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The First Seventy-Five Years: A History of Central Washington State College, 1891-1966

Samuel R. Mohler
Central Washington University

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The First Seventy-Five Years

A HISTORY OF CENTRAL WASHINGTON STATE COLLEGE
1891—1966

BY SAMUEL R. MOHLER

Published by
Central Washington State College
Ellensburg, Washington
To the Faculty, the Alumni, the Student Body and others interested in the annals, the life and times during the first seventy-five years of Central Washington State College, it is significant that a distinguished member of Central's faculty, Samuel R. Mohler, should be chosen to write this History of the College.

The countless hours, days and months of dedicated service in searching old newspapers, magazines, various libraries, and other sources cannot be measured, and Dr. Mohler can never be repaid for this "labor of love" except in the satisfaction of knowing that he accepted a challenge, and by making personal sacrifices far beyond the line of duty, he has presented to us this History, of which we can all be proud.

So, Dr. Mohler, on behalf of all of the future readers of this volume, we salute you and thank you for your worthwhile efforts.

V. J. Bouillon

Note: Mr. Victor J. Bouillon served as a member and the Chairman of the Board of Trustees of Central Washington State College from 1931 through 1963.
This historical study of Central Washington State College was begun many years ago—more years than I like to admit. The original plan was to write a periodical article on the origins of the institution, but that idea was expanded to include the first quarter-century, then the first fifty years, the first sixty years and eventually the first seventy-five years. There have been other reasons for the long delay. State college histories do not make the “best sellers” lists and the cost of publication was too much for the author to venture. The College Board of Trustees on several occasions agreed the book should be published but failed to set aside funds for the purpose. Uncertainty as to whether the history would ever be published encouraged further procrastination on the part of the author (who needed little such temptation to postpone further work.) Although my teaching load was lightened for the purpose during two quarters, most of what was accomplished on the College history was done during vacation periods when there were other interesting things to do. And so, with long intervals of inactivity between efforts and many new beginnings (with revision of what had been written before as a first step), year has followed after year.

It was not until President James Brooks and the Board of Trustees decided two years ago that the publication of the College history should be a part of the Seventy-fifth Anniversary celebration that a definite deadline was set. Funds designated for the purpose removed all uncertainty thus depriving me of further excuses for delay. And so, here is the story of the first Seventy-five years. It is my hope that the many delays, interruptions and revisions have not left their mark too plainly upon the final product.

If I were to write a dedication it would read something like this: “To my colleagues, members of Central’s faculty without whose indispensable assistance, encouragement, and oft-repeated question ‘When are you going to finish that College history?’ the project would have been given up years ago.”

Many members of the teaching faculty and administrators have read parts or all of the manuscript in one version or another and still more have supplied information essential to an understanding of what has happened and why. Several members of the Board of Trustees have read the manuscript and made helpful suggestions. It should be understood, however, that this is not an “official” history of the College which has been approved by those in authority. There was an understanding from the first that I should be perfectly free to interpret the
history of this institution as I saw it, and I am happy to say that at no time has there been any influence or pressure to modify what has been written. Evaluations and opinions expressed herein are my own, wrong-headed as many of them may be, and the College as an institution is not responsible for them.

In acknowledgment of those whose assistance has been indispensable I must not overlook those unsung heroines of the typewriter, student secretaries and office secretaries, who have penetrated into the mysteries of my anti-Spencerian anti-penmanship and have translated it into recognizable words and sentences which others can understand. Among those who have performed this service are Marie (Mrs. Donald) Murphy, Miss Deanna Byrnes, Miss Marlene Sattlemier, Mary Beth (Mrs. Michael) Beasley, Louisa (Mrs. Ernest) Gregg, not to mention those two secretaries extraordinary in the President's Office, Marilyn (Mrs. John) Jamieson and Mildred (Mrs. Owen) Paul who typed the final draft in record time despite the mutilated copy from which they worked.

Special thanks are also due Dr. Keith Rinehart and Dr. Irene Rinehart who read the manuscript with an eye to English usage and who made innumerable suggestions for improvement, not all of which (as the reader will conclude), were incorporated.

The staff of the Ellensburg Public Library and the office staff of the Ellensburg Daily Record are remembered for their unfailing courtesy in allowing me to pore over many volumes of old newspapers page by page. The College Library staff provided a room for research and writing activities and permitted me to monopolize, over a period of years, space badly needed for other purposes.

Finally, a word of appreciation should be given my wife, Mary B. Mohler, who has had to live with me through the years in which this book has been in preparation and who has not complained about the frustrations and irritations her none too patient husband has so often demonstrated because of it.

This is no attempt to write a history of education in the State of Washington, or even to describe the work of the normal schools and state colleges generally. It is a history of one particular institution and is intended primarily for reading by students, alumni, faculty, administrative officers, and friends of this College, although, of course it is hoped that many others will find it of interest and of some value. Perhaps it will make a contribution to the history of higher education in this State which some day will be written.

S. R. M.
## CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Backgrounds and Origins</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>The First Three Years</td>
<td>12</td>
</tr>
<tr>
<td>III</td>
<td>The Pride of Central Washington</td>
<td>24</td>
</tr>
<tr>
<td>IV</td>
<td>Mr. Getz and the Normal School Rumpus</td>
<td>34</td>
</tr>
<tr>
<td>V</td>
<td>Years of Peace and Stability, 1898-1916</td>
<td>48</td>
</tr>
<tr>
<td>VI</td>
<td>The Instructional Pattern, 1898-1916</td>
<td>61</td>
</tr>
<tr>
<td>VII</td>
<td>Departments and Personnel, 1898-1916</td>
<td>73</td>
</tr>
<tr>
<td>VIII</td>
<td>Student Life in the First Quarter Century</td>
<td>95</td>
</tr>
<tr>
<td>IX</td>
<td>Transition—A New President—World War I</td>
<td>115</td>
</tr>
<tr>
<td>X</td>
<td>New Departures after 1916</td>
<td>129</td>
</tr>
<tr>
<td>XI</td>
<td>Depression Problems and a New President</td>
<td>148</td>
</tr>
<tr>
<td>XII</td>
<td>The Normal School Becomes a College</td>
<td>162</td>
</tr>
<tr>
<td>Illustrations</td>
<td></td>
<td>facing page 166</td>
</tr>
<tr>
<td>XIII</td>
<td>Student Life Between Two World Wars</td>
<td>173</td>
</tr>
<tr>
<td>XIV</td>
<td>The War and the “G.I.” Invasion of the Campus</td>
<td>193</td>
</tr>
<tr>
<td>XV</td>
<td>Physical Expansion 1931 to 1966</td>
<td>206</td>
</tr>
<tr>
<td>XVI</td>
<td>Divisions, Departments and Programs in Recent Decades</td>
<td>223</td>
</tr>
<tr>
<td>XVII</td>
<td>Students of Recent Decades</td>
<td>254</td>
</tr>
<tr>
<td>XVIII</td>
<td>Of Trustees and Presidents</td>
<td>274</td>
</tr>
<tr>
<td>SUPPLEMENT</td>
<td></td>
<td>293</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td></td>
<td>352</td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
<td>356</td>
</tr>
<tr>
<td>INDEX</td>
<td></td>
<td>363</td>
</tr>
</tbody>
</table>
In the annals of the State of Washington, the year 1889 may be called the year of great expectations. Statehood, so long delayed and so eagerly sought, was at last achieved. This event would surely be followed by a great influx of emigrants from the East, and with them would come the capital needed to develop the natural resources. Within a few years, it was believed, Washington would take her place as one of the great industrial states. All planning for the future should be on a grand scale, therefore, and many believed that the State Government should set a proper example. The Federal Government had encouraged this expansive feeling by making generous grants of land, as was the usual practice when a new state was created.

The Enabling Act of 1889 provided that, in addition to grants made during the territorial period, 600,000 acres of land should be given for the erection and maintenance of public buildings, public institutions, and schools of higher learning. Of the total, 200,000 acres were donated for the University, 100,000 for a scientific school, and "for state normal schools, one hundred thousand acres." ¹

In his message to the first state legislature, Governor Elisha P. Ferry

¹
made a strong plea for public support of education, saying:

It will be your duty, under the constitution, to provide a general and uniform system of popular education, to include common schools, and such high schools, normal schools and technical schools as may be established. In the performance of this duty you should strive for nothing less than perfection. . . . The system of education which you devise for this state cannot be too broad nor too liberal, and the standard you set cannot be too high.  

The combination of general optimism among the people, the grants of land, and the governor’s request, all doubtless contributed to the decision to establish normal schools. The Enabling Act did not specify the number, nor did the governor in his message, but since there were many communities asking for a state institution of some sort, the legislators were inclined to be generous. A bill to establish a normal school at Cheney was introduced, another proposed to locate one at Ellensburg and still another included four normal schools.  

While it may be assumed that political considerations were not absent in the framing of these bills, the need for better training of teachers could hardly be questioned. A normal department had been set up at the University of Washington as early as 1878, but it has been suggested that it was by no means adequate and “was thrown in mainly as a lure to secure students who otherwise would not attend the university.”  

Several private schools offered normal courses, among them Calathea College at Olympia, Waitsburg Academy, Northwest Normal at Lynden, Colfax College, Olympia Collegiate Institute, Whitman College, and perhaps others not reporting. Nevertheless, the Superintendent of Public Instruction in 1890 declared that “one of the greatest embarrassments of the hour is the absence of normal schools.”  

Some teachers, of course, had secured their training before migrating to Washington, and among them were college graduates with previous teaching experience. The salaries paid were not sufficiently remunerative to retain the services of the more ambitious, the average income for men teachers in 1890 being $51.41 per month, and for women $43.31. Moreover, since the average length of the school term was less than five months, the average annual salary for men was $247.80 and for women teachers $210.48. Under the circumstances, it should not be surprising that the professional qualifications of teachers in service were extremely low. Of the 1610 employed in 1889, only eighty held
territorial or life diplomas, while 336 held first grade, 719 second grade, and 305 third grade county certificates. The latter two types were secured by passing an examination in the subjects taught in the public schools, plus a few questions regarding school law, the State constitution, and the theory and art of teaching. Further requirements were that the applicant must be at least seventeen years of age and have attended a teachers' institute. Thus it was easily possible for one who had finished the eighth grade and who met the age minimum to begin teaching later in the same year, and many did so.

