

CWU Living History Project

Ronald Frye

Interviewer: Milo Smith

Smith: It is November 26, 1996 we are in Barge 410. Ham Howard is the cameraman. Your interviewer is Milo Smith, and our subject is Dr. Ron Frye. OK, Ron, would you please give us a thumbnail sketch of, and chronology, of Ron Frye from when he was born until he found Central.

Frye: Well, I was born right at the beginning of the Depression, Jan. 22 of 1931, and I was number seven of eight children. My folks lived in Sumner, Washington. My dad was a lineman for Puget Sound Power and Light. My mother, of course, with that many kids, was a mother full time. I went all through the school system, as did all of my brothers and sisters, in Sumner. My mother was a native of Sumner, born and raised there. My grandfather had homesteaded in the Puyallup Valley in 1875, a young man of nineteen, by the way. I graduated from Sumner High School in 1949 and decided that I wanted to go to college, so then it became a problem of where, and what would the major be, and so on, and I decided that I thought Central Washington College of Education was a pretty good school, and that I probably wanted to be some kind of a teacher. I started here then, the Fall of 49, by the way, the enrollment that Fall had, that was the first year they had exceeded a thousand students, and I remember a Campus Crier at that time in the Fall, coming out saying that enrollment was almost eleven hundred. There was a reason for that, though, and the main reason was that that was the year the ex-GIs from World War II had to either get into school, or they would lose their GI Bill, and many of the students with whom I attended school were ex-GIs from World War II. The Korean Conflict came along, 1950, and after Fall Quarter of 1950 I quit school and joined the Navy, in fact I joined the Navy on the 28th of Dec. of 1950, and ended up in boot camp at Great Lakes, Illinois where it was about twelve below zero, and the wind was blowing off the Lake at about twelve knots. I wondered why I had done that. And then that was, during that month of January, possibly the first of February, they deferred college students, so I jumped the gun a bit. Finished the tour, four years in the Navy, and came back to school in fall, or the winter of 1955 and then I graduated in 1957.

Smith: What was your area of concentration?

Frye: I had two majors. I majored in History, and I majored in Industrial Arts.

Smith: I'm glad you said Industrial Arts because now it's known by so many different things that I think that anybody using these tapes will simply have to find out what a collective term "Industrial Arts" was. Did you live in any dorms while on campus?

Frye: Ah, yes, the dorms. The fall of nineteen forty-nine I moved into Alford Hall, and my roommate was a twenty-five year old sergeant from World War II, a Marine Corps. sergeant, had served in several campaigns in the Pacific. His name was Warner Martin. And I went home that fall and told my dad I was rooming with an old man. He was 25, so I thought he was an old man, but Alford Hall at that time was located just south of what the students now refer to as the Ganges, as the Ganges, the irrigation canal. And it was the one closest to Walnut Street. There were four then.

Smith: Pre-fab dorms.

Frye: Yes.

Smith: Left over from Cadets on campus during the war, right?

Frye: World War II. Two-by-two studs. No insulation.

Smith: Right. I remember visiting those dorms when I first came here, and every once in a while there would be a round hole in the wall where some very macho guy had put his hand through the silotex. How did you finance your education, Ron?

Frye: Well, the first year I had worked and lived with an older sister in brother-in-law in the Methow Valley in Winthrop. And that summer I, not only worked for them, but I worked for a dude ranch at Winthrop. It was owned by a man whose name was Blendy, Dr. O. J. Blendy. Who later came here and became Health, County Health Officer for Kittitas County. So I made pretty good money breaking horses and wrangling dudes, and working. And I had just over seven hundred dollars that year, and that's the way I financed the first year. The second year, it was, I didn't think that I could make enough working in the Methow to continue my education, and that year I got a job working at the mill in Packwood at a dollar ninety-two and a half an hour. But I got two hours of overtime every night, so that was time-and-a-half And that first year cost me just over seven hundred dollars to go to school.

Smith: There was no G.I. Bill for people in the Korean War?

Frye: Oh, there was...

Smith: When did you pick it up?

Frye: When I came back in 1955 I was under the G.I. Bill.

Smith: Ah.

Frye: And that was a hit of a change from you fellas that served in World War II. We got \$110.00 a month, and you purchased everything with that \$110.00.

Smith: Well, I will admit that there was considerable racket an awful lot of faculty members who would require text books on the list that weren't really required just so we could go down and start building professional libraries at government expense.

Frye: Also, the first year I was in school, I had taken a photography class from Mr. Hogue and many of the ex-Gis in there purchased rather expensive cameras and other equipment on the G.I. Bill. Now, certainly not all of them did that. Most of them were legitimate and it was probably one of the greatest things that's ever been signed into legislation, as far as I'm concerned.

Smith: While going to school, did you ever work part time?

Frye: Yes, I worked for Earl Anderson at the Infield Dairy. I washed bottles and cans. I did that beginning the winter quarter of 1950, and then through the spring. Also I worked on campus, that was a rather interesting job, but... I worked for Reino Randall modeling for Human Art Class and it was right here at Barge Hall., I got eighty-five cents an hour for modeling, And I got a dollar an hour for working in Earl Anderson's dairy.

Smith: Just for the record, was that nude modeling, Ron?

Frye: No, it was not. I wore a swimming suit.

Smith: Do you recall school expenses?

Frye: I found a check the other day that I had written in January of 1950 to the bookstore, and that check was to purchase my books for the quarter. It was fourteen dollars, and I don't remember, twenty-nine cents,

I think. And that's what my books cost. Tuition went up the fall of 1949, and there were a lot of people who complained about it. It went from something like \$27.00 to \$40.00. Now I'm not sure on the first figure, but I know that my tuition was \$40.00. I don't remember what my expenses were in the dormitory. You got your room and board, but I know I went to school for that seven hundred dollars plus the working that first year.

Smith: Do you recall any appreciable raise in tuition, say, between '49 and 54 when you came back?

Frye: I really didn't worry about the tuition so much when I came back because I had the G.I. Bill, and I also worked, I was a dormitory counselor in 1955 and 1956. And so then as a dorm counselor in Munro Hall, I got my board and room paid for. There was no money. You weren't paid anything, but you got free board and room for being a dorm counselor and taking care of. Oh, as I remember, we had about 56 students. And then in June of 1956 I got married to Florence, Florence McCracken at that time, and we then moved into a little house over on, off Fifth St. And that cost us \$45.00 a month for our little one bedroom house.

Smith: Thinking back, Ron, which professors that you sat under, stand out in your memory as having been major contributors to your career?

Frye: Well, there's, being a history major, I would assume that there's not a person that wouldn't say Pete Barto, Harold Barto. I thought the man was as good a professor as I've ever had. He stood for no nonsense. Another individual that I, in the History Department, I had a great deal of admiration for was Floyd Rodine. Excellent lecturer, you had to work for Floyd. And then, of course, my mentor, more than any other single individual, was Bill Bakke. I worked a little bit for Bill, some of it for pay, and some of it for no-pay. And George Sogge. I don't think there was ever a gentleman born that was any more of a gentleman than George Sogge. A fine individual.

