

CWU LIVING HISTORY PROJECT

Ham Howard

Smith: April 24, 1995. My name is Helen Smith. I'm doing the interviewing today for the Living History Committee and we are interviewing Ham Howard. Although Ham has served Central in many different capacities, in this interview we are covering his student years from 1937-1941. Okay Ham, before we actually begin, can you give us just a little bit of background on your family and background before you were a college student at Central?

Howard: Well I was born. (laughs) Actually, before I was born my mother attended Central in the middle teens years and got her certificate –

Smith: And her name?

Howard: Pearl Howard. Her name was Pearl Atwood at that time. She and my dad were married in 1918. I arrived the next year. The family lived in Seattle at the time and my father was in business with his father as Howard and Sons Boat Builders on the ship canal near the university campus. Well, during the '20's we got to the point where my grandfather was aging and so my dad decided he didn't want to continue the business. Came over here to Central to finish his college degree. He had already started at the University of Washington. So that's how we first got associated with Central.

Smith: So you have a whole family history at Central?

Howard: Exactly.

Smith: Not just you.

Howard: Right.

Smith: All right. So that means you were an Ellensburger. Raised in Ellensburg.

Howard: Well, sort of. From 1930 on.

Smith: All right. And then when you started Central in 1937 what was - did you have a major? Did you have an idea of what you wanted to do?

Howard: Yes, I thought I wanted to be an electrical engineer at that time. However, when I realized that the job market was not so great I majored in mathematics and science with that in view. So I started out and in those days the majors were 30 credit majors so by the end of the first two years I had completed my majors practically, almost. As a consequence, I got to thinking well maybe I could teach science. So then I completed my teaching requirements in the balance of my college year and qualified to go out and teach but the jobs weren't there so I wound up starting out teaching elementary school. Sixth grade level.

Smith: Instead of science?

Howard: Instead of science.

Smith: Okay, so what prompted you into to thinking about the teaching? Was it your family background?

Howard: Both my parents were teachers. My mother taught school in Yakima. That's where she met my father. He taught school, of course, took the job when they opened up the Morgan School in town. The first year he started teaching science and that influenced me somewhat.

Smith: Now, that wasn't Morgan School at that time, was it?

Howard: No, it was called the Junior High School.

Smith: It didn't have a name? Just the Junior High School.

Howard: I think so.

Smith: All right, so we have introduced you as Ham Howard. I know that that is not your full name, but that's the name you were known as on campus, right?

Howard: Well, I was Ham Howard, yes. Ham Howard Jr. some of the time. Actually I was Alexander Hamilton Howard Jr.

Smith: That's what we wanted to get at. Get your full name down here. Okay, so you were an Ellensburger. While you were going to Central did you live at home or did you live on campus?

Howard: I lived at home and that had consequences.

Smith: Tell me about those.

Howard: I missed out on a lot of campus activities for two reasons. One I lived at home, two I had to work in order to go to college. So after my classes for the day were done I had a job downtown and various jobs and that cut into my activities somewhat however, I managed to have a very good time at Central nevertheless.

Smith: What was your job downtown?

Howard: Well, I worked at the Daily Record. Had a part time job down there. I could tell you a little story about that connection my first couple years and then I got a job clerking on weekends with Johnny Moser at Moser's Clothing which paid me a little better.

Smith: Now, were each of those institutions where they are located now or were they someplace else?

Howard: Well Moser's Clothing was located where Mundy's Shoe Store is now down on the corner of Fourth and Pearl there, the southwest corner. Mundy's was next door and later on they bought out and Moser's moved east a block.

Smith: What about the Record? Where was it?

Howard: The Record was where it was then.

Smith: Where it's located today.

Howard: Today it's the same place.

Smith: All right, so you had to work part time. Did you have any scholarship assistance or did you just simply –

Howard: No scholarship.

Smith: Talking about money, do you remember any of the tuition costs? Any of the book fees?

Howard: Well I can only remember this, tuition was practically nil in those days. I recall, and this could be very inaccurate, but I remember it cost me something like \$7 or \$8 a quarter. Can you believe that?

Smith: For tuition?

Howard: For tuition. The state at that time subsidized all students at the ratio of about 7 to 1. No longer is that the case.

Smith: Okay, so you were here as an engineering major, science major, ended up as an education major. Was your degree then in education?

Howard: Yes. They only offered that degree at that time. The bachelor's degree in education.

Smith: While you were on campus, tell us if you can, about any professors that you felt were really significant.

Howard: There were lots of those. I really enjoyed them. We were a small student body. The year I graduated we only had 800 students at Central.

Smith: That was in '41?

Howard: '41. Prior to that it was fewer, It had grown a bit during the years I was there. But then the staff was relatively small also. of course. Some of the outstanding professors that I recall are people like Loren Sparks who was a math teacher and Joe Kramer who was also a math teacher. These I had in my major, of course. George Beck I had and Harold Quigley- I had science classes from them. Of course, Ed Lind was my chemistry professor the first year and let's see, I think one of the outstanding persons was Reg Shaw in Geography. I had a class in the sciences area - physical geography. That was probably the toughest course I ever took at Central. I also had later on Selden Smyser was a social science instructor and excellent. Nicholas Hinch, another one I remember. I barely got through his English class by the way. You'd be interested to know that. It was the lowest grade I got in college was from Nicholas B. Hinch.

Smith: Well tell us how come.

Howard: He was - he believed that you ought to learn the language. I agree but I worked at it but –

Smith: What made professor Shaw and Smyser outstanding? You emphasized them.

Howard: Well, they really knew their field - their subject matter and were very stimulating teachers. They could make you think and I enjoyed that.

Smith: So you feel good probably that we had a building named after them?

Howard: Probably the most exciting professor I had was Billy Stephens. He taught philosophy and psychology.

Smith: And obviously it was fun to go to his class?

Howard: Oh it was. He was a very extroversial type of person. Oh, for example, he used to take the yardstick he used for a pointer on his chalkboard - and his chalkboard drawings were something extra too. He was famous for his picture of a skull with a little jagged line on it. He'd put that on every day and then he'd talk psychology. He was very - well what he would do with this yardstick, he would - to emphasize his points he would take it and whack it on the tablet arm chairs in the front rows. Consequently nobody ever sat in the front row in his class. Another thing he did, he would say the first day of class he would say, "Okay, what kind of a grade do you think you're going to get in this class?" And that's what you got. If you said - if you were very conservative and said, 'Well, I don't know but I don't think I'm going to do very well and ask for a C,' that's what you got.

Smith: Was this the forerunner of the contract system?

Howard: Typically some smart alecks would say, 'Well, I want an A.' It was not a contract. He was not serious about that but there was somewhat of a self fulfilling - he was trying to make a psychological point about self esteem. Very interesting guy. He used to write on the chalkboard and he would write something down on the chalkboard like this and when he would run out of chalkboard he would write on the walls. (laughs)

Smith: The janitors loved him.

Howard: Loved that. Yes.

Smith: Beyond profs, I know that one time when we talked you mentioned having an association with Kenneth Courson after whom a dormitory is named.