The bill to provide a normal school at Ellensburg was introduced by State Senator Eugene Wilson on November 25, 1889. Senator Wilson was a resident of Ellensburg and a member of the city council, yet it is not evident that he represented strong local sentiment in favor of a normal school at that city. Certainly, until October 1889, Ellensburg boosters had their eyes on much bigger things, among them the state capital. There was a strong possibility that with the attainment of statehood the seat of government would be moved from Olympia to a more central location, and Ellensburg as the "exact geographical center of the state" was definitely in the running. Furthermore, of the three active contenders, Olympia, North Yakima (present Yakima) and Ellensburg, the latter had the largest population. Even the fire of July 4, 1889, which destroyed the business section, could not diminish Ellensburg's aspiration to be the capital city.

The Constitutional Convention of 1889 ruled that the people should vote on the capital location at the same time they voted on the acceptance of the Constitution. Ellensburg had a good deal of support in the eastern part of the territory, and even in Tacoma and Seattle several newspapers urged a central location. The prospects were considered fairly good, and probably no Ellensburg citizen would have dared advocate a normal school until the capital question was settled. As it turned out, Ellensburg ran third in the election of October 1, 1889. Olympia had a plurality but not the required majority and thus a second vote was scheduled.

In the months between the two elections Ellensburg people gave their attention to other projects, but if a normal school was high on the list the newspapers did not record the fact. It had been rumored earlier that one would be located east of the mountains and that Colfax or Spokane Falls had the best chance of getting it. No other mention of a normal school appeared in the local press until December 5, 1889, two weeks after Mr. Wilson introduced the bill. One of the local papers
noted in rather perfunctory fashion: "It is said that Ellensburg can secure the state normal school if she will donate the necessary land. The prize is worth working for and our citizens should take the matter in hand and have the school located here."  

Compared with the many columns given to the prospects for a great industrial metropolis in Kittitas Valley, however, this casual comment damned with faint praise. For the booster press (and all three newspapers were enthusiastic boosters) referred constantly to Ellensburg's iron and steel manufacturing prospects. The proximity of iron ore, coal, and limestone in huge quantities was declared to be certain proof that Ellensburg was destined to be the "Pittsburgh of the West." The fact that this was the largest town in a strategic position to supply the gold miners of the Okanogan county led other local enthusiasts to predict that Ellensburg would be also the "Denver of the West." Furthermore, said the optimists, the city would become the great railway hub of the Pacific Northwest. Twenty-five additions to the city were plotted in the years 1889-91, and the real estate business reached fantastic proportions. With all of this activity, it is not surprising that the proposal to found a mere normal school went almost unnoticed.

Early in January, 1890, while the bill was awaiting the pleasure of the legislature, it was reported that one of the local land owners had offered 100 acres of ground on which to build a state normal school. One newspaper commended this gesture and asked, "Now who will make money donations? We should like to keep the ball rolling. Let everyone exert himself to secure the prize." No further notice of the normal school proposal appeared in any of the local newspapers for some six weeks and then only a statement that Senator Wilson's bill "has not materialized as yet." When the bill passed, the Localizer merely reported:

Two normal schools were established by the legislature, one at Cheney and the other at Ellensburg, thanks to Senator Wilson for that much.

The Capital went a little further:

Ellensburg, thanks to Senator Wilson's tireless energy, is to have a normal school. He worked hard and earnestly for it and never entertained an idea of defeat. Although the bill was killed once, he stayed right by it and never rested until it passed. The thanks of our people are due the energetic Senator.

The same paper stated in May that it was unlikely that an appropriation
would be made by the special session of the legislature then convening, but no other comment appears in the local press until the following October.

If one may assume that the local press reflected to any degree the opinion of the public, it would appear either that Ellensburg citizens were too preoccupied with dreams of metropolitan greatness to pay much attention to a normal school proposal, or that, in their disappointment at the failure to secure the capital, they regarded the normal school as a consolation prize.

In striking contrast, the two newspapers in Cheney gave a great deal of space to the proposal to establish a normal school at that place, and reported faithfully every step in its passage. It was apparent not only that the people there were intensely concerned, but also that they were willing to offer every possible inducement. The former Cheney Academy building and grounds were offered as a gift to the State while the bill was yet pending. When it was finally known that the normal school had been secured, there was great rejoicing.

The scanty comment by the Ellensburg press makes it difficult to evaluate the factors which determined the location. Undoubtedly, there was some opposition to Mr. Wilson's bill in the legislature, but perhaps more indifference. That the usual devices were probably employed to gain votes is indicated by Representative Stephen D. Grubb of Spokane County in speaking of the Cheney bill.

It passed the House, but the Senate opposed the measure. It was referred to the committee on education and there it was put to sleep. So when the Senate passed a bill to establish a normal school at Ellensburg, and sent it to the House, I retaliated by having it put to sleep, and whenever the Senate made an effort to revive the Ellensburg bill we told them they must pass the Cheney bill first. This had the desired effect.

Possibly, too, the fact that Ellensburg was the largest town in central Washington and the one which stood third among all cities of the State in the vote on the capital location had its influence. Perhaps, also, the fact that the bill to establish the normal school did not include an appropriation reduced the competition considerably.

The Legislature of 1890 established two normal schools, but by separate acts with definite differences between them. The Ellensburg institution was named the "Washington State Normal School," and its
THE FIRST SEVENTY-FIVE YEARS

purpose was defined as “the training and education of teachers in the art of instructing and governing in the public schools of this state.”

The Act provided that the Governor, the Superintendent of Public Instruction and the Secretary of State were to examine the sites offered by the City of Ellensburgh. When one was selected it should be deed immediately to the Trustees of the Normal School.

The Trustees were to consist of the Governor, the State Superintendent of Public Instruction and three others to be appointed by the Governor. These persons were to have power to “expend all moneys appropriated or donated for building school-rooms and boarding houses, and for furnishing the same,” as well as for current expenses. They were also to “select the principal and all other teachers” needed; to “prescribe the course of study and the time and standard of graduation;” and to issue “such certificates and diplomas as may from time to time be deemed suitable.” They were to “prescribe the textbooks, apparatus and furniture and provide the same.” The board should, “when deemed expedient,” provide for a “training or model school or schools in which the pupils of the normal school shall be required to instruct classes under the supervision and direction of experienced teachers.”

One feature of the act establishing the Ellensburg Normal School was that:

“At each annual meeting, the board shall determine what number of pupils may be admitted into the school; and this number shall be apportioned among the counties of the state according to the number of representatives from said counties in the legislature . . .”

The candidates for admission from each county were to be selected on the basis of competitive examinations given by the county superintendent and county board of examination. Exceptions to the county appointment rule were made in the case of teachers who already held second and third grade certificates. These might be admitted from the State at large. It is plain that the law of 1890 made the Washington State Normal School a teacher training institution for the entire State and definitely limited the number which might attend from any one section or county. The Cheney Normal School was not so restricted.

Admission was limited further by a minimum age requirement, seventeen years for men and sixteen for women students. Applicants must present letters of recommendation “certifying to their good moral
character and their fitness to enter the normal school.” All who were residents of Washington were required to sign the following pledge: “We hereby declare that our purpose in entering the Washington State Normal School is to fit ourselves for the profession of teaching, and that it is our intention to engage in teaching in the public schools of this state.” Non-residents were excused from signing this statement, but were required to pay one hundred dollars for the privilege of attending.25

The Normal School was to be under the watchful eye of the Superintendent of Public Instruction who was expected to be “the executive agent and the secretary of the Board of Trustees.”

He shall visit the school from time to time, inquire into its condition and management, enforce the rules and regulations made by the board, require such reports as he deems proper from the teachers of the school and officers of the boarding house, and exercise a general supervision of the same.26

This was also a feature peculiar to the Ellensburg Normal School. The State Superintendent had no such function in connection with the Cheney Normal, nor was he a member of the Board of Trustees.27

The measure which established the Normal School at Ellensburg was approved by the Governor March 28, 1890, six days after he signed the Cheney bill,28 and automatically went into effect ninety days thereafter. Nothing in the Act stated when the school should begin, however; and, since there was no appropriation, the Trustees decided not to open in the fall of 1890. Here again, the contrast with the Cheney Normal School was significant. No appropriation was made for that school either, but the people of Cheney were undaunted. The Normal now was legally located within their city and the important thing was to get it under way so that the next legislature would be less likely to move it. Local enthusiasm and local support were sufficient to launch the enterprise, despite the fact that no appropriation of State funds was made. The State formally accepted the building and grounds offered earlier, four teachers were employed, and the Cheney Normal School opened October 13, 1890.29

It was not until almost a year later that the Normal School at Ellensburg got under way. The Ellensburgh Localizer, noting the progress made at Cheney, commented:

We do not understand why some movement is not made to get the school in operation in this city. It is true, no doubt, that
there are no funds available for that purpose here. We do not understand, however, why this advance step is taken at Cheney and nowhere else.36

Back of the scenes some progress was under way. Three of the Trustees, Messrs. W. R. Abrams, M. Gilliam, and T. J. Newland,31 were engaged in negotiations to make it possible to open the school in the fall of 1891. One essential, of course, was a place to house the Normal. The Trustees in their report to the governor for the year 1890 urged that an appropriation for a building be made by the 1891 legislature. In the meantime as a temporary expedient the directors of Ellensburg school district No. 3 offered the State the use of rooms in the new public school building soon to be completed.32 That structure had been designed in anticipation of Ellensburg's great expansion and was considerably larger than was needed at the moment. Thus, a large part of the second floor was available for use by the Normal School.

