happened to the formula approach after I left the Presidency.

KB: Adjuncts and part-timers are a big part of the college teaching scene now. Was that an issue in the 60s and 70s?

JB: I don't remember it being an issue, but if so, it was a minor one. We used a very limited number of part-timers. I think many were released in the early 70's when we had really serious budget problems across the state, and across the nation, too. It just wasn't the State of Washington. There was an economic downturn after 1969 that lasted several years. I think it lasted much through the rest of my Presidency. My planned second phase couldn't take place because of this economic recession.

Aerospace was off, timber purchases we down and farming wasn't doing very well. There were all kinds of problems. As a matter of fact, there was out-migration from Washington State between 1970-75. Somebody said "Why don't we just turn off the lights in Olympia?." And so it was a tough time. Students had trouble

getting jobs, and they knew that they had to get trained for something, likely at a Community College. "Your probably not going to make it in Liberal Arts.... what do you do with it? There's no way to make a living!"

KB: Was your administration making efforts to reach donors and create endowments?

JB: Yes we did. We established the Foundation in the early 1960's. I inquired when I came here, "Do you have a Foundation?" "No, we don't." So I asked Perry Mitchell, who had been the interim President if he would work with local attorneys to develop a Foundation. I gave him an outline. We got it established in 1963, I think. We didn't have money to hire development officers but and we were probably a little bit better off later with good formula support from the State. Now institutions are saying that they're "State-assisted" and not "State-supported". So there's a big drive to raise money across the whole country, because funds have been cut back for institutions in state budgets. Now the need for a strong foundation is crucial.

KB: We haven't looked at student activities. I would like to hear about the extra-curricular activities in your college experience in the late Forties, but also how those evolved in the Sixties and Seventies.

JB: I was very active in the Geography Club and the Intercollegiate Knights, a men's service group. I was Duke (president) of the Knights for one year. Also I was Chairman of the Honor Council. I was involved in a few other activities. But my wife and I married at the end of the first year we were here, and we turned to studies. My advisor and good friend, Dr. Reginald Shaw, had me planning for graduate school (much to my shock) before the end of my sophomore year. He sent me over to the University of Washington to visit the Geography Department. They were surprised that Sophomore would come to them to visit. An Australian professor who was there, took me around and visited with me. Dr. Shaw then had me take three quarters of French so I could pass one of two foreign language reading examinations required at the University of Washington (German and French). Really, I was so involved with my studies that I didn't get involved too much in student activities while I was a CW student. There were many activities on campus including dances and proms, but a lot of it was like an extension of high school (and it had not changed much by 1961, when I returned as President!)

When I became President, as you will read in the report to the students here, I wanted the students to get involved in the intellectual life of the school, and learning. That's why they were here. And they were involved greatly in the Symposium. We focused on learning. I think that we made an impact.

KB: Well now, by the time you left the Presidency and returned to teaching, I wonder if you could recollect the strengths and problems that you turned over to President Garrity.

JB: Well, surprisingly, we maintained most of our enrollment through the early 70's downturn, and a number of actions the faculty took really helped. But we never got to the point of really looking at various ways to change this institution in a major way so it could accommodate not only the Arts and Science and Teacher Education, but technology. The economic downturn continued for years.....unfortunately. My plan was to complete fourteen years here, as I mention earlier. I figured fourteen years is enough. At fifteen years, the Board was replaced by a new governor.

The Board members asked me to stay on, so I stayed on to seventeen years. The enrollment was maintained, we left a much better physical plant, and nearly all the faculty had doctorates or terminal degrees. We left a beautiful President's house and a set of administrative guidelines to follow. We moved beyond Teacher Education to a multiple purpose State College and then University. Best of all, I left good people....administrators, faculty members, classified staff and and experienced Board of Trustees.

KB: What should Central be proudest of?

JB: Well I hope it should be proudest of its interest in learning. No matter what area, whether it's the Arts and Science or

Teacher Education - I hope that Central continues to be proudest in that area, particularly faculty helping students, because that's what this institution has been all about. And I don't think that we should attempt to learn for students, I think we should help them learn. My feeling about people in general is that we're all learners. We're all students, we can help people along the way and encourage them. Central, hopefully, will continue to be noted for its focus on learning.