Howard: Yes.

Smith: How so? Why - what position did he hold?

Howard: He was the business manager. But he was also the advisor to the Student Government Association called the ASB, Associated Student Bodies. ASB it was called and each of the four years I was involved in student government. I was the president of the freshman class. Then the sophomore and junior years I was the representative to the student council and he was the advisor to the student council. The last year I was a senior I was the vice-president of the student body so I was on the council again. So each of the four years I was involved and the last three he was our advisor so that's how I got to know him.

Smith: Did he give you good advice?

Howard: Great guy. I really enjoyed Kenneth. He was a very fine man.

Smith: It sounds as if you felt that the student government was really active and did accomplish some things.

Howard: Oh yes, I remember one of the major projects we did - we thought we needed a student lounge so we put some pressure on to see if we could arrange it and by gosh we finally got one in Barge Hall. It was on the first floor on the east corner of Barge Hall and they established a student lounge for us.

Smith: And what was there?

Howard: Oh some office was there before and I remember we scrounged around and got some furniture for it and this kind of thing. The unfortunate thing was that nobody really took responsibility for keeping it tidy and it created a few problems but it was a new experience. But it predated the ultimate student union building developed later on the campus.

Smith: But for the same purpose?

Howard: But for the same general purpose, yes.

Smith: To get together?

Howard: Right.

Smith: Can you recall, among those students that you associated with, students that you felt were really significant contributors to the campus?

Howard: Well, we were talking about student government. One of them was Roy Patrick Wahle from Kittitas - a year behind me in school. I recall that he was the activator to recreate the Student Government Association so the last year I was there we went through a considerable transition. The next year he initiated the new government which got the students more actively involved into making policies about what went on campus - and Roy Wahle was the prime mover in that whole effort. The next year, and in fact at the end of my senior year, he was elected Student Body President.

Smith: And then later -

Howard: He had to go into the service. He didn't get a chance to fulfill his first term even.

Smith: Oh. so he didn't get to perform that student body position.

Howard: Well, he started out most of the year but I've forgotten exactly when he - it was in 1942 he had to go into the service - military service.

Smith: And I assume this was the same Mr. Wahle who became a board member.

Howard: Later he became a board member, yes.

Smith: Do you remember what years those were that he was a board member for Central?

Howard: Oh gosh. It was - no I don't know. It was after the war however because he had - earned a Phd in Education so it had to be three or four years - the early 50's I'd say. Somewhere in there.

Smith: Any other administrators that you as a student were even aware of? Often times students aren't.

Howard: Oh yes. Of course, with such a small student body we not only got to know most of the other students but we also got to know most of the professors because we had classes with them and most of the administrators. Like H.J. Whitney was the registrar for example. Fine man, Let's see, I mentioned Courson, the Business Manger. Dr. McConnell was the President in those years. Let's see, then of course there were the coaches. Like Leo Nicholson was the - practically coached everything in those days - football coach, basketball coach, track, I think he coached golf in his day. He was quite a guy.

Smith: What kind of relationship did President McConnell have with you as a student or with the student body as a whole would you think?

Howard: He was nicknamed the great white father because he was tall and had a white mane of hair and was a rather handsome fellow and he was also kind of a dictator in a sense. He ran the institution. There was no doubt about it and so we respected that. He was the head man. So, as a member of the council, you

know, Student Body Council, I would occasionally have some interaction with him but not very much actually.

Smith: So if a student were not, for instance, in student government probably they did not have much relationship with the president at all.

Howard: Not that I recall, no. However, in those years we had students who in order to make their way through the expenses of college would get - many jobs were available on campus. I remember that there were certain - well I can think of one Joe Lassoie, for example. Joel was the student janitor that cleaned out Dr. McConnell's office and he and a couple other fellows were responsible to see to it that - at that time his office was in the old library building - now the Smyser Hall. I remember his recounting that Dr. McConnell was very fussy about how they did their work. So they had that kind of personal contact because of their job.

Smith: Because of their job but not just an average student walking on campus.

Howard: He was not totally aloof from the student body by any means. He went to all the sporting events and the other social activities. He was loved and received, I think, by the students.

Smith: But he kept a presidential level.

Howard: He was the president.

Smith: What about awards either for yourself while you were at Central or for living groups or clubs that you belonged to? Can you recall any awards?

Howard: I belonged to - in spite of the fact that I lived at home and missed out on some of the things, I did get active in some. For instance, I served in the Hyakem, the yearbook staff my sophomore year. For one year I was on that staff. I didn't get an award for that. But I was active. I was later on involved in Kappa Delta Pi which is an education honorary society and was President the last year when I was a senior. I also was involved with the Intercollegiate Knights groups which was a service organization on campus. We were originally the Knights of Columbus I remember and during my time there we joined the international - Intercollegiate I should say - Intercollegiate Knights Organization. We became affiliated with the National.

Smith: What are some really specific things you did in that club?

Howard: Oh well, typical service things. We would usher at various events on campus and do things like taking tickets and whatever at the sporting events and that kind of thing. It was a service club confined essentially to what was going on the campus as I recall.

Smith: Do you have any memory about how much time you would spend in a given week or month in these service activities?

Howard: Oh god. It wasn't an undue amount because it depended on what was going on. There was a fairly sizable group of fellows. There must have been 20-25 of us. Loren Sparks was our advisor I recall. But, there were notable people in that group who later went on. As a matter of fact I think there were, just to give you an example, they were leadership type people. One of which was Jim Brooks. There were other people like I think of John Dart. I think of Ray Jongeward. I think of Joe Zaffaroni. All of these people went on and got Phd's eventually.

Smith: Jim Brooks, of course, eventually became the president of the institution.

Howard: A lot of them, of course, had the benefit of the G.I. Bill after having served in the military in World War II. Under the G.I. Bill when asked to go on to graduate work so many of them like Roy Patrick - I don't remember - yes Roy was an Intercollegiate Knight also.

Smith: Okay, but this would be - your undergraduate years were before World War II.

Howard: Right. Just before.

Smith: Just before which brings us to a question also. Since this was pre-World War II, what about political activity on campus? Was there anything of that or was it just war oriented or what were the discussion groups around campus?

Howard: Oh gosh. I don't recall any really exciting things politically going on at that time. We were primarily concerned with our college activity and what we were doing. I don't think - there could have been some that I was not involved in but I do not recall that there was any great fervor like for example comparable to the 60's when there was a lot of student activity of that sort but not during our time.

Smith: Well I would think getting involved in student government if there had been such that you would have been certainly aware of it. So you don't have any memory of such things as sexual and racial discrimination, ideas being debated?

Howard: I remember nothing of that sort going on. I think things were pretty well established and stabilized and we moved into it and we knew what was the way you played the game and we played it.

Smith: There must however have been some talk of impending military service? What about that?