The Trustees' report for the year 1890 stated that the City of Ellensburgh had donated the site for the anticipated Normal School building as stipulated by the act which located the institution in that city.33 They might have added that one of the Trustees, Mr. W. R. Abrams, a real estate dealer, had previously given the city the land in question for that particular purpose. So far the city fathers had not invested very much in the Normal School project. The block donated, No. 23 in the Grandview addition, was in a new and undeveloped section of the city and was nearly two miles from the downtown area.34 Yet, it appears that no other offers of land were made at that time and apparently this one was made only at the last moment.35

It was expected that the donation of a site would be followed by a legislative grant for a building in 1891, but no such proposal was included in the Governor's message. The sum of $15,000 was appropriated for operating expenses only, for the ensuing two years.36 It was enough, however, to make it possible for the Trustees to plan more definitely, and it was announced that the school would open in September 1891. The Ellensburgh Capital was inspired to write the following, by all odds the most favorable editorial comment to that date.

"Our Normal School"

Ample and first class rooms have been provided for the accommodation of the normal, and good board will be provided at minimum rates. The City of Ellensburgh is neat, attractive and healthful; the people are intelligent and hospitable. The
moral atmosphere is not surpassed by that of any other city in the state. The citizens feel a commendable pride in their normal school, and will exhaust every available means to make it a success in every particular. None but first class instructors will be employed in the school and nothing but thorough practical work will be done. 27

The Trustees of the Normal School took their duties very seriously, and in the spring and summer of 1891 met frequently. They decided to open the school the first Monday in September, but much had to be done in the meantime. They announced that the apportionment of students among the counties should be on the basis of two for each representative in the legislature. It was estimated that this arrangement would assure about 175 students the first year. 30 The secretary of the Board, R. B. Bryan, who was also the State Superintendent of Public Instruction, was asked to visit the normal schools of Washington and California “for the purpose of personally inspecting them and inquiring into the details of their management.” 31

By law the selection of a Principal and teachers was a duty of the Trustees. Perhaps the Governor or the State Superintendent of Instruction was responsible for the nomination of Benjamin Franklin Barge who had arrived in Olympia from the East only a short while before. He was elected principal by a unanimous vote, as was W. N. Hull, his first assistant. Miss Fannie C. Norris of Walla Walla and Miss Rose M. Rice of Spokane were appointed “assistants to be assigned by the principal.” Salaries were set at $2,000 for the principal, $1,500 for the first assistant and $1,200 for the other teachers. 40

Mr. Barge was asked to draw up a three year course of study. Both he and Mr. Hull traveled widely over the state in the summer of 1891. The latter wrote from Olympia June 27:

We are already at work. We have just returned from Chehalis County where we were working in the teachers institute all the week. There is great enthusiasm in that county for the State Normal School . . . The four who passed the competitive examination are ready, and we believe we have persuaded a number besides to attend. During July and August we shall visit in as many Teachers Institutes throughout the State as we can possibly reach. 41

The problem of room and board was one which the Trustees attempted to work out with the townspeople. They asked the local press to appeal to the people to open their homes. The Capital responded,
saying:

Steps should be taken at once by our people to provide for the people who will attend this school. They will want good boarding places, and they should not be allowed to fall into any but first class hands. The matter should be taken up and their interests looked after. Many of them will be young persons, whose friends will be particular about their associations and our people must see to it that no complaint ever goes out on this score. The matter should be thoroughly worked up between now and the time the school opens.42

5 Ibid., p. 57.
6 Ibid., p. 39.
8 Washington, Supt. of Public Instruction, Tenth Report (1890) p. 34.
10 Senator Wilson was a Republican. He was born in Madison, Wis. When 13 years old he migrated to Montana. He came to Washington in 1876, published newspapers at Pomeroy and Dayton. In 1887, he moved to Ellensburg. He was in the mercantile business until the fire of July 4, 1889. Barton’s Legislature Handbook, 1889-90. pp. 220-21.
12 Kittitas Localizer, May 18, 1889.
13 Ellensburg Capital, December 5, 1884. Ellensburg was spelled with the final “h” until 1894 when the Post Office Department eliminated it.
14 The newspapers were, the Ellensburg Capital, the Kittitas Localizer (later the Ellensburg Localizer), and the Washington State Register.
16 Ellensburg Localizer, January 4, 1890. No further reference to the 100 acres has been found.
17 Kittitas Localizer, March 22, 1890.
18 Ellensburg Localizer, April 5, 1890.
19 Ellensburg Capital, April 10, 1890.
21 J. Orin Oliphant, History of the State Normal School at Cheney, p. 25.
23 Ibid., p. 278.
25 Presumably this was paid only once, not each year. The law is silent on this point.
27 Ibid., p. 284.
28 Ibid., p. 284.

Ellensburg Localizer, October 25, 1890.

Mr. Gilliam moved to Seattle in 1890, and Mr. Fred W. Agatz was appointed in his place, at the suggestion of Abrams and Newlands.

Washington, Report of the Trustees of the State Normal School of Ellensburg, 1890. (Olympia, State printer, 1891). This was a one-page report.

There has been deeded to the state by the city of Ellensburg, a block of land ... containing twenty lots, each 50 x 140', with a twenty foot alley which can be closed, making a solid block 500 x 300 feet. The location is excellent, the best in the city, commanding a fine view of the Valley; in plain view from railroad, level, near the residence part of the city, and very desirable in all respects." Ibid.

Grandview addition after the "boom days" reverted to open country.

The records of the City Council for that period indicate little concern on the part of the city fathers as to whether a site was or was not made available. The only reference to the city's participation is in the minutes for January 20, 1891, and this item refers to the formal conveyance of title from the city to the state. Records of the City Council, Ellensburg, Washington, January 20, 1891.

In his message the governor noted that though the law required the Trustees to make an annual report, to that date they had failed to do so. This delay probably did not improve the prospects for Ellensburg Normal School appropriation. It was occasioned, apparently by the delay in conveyance of title to the site donated. Washington Senate Journal (1891) Appendix "A", p. 9.

Ellensburg Capital, April 9, 1891.

Record of Trustees, March 26, 1891. These are on file at Central Washington State College. Ellensburg Localizer, March 28, 1891.

Record of Trustees, March 26, 1891.

Ibid., May 26, 1891.

Ellensburg Capital, July 8, 1891

Ibid., June 18, 1891
The First Three Years

The Washington State Normal School was formally opened on September 6, 1891 in four rooms on the second floor of the Washington Public School, which was to be its home for three years. These rooms were completely unfurnished, however; and among the first bills allowed by the Trustees was one for $581.50 in payment for school desks and another of $152.50 for desks and carpets. By 1893 an additional room in the attic was made available. The large assembly hall was used both by the Normal and the Public School. The State paid no rent for the quarters, although the expenses for fuel and light were shared pro rata. A legislative investigating committee in 1893 noted "a sort of reciprocity"... "normal students and teachers practically teaching the public schools through the training departments thereof." The arrangement seems to have worked very well until the enrollment of the public school increased to the point where the entire building would be utilized.

Despite the fact that the Normal School had no building of its own, a "dedication" was considered necessary and this took place on September 15, 1891, a week after the opening of school. Judge C. B. Graves made the address of welcome; R. B. Bryan, Superintendent of Public
Instruction, gave a brief survey of the struggle which took place in the Legislature to secure the institution for Ellensburg, giving full credit to Senator Eugene Wilson "to whom more than to any other man we are indebted for the establishment of the school in this place."4

The principal speaker of the evening was E. C. Hewett, former president of Normal University in Illinois, who paid high tribute to the work of normal schools in general and in an eloquent peroration predicted a bright future for the one in Ellensburg.

As the sparkling waters from your mountains, led down into the waiting soil, giving greenness and beauty, flowers and fruitage, where all was barrenness and desolation before; so it is given to us to believe that as the future years in the history of this commonwealth unroll, there shall go forth from this fountain perennial streams of influence that shall make glad all this great state, through all the coming time.5

"This prediction," said the Ellensburgh Capital, "is justified by the present very encouraging prospects."6

Numerically speaking, however, the prospects were not quite so glowing as the Trustees had envisaged earlier in the year. Instead of the approximately 175 students anticipated on the basis of the county apportionment plan, only fifty-one had arrived by registration day, representing fourteen of the thirty-four counties.7

Many more students were expected, however, since they had the privilege of entering at any time; and, by the end of the year the enrollment reached a total of eighty-six students from twenty-four counties. Forty-one (including twenty-three in the "unclassified" group) gave their home as Kittitas County; Walla Walla County was second with five; Yakima County came next with four; Pierce, Pacific, Jefferson, and Lewis sent three each, and other counties one or two.8

There were thirteen in the "senior" class, eleven of whom finished the prescribed course in time for Commencement. In the second-year or "middle class" there were twenty, and in the first-year or "junior" class there were twenty-four. The "unclassified" group was the largest of all, numbering twenty-nine, eighteen of whom were from the City of Ellensburg.9 Probably many of the latter were part-time or special students attracted by such courses as commercial arithmetic and bookkeeping. There were thirteen male students in the unclassified group, seventeen in the teacher training program.
While the number of students was smaller than anticipated, the problem of housing them led the Trustees to open a dormitory during the first year. Arrangements were made to lease the Hornbeck residence on east Second Street about eight blocks from the building which housed the Normal. It was a large three-story brick house containing "sixteen rooms, with hot and cold water, stationary bath tubs, etc."

The Trustees arranged to buy the necessary furniture and agreed to pay $50.00 a month rent. Mrs. John Goss was employed "to act as Matron and provide all help" for eighty dollars a month. The women students who lived there organized a boarding club and purchased and prepared the food, thus saving nearly one-half of the regular price asked for board.

Largely because the fixed overhead expenses were too great for the number of students accommodated, the Trustees voted to discontinue the dormitory in January 1892 after only four months of operation. By that date hard times were settling down upon Ellensburg and an unfurnished room could be rented for as little as a dollar a month in private homes of the city.