Smith: While in school, Ron, did you participate in student government at all?

Frye: Yes, I was chairman of the Honor Council, and at that time we had a Student Honor Council on campus. The Chair had to run in the student election and be elected by the student body. And I ran for that and was elected. Students today would probably laugh at some of the things we could do, but we could recommend expulsion to the President. We could not expel anyone, but we could do such things as have girls camp used in the dormitory. They couldn't leave the campus, couldn't stay out. We could level sanctions against male students. No fines, but they would be confined also to the dorm for a certain length of time. And in two cases that I remember, we recommended expulsion to the President. The President did expel one of the students, and the other, he decided that we were a little harsh and allowed the student to stay.

Frye: What were some of the charges, Ron, do you recall? Male and female's?

Frye: The one fellow that we recommended expulsion for had purchased some beer for minors, and he ended up being prosecuted by the Civil Authorities, and the President agreed with us that he should be expelled from school. The fellow that wasn't expelled, got in a fight out in the Ranch Tavern, and he tore the bathroom all up. He lost the fight; tore the bathroom all up; tore the sink off the wall, and a variety of things like that. The girls, we didn't see as many girls before the Honor Council as we did the guys. Mostly the girls that we saw could appeal to the Honor Council because the Dorm Council in Kamola Hall, for example, had camp used the girl for such things as not keeping her room clean, or staying out late, and not getting in by the time, whatever the curfew time was set. And they could appeal that to the Honor Council. I think in every case we upheld the Dorm Council's recommendation.

Smith: Did you ever develop any one-on-one relationships with any of the administrators?

Frye: Dr. Samuelson, namely because Doc Sam was Dean of Students, and I was the Honor Council Chairman, and we worked through him.

Smith: Did you ever have a chance to get to know Dr. McConnell?

Frye: Yes, we had a Vet's club in those days, and I became, I think, vice-president of the Veteran's Club. When, after the Korean Conflict, the campus started growing quite rapidly, and there were a lot of dollars being expended for dormitory expansion, and most of that money was going to single dormitories. Either for single male, or single female students. Well, as a Vet's Club we went over to the Registrar's Office, Perry Mitchell at that time, and Perry helped us out greatly, and we discovered that 27, or 28 per cent of the students on campus were married. So, we went to Dr. McConnell and we felt that we had a legitimate complaint that we didn't have very much married student housing at the time, and we felt that at least 25 percent of the money being expended for student housing should be expended for married student housing. He didn't disagree with us on that because we had the figures to back it up right from Perry Mitchell's office. And that was the beginning of his planning for the "Getz Short" apartment complex that exists across the street, and I feel kind of proud that I was one of the instigators of that.

Smith: Were you on campus, Ron, I don't remember what the dates were, but were you on campus at the time that Dr. McConnell was hanged in effigy down on the corner by Munson?

Frye: Yes. That was the first time. The second time was over near the student union.

Smith, He had made certain promises to the Vets who lived with their families in pre-fab dorms on the north campus.

Frye: Right.

Smith: They were freezing to death in the winter they learned to cope with that, but he had promised, and promised, and promised that the Ganges, the irrigation canal, would be fenced off so the children couldn't get to it to fall in, and it just didn't happen, and I do recall that we ended up with a public forum in McConnell Auditorium one morning at the assembly period that we used to have, and he faced the students to find out what was all the unrest on campus, and they were very honest and they unloaded on him.

Frye: Right.

Smith? I wish I could say that he was pliable, but the more complaints, the harder he got, and the straighter his mouth line became, and the more set his jaw became, and he wasn't cooperative at all. He was a very domineering kind of mind. Did you participate in any extra-curricular activities, Ron? Outside of like the Vet's Club.

Frye: Not really. We had an Industrial Arts Club also. I participated in that and that was about the extent of it.

Smith: Do you recall the names of other students that were on campus at that time that you thought were significant contributors to the life of the campus?

Frye: You know, it's interesting that you ask that because one of the students when I first arrived in 1949, was student body president in fact, was Dean Nicholson. There was another fellow that became student body president later who was my mentor as a freshman. We had a mentoring system. He was a World War II ex-G.I. His name was Lynn Oebser. And Lynn was from down in the Aberdeen area. I think while he was on campus Lynn made a significant contribution to the institution. I can remember some bums, but.. Those two, other than the girls I dated, stand out in my mind.

Smith: Do you recall, Ron, whether the student body, organized and unorganized, had any rights and privileges that were appreciable in those days?

Frye: In 1949 I think the students were here for an education, 1949 and then into '50. And they were very serious about their work, and one reason for that was the ex-GIs set a pretty high standard. That was tough competition. But when I came back in 1955, as an ex-G.I., maybe it's because I became more active in student government through the Honor Council, and so on, and was a dormitory counselor, but we used to complain, the ex-GIs used to complain quite a lot about the apathy on the campus. I can remember a student who had purchased an old Nash hearse. His name was John Grove. And he parked it right in front of the student union building. You could drive through there at that time, and he took some white paint and wrote on the side. "Apathy, the body's inside." And that was John's little personal complaint, I guess, about students being apathetic and not taking a little more active roll in what was happening to them in their lives.

Smith: Do you remember, Ron, what the women's hours were in those days?

Frye: Florence and I, in '55, Florence and I were going together, and we used to have quite a few dates in the library. That was not uncommon for students who were serious. We'd eat and at six o'clock, say, I would pick her up at Kamola Hall. We would walk over to the old, old library and we would study there until pretty close to ten, and she had to be back in the dormitory at ten o'clock, week nights. On week ends she could stay out 'til midnight, and if there was a special dance on campus, as I remember the girls had to be back by one.

Smith: You have good memory. Do you recall any young women ever organizing in those days to test the "in loco parentis" regulation that existed throughout the schools in the state of Washington?

Frye: The only one I remember is a lady by the name of Evelyn Offield. Evelyn was a World War I ex-G.I., and the Dean of Women was, what was her name? Annette Hitchcock, and she didn't quite know what to do with Evelyn Offield because Evelyn was not going to have those "stupid, juvenile regulations," as she said, imposed on her. I think that complaints about the hours, and "They let the guys get away with it. Why shouldn't we get away with it." Started after I left the campus.

Smith: Can you imagine today, if suddenly new rules were imposed that required women to be in at ten o'clock?

Frye: You talk about that, it reminds me of that winter of 1949 and '50, we had, I think there was a month that it didn't get above zero. And we had six or seven days of minus 30 or lower. And the dress code demanded that girls wear skirts on campus. They allowed them to wear long slacks to keep their legs warm when it was so cold. President McConnell allowed them to wear long slacks.

Smith: I remember after I came in '56 that there was a big fuss among some of the women because the rules had been relaxed to the point that in inclement weather they could wear slacks, preferably not jeans, but nice looking slacks, except if they walked down town then they would look like ladies and they'd would have dresses or skirts.

Frye: Right.

Smith: Modern day students just simply wouldn't put up with those kinds of regulations.