Howard: Oh yes, because we were all registered for the draft, you know, when we got of age. We used to joke about it like for example we said, 'Well, they're not going to get me in the army. I'm going to get me a sack of flour and head for the hills.' You know, we'd talk like that. But it were sort of half serious. We did - there were some people who dropped out and volunteered before things got sticky but you remember Pearl Harbor didn't happen until after we graduated - I graduated anyway. So there was not this great concern. We knew what was going on - that the war had already started. We talked about that, yes, but we didn't get too excited other than the fact that there was the draft. I remember I had a fairly high draft number - something like 2400 in my local draft division so I wasn't really concerned that I would not finish school or anything like that.

Smith: And you don't recall that there was a great deal of discussion about the war in Europe?

Howard: No, not a lot of that that I remember.

Smith: Hmmmm.

Howard: Strange, isn't it?

Smith: Let's get a little bit lighter. What about some of your memories about funny things that happened. Humorous events. Humorous people. Humorous relationships.

Howard: I suppose there were some of those. I remember one of the classic jokes around the campus at that time - at least one of them was, 'Hey did you hear about the great scandal?' 'No, what was that?' 'Yeah, they found a toilet seat up in Kamola.' (laughs) You've got to remember that in the context of that time, the ladies on campus outnumbered us 4 to 1. So, they had to ensure that they had good study habits and whatever they had a 10:00 curfew in the week and midnight on Friday and Saturday. Okay. So whatever social activity went on it had to go - stay within those limits. And as a consequence, you know, we had to

get the gals back on time or there was a penalty called campussing. If they didn't make the curfew time - 10:00 or midnight - then they were campused for I've forgotten - two weeks or something like that so they were treated pretty much like - how shall I say it - like maybe a private school would have.

Smith: And what did being campused mean?

Howard: It meant that you couldn't go out at night.

Smith: For a certain length of time? Restricted them to their living quarters for a week or some period.

Howard: Yes. That was the way it worked. So they were very good by and large about maintaining those dormitory hours and that sort of thing. Each of the girl's dorms there was Sue Lombard and Kamola Hall were the two major girls dorms had a dorm mother so to speak. I remember Mrs. Rainy was one and Mrs. Reynolds was the other and Mrs. Maynard was the men's in Munson Hall. So you see you had the motherly influence. It was - the attitude I think was kind of an extended high school if I can characterize it that way. We hadn't arrived at this freedom.

Smith: And probably the parents that sent you to school expected there to be -

Howard: You've got to remember however. There was a considerable number of us who were quote "off campus people" who lived at home or lived off campus in other housing around and of course the rule didn't apply in their case but if you lived in the dorms they had control over your activities.

Smith: And what were some of those activities that you off campus people did?

Howard: Well, we were invited to take part in campus activities. For example, when I was taking math it was a tough course. Joe Trainer was a good instructor but had high standards. So Joe would really lay on the work and I remember spending many a night up in Munson Hall with the other guys in the class, you know, studying. We'd - four or five nights a week I was up in Munson Hall for that reason.

Smith: A regular study team.

Howard: A regular study time and I remember Peter Zook was a compatriot of mine at that time. Peter was the brains of the class so we clustered around Pete to get help to make sure that we could get through the courses, you know.

Smith: Okay, so you graduated then in the late spring of '41 and Pearl Harbor happened in December of '41 and you served in the service. Can you give us just a

brief capsule of that before we get back -

Howard: Well, before I went into the service, of course, I did get employed in the school district in Hoquiam, Washington in the sixth grade in Washington School by the way and I was hired on as the coach and the sixth grade teacher and the principal and I were the only two men teachers in the schools. They had quite a sports oriented thing in Hoquiam. There were four elementary school' They even had a league. They had letterman's sweaters, school songs, cheerleaders. Can you believe it? At any rate, we started off the year. Then in December I happened to be - come home for a visit when Pearl Harbor hit December 7th and that's how I found out. Of course, I still had the contract to fill out the year and I wasn't drafted yet. So I remember following Pearl Harbor my first year of teaching which was by the way the best one I ever had. I really learned a lot and enjoyed it the most. At any rate, during that time one thing I did not enjoy would be I would be walking from where I lived, a couple blocks from the school, down the main street, Simpson Avenue to the school and here would be these G.I.'s going by, draftees and they would yell, 'Draft dodger. I got a lot of that stuff because I was young and obviously looked able. How come I wasn't in the army,

you know? And that was kind of tough for several months there. By the end of the year I had already planned well I'm not going to horse around anymore so I voluntarily enlisted. I didn't wait for my draft card.

Smith: And how many years then did you serve in the service and briefly where?

Howard: Well, about 42 months of active duty and then subsequently about 20 plus years of reserves following that.

Smith: And which theater of war was the action in?

Howard: Well that's kind of interesting. We're into my war service are we?

Smith: In order to do it quickly and bring you back to Central.

Howard: Okay. Because of my science majors, my math major primarily, and the fact that I had chemistry and physics and whatever also qualified me for service in the meteorological program, cadet school, at UCLA. So I qualified for that and when I enlisted eventually I was a cadet in that program for a year. So that was a very interesting experience and I got commissioned as a second lieutenant as a consequence of that program on September 6, 1943 in the Air Force. It wasn't called the Air Force then, it was called the Army Air Corps, by the way, and it turned out that was a very significant date because later on that was the day I got married after the war. September 6. Then after that, of course, I did a stint for several months and when we got out of cadet school I remember we were given a little survey, what theater of operations - back to your question - do you want to serve in? So I thought Europe would be an interesting place to go so if I got to go that's what I'd like to do because I have heritage there, you know, there in England. So I put in number one and what was the other one - the Caribbean I think was number 2, Pacific was number 3. So guess where I went, the Pacific. I wasn't the only one where that happened. Most of the guys got their third choice.

Smith: After you served in the Pacific, when were you mustered out of the military then?

Howard: Well, I came back to Central believe it or not. I was on terminal leave from about Thanksgiving of '45 to February 10th, as I remember, was the big date of '46. So I decided you know there were courses I hadn't taken when I was at Central as an undergraduate that I really wanted to take. Some art courses, some humanities courses, and stuff like that. Primarily the art courses. That's when I really got acquainted with Glen Hogue who was a fine professor and George Solby who was also in that area and Reino Randall. I signed up for a course with Reino and I remember Sara Spurgeon. I had a figure drawing course with Sara. By the way, in the Alumni Office in the little cubicle in the corner, that's where her studio used to be in that meeting room now that's remodeled. At any rate, so I spent a couple of quarters and it was in that time that I met Dorothy in Reino's class.

Smith: In Reino Randall's art class, right?

Howard: They were the classes way out in design. Very appropriate.

Smith: You met your future wife there and her name as a student was?

Howard: Dorothy Swope.

Smith: What year was she?

Howard: She was a junior.

Smith: She was a junior here when you came back.

Howard: I was a graduate student.

Smith: Now they didn't actually - did they offer graduate courses at that time?

Howard: Not really, no. It was in 1949 I think later they offered for the first time a master's degree and so they of course had planned some graduate courses. But at that time I just took some undergraduate courses that I hadn't before.

Smith: A returning student who wanted to increase his education.

Howard: There were quite a few of us G.I.'s that came back in that time.