Until 1895 the Normal made no further effort to provide room or board. The catalog of 1893-94 noted that board, furnished room, light and fuel were offered "by many of the best families at from three and a half to four dollars a week." Some students "clubbed" together in self-boarding arrangements so that their living expenses were reduced to half the above figure; others secured room-and-board jobs in private homes. In every case, however, students were required to live "in places approved by the faculty."

Up to the time that the Normal opened, the Trustees had taken a very active part in organizing and setting up the school. After it opened, however, they were content to concentrate upon financial and business matters, and, in the main, to leave the educational program to those more experienced in such matters. In 1891 a resolution by the Trustees stated that they would hold the Principal "strictly responsible for the general management and supervision of the school." Furthermore, it should be his duty "to arrange and promulgate" its work and to assign various phases of the work to the instructors "according to his best judgment," subject to the approval of the Trustees. The teachers were expected "to perform the work assigned them by the principal and to confine themselves strictly to those duties as instructors and to those duties only." They were required to work in harmony with the Principal
and "any instructor who shall find himself or herself unable to comply with these conditions will be expected to tender his or her resignation without unreasonable delay."17

The first Principal, Benjamin Franklin Barge, came to his post at Ellensburg after a long and varied career. He was a native of Concord, Massachusetts, and attended public schools there. After some courses at Yale University, he went to Louisiana at the age of eighteen to teach school and for eight years remained there. The outbreak of the Civil War made it advisable to leave the South and he relocated in Illinois. There he served as teacher and city superintendent for six years at Cambridge and for fifteen years at Genesco. During eleven years at the latter post he was also county superintendent of schools. For two years, 1879-81, he served as a member of the Illinois State Board of Education.18

After thirty years in educational work, Mr. Barge at the age of forty-eight gave up teaching and moved to Iowa. There he engaged in farming, stock raising and the hardware business. The hardware enterprise was most unsuccessful and resulted in large debts and court judgements against himself and his partner which plagued him for many years afterward.19 After leaving Iowa, Mr. Barge became a resident of Minnesota, where he was editor of a newspaper for three years. He then decided to move to Washington Territory.

Mr. Barge arrived in Olympia shortly before January 1891. As an ardent Republican with a flair for politics, he may have come to Washington, as did many others, to seek public office or appointment. His long experience in the public schools may have recommended him to the Trustees. It is possible, too, considering the uncertain status of the Normal School in 1891, that there was little competition for the position and his qualifications may have been as good as those of any other seeking the place. The Northwest Journal of Education observed that "he is said to be a good organizer, an enthusiastic and eloquent speaker, and we predict will lay the foundation for success and will push forward the enterprise with his accustomed vigor and place it in the front rank of normal schools."20 An Illinois newspaper was quoted as saying that "in him there is that rare combination of unexcelled ability as an instructor and masterly executive qualities—the student and the man of affairs symmetrically combined..."21

Whatever his other qualifications may or may not have been, Mr. Barge excelled as a public speaker in a day when oratory was held in
high regard. He was also an enthusiastic promoter and knew the ways of politics. In the first three years of the struggling Normal School, such qualities in a Principal were undoubtedly needed. There was a job of salesmanship to be done, and it appears that as a public relations man he rendered a distinct service. He gave the people no chance to forget. At institutes, conferences, church gatherings, political conventions, and in the cloakrooms of the legislative halls he was equally at home and always eloquent, always persuasive, particularly on the subject of normal school education.

This enthusiasm is revealed by the first Catalog, which devoted thirty pages to general topics such as “History of Normal Schools,” “The Necessities of Normal Schools,” “The Purpose of the Normal School,” “Normal School Development,” “The Relation of Normal to Public Schools,” and the like. It also included several pages of maxims, pat formulas for success, pious aphorisms and wholesome advice on many subjects not usually included in catalogs of educational institutions.

Mr. Barge made clear that the Washington State Normal School was concerned only with training teachers. Under the heading “Kind of Students Wanted” the Catalogs of 1891-92 stated:

Our work is special. We do not offer a general, academic college preparatory or seminary education. We devote our whole time and energy to the training of teachers, and all our appliances have been gathered that we might offer better advantages to teachers. We invite those who want to teach, and those only. We want those who have good ability, good habits, and good purposes.

The course of study which Mr. Barge worked out in the summer of 1891, after giving some attention to what was being done in Oregon and California, was an ambitious one, considering the limitations of staff:

The Catalog of 1891-92 Outlined the Project Program

Junior year

Professional—Civil Government and Constitution, 20 weeks; manners and morals, 5 weeks.
Mathematics—Algebra, 30 weeks; arithmetic, 10 weeks.
English—grammar, 20 weeks; composition and literary reading, 20 weeks.
Science—physiology, 10 weeks; United States history, 10 weeks; zoology, 10 weeks; geography, 10 weeks.
THE FIRST THREE YEARS

Miscellaneous—penmanship and drawing, 20 weeks; reading and calisthenics, 20 weeks.

Middle year
Professional—methods and observation in model school, 10 weeks; elementary psychology, 10 weeks; school management observation in model school, 20 weeks.
Mathematics—geometry, 30 weeks; bookkeeping, 10 weeks.
English—history (sic), 20 weeks; rhetoric, 20 weeks; letter writing, physics, 20 weeks.
Science—botany, 15 weeks; physical geography, 10 weeks.
Miscellaneous—penmanship and drawing, 20 weeks; reading and physical exercises, 20 weeks.

Senior year
Professional—psychology, 10 weeks; pedagogy, 10 weeks; teaching in training school, 20 weeks; school law, history of education, 20 weeks.
Mathematics—arithmetics, 10 weeks; algebra, 10 weeks.
English—English literature, 20 weeks; review of English grammar, 10 weeks.
Science—Chemistry, 20 weeks; geography, 10 weeks; geology, 10 weeks.
Miscellaneous—U. S. History, 10 weeks; perspective drawing, 20 weeks; elocution, 20 weeks.

In addition to the above there were exercises throughout the entire course, in "spelling and work analysis, graphic work, clay moulding, drawing, vocal music and taxidermy." For unclassified students, there were provided "arithmetic, English grammar, geography, United States history, bookkeeping, commercial arithmetic, and school management." The unclassified students were free to elect their own subjects. Those in the teacher training course followed the prescribed curriculum without electives.

From 1891 to 1893 this curriculum was taught by a staff of four: the Principal and three teachers. The Principal was often out of town, and one of the teachers, Miss Rice, spent most of her time in supervision of student teachers. So many courses taught by so small a staff suggests that the Normal was more like a high school than an institution of higher learning. To be sure, the majority of the junior or first-year class did come directly from the eighth grade; but in the middle, and especially in the senior class, were high school graduates and some experienced teachers.
The almost complete lack of instructional aids was another serious limitation. There was no library the first year or so except the books from Mr. Barge's personal collection which students were allowed to use. The State furnished text books free of charge except for a five-dollar deposit fee, and students probably bought very few others.

Nor were there any laboratories at first. During the third year, one of the teachers, Professor Mahan, mounted "a number of animals such as the lynx, wildcat, rabbit, etc." which were expected to "aid greatly in zoological study." During the same year a "chemical set" and a "physical set" were ordered. Some materials exhibited at the Columbian Exposition in Chicago were donated in 1893 and were used as instructional aids.

During the first two years there was no effort to form departments. Apparently the teachers were versatile and adaptable enough to fit into the schedule as needed. Mr. W. N. Hull, the vice-principal, was described as "a natural teacher" who was "a specialist in graphic work," and had written "books on psychology, bookkeeping and drawing." He was also a "practical taxidermist" and taught this "art" to the students. Little is known of the other teachers, except that Miss Rose Rice was remembered as a superior teacher and supervisor of the Model School.

Both Miss Fannie Norris and Miss Rice resigned at the end of the first year. Their places were taken by Miss Elvira Marquis of Beaver Falls, Pennsylvania, and Miss Christiana Hyatt, who assumed the work in the training school.

By the nature of the case, little can be known of the quality of training the prospective teachers received during the period of Mr. Barge's principalship. If one may judge from the statements which appear in the first catalogs it would seem that his educational philosophy was not that of any particular school of thought. Broad generalizations as to ideals and goals incline one to believe that the teacher training program was more inspirational than professional. In the midst of the profuse verbiage there does emerge a program, however, and a brief resume' of it may be of interest.

According to the Catalog issued in 1892, the members of the senior class were urged to observe children not only in school but on the street and at play, so that "we might better be assured of their knowledge of child nature." Careful records were to be made. An account
of the procedure stated that “white paper is used for such observation as
the students make themselves; red, for well tested ones reported by
others; yellow for reminiscences from their own childhood; green, for
the mention of whatever they read on the subject; and chocolate, for
observations that extend continuously over a period of time.” All of
these were examined by one of the teachers and classified under the
heads of “knowledge, reflection, imagination, conscience, feeling, play,
etc.”

Though work of observation was not compulsory, nearly all members
of the school took part in it. It was said that “both teachers and pupils
feel that no other part of the pedagogical training has so direct an in-
fluence in developing the qualities most sought in a teacher.” It was
admitted that many of the records had “no value apart from the wholes-
some endeavor that made them,” but the preparation of “significant
and valuable papers” increased with experience in taking observations.

In addition to class work and the procedure just mentioned, “sys-
tematic observation of schools” and actual practice in teaching under
the joint supervision of the city superintendent of schools and faculty
of the Normal School occupied an important place in the training of
seniors. Credit was given to Professor E. Harlow Russell of the State
Normal School of Worcester, Massachusetts, for the plan followed
“as our conditions will admit.” German and English practices were
also cited as authority for the apprenticeship method.

It was held that “whether education is a science or not, teaching
in the public schools is an art—an art to the successful practice of
which there is need of some initiation under the guidance of experi-
ence and skill: an initiation akin to which an apprentice passes
through in learning his trade.” A secondary purpose was to furnish
the faculty “with more full and satisfactory data for their estimate
of the teaching ability of students.”

The apprenticeship experience was said to give the students “a
fresh interest in their chosen work,” and to make them realize “the
practical bearings of the principles and methods they have studied.”
It was to help them test “their remedies for the school diseases of
inattention, disobedience and the like, by trial and actual patients”
and to acquire self-confidence and “the courage of having done the
thing before.”