Frye: Maybe we've lost something.

Smith: Maybe. Now, Ron, I'm going to list some offices here, see if you have any lasting memories of having done business there. Any interesting thoughts that you can give us about starting with Registration and the Registrar's office.

Frye: Perry Mitchell was the Registrar, but he had a secretary whose name was Mrs. Baker. Most of the students referred to her as "Attila, the Hun." I can remember going into see Perry, and Perry had been coaching at Renton when I was playing football and athletics at Sumner, and we played Renton, so I knew who he was and Mrs. Baker said. "May I help you?" And I said, "Yes, I'd like to see Dr. Mitchell." She said, "He's busy now, and he can't be disturbed." And I said, "Well, when he isn't busy anymore, will you tell him that Ron Frye is out here to see him?" And I got in to see Mr. Mitchell. Registration, though was something you dreaded. I stood, I'll remember all of my life, coming back from Korea and coming over to pre-register, so that I could begin in January of '55. This was probably the latter part of November of '54, and I'd only been discharged not more than a week or so, and I stood in this line that started at the entrance to Barge Hall. Went up and came by the Registrar's, the old Registrar's office on the second floor, and I got up to the end of the line, and I wanted to carry eighteen credits that quarter, and I had no advisor, and I was told that I'd have to get an advisor's signature and I'd have to go to the end of the line. And for a guy that had served three years in Korea and another year in, out of the Philippines doing some photo-mapping in Southeast Asia, I wasn't very happy. But I did get my eighteen credits.

Smith: How about business with the Business Office?

Frye: I don't remember anything of significance about that office.

Smith: Did you ever, or were you ever confronted by Kenny Courson the Business Manager?

Frye: Oh, Kenny Courson helped me out. When I was a dorm counselor, I had signed a note, co-signed a note for a kid who needed some help and needed some money, and I ended up paying off a hundred dollar loan that that kid, he just walked out and went home. And Kenny was very kind and helpful. The interest on that note was three per cent, so I had to pay a hundred and three dollars. Three percent, annually.

Smith: Now, did your wife graduate from Central, Ron?

Frye: Yes. She got her Bachelor's degree in 1956 on June 9th in fact of 1956, and we were married on June 10th of '56.

Smith: And both of your children attended Central, right?

Frye: No, my daughter didn't; she decided that she didn't want to go to college, but she's now secretary of the Dean of Libraries. and Kirk, our son got two degrees. He got his first degree in Business, and hated marketing, and came back and got a second degree in education.

Smith: Besides being an outstanding swimmer.

Frye: Yes, he was. Thank you. He went to Nationals four years in a row.

Smith: Now, how much did your life change, Ron, when you went from a single student to a married student? Appreciably?

Frye: I don't think it changed it a great deal because of my years in the military. Prior to going in the service, I wasn't all that serious about being a student, but after serving four years in the military, you might be four years older, but I think it probably makes you about ten years wiser.

Smith: Were you ever to receive any awards or honors while you were affiliated with Central?

Frye: I was elected to the Who's Who in American Colleges and Universities for '57, and I wrote something else down, well, I was Chairman of the Honor Council. That's the extent of it.

Smith: We have an interesting coincidence, I served on the Who's Who Committee in '57 that helped to select the students. I am sorry that I didn't catch your name on the list.

Frye: You would have deleted it? You didn't know me then.

Smith: Now I'm going to move from your student days to your faculty days.

Frye: Ah, yes.

Smith: Let's graduate you from Central. What did you do then?

Frye: I taught for a fellow who left Morgan School and went to Columbia University to get his Master's degree in a new area called Special Education. This was a part time contract, so I didn't pursue a job here. The main reason I didn't is because my wife and I felt that we needed to get away from family, and so on. So I went then to Wenatchee and I taught in the H. B. Ellison Junior High, coached football, intra-mural basketball, and assisted a fellow graduate from here in wrestling. His name was Manuel Diaz, and many people will know him as an official, but Manuel was a good friend. He's been dead several years now. And in those days you had to either get a fifth college year or a Master's degree, and if you were going to remain in teaching; it's still that way, but you can do it. You had to have a minimum of three years of teaching experience in order to complete your fifth year, so I decided that it was a little foolish for me to get a fifth year. And my area of teaching was in Industrial Arts, so I wrote to several outstanding schools that we didn't really have a graduate program in Industrial Arts here, or in the State, for that matter. Oregon State was the nearest program, so I wrote to several schools, including Stout, where George Sogge had attended, Kansas State at Pittsburg that was one of the outstanding schools in the U.S. at that time, the University of Missouri, Oregon State, and I received a graduate Assistantship at Kansas State at Pittsburg, Kansas. So I completed my Master's degree there in 1960, and then went on from there. My advisor there, who was a very outstanding individual, very highly thought of, excellent teacher, his name was Dr. J. B. Milton, encouraged me to go on for further graduate work. So I applied and was accepted at the University of Missouri, and also received a graduate teaching fellowship there. And completed my Doctorate at the University of Missouri at the end of summer session in 1962. I then went from there to Northern Arizona University and taught there for four years. And then a job opened up here for a Chair in a new Department, really, because Industrial Arts and Fine Arts were combined in the Fine and Industrial Arts Department. In 1966 they separated, and they needed a Chair then of the Department of Industrial Arts, and I applied for, and was accepted in that position, and started here on the third of August of 1966.

Smith: OK, Ron, now that you have, that I know, that you have many years of experience organizing programs and supervising programs, can you look back now and evaluate the preparation you had here at Central, and at Kansas, and at Missouri? Can you evaluate those three programs?

Frye: Well, I think I'd start that by saying that when I was encouraged to apply for this job, I talked with Charles McCann, who was Dean of Faculty in '66, essentially the vice-president, and I told Charles that I really wasn't interested in coming back to Central. And he, of course, asked why? And I told him you didn't in-breed cattle, why should you in-breed college professors? His response to that was, "Listen, you're not the same person who went to school here, and secondly this is not the same school you attended." I think the undergraduate preparation...

Smith: Was he right, Ron?

Frye: Oh, there's no question about it. That's what changed my mind, and I had the papers, I had them all filled out, but I hadn't sent them in. And he called me in Flagstaff and asked why, and that was my response. And most certainly, he was right. The undergraduate preparation I received here was as good as any of the individuals, any of the backgrounds I saw in the graduate program at Kansas State. That was an outstanding program, but I had probably one of the top metal professors in the western United States, and that was Bill Bakke. But I also have to say I had one of the top wood working instructors, and professional

instructors that taught course organization and shop management, and those kinds of things, in George Sogge. George, both George and Bill were excellent teachers. And then I had a pretty fair philosophy from Glenn Hogue. Glenn was as good a person in giving you a pretty fair foundation, as far as a basic philosophy was concerned, and then going back to Kansas I competed with individuals from throughout the United States, since it was an outstanding program, and it was not a program in education. It was an M. S. program, a broad Master of Science program in technology. And then on to the University of Missouri, I had to say that when Dr. London, Dr. London at the University of Missouri did not have much of an undergraduate program. His program was almost totally graduate, and when I got there, he was trying to expand that undergraduate program. And he asked me to work with one of these people, a man by the name of Doty, who was building a program in metals, and of all the graduate students he had there, he asked me to assist Dabney Doty in developing a program in metals. So I have to say that my undergraduate training was good. Not only that, but when both Florence went to the Mid-West, she had applied for several jobs, teaching jobs, and she got one in Joplin, Missouri. That was only the third year in what they referred to as the Joplin Reading Plan, and when she said she was a graduate of Central Washington College of Education, the response generally was, "Ah, yes, Ellensburg. Good program." And we found that when she also taught in the Columbia, Missouri School System that they knew about the program at Central Washington College of Education.