Smith: And then you were married to Dorothy in what year?

Howard: 1947, September 6.

Smith: Did she graduate from Central?

Howard: She had graduated from Central, yes. And one interesting story, Helen, about that. During those two quarters, the G.I. guys that came back - there were several of us who had known each other before, you know, before the war and were now back as ex-G.I.'s and we met these gals and I remember one incident in the spring quarter we decided to have a big picnic. There must have been ten couples that got together and some of them had cars. I remember Joe Clayton was one of them that had a car and we all had dates and we went out and decided to take a big picnic trip up to Coulee Dam, Dry Falls and the whole bit. And that was quite an outing on one weekend that we went up there. Out of those 10 couples that went, nine of them got married.

Smith: Nine couples out of 10 on that one picnic? That was quite a picnic.

Howard: I think so. Yeah. And we still get together now these years later, you know, the people that were on that picnic. Like Joe Clayton and Dorothy live in Snohomish now and the Gregorlys live near Snohomish and we see the John Dart's who now live down in Arizona, you know. They were in that group. And Mac McConnell lives down in Vancouver and we see him occasionally. You know people like that. It was interesting, only one fellow that was in that group did not marry his date. I think I've got the numbers right.

Smith: So out of those nine couples you still see quite a few of them?

Howard: Still see quite a few of them, yes. The Jongewards, for example, live in Vancouver. Ray and Virginia. So we have that kind of tie with Central. In fact, we have practically a little small alumni group because of that.

Smith: Is this the group you get together with once a year?

Howard: Once a year, at least once a year we get together over on the Oregon Beach for a few days. We're going to do it in September this year.

Smith: And reminisce about that picnic.

Howard: Yes, we do.

Smith: Now I know we want to know briefly about some of the other schools that you have attended. You told us about your experience at UCLA. Then after you left here after taking those additional courses what others –

Howard: Well during - while I was here Bernie Muzall, by the way another administrator I didn't mention before, he was dean of - they didn't call it a dean then - Director of Public Services or something and he ran the audio visual program at that time. They called it visual education then. And I was kind of interested because during my training in the service I was impressed by the use of visual materials in our training program so I thought, 'You know, it might be interesting to get into teacher education in that special field.' So I inquired of Bernie Muzall, 'What are the schools that offer graduate programs in this area?' So he steered me to I remember three of them. One was Ohio State, one was Stanford University - you know Stanford, and the other was the University of Chicago. So applied - inquired of all three of them. I got the nicest letter back from the dean at the University of Chicago so that's where I wound up taking my graduate work. Now Dorothy was still a junior so we got engaged. I remember I asked her to marry me right in front of Sue Lombard Hall on 8th Street. We were parked in the family car. She said, 'Yes.' At any rate, so she had a year to complete and I had applied then to Chicago so I went back and finished my master's degree while she finished her bachelor's degree and we were married following that. So then we went back to graduate school and she got her master's degree there and I got my doctorate in the next three years. So in 1950.

Smith: All right. Then in 1950 you actually then - did you come back to Central at that point?

Howard: Yeah, that was an interesting experience. Dr. McConnell came back on a recruiting trip. He went on a - what do you call that national organization? He was pretty active in it. The association for teacher education. What is that called? AACTE or something like that. He was back in Chicago. So he combined that with a recruiting effort so he calls us up and arranged to take us out to dinner and talk to us about a potential job at Central. So he took Dorothy and I downtown to a nice restaurant and we had a very nice dinner together and talked about the possibilities and in the mean time considered it - a job. We wanted - we both wanted to come back out to the west coast because both of our families were out here. The other opportunity was I remember Dean Madson from San Diego State that interviewed us. I had to choose between those two. So, I don't know, sometimes I think more out of sentiment than good sense I came back to Central.

Smith: And you came back as a faculty member then?

Howard: I'd rather say staff member because it was kind of unique. When we arranged for the final assignment here, Dr. McConnell wanted me to come as an administrator to handle the visual education program full time and I told him I really wanted to teach. So what he said to me was, 'Well if you can come as an administrator I can offer you \$5,000 a year. If you come as a half time teacher and a half time administrator I can only offer you \$4000 a year.'

Smith: And?

Howard: Later on I found out his policy was that money talks. He believed that. So I took him up on the \$4000 a year because I wanted to teach. And so I did - was under those circumstances for the first seven years of my tenure on the staff at Central.

Smith: Before we leave your student interview then, is there anything else that your memory brings up about being a student because now from this point on, of course, you have a very different attitude about Central.

Howard: Yes, that's true.

Smith: And a very different position.

Howard: Well, I don't know. I felt that my years - my four years at Central was - what's the word - halcyon years. They were really wonderful years. I have enjoyed it all and I learned a lot and it prepared me for the future. I think it was great.

Smith: Would you compare Central's education favorably with the other places you went to?

Howard: Oh yes. I thought the standards were - as a matter of fact, we had several staff members who are graduates of the University of Chicago at Central. Sam Mohier, Loretta Miller. There were a couple others like that that had taken their graduate work there so they had brought with them the same general high standards that U. of C. does and still does. So, I think Central measured up quite well. They have excellent staff members.

Smith: I think that's a good note to end your student interview on.

Part II

Smith: It is May 2, 1995. We are at the home of Alexander Hamilton Howard, lovingly known as Ham to interview for the Living History Project at Central Washington University. This will be tape #2 of 2. Now Ham, in the first tape we left out an important piece of information. I happen to know that your entire family are graduates of Central, your mother, your father, your sister, your brother, your wife, and you three children as well as you. That has to be some kind of a record.

Howard: Well, we like to joke about having our own private alumni group, yes. Yes, my mother attended when it was Washington State Normal School back in 1914, '15 era and then 10 or 15 years later my father who had started his college at the University of Washington where we lived in Seattle after that and then he decided to go into teaching and came and finished up his degree at Central which was still Washington State Normal School then. So both my parents attended. They are alumni of Central and of course all three of us kids, my brother, sister, and I attended Central partly because we thought it was a good school and because we could afford it during the '30's, late '30's. Then when the time came, I met my wife here at Central so then she was a graduate in 1947 and it was right after the war that we met while I came back as a graduate student briefly for a couple of quarters. We were married. Then when our family started when it came time for our kids to go to college they chose to go to Central rather than somewhere else even though we encouraged them to consider other possibilities. Whatever they wanted to do and they all chose to go to Central also. Then it turned out that my brother and sister who had graduated from Central, their spouses also attended and graduated from Central. You get the picture. Then, .let's see, two of my - yeah two of my kids Nancy and Andy both married Central students who were graduates of Central also and John was the only one that did not. Even my brother's kids sent - one of his kids came - two of them came to Central. So it is kind of a family affair, yes.

Smith: Okay Ham, now of that group, how many of them became teachers?

Howard: Well, let's see, my brother, my sister and I all became teachers. Our spouses were all teachers. Of course, my mother and father were teachers. John and Andy were the only ones who were not teachers although Andy's wife is a teacher and Nancy's husband was a - is a teacher currently. So we are kind of a teaching family.