In the beginning only the first grade was included in the model
school, but near the end of the first year the seniors took over all classes in the public school and taught them until Commencement. By the second year, three rooms in the public school were used for observation and apprentice teaching; and by 1893 four grades were included.

Mr. Barge, who understood the value of publicity, made a special effort to secure the enrollment of enough seniors the first year to make possible a Commencement at the end of the session. He intended that the occasion should be a memorable one which would demonstrate the value of the institution to the community and to the State. Eleven of the thirteen seniors qualified for graduation and each appeared on the program of the day. There were the "salutatory," six original essays, two orations, four musical numbers—including the seniors' song "Class of Ninety-Two"—and the "Valedictory." At the conclusion, Mr. Barge himself made an address and, finally the diplomas were awarded. One of the newspapers describes the scene at the Opera House downtown as follows:

"Though the house was packed as it never was before, every member of the class faced the great audience with perfect coolness and composure. It would be unjust to select anyone of them for particular mention, as all acquitted themselves with great credit. The young gentlemen of the class give bright promise of becoming good orators and the effort of the young ladies showed a very high standard of mental activity, good taste and intelligence, and the work of all was fully appreciated by their hearers and met with general commendation."

The Register gave approximately twenty columns to the events of the first commencement week and observed that "we are proud of the school, and the people of Ellensburg are beginning to fully appreciate the full benefit of an institution of learning such as is now established here." The same paper noted that the successful ending of the first year "has established permanently what many chose to term an experiment from the beginning," a statement which may suggest a reason for the local indifference, previously noted.

By Commencement Day of the third year the number of graduates had so increased that the program included twenty-five essays and orations. Seven musical numbers rounded out the program.
that year. The exercise occupied the entire day, there being a morning and an afternoon session. The Capital gave the entire front page and an extra column to summarizing the individual efforts and commented:

The orations and essays of the class without exception, are worthy of special compliment for their originality, depth of conception and the language used to express the thought. From a literary standpoint there was little to criticize, and for this excellence it is proper to give due credit to Miss Marquis, the teacher of literature in the school.44

Perhaps it was becoming obvious, however, that there was a limit to human endurance; and in 1896 the faculty "decided that six or seven of the graduating class be allowed to speak on Commencement Day." A committee of three was appointed to select the subjects for those chosen.45

Each member of the graduating senior classes of the first two years was granted a certificate good in any public school in the state for five years. After evidence of successful teaching for that length of time this certificate could be exchanged for a life diploma. The State Superintendent of Public Instruction approved of this arrangement, but called attention to the fact that diplomas granted at Ellensburg and at Cheney "were entirely at the option of respective boards of trustees." Since the laws establishing the two schools and providing for their management were so dissimilar, any uniform results obtained would be "in spite of the laws and not in accordance with them."46

Perhaps at the request of Superintendent R. B. Bryan, Senator J. M. Frink introduced into the 1893 legislature a bill to "provide for the management and control of State Normal Schools in the State of Washington."47 The new law, which remained in effect until 1897, provided that each school should have its own local board of three trustees, two of whom must be residents of the county where the normal was located, and that in addition there was to be a general board consisting of two local trustees of each school. The Superintendent of Public Instruction was made the secretary of the general board. A distinct separation of powers was provided. The local trustees were to elect the principal, teachers, and librarian, and to employ such other persons as were needed to maintain the schools. They were to adopt text and reference books, establish a library,
and "provide for lectures on subjects pertaining to education and the art or science of teaching." The erection of buildings and the care and management of them was to be in their hands, as were all financial matters, subject, of course, to the state auditor and treasurer. This local board was to turn over the actual operation of the school to the Principal, whose duties were prescribed.⁴³

As for the general board, its powers and duties were to prescribe a course or courses which should be the same for all normal schools, as well as a uniform system of examination for admission to and graduation from the teacher-training institutions. The board was also to grant certificates and diplomas and to revoke same for good cause.⁴⁹

The legislature of 1893 granted $25,000 for salaries and current expenses. This made possible the addition of staff members and the organization of departments. Mr. Barge, in addition to his duties as Principal, became professor of the history and philosophy of education, and also of school management. Mr. J. H. Morgan was appointed vice-principal and professor of mathematics. Mr. J. A. Mahan became professor of natural science. Miss Marquis took the work in English, grammar and literature. Miss Ann Steward was appointed "assistant in mathematics" and C. H. Knapp was listed in the Catalog under the general term "assistant."²⁰ This specialization undoubtedly improved the general quality of instruction, but of that more later.

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¹ Record of the Trustees, September 15, 1891
² Washington, Senate Journal, (1893), p. 388
³ Ellensburg Capital, November 17, 1892.
⁴ Ellensburg Capital, September 17, 1891.
⁵ The Washington State Normal School, Catalog (1891-92) p. 90. (Hereinafter cited as W.S.N.S. Catalog etc.)
⁶ Ellensburg Capital, September 17, 1891.
⁷ Ibid., September 10, 1891.
⁸ W.S.N.S. Catalog, (1891-92) pp. 7-9.
⁹ Ibid.
¹⁰ Ellensburg Capital, September 17, 1891.
¹¹ Ellensburg Capital, September 15, 1891.
¹² Washington State Register, September 26, 1891. This was an Ellensburg newspaper.
¹³ Record of the Trustees, January 11, 1892.
¹⁵ W.S.N.S. Catalog, (1893-94) p. 37.
¹⁶ Record of the Trustees, September 15, 1891.
¹⁷ Ibid.
¹⁹ Ellensburg Capital, September 11, 1907.
²¹ Genesee, (Ill.) Republic, quoted in Ellensburg Capital, June 8, 1891.
The first Catalog, that of 1891-92, contained 112 pages. Sixteen pages were devoted to the Ellensburg public schools. This caused a caustic comment by the legislative committee which visited the school. Washington Senate Journal (1893) p. 339. Ten pages of fine print were given to the Inauguratory Address of Mr. Hewett, the first baccalaureate sermon and the first commencement address. Those were the days of great extravangence in the State printer’s office.

W. S. N. S., Catalog, (1891-92) pp. 42-43.

For perhaps two months, January-March 1892, Miss Jennie Houghton was employed to teach vocal music. Records of Trustees, January 10, February, March, 1892.

Quarter Century Book and Kootnoo, 1916. Mr. J. H. Morgan who was with the school from 1894 to 1916 was the author of the historical sketch which appears in the work cited.

Ellensburg Capital, November 23, 1892.

Record of Trustees, October 13, 1893. The “chemical set” cost $237.25 cash. Ibid. November 2, December 27, 1894.

For example, in the Record of Trustees for January 4, 1894, this item appears: "Bill of E. S. Meany, $134.00 for cash disbursed in sending, packing and shipping goods for the world’s fair donated to the school.” The catalog of 1893-94 described this gift as “a car load of natural history specimens, minerals, etc.” The museum was described as "a valuable nucleus of scientific specimens. . .”


Ellensburg Capital, September 24, 1891.

Miss Marquis had previously taught in the normal school at Indiana, Pennsylvania. She remained at the Ellensburg Normal School teaching English, until her marriage to Harry S. Elwood, pharmacist of Ellensburg, in 1897. Mrs. Elwood later became very active in the State Federation of Women’s Clubs and in civic activities.

In this the school was said to be following an approach to psychology suggested by G. Stanley Hall. W. S. N. S. Catalog, (1891-92) p. 54.

Ibid., p. 35.

Ibid., p. 36. The catalogs after 1892 gave distinctly less emphasis to this kind of observation.

Ibid., p. 30.

Ibid., p. 22.

Ibid., p. 33.

Washington State Register, June 4, 1892. The date suggests that this was only for a week or two.

Ellensburg Capital, June 16, 1892.

Washington State Register, issues of June 18 and June 25, 1892.

Ibid., June 25, 1892.

Ellensburg Localizer, June 9, 1894. In 1893 there were 21 essays and orations.

Catalog W. S. N. S., (1892-93), pp. 52-53.

Ellensburg Capital, June 21, 1894.

Minutes of the Faculty, May 15, 1896. Apparently the subjects were assigned from the first. Ibid., March 26, 1894. The assigning of subjects was an indication that the student would be allowed to graduate.

Washington, Supt. of Public Instruction, Eleventh Report, (1892) p. 66.

Mr. Frink, a graduate of Washburn College, was at this time a Seattle business man, alderman and member of the school board there. Washington, Senate Journal, (1893) p. 104. This was Senate Bill No. 53.


Washington, Session Laws, (1893), p. 256. The general board was empowered to grant new certificates to graduates of Ellensburg or Cheney “in lieu of the diplomas already granted to such graduates by the trustees of said schools.”