Smith: Good. Do you recall, as a faculty member, Ron, any particular campus problems that you may, or may not, have been associated with during the period that you were a faculty member?... Other than a shortage of funds.

Frye: I can remember sitting in my office and watching a student protest group down the way. I was located where I could right straight down, what is that, 11th? No 9th St. I could look right straight down 9th St., and we had a man on campus in Sociology, and right away I can't remember his name; the fellow who wore bib overalls all the time.

[ED. NOTE: WAYMON "SKIP" WARE]

Smith: Oh, yes.

Frye: And he was, actually he was inciting the students to some kind of a protest. I don't remember what it was, but it started to rain. And I looked down that little mall there and the students were all gathered. There must have been, oh, probably a hundred students, but in five minutes after it started raining, you couldn't hardly see a student there, and I thought now that's real dedication, really dedicated to a cause.

Smith: Fair weather rebellion.

Frye: Yes, there was, oh, some problems between the Board and the faculty in those days. Herb Frank was a Board member. I think he was also a member of the John Birch Society, I'm not sure of that, but in Herb's thought that the faculty should be on campus from a minimum of 8 in the morning till about 5 in the afternoon, and that he had some other pretty strong ideas about what faculty should and shouldn't do, and I don't know that he hurt the institution, but it caused some problems between the Board and the faculty in those days. Jim Brooks, of course, was President.

Smith: As a faculty member, Ron, did you ever get excited about the loss of academic freedom on campus?

Frye: I don't think I ever lost any academic freedom. I just did pretty much what I felt was right, and I never got particularly excited about it.

Smith: Were you left alone to make those decisions to yourself?

Frye: Pretty much so.

Smith: Good. Good. I agree. Do you recall any humorous events that took place during those years as a faculty member?

Frye: Well, one of the funniest things I recall is, first of all, Charlie McCann called me in his office after I'd been on campus about four days, and he told me that we didn't belong here. And I didn't understand that. He said that he was appointed after I was employed, and that we were going to become one of the premier State supported liberal arts institutions in the western United States and a program in Industrial Arts at that time had no place in his planning. Well, my thought was I can either leave, or I can accept what it is, or I can fight that guy. And I did apply for a job, and was one of the finalists at San Francisco State, and it was one of the coldest campuses I had ever encountered in my life. And flying back home, after the interview, I penned a letter telling them that I wasn't interested in their job, so then it became a matter of how am I going to fight this guy McCann, who wants to make this a Liberal Arts institution. Al Eberhart was in the Business Office at that time, between Al's knowledge of monies available, and I guess, my tenacity, we wrote a proposal for some monies from the Higher Education Facilities Commission that had been formed under the Higher Ed Act in 1963. Now, this was 1967, by this time, and we connected on a million, twenty-six thousand. And that's how we got the new Tech Building. But when we presented the plan to the Board, the Board had to approve all plans for all buildings, we went to the Board meeting and I remember it was held in Hidden Valley, Hidden Valley Guest Ranch at that time. And Mrs. Davis was on the Board at that time, and Mrs. Davis' comment to me after looking over all of these plans, was, "Mr. Frye," now quote, "Mr., Frye, What kind of machines are you going to put in this building?" And I thought that she wanted kind of a generic answer, so I gave her a generic answer. Multi-purpose machines that we could make single purpose by the use of jigs and fixtures and so on. And she said, "Do you mean lathes and milling machines and things like that?" And I said, "Yes." And she said, "Mr. Frye, Buckminster Fuller says that these machines will be obsolete by 1980." And I said, "Mrs. Davis, in 1937 Buckminster Fuller said the Geodesic Dome would revolutionize the housing industry in the United States." Her response was, "Touche! Mr. Frye, It's nice to see a Chair of the Department of Technology who leads." And I felt pretty good about that.

Smith: Good for you. She's also the one that when we were looking for a President for Central, she came in one morning with a recommendation for a headmaster for a private boy's school from Vancouver who had never lived one day in the United States, didn't have a Doctorate, but he was a graduate of Oxford, and that's what impressed her.

Frye: Nice lady, though.

Smith: Having seen the list of questions, Ron, you'll recall that under the faculty list there's a series of short terms that we'd like you to respond to if you have a response, if not we'll move on. The salary schedule at Central.

Frye: (Laughter') I thought I had arrived when I came to Central because I was hired here for \$12,000.00 a year. A thousand dollars a month. The salary schedule was something that was pretty much dictated to us by the Board and by the administration. We didn't have any say in it, as I remember. This is where you stand on the salary scale.

Smith: How about the Faculty Code?

Frye: Well, the Faculty Code, I think in some ways, the faculty was more, well, not in some ways, in most ways, the faculty was more concerned about it than was the administration. But when I think about the Faculty Code I also have to give Jim Brooks credit because Jim saw to it that that Faculty Code was updated and upgraded in a way that it did in fact protect the faculty from a Board that might decide to do almost anything. And prior to Jim Brooks, and other people that worked with the Faculty Code, we were at the mercy, pretty much, of the administration and the Board.

Smith: How about academic freedom? Any comment at all?

Frye: I don't think I ever suffered from any lack of academic freedom.

Smith: I can't recall any times, but one that one that I'm aware of, the Ministerial Association downtown at one time complained about content of a philosophy class in philosophy of religion, it was being taught on campus, and the rumors that were going downtown did not parallel the philosophies of some of the ministers and there was a complaint that the professor had to change the content. Fortunately the administration of the university stood behind the professor and said that it's his responsibility to touch on all philosophies of religion, not just one.

Frye: Not just Christianity.

Smith: Right.

Frye: I can remember that.

Smith: How about faculty and administration collegiality?

Frye: Well, [think...

Smith: Do you remember a problem that arose in this matter over the Faculty Code when I was on the Senate?

Frye: I don't remember...! think there was more collegiality when you think of working together than I observe currently. There were a variety of social events, for example, where you would have administration and faculty, and I think an indication of that was when Jim and Lillian Brooks would open up their home at Christmas and invite the faculty. I don't know of any faculty members who didn't attend it. And I have greeted for the last three years at the President's little Christmas gathering, and I have to say I don't see very many faculty there.

Smith: How about the Faculty Senate? Did you ever serve on the Senate, Ron?

Frye: No, I didn't. I...

Smith: Did you have any opinion of it?