Smith: And Nancy is a teacher.

Howard: Nancy is, yes.

Smith: Okay, that takes care of a piece of Central Washington History that needed to get recorded. Now I seem to remember your mentioning that in tape number one, that while you were in graduate school at the University of Chicago, Dr. McConnell came back there on a recruiting trip and essentially recruited you then and there. Is that true?

Howard: Yes, I had expressed interest in coming back out to the west coast after Dorothy and I both got degrees here. She got her masters at Chicago while I got my doctorate - masters and doctorate. So we both had family out here. Dorothy's in Selah and mine in Ellensburg and we kind of wanted to come back out here where we could be close to family. So I had two alternatives. One, I was being interviewed at San Diego State and had applied here at Central also. Well, he came back and interviewed me for the job in Chicago, yes. Took us out to dinner downtown. Nice restaurant. Had a good time.

Smith: What rank did you start at Central, Ham?

Howard: Assistant Professor.

Smith: At what salary, do you recall?

Howard: Yes, I sure do. That was one of about three money related incidents in my career at Central that I recall especially. One was that he wanted me to come as an administrator and I wanted to come as a professor to teach because teaching is what I wanted to do and I wanted to do something about teacher education. I had some ideas about that and so he offered me two possibilities. He said, "If you'll come as a full time administrator on our staff, we need one in the office of visual education," which is what he was looking for, he said, "I'll offer you \$5,000 a year. If you want to come on a half time teaching and a half time administrative basis that you've requested I can only offer you \$4,000 a year." Well, I think I surprised him when I said, "Okay, I'll come as a half and half because that is what I want to do." I believe that Dr. McConnell felt that money would talk.

Smith: Now your assignment was what, Ham? What did you teach in the beginning?

Howard: Well, I was an assistant professor of education and I taught half a teaching load and also was half time - full time administrator of that office of visual education. So it wound up a time and a half job but I enjoyed it so I didn't mind.

Smith: Now, in audio visual did you carry a title?

Howard: Only - I think I was just the Director of the office is all.

Smith: Now -

Howard: Seven years that lasted.

Smith: How many years did you stay at Central then?

Howard: Well, I was a total of 39 years at Central.

Smith: And you retired at what rank?

Howard: At Full Professor.

Smith: Thirty-nine years full professor.

Howard: Well, I wasn't a full professor for 39 years, no.

Smith: No. Did you ever get up to \$5,000?

Howard: Oh yes. However, there was another incident. I don't know if this is history or not but after I had made full professor and I remember the year well because Eldon Jacobsen and Roy Ruebel and I were promoted to full professor at the same time and brought into McConnell's office and he told us that we were promoted. I remember that meeting. Anyway, shortly there after the - we were under a division organization then. There were six divisions in the college and the ed and psych and philosophy division was one of them in which I was a member. I had given up my administrative position by that time and had gone full time teaching in that division. Well, it turns out that Maurice Pettit who was then the division chairman had a year's leave to go teach at UCLA and so they persuaded me to be acting chairman of the division in his absence. In the meantime, I had been recommended for a merit raise and turns out that the interim president, just before President Brooks, who was Perry Mitchell and during his regime he had processed these recommendations for merit raises and at the same time there had been a proposal to give then division chairmen and department people extra money raise. At that time we had a salary schedule and a step up on the salary schedule was the way it worked. Well, when President Brooks came on board he lumped me right in even though mine was a merit raise and there's was an administrative raise. He lumped me in because I was acting and denied it and recalled all of them including mine and it cost me money. Not only then but for several thousand dollars thereafter because of the step on the salary schedule. That was another - there was a third incident on money. Might as well clear it all up I remember was later on, and you probably recall this one too, we had a faculty meeting and - Dr. Brooks was the president then and we were having budget problems on campus and salaries for the faculty and so by vote of the faculty the full professors all voluntarily gave up a year's increment to accommodate the assistant professors' salary problem at that time. That became - it was supposed to be a one year thing and it became a permanent thing you recall. We never did make that up. That was three instances of money. Other than that, I didn't care much about it. I enjoyed my work.

Smith: Well, I'm certain that you felt very good about sacrificing part of your salary so that assistant professor's children could eat three meals a day.

Howard: Yes, absolutely.

Smith: That's very big of you.

Howard: Oh, of course.

Smith: Now, your starting year in this dual assignment at Central was what?

Howard: 1950.

Smith: 1950. And your final and official retirement took place in?

Howard: 1984 from full time teaching but I was one of the first three faculty in a new program of phase retirement. John Shrader and Eugene Kosy and myself were the three that initiated that program and there were some options there. We each did it a different way. For instance, John Shrader taught a five credit course. You could take a maximum of 15 credits per year under that program. He took a five credit course each of the three quarters. Well, Kosy decided to take 15 credits in one quarter so he would be free to travel and do other things. I chose to do it even a different way. I chose to be gone fall quarter and take a partial load winter and spring quarters. We each did it to test out the plan and we were given that personal option. So I was on that program for five years and finally retired in 1989 spring quarter. How many - this is the end of spring quarter, isn't it? Right now. How many - that's six years ago.

Smith: Now Ham, I know that the phased retirement program was devised partly partly mind you because many faculty people assumed that they would need a weaning away from the routine of teaching and that phased retirement would give them a gradual way to do that. Did you find you needed that weaning period?

Howard: Well, I don't know if needed is the word. I wanted to do that if that's the same thing and I did like the idea of having some time to do other things because like many of the faculty members during my career I recall that many of us put in a pretty full time. I never took a leave of absence. I never went on a sabbatical in my entire 39 years at Central. Taught summer quarters because our program required it and as a consequence I did take two summers away because we had a rotation policy at that time in the '50's and '60's but other than that I was here four quarters a year so I wanted a chance to have some time to do some other things of a personal nature but still hang into the teaching because I enjoyed working with the students.

Smith: Now Ham, I know that you in your earliest years functioned on a campus where there was a faculty council that was almost toothless. It didn't have an awful lot of privilege or power in any way.

Howard: Yeah there were about a dozen - I served on that council and was chairman of it one year and I recall that there were about a dozen of us that served on this council and we would meet with President McConnell. He was an ex officio member of the council and we met on a fairly regular basis. Our purpose it seemed to be essentially to try to reflect the faculty's concerns and needs to him personally and I think he used this as a kind of sounding board but the ultimate policy decisions and so forth were in his hands. We were as you said kind of toothless. We were in an advisory capacity. We had no kind of political control as I recall.

Smith: Now later I know that the faculty council became a senate and with the senate came a written document. Was there any kind of a written document under the council?

Howard: I'm trying to remember. You are referring to what we call the faculty code which is - I'm not sure there was a faculty code prior to the senate. I think officially it was developed as a result of the senate's activity. They called it the code but I can't recall whether there was a written document. I really don't. I'm sure somewhere there is a record of that.

Smith: Do you recall any particular problems between, let's say, faculty and administration under the council system?