Ellensburg Capital, April 27, 1893; W. S. N. S. Catalog, (1892-93). The salaries of the first five mentioned were: Barge, $2,000; Hyatt, $1,850; Marquis, $1,200; Morgan, $1,500; Mahan, $1,500. Record of Trustees, April 26, 1893.
When the Trustees of the Normal accepted the offer of temporary quarters made by the Ellensburg School Board, it was with the hope that the Legislature of 1891 would make an appropriation for a building. The total grant of $15,000 for all purposes for the biennium meant not only that there would be no building but that the Trustees would need to watch all expenses very carefully. That they were to have difficulty making ends meet is indicated by expenditures from September to June of the first year of operation. These were as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incidental expenses</td>
<td>$839.99</td>
</tr>
<tr>
<td>Taking care of Normal grounds</td>
<td>$324.45</td>
</tr>
<tr>
<td>Furniture for school</td>
<td>$737.95</td>
</tr>
<tr>
<td>Salaries of faculty</td>
<td>$5,739.31</td>
</tr>
<tr>
<td>Books (text) and apparatus</td>
<td>$712.47</td>
</tr>
<tr>
<td>Ladies Boarding Hall, etc.</td>
<td>$1,062.15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$9,436.31</strong></td>
</tr>
</tbody>
</table>

This left only $5,569.69 for the second year's expenses, not quite enough for salaries alone. However, "the furniture and fixtures for
the Ladies Boarding Hall" were probably intended to be self-liquidating and were doubtless sold when no longer needed. In any event, when the legislative committee visited the Normal during the session of 1893 their report commented favorably on the ability of the trustees “to live within their means.” They found no deficiency "but on the contrary, a surplus sufficient to meet all expenses to date." They contrasted the very desirable condition of financial affairs at Ellensburg with the situation at Cheney, (where matters were far from satisfactory), and in conclusion, stated that “to longer maintain the school at its present standard, and in order that it may grow and become such an institution as was designed,” an appropriation of $60,000 for a building was essential.4

A bill for such an appropriation was introduced by Senator C. I. Helm of Kittitas County of January 23, 1893.5 The bill was amended in the Senate so as to read “that so far as practicable, all material used in the construction of said building be the product of this state.”6 The Capital gave Senator Helm great credit for having it passed unanimously in the Senate “in the face,—of strong opposition.” In the lower house, Mr. John H. Smithson of Kittitas County “was untiring in his efforts to get it through . . . It was joyful news that came over the wires when Governor Ivan McGraw approved the act.7

Ellensburg was very much in need of joyful news. The feverish excitement of the boom years was over. Before 1891 had run its course hard times had come, and by 1892 the collapse was evident. The attempt to rebuild the city after the disastrous fire of 1889 and to build it larger and better was mainly dependent upon outside capital, and when it became evident that Ellensburg would not become the “Denver of the West,” the “Pittsburgh of the West,” the capital city or the great railway hub of Washington, the end of the boom came quickly, leaving many people very hard pressed. The tax delinquent lists grew very long and included hundreds of city lots and many entire blocks.8 Of the twenty additions to the city laid out in the years of 1889-90 many lapsed back to sagebrush and cow pasture while notices of business failures and sheriff sales were frequent. The glorious spree was over and Ellensburg, now bankrupt, faced the cold gray dawn of disillusionment.

Many of the people who had ignored the infant Normal School when the biennial appropriation scarcely equaled the price of a vacant corner lot in the downtown area, were now in a more receptive mood. All
local construction had come to a standstill. A building which was to cost $60,000 would doubtless provide employment for many men and the payroll would be a decided asset. The Capital observed that "the normal school is the great topic now," and the Localizer predicted a brighter future.

When the normal school buildings shall have been erected the advantages of this city, in an educational way, will not be surpassed by any other towns in the state. This fact is being appreciated by the people of the surrounding country.\footnote{10}

The local people were not unaware of another development which they believed would work to the advantage of the Ellensburg Normal and to the town, for, although the Legislature had voted generous appropriations for normal school buildings at Cheney\footnote{11} and at Whatcom (Bellingham), Governor John J. McGraw vetoed the grants in the interest of economy.

He pointed out that the vast resources of the State and the natural desire of the citizens to have their state institutions had led the representatives of "an enthusiastic and aspiring people" to sanction expenditures beyond the ability of the State to pay. The laws passed by the Legislature provided for a total expenditure of $2,302,683 during the ensuing two years, while the estimated income for the same period was only $1,668,000. It was time, said the Governor, "to say stop to those whose enthusiastic extravagance would discount so largely the future resources of the state."\footnote{12}

The vetoes of appropriations for operating expenses at Cheney and Whatcom were expected to stop both enterprises for the time being, at least, and perhaps permanently. The Ellensburg press displayed little sympathy for the other communities. The Capital praised the Governor for "the judgment to discriminate and the courage to do justice."\footnote{13} The Localizer expressed similar sentiments and quoted with approval a statement of the Olympia Tribune that "there is no more necessity for two normal schools east of the mountains, or in the state for that matter, than there is for two state capitals."\footnote{14}

The attitude of the local press was doubtless influenced by the expectation that if the other normal schools were closed there was an excellent chance for more generous appropriations for buildings and operating expenses for the one in Ellensburg. The enrollment at the latter would doubtless increase and more students and a larger staff would bring much additional business to the town. In this, however,
local boosters were to be disappointed, for the people of Cheney again rallied to support the Normal School in that community. They voted bonds to erect a public school building which was turned over to the Normal School for temporary use. The faculty agreed to continue without salary until such time as a deficiency appropriation should be made and the Cheney Normal School continued very much as before. The enrollment at the Ellensburg institution was actually less in 1893-94 than the previous year. Meanwhile the Ellensburg Normal School Trustees invited architects of the region to submit, on a competitive basis, plans for the building which the Legislative appropriation of 1893 made possible. Ten or twelve individuals or firms responded, including two local men, E. C. Price and John Nash. It was finally agreed that Mr. Price be engaged as the architect and that Mr. Nash act as superintendent of construction.

The Capital observed that "it speaks well for our town that our architects could enter into competition with those of the entire state and be successful." Perhaps it should be added, however, that three of the four trustees were also local men! This coincidence was not overlooked by out-of-town newspapers, and protests appeared in the Tacoma News, the Spokane Review, and possibly other papers, but the trustees stood by their decision.

In advertising for bids for construction of the building, the trustees stipulated that it should be 152 x 120 feet, consist of three stories and a basement and built of "stone, brick, iron and timber." The successful bidder should use 300,000 clinker bricks previously purchased by the Trustees from a local brickyard with the idea of keeping as much of the money at home as possible. Seven bids were filed. When these were opened June 20, 1893, the lowest was that by the H. A. Van Fossen Co. of Tacoma, the amount of the basic bid being $44,930 for "re-pressed brick facing," and this company was awarded the general contract.

The plans had been designed and the contracts awarded with the expectation that the building would be erected on the site donated by the local real estate firm three years earlier and transferred to the state in January, 1891. In the meantime, the Trustees had set out 236 shade trees around and on the block in question. An irrigation ditch had been dug, a wire fence erected, and the plot graded and seeded to grass.

As long as the Normal School site was merely a vacant block, few
people cared where it was located. After the collapse of the boom most local people recognized that the area around block 23, Grandview Addition, would not be populated immediately. It had become obvious, too, that the plan for electric street-car lines to connect the outskirts of the anticipated metropolis\textsuperscript{23} with the city center would be indefinitely postponed. Thus when it became certain that there actually would be a Normal School building, the interest of local people in the location began to mount. Even before the appropriation for the structure was approved, the \textit{Capital} noted that “an effort will be made to have it located in town instead of out in the country.”\textsuperscript{23}

A month later it was observed that the proposal to have the normal building erected nearer the city was “becoming very popular.”\textsuperscript{24} To encourage the movement, the City Council offered the city park as a site.\textsuperscript{25} The \textit{Capital} warned that it was “time to bury our personal preferences and stand solidly together for the common good.”

The \textit{Capital} intimated that an injunction would be issued if the Board should go ahead and use the site designated, but it was said by others that an injunction would certainly follow if that site were not used. In either event, the work would be tied up indefinitely and the next Legislature might resolve matters by ordering that the Normal be located in some other town.\textsuperscript{26} On May 27, it was noted in the press that construction would begin, on the original site, about the middle of June. Excavation was begun and thousands of bricks were delivered there.

Then something happened. According to the \textit{Localizer} “the location first selected . . . is a strong alkali spot . . . not grass enough growing on the whole two acres to feed a good goat three weeks this season.” According to the Trustees, some time later, “the site in question was not a proper one, because of its distance from the town and the character of the soil necessitating too great depth of foundation walls.”\textsuperscript{27}

Whatever the reason, the Trustees conferred with State officers in Olympia and on August 17, a letter from the Governor, Secretary of State and Superintendent of Public Instruction stated that:\textsuperscript{28}

\begin{quote}
Block Eight of the First Railroad Addition to the city of Ellensburg is hereby designated as the site of the State Normal School at that city, and it is recommended that a relocation be made in accordance with the same.\textsuperscript{29}
\end{quote}

“Thus,” said the \textit{Capital}, “was ended months of controversy and multitudinous troubles that have beset the normal school building since the
appropriation was made.\textsuperscript{39}

A few days later work at the new location was reported:

Quite a change has taken place in the appearance of block No. 8, First Railroad Addition since it was selected as the site. . . . The sagebrush has been all cleared off and the size of the block is easily discernible. It extends east and west 400 feet and runs back from Eighth to Ninth Street a depth of 300 feet. The survey has been made, the grade stakes are driven and the grading is under way. Over 50,000 bricks are piled on the ground and everything about the site presents a business-like appearance.\textsuperscript{31}

Some slight expenses attended the change of site, but the Trustees insisted that this was "more than made up by the difference in value of the new location and the old; the new one being worth perhaps ten times as much as the old one."\textsuperscript{32} On the whole, Ellensburg people were well pleased. The Localizer, too, later suggested that the people "have cause to congratulate themselves" that the Normal was nearer the center of town. They "could not possibly have attended the lectures and exercises" had it been on the original site because of muddy roads and bad weather.\textsuperscript{33}

The work of excavating for foundation walls actually began on Monday, August 21, 1893,\textsuperscript{34} and on September 4 the first stones were placed in position. The rock used in the foundation, which was forty-two inches wide, was of basaltic origin. The basement walls were laid in September. The brick used was manufactured by the A. O. Fowler yard in Ellensburg, and the white sandstone trim came from the quarry at Tenino.\textsuperscript{35}

By October 21 the second-story walls were almost completed. The bricklayers were pushing the work to finish the exterior if possible before cold weather set in.\textsuperscript{36} Winter came early in 1893, however, and there were frequent delays on that account. But by January the main tower was almost completed giving the structure, "a very imposing appearance," and despite snow and zero weather, the roof had been finished. Work was continued throughout the remainder of the winter, without much delay.\textsuperscript{37}

As the work progressed, there developed numerous altercations between the Trustees and the contractors. Mr. Price, the architect, and Mr. Nash, the building superintendent, who were charged with the responsibility for seeing that the materials and method of construction
came up to specifications, found it necessary to keep close watch over the builders. Mr. Ralph Kauffman, secretary of the Board of Trustees, made it his special business to check up daily on what went on at the Normal School site, and the Trustees' minutes bristle with his criticisms. Time after time the Board members were compelled to call upon the contractors to fulfill the terms of their agreement.