Frye: Well, I think there were times when you thought it was great, and other times you thought it was lousy. If it protected your interests, I think you probably thought it was all right, and if it, if it got cross-wise with some of the things you didn't agree with, then you probably thought it was a great... One of the things I think about with the Senate was over the years it's had some pretty good leadership, but I also have to say that in many cases people who were elected to the Senate were elected by default. Faculty members who were elected, and by default, in that the people who should be running really didn't want to.

Smith: OK, Ron, what's your memory of town and gown relationships? did you ever see any changes in those over the years.

Frye: Well, I think in the Kittitas Valley we have three distinct organizations, social groups, whatever. We have the University, and there is certainly inter-play between the University and people in the community of Ellensburg. And then we have the City of Ellensburg. And we have an Agrarian community. And there's some inter-play all the way around with those three groups, but I think there's a distinction, those groups are distinct.

(END OF SIDE ONE OF TAPE)

Smith: OK, Ron, on this second tape let's continue on these short subjects, long range planning as you saw it and worked with it on campus. What's your opinion and attitude?

Frye: (Laughter) I was... a waste of time. Good God! How many long range plans did we do in the 27 years that I was at Central Washington University as a faculty and administrator? I don't know that it ever changed anything.

Smith: Good. Any feeling about the campus building naming policies?

Frye: Oh, I had a lot of these people as professors as an undergraduate, these buildings were named for. I never thought much about it. I always kind of left it up to the committee.

Smith: There have been a few people that we have interviewed who mentioned that they have, within the last few years, written letters to the President encouraging the library be named for former President Jim Brooks, but the current President has a philosophy that a building should never be named for people who are still living.

Frye: They only do that posthumously.

Smith: And this is about to hit the fan in the Valley and in Yakima. How about academic organization and re-organization? Any feeling about it?

Frye: Well, there was a time when we had five Deans and then we went to three Deans, and now were back to five Deans, maybe six again. I don't know. I think that academic organization, or re-organization is, you get a different group of faculty in and they don't like the organization, so they complain to the President, or you get a different administrative structure on top, and he or she doesn't like the organization, so they re-organize, and I don't know if it's had a great effect on decent instruction.

Smith: There are some administrators on campus today who indicate that it is their belief that it's more prestigious to have a series of Colleges, rather than Divisions, as we once had. These Divisions are now known as Colleges, and it's pretty much a matter of prestige as to what you call them. I do think that the re-organization that has taken place in this past year was legitimate. The Dean of Arts and Humanities and Sciences had far too much to do...

Frye: Oh, I agree there.

Smith: And so they did split that up.

Frye: But I sometimes think if faculty would put as much effort into doing a decent job of research for the classes they are going to teach, as... put as much effort into that as they do about worrying about re-organization, we'd all be better off.

Smith: Did you ever feel any pressure from anybody, Ron, concerning publish or perish?

Frye: When I made full professor, I had published a few articles, but in those days, I don't know if you had to go before the Dean's Council when you made full professor, be interviewed by the Dean's Council? Maybe it was because I was a Department Chair. And the first question asked of me by Bernie Martin, by the way, was, Ron, what have you published? I said nothing of significance. What have you published? And Bernie's probably going to remember this, and he said he was asking the questions not responding to them. Charlie McCann had to put a stop to things. The Graduate Dean's name was Neve, and I think he spent more time publishing than he did as a Graduate Dean, and he got into the melee, and I was just kind of having fun, but I made full professor anyway, so I guess...

Smith: Ron, did you ever get involved with the two basic philosophies, research vs. classroom teaching?

Frye: I think anybody on a University campus is going to get involved in that. I always felt that there are those individuals who like to do research, who are good researchers, and should be encouraged to do research, and then publish those findings. I felt that if you had a good faculty member, who was doing an excellent job of teaching, you should support that faculty member in his or her teaching responsibility, and most of those people went into higher education because they wanted to teach. Not because they had any great desire to do research or any great desire to publish that research. And I guess I'm expounding a philosophy, but I still believe that the responsibility of a University professor first and foremost, is to teach. If they want to do research, especially on this campus, they should leave and go someplace else. We still should remain, in my estimation, a good teaching, learning campus.

Smith: I always wish that they would, that the administration would recognize that there simply wasn't time in the academic day to allow for research if you did all of the things that you were assigned and were expected to do. It would mean that all of your research had to be done during those hours when you should be spending time with your family, you should be recreating, you should be relaxing. But we never, ever had money to finance faculty members in only a research capacity.

Frye: Right.

Smith: Now, something that isn't on here, but I want to ask you if you have any feeling about it, there are some teaching areas, well, let me put it this way. I used to tell some of my friends in History that you can be a bad History Prof for an awful lot of years and not many people know it, but you can be a bad coach, or a bad play director for a very years and an awful lot of people know it. The significant difference being that some faculty members have positions in which their work is demonstrated to the public through students, not the faculty member, but students demonstrate the faculty member's capability. There has never been recognition on this campus for those two different kinds of philosophies when it came to the evaluation of faculty for any purpose whatsoever. Do you have any opinions about it?

Frye: Oh, I agree with you that those individuals, we could throw Music in there as well.

Smith: OK.

Frye: Those individuals who are in a discipline where a performance is required, coaches probably catch it more than any other group, but certainly musical groups catch it too, drama does. I think that maybe we over evaluate a coach on the win-loss column, and we don't look at what that individual has contributed to a group of young men or young women. And we do the same with musicians, and with those in drama.

Smith: I can remember one time early on, when I was on a committee that was responsible for passing some judgment on Abe Poffenroth, and I simply stood up in that meeting and said what I thought, that I had never found a coach that turned out more gentlemen than he was turning out, and that it had been my observation that teams most often reflect the nature of the coaches who are over them.

Frye: Exactly.

Smith: And Abe really did turn out a lot of young gentlemen out of his football teams. Any memory of campus emergencies that were of any particular significance, Ron?

Frye: You know that's one I read and looked at, and I...

Smith: Any physical plant emergencies? Let me name one for you?

Frye: I don't remember any.

Smith: Over Christmas Vacation some few years back.

Frye: Oh, yeah.

Smith: For reasons unknown to anybody, the heating system in the Language and Literature Building did not function. Pipes froze. Pipes broke. Water ran through offices and saturated personal belongings and the libraries of any number of faculty members, that was a campus emergency. Do you recall anything other than that one time?

Frye: There were probably emergencies, but you know, I can't think of any. I can remember that one, and of course, it didn't affect me directly.

Smith: Do you recall when there was a physical plant pipe fitter who was scalded to death down on the corner of Walnut and 8th? Down a manhole cover down there? A physical plant man.

Frye: I don't remember.

Smith: In fact he was blown clear out of that manhole, and he was a man as big as we are, if you can imagine a man that size being blown out of a manhole. That was a campus emergency. How about hiring policies and practices? You participated in a lot of searches.