Howard: Problems. If they were -no I don't really recall any major ones. You know, that would cause a considerable uproar or anything of that sort. I think we recognized that we were kind of in an advisory capacity and we really had no basis for putting pressure on the president or the administration to do anything about it other than to counsel them that this is our concern.

Smith: Do you recall that those conditions changed at all once there was a senate and a written code?

Howard: Yes. I think that once we had a written code, of course, with many provisions in it that - I think Dr. Brooks is the one that espoused the term collegiate relationship where the faculty were having more influence in the policies of the institution and he helped promote the development of the senate. He sat on it as an ex officio member as I recall. One year in the early years of the senate forming I was the assistant chairman of the senate I do recall and we worked hard to get certain kind of policies established. I recall being for instance on one what we thought was quite a major accomplishment in the faculty in the code and that was having a professional leave provision. Up to that time we were at the shall I say whim of the administration. You would ask for a leave and if they thought you had it you got it. There was no formalized way to handle it. Then they established a professional leave system in the code and I remember working long hours on that one and we had particularly one feature of it was a controversy among faculty members as a matter of fact. I remember one faculty meeting where we proposed such a leave could be used to get an advanced degree. There was protest from members of the faculty about this and I can still

remember - I believe it Sam Mohler as a matter of fact. Sam Mohler said, "By gosh, I had to work hard for mine and sacrifice for it. Everybody else can too." Words in that effect. But we finally got that thoroughly never the less. Several people went back on leave got a degree. I think of Wayne Hertz as one of them. You're another one. Milo Smith is another example.

Smith: Ask not for whom the bell tolls. Well Ham, I know that in the faculty code, you can not read very far into that document before you become very aware that the code and the senate were very concerned with that marvelous theory called academic freedom.

Howard: Oh yes.

Smith: Do you recall any incidents in your many years at Central where academic freedom was tested?

Howard: Well, I'm trying to think of some particular incident. I know it was a continuous concern all the time I was on the staff because the Association of University Professors, you know, I served in that group of course and in fact because we were a teacher education institution we - many of the faculty were members of the National Education Association because of the nature of it as well as this national AAUP. I remember one year quite by coincidence I was president of both at the same time and our local unit. I don't know how that happened. At any rate, we were concerned about matters like academic freedom. Particularly with the AAUP group which has of course a national policy statement about this and were protective of it. Whether about specific instances about this I may recall one which began while I was still a students that persisted when I came back later as a staff member and that was the Joe Trainer incident. That's one in which he had an oral commitment from the president to be absent briefly at the end of one quarter. I happened to be in the class that occurred. His algebra - the calculus class it was. There was a big to do about that that it was a violation of his freedom and the allegations the president made about Trainer's performance at that time were seen as a violation so the AAUP black listed Central for about eight years. It wasn't until about '49, I think, that they were finally taken off the AAUP black list and subsequent to that, we had - we were pretty sensitive - protective because of that occurrence. So I do remember that Emil Samuelson, for example, was very strong about protecting this right. He was active in the AAUP but I can't remember a particular incident off hand where it became a knock down drag out problem. We never got black listed again.

Smith: Well Ham, since AAUP was a national organization that actually had no official capacity to dictate to Central, what did black listing actually mean to our institution?

Howard: Well, I think all it meant was that potential candidates for the faculty would say, "Hey, this is not a place I want to go." And that was the purpose of the black listing. It was called censoring - censoring not censoring but censoring. I think that was done through the association, not through the other -

Smith: Now, you've named a few names, let's see if we can identify them as to which of the administrators to your memory were especially significant in moving the institution forward?

Howard: Oh gosh, over 39 years there are a lot of them.

Smith: The outstanding ones.

Howard: Well, of course, I think Dr. McConnell in the early years while I was here did a great deal for moving the institution into - from the normal school mode into the state - or the college of education mode. Then after that, of course, the Cudgel was picked up by Jim Brooks and he moved us into a state college and eventually into a university status. So I think those are the leaders - presidents obviously stick out as being significant. There were also other administrators, I think, that in terms of the internal academic quality and so on of the institution that had a significant impact in one way or another upon it. There were any number of those who were vice presidents status. You know, this sort of thing. I think of people like

Ernest Muzzall, Wes Crum another one, of course in my area John Green is another one who comes to mind, Bernie Martin is another one who made significant at the dean level contributions and of course, Ed Harrington as a vice president had a big impact over his years. Then of course later on toward the end when Don Garitty became the president and we had other series of - and Harrington was under Garitty, of course. We had considerable expansion of the university programs in that time during the Brook and Garitty regimes. So, I would say that it was those - there were other leaders too that I - you know, like Emil Samuelson was outstanding as the liaison between the public schools and our graduates because during the time we were preparing teachers he had the best placement record I think of anybody has ever had. He really was - made an outstanding contribution there. We had many other administrators, I think, that had a significant impact on their programs within the institution. We had department chairs - a various many of those helped build their program. Eldon Jacobsen, for example, was a prime mover in developing the psychology program onto campus. When we started back in the '50's, I think we had what we called child psychologists. I'm thinking of Loretta Miller and Dohn Miller and Eldon Jacobsen but Eldon was one of the major prime movers for developing - and Maury Pettit also for developing the psychology department to what it is today which is a sizable program on the campus. It started out - and we also during our time we had one philosopher on the campus. Now we have a whole department and I think Chester Keller is a good example over the years has proved to be a prime mover in that direction. Enough of those. I can go on. There are many names - persons over - that's a long period of time.

Smith: Yes indeed. Now, so that we don't just pack this interview full of facts and dry data, do you recall any humorous incidents through the years that stand out in your memory? I'm thinking of one I've got to ask you for concerning Dr. Harrington and his nickname.

Howard: Oh yes. I can recall a personal incident there. Because Ed Harrington had a seemingly dour personality - d-o-u-r. He also had a d-o-e-r personality. He really got things done. At any rate, that was a little joke there. Very little. Very little.

Smith: One day he was - because of his rather limited sense of humor coming out - actually he has a good sense of humor but he would never show it. I think he felt he should not for some reason. I don't know. At any rate, he was called Chuckles behind his back. Well, one day I didn't think about this. I remember walking across from Black Hall and I joined Don Schliesman and Ed Harrington walking over toward Bouillon where Harrington's office was then. I remember making some - it was probably a spring day like this and I remember saying, "Well, how are you doing today Chuckles?" And I just came right out and he looked at me, you know, and I thought Don Schliesman was going to fall over right on the spot. It hadn't even occurred to me that he didn't know that he was being called Chuckles. Well, afterwards Don told me, he says, "You really stuck your neck out a mile on that one." But it turned out that actually Ed has more of a sense of humor than we knew he did. We had lots of people who had I think senses of humor. You and I could both recall perhaps one incident back in the '50's. I think it could have been right after you came. I don't know why it was very popular then where we had among the students they called panty raids. The guys would invade the girls dorms and steal their panties. Sort of , you know, a large to do and it got so bad that they called in McConnell Auditorium the whole student body was called in and the president was going to berate them for this kind of behavior and I remember Pete Barto it was I believe this is right stood up and made a comment about the fact that this is what will go down in history or words to this effect, it's an empty conquest. That brought down and relieved the tension. Everybody got a chuckle out of that one. But I'm sure there were a zillion incidents which I can't remember. I'm a very sober person and I don't remember those kinds of things.