Despite their vigilance, the Members of the Board did not escape local criticism. The Weekly Dawn, the captious Populist newspaper published in Ellensburg, observed in February 1895:

We notice in the proceedings of the legislature a bill of $300 for the relief of Van Fossen and Co. for work done on the State Normal Building at this place. We thought the Board of Trustees had granted them relief often enough. Oh, for a Lexow committee to investigate the rottenness connected with the construction of that building. It would furnish a topic for talk for a long time to come.

It was observed by some that Mr. Kauffman built a kitchenette at about the same time the Normal building was completed, and that S. A. Barnes, another Trustee, added a mantel to his home, while a third, Dr. T. J. Newland, had a basement excavated under his house. These evidences of personal prosperity among the Trustees were responsible for much local comment and insinuation.

Doubtless another cause for unflattering comment was that the Trustees spent $59,996.69 of the $60,000 building fund for construction, heating, plumbing and wiring, but reserved nothing for furnishings and equipment. Yet they stated that the furniture previously purchased for use in the public school building was entirely inadequate and out of keeping with the new surrounding. Consequently, they applied to the "emergency board" for permission "to create a deficiency for the purposes specified to the extent of $5,000." This request was granted.

Closely related to the foregoing was a grievance which centered around the Trustees' relations with Mr. Price and Mr. Nash. It had been agreed that these gentlemen were to be paid their fees on the basis of the original contract price for construction of the building, receiving three per cent and two per cent, respectively. However, they put in their claims for a percentage of all expenditures made, for furniture, for the piano, for apparatus and equipment as well as for money paid out for freight on various kinds of material. These extra
claims were rejected by the Board. Since both the claimants were local men, there was considerable public indignation on this account.44

Others complained that those who had furnished materials and those who had been employed in construction had difficulty in collecting the amounts due them. Van Fossen and Company were on the verge of bankruptcy, and claims against them were in litigation. Many local residents insisted that the Board was at fault in not compelling the contractors to pay their creditors out of the funds received from the State.45

These rumors and complaints resulted in an effort to clear the air. Senator C. I. Helm of Kittitas County introduced a resolution in the Senate calling for the appointment of a committee to look into matters. Since Mr. Helm was a friend of the Trustees, the editor of the Dawn declared that it was a move "to whitewash" them, and warned that this would not be tolerated.

The people are becoming tired of such rottenness and are demanding that the investigation be thorough and complete—that it go to the bottom—that no man be spared because he occupies a prominent place in society or has a few dollars to use in covering up crookedness. That there has not only been mismanagement in connection with the construction of the Normal building at this place, but that there has been notorious crookedness, no one outside the Board and their friends will deny.46

The legislative committee came to Ellensburg in February, 1895, and remained three days. The complaining parties were summoned and the sworn charges were investigated. Twenty-five witnesses were examined. After hearing all the evidence the committee made its report. They found "none of the charges, as set forth in the charges and specifications submitted substantiated." They did discover that the Trustees made "some departure from the plans and specifications upon which the contract for the construction of the building was let."47 But it was the judgment of the committee that "no wrong . . . or injury to the state was done nor intended to be done" in those instances.48 On the contrary, many of the changes made during construction were distinct improvements.

As for the inability of creditors, including laborers, to collect from the Van Fossen Company, the committee pointed out that the bond given by that company had been inadequate for the purpose. In concluding, the committee paid high tribute to the efforts of the Trustees
to erect a building that should be a “credit to the state,” and completely exonerated them from any and all charges that they had “in any way wrongfully received any pecuniary benefit to themselves by reason of their connection with said building.”

From a vantage point of seventy years later, it appears that because of the careful management exercised by the Board, the State got a good bargain. It should not be forgotten, of course, that 1893 was a depression year and the lower costs of material and labor account in part for the fact that such a substantial and commodious building could be erected for $59,996.69, or $3.31 less than the appropriation allowed.

There have been some, nay many, who have wished that the building had been designed differently. There is a story, probably apocryphal, that one day in the 1930's before the tall rakish tower was removed two architects walking along Eighth Avenue looked up towards the “Ad” building. One architect turned to the other and said, “I wonder what period that represents?” “That’s easy,” said the other, “That’s the Reign of Terror!” But all would agree that without the “Ad Building” Central wouldn’t be Central. It is by all odds the most photographed building on the campus and symbolizes as no other could the traditions, the sentiment, the school spirit, the aspirations and the accomplishments of the former Washington State Normal School and present Central Washington State College.

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1 Washington State Register, June 25, 1892. The information was given by Fred W. Agatz, a member of the board.
3 Ibid., p. 360-65.
4 Ibid.
5 Ellensburg Localizer, February 11, 1893.
7 Ellensburg Capital, March 23, 1893.
8 Washington State Register, April 21, May 5, 1894.
9 Ellensburg Capital, March 23, 1893.
10 Ellensburg Localizer, April 1, 1893.
11 Washington, Session Laws, (1893), pp. 456-57. At Cheney, the building originally donated by the town had burned.
12 Ibid., pp. 461. Many people in Cheney and Spokane believed that Governor McGraw had ulterior motives in vetoing the Cheney bill. They charged that he took this means to “punish” the east side delegation for supporting Judge George Turner and opposing the Governor’s choice of John B. Allen as U. S. Senator. Mr. Oliphant suggests that “it will always be a moot question.” Oliphant, History of Cheney Normal, p. 36.
13 Ellensburg Capital, March 23, 1893.
14 Ellensburg Localizer, March 25, 1893. Other editorials on the same subject appeared in the issues of April 1, 1893, June 4, 1894, and January 19, 1895.
15 Oliphant, History of Cheney Normal School, p. 43.
16 The enrollment at Ellensburg in 1892-93 was 139 and in 1893-94 was 117. W.S.N.S. Catalog, (1892-93 and 1893-94).
The Pride of Central Washington

17 Record of Trustees, April 24, 25, 26, 1893. Ellensburg Localizer, April 29, 1893.
18 Ellensburg Capital, April 27, 1893.
19 Ellensburg Capital, May 4, 1893. The Capital reported that the three Ellensburg Trustees were not greatly disturbed.
20 Record of Trustees, May 31, June 21, 1893.
21 Record of Trustees, May 31, June 21, 1893.
22 A street railway system was very much in the news between 1889 and 1891. Some construction was actually begun. Ellensburg Capital, April 15, May 23, 1893. Ellensburg Localizer, February 1, April 4, 1891.
23 Ellensburg Capital, February 15, 1893.
24 Ibid., March 23, 1893.
25 Ibid., March 25, 1893.
26 Ellensburg Capital, May 4, 1893.
28 The law of 1890 which established the Normal provided that these three should select a location from those offered by the city. Washington, Session Laws, (1889-90), p. 278.
29 Records of Trustees, August 17, 1893.
30 Ellensburg Capital, August 17, 1893.
31 Ibid., August 24, 1893.
33 Ellensburg Localizer, December 7, 1893.
34 Ibid., August 26, 1893.
35 Ellensburg Capital, September 2, 1893. Ellensburg Localizer, September 16, 1893.
36 Ellensburg Localizer, October 21, 1893.
37 Ibid., Nov. 25, Dec. 9, 16, 23, 1893; Jan. 13, 18, March 31, 1894.
38 Mr. Kauffmann was paid $50.00 a month for being secretary "during construction of the school building." Record of the Trustees, July 21, 1893. Presumably oversight of construction was his special assignment.
39 e.g., Record of Trustees, April 5, May 3, July 23, 1894.
40 Ellensburg Weekly Dawn, February 9, 1895.
41 Ellensburg Evening Record, October 30, 1925. Judge Ralph Kauffmann related the details many years after the event.
42 Washington Supt. of Public Instruction, Twelfth Report, (1894) p. 158.
43 Ibid., Washington State Register, May 5, 1894.
44 In February, 1895, the claims of John Nash for $958.86 and of E. C. Price for $458.84 were "unanimously disallowed." Record of Trustees, February 9, 1895. The legislative investigating committee cited the unpaid claims of Price and Nash as responsible for the local scandal. Washington, Senate Journal, (1895), p. 491.
46 Ellensburg Dawn, February 16, 1895.
47 For example: the foundation was made of rubble stone and cement instead of brick and cement. Also a "few thousand" brick which were not of the quality specified were used in the interior walls.
50 Items amounting to $100 or over were:

- Architect's fees $1,415.40
- Superintendent's fees 1,028.02
- Contractor for building contract 47,182.00
- Contractor for building original bid 47,182.00
- supplem ental contracts and extras 4,059.78
- Contractors for heating apparatus, original contract and extras 5,253.00
- Electric light fixtures 250.00
- Wiring building 324.73
- Hauling brick from old site to new 143.05

33
Mr. Getz and the Normal School Rumpus

As the Normal School building neared completion in the spring and summer of 1894, plans were under way to remove Mr. Barge from the principalship.

The reasons for the move are not at once apparent. The newspaper accounts reveal no trace of any public dissatisfaction with the Principal or with his management of the school but, on the contrary, indicate enthusiastic approval. The students, too, took occasion more than once to manifest their admiration for and appreciation of the principal. Yet it is quite evident that he was asked by the Board of Trustees to resign, and it is probable that he did so very much against his will. Moreover, there is no evidence that political considerations had any bearing upon the situation. Mr. Barge was a life-long and ardent Republican, and Washington in 1894 was still safely in the hands of gentlemen of that persuasion. Nor was it a matter of advanced age, for he was only sixty at the time. It may be that the Trustees, while recognizing his services as promoter and publicity agent, had concluded that Mr. Barge was not entirely qualified by personality or training to give direction to a program for professional teacher preparation. Perhaps they reasoned that the new building would allow an
improved program and that a clear break from the past was desirable.