In my own particular case, the courses I took at Central, in terms of quality, helped me all the way through to my Doctorate at University of Washington. But what was most important to me was the encouragement that I received from professors along the way. I owe a lot first to Central, but also to the University of Washington. Some of the graduate faculty there took special interest in me, encouraged and helped me; that made me a better learner. I hope current faculty members understand that. You know the subject matter to present, and you want students to understand your discipline. You want students to grow in it.

But that other aspect of encouraging and helping students meant a great deal to me, and I didn't get that in my education until I got to Central! The high school I went to had only 100 students. It had eight faculty members (including the Superintendent!). Two of them had graduate degrees. There were only two with degrees from schools like Central. The rest were from private colleges. And I got the impression, before very long, that I couldn't go to college, because private colleges are expensive and given my academic record, which was average, I wouldn't be accepted by any college. Our Principal, who was from Willamette University said practically the same thing. He said, "In this class, there will only be two or three of you who will qualify for college." Well, that let me out. I didn't think I'd ever enter a college. I didn't have the money, anyhow. But the GI bill opened the way for me, after World War 2.

KB: Well, what made you decide to retire to the faculty of the Geography Department?

JB: Well it was because I was a Geographer to start out with, and because I started out at Central with the ambition to become a Geographer at a small college and teaching was what I wanted to do. Not to be a President! There was a whole set of improbable circumstances that took me to the Presidency. Highly unusual, as I mentioned previously. So this was a chance for me to leave administration with all of the various problems and pressures you experience and get back to teaching. But soon as I returned to teaching, Dr. Bob Bentley contacted me and said, "I want you to teach an introductory course in Geology." His department was shorthanded and he'd found out I taught all the Geology at Eastern. So I taught Geology once each quarter as well as Geography for awhile and I enjoyed it. I enjoyed it very much.

Then from 1985-87 I was at Yakima Valley Community College as interim President. I had been on the Board of Trustees at Yakima as Chairman and had the unique privilege of meeting with the new Board of Trustees appointed by Governor Dixie Lee Ray, who had released the entire previous board. I was elected chairman at the first meeting. My first task as chairman was to call in the President of YVC and tell him his contract would not be renewed. It was thought the President, the Board of Trustees, the unions and possibly others, in combination, somehow had the college in very bad condition, financially, and otherwise. That was my first experience with Yakima Valley Community College. A good friend of Governor Dixie Lee Ray, a former CWU Trustee, came to me at the Governor's request to ask me be a YVC for a short time. The Governor had attended and spoken at my retirement party.

KB: Did you teach full time, though?

JB: Oh yes. And I love teaching and field trips. I had a lot of fun on field trips at Eastern Washington University. Its a wonderful place to teach because it's only 16 miles from Spokane in an area that's been eroded by glacial waters - all kinds of lakes - close to mines in Idaho, and other features of special interest to geographers and geologists. So I was really privileged to be at Eastern from 1953 to 1958, and guess what? I go back each year with my wife for a reunion of all the 1950-60 students and faculty. We're going

this year again. I've had some wonderful experiences with them. A lady came up to me and said, "You changed my life." "Well how did I?" "Because of my association with you in the classroom." She said, "You told jokes." And I said, "I told jokes?" And she said, "No, no, no. You were always enthusiastic but slipped a joke in every now and then." She said, "Because of you, I became a teacher and I taught in Central America for 30 years and I just retired." She came to me to tell me that. Now that's a reward. You don't always get that as a President. Fortunately, I've had a number of these rewards that have really made me feel good about my teaching and association with students.....and yes, I encouraged students, remembering what encouragement did for me.

KB: Why do you stay involved in the Friends of the Library?

JB: Well, there's a reason for that. First, when I left the Presidency I knew that I might be asked to help with a number of

projects. So I thought, the best thing you can do, Jim, is pick out something to help with that you have supported and really like, that deserves some attention. So I help the library. But I want to mention about the library - I didn't start the Friends of the Library. The library plaque says I did, but they didn't check with me. A Friends of the Library group existed when I arrived 1961. Dr. Clarence Gorchel, head librarian then, started it and headed it up. So there's been Friends for many years. I don't know the whole history, but I didn't start the Friends. It died out for awhile. It's probably true that I rejuvenated it, with good help from our librarians and others.

KB: You've made many unique contributions to this institution. Would you tell us about those?