Smith: Yes, you have the reputation as a story teller and a person with a fine sense of humor and I thought it was safe to ask you if you had any standout memories. How about embarrassing experiences?

Howard: Embarrassing experiences? Hmmm. For me personally?

Smith: Yes. Like the day you inadvertently walked into the ladies restroom.

Howard: Yes, that's true. I had done that.

Smith: We'll credit you with inadvertence.

Howard: I could tell you one other story if you wish that I was personally involved with it. One year when I was the chairman of the ed/psych division during the '60's there we had a big national program going to improve the quality of the high schools and James Conant from Howard University brought a team out to visit our program preparing high school teachers. He was doing this around the country and I remember when he and his committee, his crew, arrived on the campus why it was logical that I as the chairman would escort him around and so forth and I recall that he asked me after we had seen a few things and talked to a few people he asked me where the men's room was and I said, "Oh, I'll show you." So he and one of his colleagues from Princeton, by the way, went in and used the men's room and I took them in there, you know, and I stayed so I could escort them elsewhere afterwards and I remember when Dr. Conant finished at the urinal and so did the other guy and the other guy started to leave and Conant said, "Men at Harvard wash their hands after urinating." And I remember the guy from Princeton turned to him and said, "Men from Princeton don't piss on their hands." Now you want that for the history of - that actually happened. I thought I was going to dissolve right on the spot to think that these two great men, you know, would have that kind of sense of humor about it. Well okay, enough of that.

Smith: Okay getting back to a more serious mode. In all those years, Ham, that you were an administrator and faculty member and a prime mover on our campus, do you recall any particular problems that existed between the student body and the faculty that had to be solved?

Howard: Well, I remember during the uproarious '60's, for instance, there was a lot of national kind of movement going on if you remember and, of course, our campus was affected like the rest. I can remember that we had one incident that really kind of startled me. I don't know why it should but it did was the occasion where the students the black students on campus formed a union called the Black Student Union and they had some concerns about how they were treated and so forth and felt that they were being discriminated against and all that. I remember the incident in which Jim Brooks, the President, the committee from the Black Union quite a few of them came into his office in mass to protest some issue. I don't remember what the issue was now but I remember here was Jim all by himself and his whole office was just packed with black students who were not very friendly about their demands. I remember that one incident there in which - I remember Jim talking about it afterward. He said, "Boy, that was quite an experience for me to have that happen." But he managed to handle it okay and eventually things?. I remember that I had, of course, black students on my campus and they were reflecting similar kinds of things and there were instances where I was accused of being racist myself simply because I made - I remember one time with a group I made a comment about, "You people should feel so and so," and they immediately took the you people meaning the black people, not everybody but the black people and they felt that that was a discriminating statement. I was so startled I couldn't believe that they would take it that way, you know, but that's an occasion. Things were kind of sensitive during those years I do recall.

Smith: Now Ham, in 39 years at Central I'm sure that you were witness to a considerable number of changes in the relationship between town and gown. Would you comment on that please?

Howard: Oh yes, I do remember - I've forgotten the years. It must have been during the early '60's because I remember an incident on the academic affairs committee and that was made up of the six division chairmen and the registrar and the business manager - no, not the business manager, the registrar and the dean and I remember it came out in one particular meeting about how there was a rumor going around town and there was an active group in town that were advocating we close Central down. I remember that one of the local lawyers whom I knew personally was one of the advocates and that really took me apart because I didn't think he felt that way about it. But what it was is because of the economic situation at the time and they felt that Central was an expensive situation. We need to cut back and so on. Two universities in the state were enough and this kind of talk, you know, went on. It didn't come to pass, of course. There was this strong feeling at that time that we ought to close Central down.

Smith: Do you also remember that when the move to close Central down was objected to by the local citizenry and the Chamber of Commerce –

Howard: - went the other way.

Smith: Right. How about academic reorganization on campus? I know that you were involved with that many times.

Howard: Yes, we worked for several years on a particular task force to propose a reorganization. There were several occasions that this happened during my time on the staff. The one particularly we were proposing to reorganize the way we arrange things in order to reflect the change in the mission of the institution from being strictly a teacher education institution to one with a broader scope as university type institution and what would be the appropriate organization for that with schools and this kind of thing. I remember as a committee we worked many hours and made several proposals which never went into effect exactly the way we proposed it, of course, but at least it helped to stimulate some thought along that line. So that was some accomplishment there.

Smith: Do you ever recall, Ham, any time when Central had a publish or perish philosophy where faculty were concerned?

Howard: There was a strong move at one point - particularly when we began to move into the University mode. This was the characteristic of a university, of course. Publish - you research, publish it and make a name for the institution in that manner and that was assumed to be the equivalent of quality. That was the criterion. If you published, you got your name and the institution and this indicated that you were an academician and that's what we wanted on the staff and at the institution. So there was a strong move toward if you don't publish, if you just find your mode into being a teacher and a good one, that wasn't enough. So we went through some throes I recall arguing that issue and I think eventually it settled down somewhat to "Hey, teaching is important. Not just research." But of course, this ultimately came out if you'll remember during my time at any rate we established some distinguished faculty awards. There were three of them, one for teaching, one for research, and one for public service which reflected this kind of ultimate compromising of hey, all of these functions are important for our institution and not just the one. So the idea of the perish end of the keeping your job kind of dwindled as I recall toward the end of my career. It was no longer as significant as it once was felt to be.

Smith: Now Ham, I remember when I first came to Central and you'll remember this, that we were quite embarrassed because in many cases we were considered to be the school where you go if you flunk out of the university. Do you remember seeing the change over the years?

Howard: Yes, as a matter of fact, we were so concerned about that reputation that we took some steps as I recall and made some studies to demonstrate that actually people who transferred from Central to the University of Washington, for instance or WSU, actually turned out to be excellent students which demonstrated that in fact we were not second class. So finally people were convinced that this was true. Namely that we had good quality students here too. Just because they happened to decide they wanted to come to a smaller institution and pursue a different line of work doesn't mean that was inferior.

Smith Do you recall over the years any movement among faculty to establish teacher's unions?

Howard: Oh yes.

(sound on tape turned off)

Smith: Okay Ham, let's try it again. How did Black Hall become Black Hall when it's not Black?

Howard: Well, it was named after President Black. I think the policy then was to acknowledge for the history some leadership in the institution so many of the buildings were named after for instance, other buildings - the McConnell Auditorium is an obvious example. Smyser Hall, Shaw Hall, Anderson Hall up in the dorms and so on, Nicholson Pavilion etc. Barge Hall, of course, is the initial principal of the school here and that's why the oldest building on the campus is probably named for him and the Black - oh, he was president during the middle teens and through the '20's until almost 1930, I believe. So he had quite a tenure of the president of the institution and so I think that's why this particular building was - needed a name and they decided to give it to him.