Frye: Yes, quite a few. I think that our hiring policies were adequate, and I think as an institution because of the quality of life that you can live in the Kittitas Valley, we had some pretty fair applicants for jobs over the years. Top-notch people who wanted to teach, who didn't want to necessarily publish great manuscripts and books and so on. I don't have a great deal of quarrel at all with the hiring policy.

Smith: One short subject that isn't on this list that came up with Bernie Martin recently when we were interviewing him, and the reason was that I had heard him take a stand years back, what was your feeling concerning hiring people with tenure?

Frye: Oh, I didn't think it should ever be done. I don't think that anyone on any university campus should be employed with tenure. I think if you're going to establish a rule, everyone should abide by the same rules.

Smith: There should be a probationary period.

Frye: Including the President, a Dean, or Whomever else.

Smith: How about student evaluation of classes and faculty? What's your feeling?

Frye: I never objected to student evaluations. I know there were those who have objected to them, but students know when they are getting good instruction, and know when they are getting lousy instruction. So I didn't feel that was any threat to any faculty member on this campus.

Smith: How do you respond, Ron, as an administrator when one of your faculty members came to you and said that because of certain decisions I had to make this last quarter, I alienated most of the class and they got even with me in the evaluation and consequently it is not a good reflection of what I did with and for that class?

Frye: That can certainly happen, and I think then it's the responsibility of the dean to put a note in the individual's file to indicate that, and I think also that we are a small enough campus that that Dean

generally, or Department Chair, generally knows pretty much what kind of instruction is going on in a class room.

Smith: When I first came on campus, Ron, though we had a goodly number of excellent students, we did have a lot of flunk outs from the University and from Washington State at Pullman, and I can recall that faculty members eventually started becoming quite concerned with the reputation that Central was being where you go if you flunk out elsewhere. How did you feel about that problem, and how did you feel generally about the quality of students that you inherited from the Washington Public Schools?

Frye: I think we've got, we got our share of decent students from the public school system in the State of Washington. Often times students who would transfer from WSU or the University of Washington, or from Eastern Washington University, had some kind of a personal conflict. Maybe they were from small towns. They got gobbled up in the large campus University system and they could function a little better on our campus. And I'm not saying that all students did that, but I know of some cases where students would come here, and I can remember students coming to me and saying, "I went to the University of Washington; I didn't even see a full professor. I have three classes on campus now. Each one is taught by a full professor." Well, if I were a young person, and I encountered that kind of a situation, being from a relatively small community, I might get gobbled up and lost in a large, bureaucratic kind of system that you would find on a campus at the University of Washington, or maybe not so much at WSU.

Smith: Right.

Frye: And I don't think we have to apologize to anyone for the students we have produced here at Central Washington College of Education, or State College, or Central Washington University.

Smith: I do recall, Ron, that there was a period back there, and you were here at the time that students, former students were coming back to summer school, and two weeks into summer school they would say to me, "Mr. Smith, what's happened here? I didn't have to use to study to get A's & B's and now the classes are all harder. What happened?" Well, I do recall, Ron, that many of us got so upset by the lowering of the reputation of the school and the considerable number of people who were giving blanket A's because it made you very popular and helped to improve the quality of your evaluation. Many of us did make a concerted effort to make sure that the grades reflected the quality of the work that was being performed.

Frye: But sometimes as an institution we've established policies that almost, depending on the individual, that almost demand that faculty members administer a decent grade to students, and if the faculty member is at all kind, that can happen. The Teacher Ed Council, Education Council, established a requirement that no student can get into the Teacher Ed program, for example, unless they have a B average, or better. And then after they're admitted to the program, they can't get lower than a B. Well, although it was never intended to be interpreted this way, many faculty members looked at that and they said, Hey, if it takes a B, then I'm going to give my students a B." So, you know, you can criticize a faculty member for doing that, but when you criticize you also have to realize that we're talking about a group of people that have a great deal of compassion for students. They're not a bunch of mean old ornery suckers, and I can certainly understand that point of view.

Smith: As an ex-G.I. having gone to school on the G.I. Bill, I'm sure you'll remember when if you didn't keep your grades up you'd lose your G.I. Bill. And I do remember instances of my knowledge where faculty members were helping kids stay in school when probably they should have been sent home.

Frye: Sure. But also being an ex-G.I. and observing some of these guys, I know some that failed and were denied the G.I. Bill because they had not made the grades.

Smith: OK, Ron, now on this next section let's try to be as specific as you can. What specific contributions do you feel that you made to the progress of your Department or school?

Frye: Well, one thing I'm proud of is the proposal that Al Eberhart and I wrote for the new Tech Building that's named in honor of Mr. Hogue. We wrote the proposal. We got a million twenty-six thousand dollars, and then it was a matter of, a bit of a battle with an architect because he wanted to build something that he thought was right, and we wanted a plain functional building, and the architect got into trouble because he ran into a committee that could read his blue prints, and we got a pretty functional building. There're some problems in it, but I've always been very proud of that building. Another thing, as a Department Chair, when I came we were a Department of Industrial Arts in 1966. At that time we had four faculty members: Bill Bakke, Stan Dudley, Jerry Brunner, and then I was the fourth. George Sogge was a member, but George was on leave in Malawi, he was working with the U.S. A.I.D. agency for international development program. We, that year, changed the name of the Department to give it a little more breadth, to the Department of Technology and Industrial Education. We didn't want to lose the Industrial Education portion. That was a period of time when we started to expand, and prior to that time we had offered two degrees in Industrial Arts, one was Arts and Science, and one was Teaching. And I can remember a young man going to Boise Cascade in Yakima with that Arts and Science Industrial Arts degree and applying for a job, and I did a follow up to see why this kid wasn't hired because he had a pretty fair background. And the general manager for Boise Cascade in Yakima was a man by the name of Hammermeister who lived here in Ellensburg and commuted down there, and Hammermeister said, "Well, Ron, this guy had a degree in Art!" And I said, "No, he didn't. You didn't even look at his transcript." Well, that prompted us to change that Arts and Science degree to Technology. And that year to get an idea of what industry was desiring I met with the Boeing Co., with Weyerhaeuser, with North West Gear, with some other companies, and Boise Cascade to see what they were looking for in a broad technical area. And then we designed the curriculum that way. And it, another thing that I think that I am proud of was the basic skills test for admission into Teacher Education. I know that there are people who oppose that test, and they said we're keeping good people out, but it was based on about a tenth grade level. Initially it was based on an eighth grade level. And I have asked students questions who failed the math portion, for example, simple questions like, "What's the difference between point two five and one fourth?" They couldn't tell me. "What's half of a half, or what's half of one fourth?" Again they couldn't tell me. "What's five per cent of forty?" They couldn't tell me that. and I don't think we need individuals who can't do simple arithmetic, who can't understand the English Language, who can't spell at least to a decent level, working with our young people in the public schools. If they can't do it themselves, they have no business being in the class room.

Smith: Amen. What major campus committees did you work on, Ron? Either because of your chairmanship or any other because?