JB: I think the most important thing that I did here is insist that the institution have an excellent faculty. And right along with that, I selected some very good people to work with me in administration, and our classified staff was great. And beyond that it would be the various programs that were set up to move the institution from what it was to what it has become-a true university. I can't forget the 23 board members who supported me all the way.

KB: Would you care to name some of the colleagues who were important leaders with you?

JB: I couldn't give an answer to that question without giving it a lot of thought and study. I was President for 17 years and worked with MANY outstanding people in ALL branches of the University. I don't want to risk overlooking someone. But I will be trying to answer this question as I review my records at home.

But I served with a great number of people who contributed much to Central from 1961 to 1978. This would include many faculty department chairmen, Assistant Attorney Generals, 23 very supportive trustees, Deans, Physical Plant and Auxiliary Service Personnel, Deans of Students, Classified Staff and even this overlooks many. It can be said I accomplished nothing in my 17 years without the good help and support of many, many others.

KB: The last question: what have I forgotten to ask that you need to tell?

JB: Well, would you want to know why I'm unique as a past Central President? And receive an answer that exposes even more of my most evident egotism?

KB: Sure.

JB: I'm the only graduate of Central Washington University to become President. And my wife is also a graduate. In 1961 I was the youngest President in the state, and in 1978 when I retired, I was the Senior President - the oldest President in tenure but still relatively young. In 1961, I was the second person to have a PhD to occupy the President's office. President George Black held one, from 1916 to 1930. I may be the

youngest President ever to take over at Central. I may be the only Washington resident to take over at Central. I may be the one with the least administrative experience and faculty teaching before I became President. I am the only President prior to President McIntyre who wasn't fired. Dr. Mohler, CWU Historian, would come to me from time to time and tell me, "Jim, you are the only President so far who hasn't been fired - YET!". I was first in the state to advocate the University title. I probably was the only President to have five children while in office. Four of them graduated from Central. I am the only living President from the 100-year period, 1891 to 1991, and that includes the interims. They're all gone. As I mentioned earlier, I was President of Central Washington College of Education, Central Washington State College, Central Washington University, and I was appointed by four different Governors - Rossellini, Evans, Ray and Gardner - to five different commissions while I was President. And finally, I'm the first legal President of Central because Title 28 of State Law was not changed until it was re-codified in 1969. All principal administrators at Central, Eastern and Western prior to that time were legally "Principals". So I was really Principal of Central Washington College of Education in August 1961, I was Principal of Central Washington State College until 1969, President of CWSC until 1977, and President of CWU until 1978.....the first President!

KB: Well thank you!

JB: I appreciate being here. This is a first for me, and I'm delighted that I have been interviewed by a noted historian who is gracious, and who has been very nice to me in this discussion. Couldn't have a better person.

Male Voice: Okay, I've got a question.

JB: Okay.

Male Voice: Do you think that - and you can direct your answer to Karen - do you think the college campuses today are more apathetic than they were when you were President?

JB: I can't answer that, because I'm not closely associated with Central. The campus is much larger. Some time ago, when there were some faculty morale issues, one of the complaints was that the faculty was separated by buildings. The Biologists were here, and the Geologists over here, English was in another building, etc. "We used to be all together, and our morale was very good. The campus doesn't have the collegiality that it had before." So there were some complaint about that. But the very people who complained about that came to me earlier and were so happy to get new facilities. Then after a while they said, "Well, we just don't associate with other faculty." When we were much smaller, and I think certainly during the first half of my administration, there was a real feeling of unity on campus, with the Symposium and all that. It was really an exciting place. I don't know how it is now.

Male Voice: But I was thinking more in line with the Viet Nam era - talking about students, rather than - you just don't hear about it anymore.

JB: There are many international program offered now, I understand, but that doesn't answer your question. I'm surprised that there's not more student and faculty concern regarding our involvement in Iraq. If there was a draft, you'd see it. But I don't see much student concern about serious problems that we have in our country. I don't know for sure whether current students are aware of international problems. We certainly were in the late 1960s, because the students felt that they might be involved personally. They might be drafted, so it was a different situation. We had some young faculty members who were very much concerned back then. We had campus excitement but the total number involved was relatively small. You'd be lucky to have 25-30 students/faculty marching down the mall although some "protest" meetings had good attendance.

You'll have to ask Dr. Karen Blair if this is an exciting time on campus.

KB: A thrill a minute.