Smith: Do you recall any campus emergencies, Ham, in all those years?

Howard: Emergencies?

Smith: Of any kind. Do you remember the Ted Bundy situation?

Howard: Oh, that kind of an emergency. Yes, that was certainly a sad time. We had an occasion when Ted Bundy was on campus and what was her name? Something or other Court - I've forgotten her name but he - she was one of his victims. He was a serial killer as you recall and so on. I remember in later years quite by incident I got personally involved - Dorothy and I because we went over to LaConner on a recreational thing and we stayed at a bed and breakfast and 10 and behold who should be these people but her parents and when they discovered we were from Central it recalled for them and it was kind of a very sad situation there but they were still this is many years later but that was an occasion when things like that just are not forgotten.

Smith: Do you recall that there were legal types that swept across campus methodically searching out every nook and cranny as they were looking possibly to see if Ted Bundy was on campus?

Howard: I don't recall personally noticing that. No, I couldn't recall. I'm sure that there were lots of investigators around and they interviewed other students, of course, and faculty and staff to find out what happened.

Smith: How about the campus emergency that grew out of Mount St. Helens erupting?

Howard: I guess you can call that an emergency. We had other kinds of emergencies like a power outage. That happened a number of times, of course. Incidents of that sort. I'm not quite sure what an emergency is as you're thinking of it.

Smith: Well, school was dismissed in the case of Mount St. Helens for a period of time.

Howard: How much ash did we have?

Smith: Two inches.

Howard: Yeah, that was really quite something. I remember right out here on our patio the day that that occurred, a May day, a lovely May day it was, and going out and seeing this stuff coming down and wondering what had happened and all that. Dorothy and I were home at the time of the eruption but it certainly tied things up in this area and on campus too, of course.

Smith: Now, please don't be modest in answering this question. Do you recall or can you think of any contributions that you made to your department or to Central during those 39 years?

Howard: Oh?

Smith: That you think were significant.

Howard: Just one. During the - this was about 1960, '61, somewhere in there we were due to undergo an internal reorganization of our program for preparing teachers and I took the lead in that because - partially because I was acting division chairman at the time and then subsequently became the division chairman. So we created what - I remember one of our professors called it a sequence seance because we - it was a professional education sequence of courses that everybody had to take in order to qualify to get their teaching certificate and we developed quite a program which was modified somewhat later in the years, of course, as it should be but during the '60's we made a significant move in that direction and I think we created a really viable program. Our basic philosophy and it reflected some of my own preparation at Chicago, I think, about this was that every teacher in our public schools in our state should have a strong basic general education first as a foundation for their being able to teach. We needed to have something more than becoming a vocational school. In other words, we needed to have our liberal education as a basis for this so the teachers could at different levels and in different fields could communicate well with each other and with the public. So we strongly felt that that should be a key element and we won out in making that point of view, I think. Roughly a third of the preparation of teachers in a four year degree program is a basic education program. Then we needed - the state required only a modicum, about 20% of the preparation in professional education. The balance of it had to be that they needed to know what they were teaching. We strongly believed that. They needed to know their subject matter as you might call it. So if they were going to teach history, they should be a qualified history person. If they were going to teach P.E., likewise. Whatever their field was. So we had that kind of a balance worked out and in our particular program and I felt pretty good about taking the lead in that direction, yes.

Smith: Ham, do you recall at any time that there were programs, courses, majors on campus that you did not think could be justified on a university campus?

Howard: Well, I think my own personal point of view tended to be somewhat middle of the road. I was not extreme one direction or another. For instance, I couldn't take the position that Wayne Hertz often espoused that, "I can't see any reason why any musician has to take mathematics courses." Do you remember him saying that? We'd say, "Wayne, come on." You know, we'd go round and round about that. We would not take such a strong position. Other people who advocated their particular field, of course, couldn't see any sense in why students would have to take anything else. They would just as soon have four years in their field period. So we did have some that felt strongly in that direction and likewise there were some that felt that a lot of the courses we offered on the campus which were somewhat of a remedial nature meaning that the kids didn't get what they should have got in high school and therefore we ought to make them take - bring up to our standards at least and one of the areas particularly, of course, was in English. We felt strongly about that so we established programs and some people thought that those were Mickey Mouse. We shouldn't have to have that kind of thing at a college level. Well, I didn't agree with that personally. I felt that - I was pragmatic enough to say hey, if the students are not - if they are qualified otherwise and they have this shortcoming we should help them with it. That's our purpose for being here. So I didn't oppose these kinds of courses even though there was the general feeling sometimes, that we shouldn't have that kind of thing going on. Same in the math area, the fundamental area. These are cases in point.

Smith: Now I do recall that a number of years ago you voiced a pet peeve and that had to do with the development of Grupe Conference Center as opposed to being in the ed building where you thought it belonged it was built separately outside the building as a separate entity. Would you voice some feelings about Grupe Conference Center?

Howard: Yes. Well, of course, I was on the committee, you know, that helped design the building - the specifications. We called it the educational specifications for this building and the architect particularly and several members on the committee felt that - and I agreed with the idea - that we should have a kind of a facility that would provide for a circular kind of design so that you could get a large group in there and they could interact face to face and so on and we felt that that was really significant. So incidentally in our plans that was room 100 in the building plan. Well, of course, it turned out to be because it was physically

separated from the main building which was a rectangular thing with all the lecture halls and classrooms it became fair game then for group meetings because it had a kitchen in it and we had designed it specifically with a small kitchen so you could have social affairs and so forth and our prime purpose of this was really to meet the division's needs, not the campus needs but it turned out so well we soon lost control of that and the Grupe, G-r-u-p-e, Conference Center became a campus wide facility booked by the campus elsewhere. We lost complete control over that thing and that was my peeve because our original plan was to meet our needs as other people were doing similar things elsewhere on the campus but it got took.

Smith: Do I recall that for the first few years Grupe Conference Center was under the first priority of the ed division and then when you weren't using it was available elsewhere?

Howard: It started out that way but it didn't take long to move in another direction.

Smith: Okay Ham, is there anything you would like to comment before we end this tape?

Howard: No, other to say I'm glad it's over. Okay.

Smith: Do you recall students coming back to campus in the summers who had been in school before and they witnessed that the curriculum had become much more difficult over a period of a few years and I can recall students saying, "What have you people done? It used to be easy to get an A here."

Howard: There was some of that, yes, of course over the years it is true. For one thing, to become a teacher, qualified and certified by the state there were increasing requirements and as a matter of fact our staff at Central, I think, on a state basis with Wendell Allen and the state department and that sort of thing, the director of teacher education over there and they would hold annual conferences every spring on our campus. I think we helped take the lead to keep elevating the qualifications for teaching, so some of the people who had gotten a three year certificate and were out and had been teaching came back and said, "Hey, what's going on here? You're really putting the screws to us here," you know. So yes, that's true.

Smith: Well Ham, on behalf of the committee we want to thank you very much for two tapes full of very valuable information that needed to be recorded. Thank you.