Frye: Many times I felt as a Department Chair it was more important to get a grassroots representation on committees, and I would encourage faculty to serve on those committees rather than having a Department Chair serve on committees, so one that I served on with you, Milo, was planning for a new Performing Arts Building, and that fell apart. But the reason I was on that committee, you had chaired that committee as I remember, the reason I was on that committee was because we had just completed the new Tech Building and that was about 1970. We moved in that fall. I served on several committees for employment of the Academic Vice-president, for example, when Ed Harrington was hired. There are people who would say, "What did you do that for?" But I think Ed probably made some very significant contributions, and mostly, many faculty didn't realize this, but if it had not been for Ed Harrington I think some of them would have lost their jobs.

Smith: Yes. Did you ever have an opportunity to work on a campus wide curriculum committee of any kind concerning especially basic education?

Frye: Yes, nothing changed. There was a committee formed, Don Schliesman Chaired that committee, as a I remember, and he was Dean of Undergraduate Studies at that time, and we were trying to revamp our system in general education, and I don't remember us having any impact on the general education requirements because every individual Department wanted to get in on the act, and I don't think that's a way to plan a program in general education.

Smith: Well, you'll also remember. Ron, that we got to the point where the enrollments that you had in a class, determined whether that class continued or not, and the enrollments that you had in a Department helped to determine the size budget that the Department got.

Frye: Exactly.

Smith: And so when you look at those conditions, suddenly you start to understand a little more.

Frye: Well, and then when you're in a Department where at that time we were meeting ten hours for five credits in our lab classes, Bill Bakke's Metals 255 and George Sogge's Woods 250 were two prime examples where you met ten hours, but you only got five credits because there was a lecture and a lab situation, and when you have that, and you know those experiences because there were many times that you would have a Drama Class where you had to have some kind of a laboratory experience with it, and Music, and some of the Sciences suffered under the same problem. Well, when you look at the load some of us were teaching, it was unreasonable in those days, very unreasonable.

Smith: Now. We recently had an interview in which there was a situation brought up, no names were mentioned, but we had an administrator on campus who felt that there were a great number of things being taught on the University campus that should be in a Technical School. They shouldn't be in a University, and I suspect, though I never heard him say this, that since he thought that scenery construction, and scenery painting, and scenery design in my Department didn't belong in the University, but should be in the technical school, I suspect that he probably looked at most of Industrial Arts that way. Have you run into this problem of having administrators feeling that there are things that don't belong on a University campus?

Frye: I don't think the administration has had the problem as much as some of the other faculty members, and I've lived with that my entire life. It's just like saying we don't need a program in Physical Education on a University campus if the students would just walk to class, but I have to say whose going to teach some of the non-academic students out there in the public schools. and when you have an industry base that demands an individual that can liaison between the man running the lathe on the factory floor and the engineer who is making decisions up there and there is a demand for that kind of an individual, then why shouldn't we as an institution meet some of the demands of the taxpayers that support this institution?

Smith: Ron, did you ever represent Central off campus?

Frye: Oh, at national conferences there was a time in my younger years, and fresh out of graduate school when you publish things and if you went to a top notch school, automatically, almost you came out with a reputation in your discipline because you made it. And I think in that sense I represented Central quite often on a group of national committees, and with a pretty fair reputation in Vocational and Technical Education, and then also you represent Central, I think when you start to put together a new program. We put together, there was no place in the State of Washington where a vocational, or technical instructor with a background in the trade could get a degree until we instituted the program right here at Central. And we could examine the individual and give that individual some credit on the major for their trade or industrial experience, and I think in that sense, I had to represent the philosophy of the institution to the office of the Superintendent of Public Instruction, and specifically to the Division of Vocational and Technical Education. And then as Associate Dean I think that I represented the institution quite often to the office of the Superintendent of Public Instruction. And then later on as Dean we were denied accreditation by National Council for the Accreditation of Teacher Education, and certainly I represented the institution there, and we were put on probation because of denial by the accrediting board. We were put on probation by the office of the Superintendent of Public instruction, and if we didn't straighten it out. we had one year in which to straighten it out, and I think that my philosophy was go to the grass roots and we established a committee that deserves a great deal of credit for getting our accreditation back. And in fact when we were finally re-accredited, we passed with some of the highest marks ever given an institution. And that committee probably deserves more credit than anybody on this campus will ever realize.

Smith: Though you may leave out some names, Ron, could you name for the record some of those people who made that kind of contribution.

Frye: Well, I think there were two people that really made a great contribution, you talk about a contribution. Libby Street was definitely a contributor to that, and Patsy Callahan. Those two in particular became the leaders of that group. We...Osmond Alawiye was Chair of the committee, but often times a chair of a committee is not necessarily the leader of that committee. Osmond did a good job as Chair, don't misunderstand what I'm saying, but those two individuals emerged as the leaders of that group and they probably made more of a significant contribution than any other people, but I have to give the faculty credit, too. The faculty rose to the occasion. We did not take it lying down, and the faculty said, We'll do it, and we'll show these bureaucrats in Washington D.C., and those in Olympia, and we will pass this, and we will become a better institution than we were before." I felt that that was important. Yes, we got hammered, but we'll come out of this better than we were.

Smith: Now, in your position as administrator, you were able to look back, were you able to identify what had happened that our accreditation became in jeopardy?

Frye: You had to ask me that didn't you? I think what happened is that Jimmy Applegate was Dean at the time and Jimmy had been very active with the American Association of Colleges for Teacher Education. I'm going to be very candid in this. Jimmy had also been very active with the NCATE group. Jimmy had served on probably two or three accreditation committees and chaired some of those. He would do that two or three times a year, and he went under a group of old standards. He didn't take the new standards seriously, and as a result of not taking the new standards seriously, we failed to be accredited. Now I don't mean by that statement that Jimmy Applegate was a poor Dean. I think Jimmy Applegate was the best Dean I worked under on this campus. We worked together for several years, but I think in that case, he made a mistake. I think also a second thing that happened was that - that first accreditation report was written somewhat in isolation. The faculty was not involved in it. An individual who had retired, in this case Doris Jackubek was employed, re-employed to write the report. She wrote it pretty much in isolation of the faculty. It was based pretty much on old reports and old standards, consequently we were not approved under the new standards.

Smith: When Jim Brooks first came on campus, I can well remember meeting over in Hebel Elementary School where he said, and I paraphrase, "I don't want to be just the President of a Teacher's College. I want to be the President of a college that has broader goals than just Teacher College." There were a number of people in the Ed Department at that time who were very sensitive to that statement, feeling that Jim was going to by-pass teacher education and put all the money and all the favor elsewhere on campus. Did you feel that happened?

Frye: No, I think that as we broadened, as we broadened the objectives of the institution, we became a better institution. We became a better institution for the preparation of teachers along with preparation of people for business, for industry, and we became stronger in those areas of the liberal arts where an individual could get a degree and then possibly go on to graduate school.

Smith: It was my observation that shortly after Jim Brooks came and we started giving a greater equality to liberal arts and education, that we started turning out better prepared teachers than we had been before because the liberal arts began to strengthen their programs and take some pride in what they were doing with students, and so consequently the students did go out better prepared.

Frye: Well, I have a bias, and my bias was I think that we probably would have been better off to retain an old program when an individual completed it, a major in an academic area, if they were going to teach at the elementary level. I know that there are many who wouldn't agree with me on that, but I think that that elementary minor that we had along with the academic major probably prepared an individual as well as anything to go out and teach in the common schools of the state.

Smith: Good. Would you give us your reaction now that you've been away from it for quite awhile, how do you judge the value of the Dean's Council?

Frye: Well, I think the Dean's Council still is a valuable group. The Dean's Council makes some of the major decisions on this campus as they would on any other campus. I think there are people who don't understand the function of the Dean's Council, but I certainly believe that their life, their academic life, is, I think it's a little strong to use the term controlled, but there is a degree of control by the Provost and the Dean's Council over many things that happen on a University campus. And I think that the Dean's Council is probably one of the most important groups on this or any other campus, as far as establishing policy and then, if not establishing policy, then certainly implementing policy.

Smith: Did you ever, Ron, serve on something that at one time was called the Academic Council? It was too big, too broad, but it functioned for a while and I sat on it for a short while.

Frye: No.

Smith: Did you ever serve on that?

Frye: No, I was...

Smith: The thing that disturbed many of us on that council was that Paul Bechtel, the Superintendent of Physical Plant, sat on that council, and he would, bless his heart, he used to refrain from voting, but he was given an opportunity to vote on academic matters that he had no relation to and no knowledge of

Frye: Of course, I can see an advantage to that, too. The Director of the Physical Plant, as well as the Business Manager, being ex-officio members of a council like that because the main function of a University is certainly not the physical plant, or the business office. There are times when you and I both thought that maybe that was the main function, but it's to educate a group of young people, and so I can see some advantages to some of those non-academics sitting as ex-officio members on those councils.

Smith: Jim Brooks made a statement one time within about his first year on campus that there would be no more promotions for people to full professor unless they had completed the terminal degree expected in their discipline. Are you sympathetic with that philosophy?

Frye: No.

Smith: Would you expand on that?

Frye: You can have an outstanding individual in any academic area that can become an expert.

Smith: Are you thinking of Bill Bakke, as I am?

Frye: Well, not necessarily Bill, but I was thinking immediately with the snow that's on the ground about the guy that didn't complete the eighth grade, and yet he photographed more snow flakes than anyone before or since, and discovered that there is no snow flake that comes down that's alike. You might have an individual that is excellent in the area of business, and could teach very well on a University campus, but doesn't have the terminal degree, and you mentioned Bill Bakke. That man has probably, maybe not today, but in the past, he has had more respect among architects, among those who were experts in metal working than any individual I've ever encountered in my life. And so I think there are. Well, the State of Washington, in their certification have gone to what they refer to as an Einstein Certificate. Well, if the State of Washington, in the Office of the Superintendent of Public Instruction can go to that kind of a certificate, then why can't any University acknowledge that you may have an individual who has an expertise that didn't do a terminal degree?

Smith: Ron, in the Technology and Industrial Education area, did you have a board of visitors that represented, oh, let's say a representative from Boeing, from Weherhaeuser, from Boise Cascade, did you have a board of visitors that were your advisory board?

Frye: We didn't when I was Chair. We did it more on an informal way, but when Bo Beed came, as Chair of that Department, Bo formalized that not as a board of visitors, but as an advisory board on curriculum and a variety of other things.

Smith: Good. Now, Ron, as we come near the end now, I would like to simply leave it up to you, are there subject matters that you would like to record? That you think that somebody, some day will find interesting or valuable? Anything that I haven't asked you about that you would like to say?

Frye: Well, I was thinking on the way over walking among students and faculty that it's difficult to tell the difference between the students and the faculty. When I was an undergraduate student both you and Ham Howard were instructors here, I know Ham was. I didn't encounter you as an undergraduate student. I didn't know of a person who didn't dress the part of a faculty member. I think it's unfortunate that we have gone so far a field that I can walk down the hail way and not know the difference between students and a faculty member. I think you take on a responsibility if you say, "Yes, I'm going to be a faculty member." And that responsibility includes setting an example, just as an athlete who is paid professionally takes on a responsibility that they set an example for the youth in this country. I've seen some really neat changes on this campus. When you think that I started here in 1949 and then ended up here in 1993, then you're going to see some changes and I think the majority of the changes have been for the better. We've been, we've gone from a Teachers' College to truly a State institution, a State College, and then to what I consider as a true University, albeit small, albeit somewhat isolated. I think that the faculty of Central Washington University, with whom I worked could be stacked up against any group of faculty in the entire United States. And I've always defended the faculty, and I take a great deal of pride in the fact that I have worked with some of the finest academic types in this United States, in the world for that matter. I spent a year teaching in Australia at the University, New Castle University, north of Sydney, and I would stack our faculty up against that faculty certainly, any day. I would stack them up against those I worked with at the University of Missouri as a member of the College of Education faculty, and those I worked with at Northern Arizona.

Smith: Good.

Frye: I'm proud of this institution.

Smith: I'm glad you feel that way. Now, during those periods nearing the end of your career here on campus when you were an administrator, did your wife become involved in having to hostess on your behalf?

Frye: I don't. ...really she didn't. We had groups to the house, but I don't think that Florence or I ever felt any kind of pressure to host. Florence is a very private person, and she doesn't necessarily like those kinds of things. It isn't that she dislikes people, but she's a person who doesn't need people. No, we didn't do too much of that. We haven't had to.

Smith: Now I'm going to ask you the totally impossible question. A matter of prediction, what do you think lies in Central's future? Any significant changes?

Frye: I've thought about that many times. I think any significant change that would occur at Central is going to occur because of the people involved. You can't do any kind of change without people, and much of that is going to depend on the players in this game, be it our Board, or be it our administration, the President in particular, but the faculty has to play a very important part in that, too. If you don't have a faculty that supports the kind of change that we will undoubtedly see with the electronic age expanding, you're not going to get it done. You have to have money to do it, too. And I don't think that the Legislature

has funded the institution for change. Now maybe that will change. It'll have to change if we're going to have any significant kind of change. I'm not much of a soothsayer.

Smith: Do you have much faith in the Higher Education Board that now is between us and the Legislature?

Frye: Well, the HEC Board has been around for what, 20 years now, roughly, give or take a few years? And I don't really know that they have had a significant impact on higher education in the State of Washington. I really think that we could have functioned just as well without the Higher Education Coordinating Board, or whatever the name currently is, as we have with it.

Smith: Now, as we close, I'd be remiss if I didn't ask for some reaction to our now deceased President, Don Garrity, under whom we all served, parts of the ends of our careers.

Frye: I think for the most part, Don was a good President. He was the one who appointed me as Dean. He said, Here's a pen. You're the boss. Go out and have some cards printed." But I think toward the end, Don made some errors in judgment that could have been handled a little better. The Dean Nicholson situation. I think that was terribly unfortunate. Unfortunate for the institution...

(END OF TAPE)