At any rate, in the list of appointments made by the Board on April 16, 1894, the name of Principal was not included as formerly. At the next meeting, two weeks later, a letter of resignation from Mr. Barge was read. That it came as no surprise is suggested by the fact that the Trustees immediately and unanimously agreed on the man they would try to get for the place.

When the announcement of the resignation was made, the editors of the Ellensburg newspapers outdid themselves in eulogizing the retiring Principal. Even after due allowance is made for the usual fulsome ness of such tributes, it still seems evident that his removal was regarded by the press as a catastrophe. Reference was made to his zealous and industrious promotion of the school and to his "kindness and fatherly care" for the students, to whom his departure would be a "personal loss." It was stated that when the matter of his continuance as the principal was submitted "to a vote of the Pupils," all but two of them voted for him to remain, but it is not clear who conducted the poll or what the circumstances were.

The editor of the Capital hinted that Mr. Barge had "a better position in view," but if so it failed to materialize. He was obviously at loose ends for a time and without an occupation. In the autumn of 1894 he sought and won election to the Legislature in a close contest against the Populist candidate. The next year he moved to Washington, D. C., where he secured a minor government post. During the fall of 1896 he was "stumping the state of Minnesota in the interests of the Republican Party." Later that same year he was appointed a member of the special commission to negotiate treaties with Indians of the Pacific Northwest for the sale of their surplus lands and the opening of certain reservations to settlements by the whites. He served on this commission four years, during three of which he was chairman.

In 1900 he resigned from the Indian service and turned his attention to private enterprises. From this time the tide of fortune changed for Mr. Barge. He was soon engaged in promoting various real estate, building and irrigation ventures in the Yakima Valley and within a few years became a wealthy man. In the meantime he had become much interested in the Yakima schools. For a number of years, he was a member of the school board, and for a time, its chairman. In 1905 the new school building in Yakima was named in his honor.
The Ellensburg Capital in 1912 referred to him on the occasion of his seventy-ninth birthday as a “good old man whose usefulness and length of years furnish an example and inspiration to the community.” On his ninetieth birthday, he said he looked forward with pleasant anticipation to at least fifteen more years in Yakima. It was asserted that at no time during his first eighty-nine years had he ever been treated by a physician. He retained the use of all his faculties and continued to be very much interested in the world about him. He died in 1926 at the age of ninety-two.

When Mr. Barge resigned from the Normal School, the Trustees offered the principalship to Mr. D. Bemiss of Spokane. When he declined the position, they quickly agreed upon Mr. P. A. Getz of the Oregon State Normal at Monmouth. Mr. Getz was a native of Pennsylvania and had received his training in the State Normal School at Hafeta, Pennsylvania. He then moved to Oregon and for two years was principal of the high school at Ashland. Between 1892 and 1894 he was teacher of pedagogy at the Normal School at Monmouth and reorganized the training school at that institution. Within a short while he acquired a reputation as an authority in psychology and methods of teaching and became well and favorably known as an institute instructor and lecturer. According to the Oregon Statesman, published at Salem, Mr. Getz brought to his work at Ellensburg “a mature mind in touch with present educational thought, rare good judgement and executive ability of a high order.”

Mr. Getz was only thirty-five years of age when he began his work at Ellensburg. His high ambitions for the Normal School were matched only by his tremendous energy. He was determined to raise the scholastic standards of the institution and to make it stand out among those of first rank in the West. As he put it: “we hope by united effort in the school to make it unprofitable for students to go to other states for specific training in pedagogy and allied branches.”

The new principal entered upon his task with vigor. He spent much time, especially during vacations, in traveling over the State and speaking at various teacher’s institutes and educational meetings. Everywhere he stressed the need for adequate training in the professional aspects of the teacher’s task, and the advantages of securing that training at Ellensburg. As a result of this energetic campaign, it was noted that “the friends of the school have greatly multiplied” and that students were coming from all over the State.
In the meantime, the work of reshaping the school went forward in accordance with the Principal’s ideas of what a teacher-training institution should be. According to the statement in the catalog of 1897-98, the essential purpose of the Normal School was to “give instruction in the science and art of teaching,” and whatever academic work was included should be “used as a basis of instruction in methods of teaching the branches.” Furthermore, in every class session the work was to be so performed as “to show the methods and devices by which the learning mind is to receive instruction of the subject matter, to exemplify the principles of education upon which these methods rest, and to conform in the best way to known psychological truths.” In the “ideal normal school,” it was held, “every member of the faculty makes himself thoroughly conversant with the work and needs of the schools of the state, and before the classes are permitted to leave any subject or topic, they are led to appreciate its place in the school curriculum.” Every effort should be made “to broaden and deepen the student’s grasp of pedagogical truths in their relations to the child’s mind.” Thus, in every branch of the curriculum the unique mission of the Normal was to be emphasized.

The academic side of a teacher’s preparation was not to be neglected since it was recognized that “one cannot teach what he does not know,” but the Normal School should not in any way duplicate the work done in high schools or academies.14

In the curriculum set up, the study of psychology and pedagogy was given a large place. These subjects were taught by Mr. Getz himself. He also kept a watchful eye over the training school to see that the principles taught were followed in practice. The interests of the pupils themselves were always to be kept uppermost, and no slipshod or careless work was to be tolerated.

Plans setting forth the features of the lesson to be taught, the methods of instruction and discipline to be employed, and the results aimed at, will be required daily from each student-teacher. These plans for lessons are reviewed by the teachers in charge of the Training School before the lesson is taught and such corrections and suggestions made as may be deemed necessary. The lesson plan must show careful thought relative to the method, matter and form of each lesson; stereotyped efforts will not be permitted.15

By 1897 there were eight regular grades in the training school.
The plan was to have two grades occupy each room so that teaching conditions would be “as nearly as possible like those in a public school.” Each applicant for certificate or diploma was required to teach in the training school at least twenty weeks during the year the certificate was issued.

Still another instance of the professional emphasis may be seen in the purchase of a “pedagogical library” of nearly one thousand volumes. This was asserted to be “as complete a working library on pedagogical subjects as may be found anywhere in the West.”

Mr. Getz apparently was not satisfied with the progress made toward professionalization of the school, and certainly he found some members of the staff a little unwilling to cooperate. Perhaps as a means to bring them into line, the Trustees when making appointments in 1895 passed a resolution to the effect that “any teacher may be removed from the faculty upon recommendation of the principal after sixty days notice,” and the Secretary of the Board, Mr. Oetz, himself, was instructed to communicate the action to members of the staff.

In April, 1896, the Principal made a report to the Trustees in which he outlined the “nature and function of a normal school, the academic and professional training and spirit of the members of a normal school faculty, the distinctive qualifications of the critic teacher, together with present scholastic and professional needs” of the institution. He also recommended “such modifications as would lead to the best results in the thorough pedagogical equipment of the school.” The Trustees agreed to support the program of the Principal as far as possible. As a first step, two additional teachers were to be employed, “one for work in the training school and methods, and one, for geography, history, and the methods of teaching these subjects and psychology and pedagogy.” As for those already on the teaching staff, the Trustees ordered that a communication containing the following strong statement be sent to each.

1. Resolved, That it is the sense of the Board that the faculty of the school, in addition to their qualifications in academic branches, should be well equipped for the highest efficiency in normal school work, in its professional and technical side.
2. Resolved, That this board shall, during the coming year, look for decided growth from all the teachers in the line of pedagogical and kindred sciences, and that progress along
these lines be a condition of the teacher’s reelection.
The people of this state tax themselves to support at this
place a Normal School, not a college or an academy, and the
Board is determined that the State shall have what it pays
for. The purpose of the Normal School is the training of
teachers, and any teacher in such a school who fails to keep
abreast with the best educational thought and methods
does not appreciate the unique position that a normal school
occupies in our system of popular education, and ought not
to have a place in its faculty.\(^{\text{21}}\)

Perhaps Mr. Getz and the Trustees were influenced to some extent
by their own apprehension. The panic of 1893 had ended the era of
extravagance in State expenditures, and in the lean years which fol-
lowed many demands for further retrenchment were voiced. As one
economy measure it was proposed that one or two of the normal
schools be closed.\(^{\text{22}}\) The one which best fulfilled its teacher-training
function might have the best chance to survive. That considerable
anxiety was felt over the fate of the Normal may be seen from the
editorial and news columns of the local papers.\(^{\text{23}}\)

The Legislature of 1897 did vote appropriations to continue the
institution, but the amount of $25,000 for maintenance and $2,825
for “books, apparatus, repairs including finishing of Gymnasium”
for the biennium was considerably less than needed. All appropri-
ations for the normals at Cheney and at Whatcom (Bellingham) were
vetoed by the Governor. The Principal and the Trustees were even
more convinced than a year before that the institution must be made
“a normal school in fact as well as in name.” They were unanimous
in saying “that upon the character of the school in this particular
depend the safety and welfare of the institution.” It was recorded
as “the conviction of the Board that all influences antagonistic to
this purpose should be required to adjust themselves speedily to
these requirements or be removed.”\(^{\text{24}}\)

Several changes in the staff occurred after this pronouncement.
J. H. Mahan gave up his position to study medicine, and Miss Marquis
resigned to be married. Because of readjustments or combinations in
three departments three members of the staff were told that their
positions would be “vacant” after the close of the current school year.\(^{\text{25}}\)
How far these removals were due to failure to adjust to the demands
of the Principal and Trustees is not entirely clear, but it is fairly evident
that academic freedom and tenure had not yet arrived at the Washington State Normal School. 26

There was at least one sturdy individualist on the staff who resisted the new emphasis. J. H. Morgan, Vice-Principal and Professor of Mathematics, refused to be “professionalized” to the extent required. When he was re-appointed in 1897, it was “with the understanding that the Board shall require a pledge from Mr. Morgan prior to the opening of school this fall that he will carry out the requirements of the school in relation to the professional or pedagogical features of his department as set forth in the circular letter of the Board of April 8, 1896.” 27 Whether the Board received this pledge is not stated in the record, but Mr. Morgan remained a member of the staff until 1916. The question of his 1897 reappointment was made a cause celebre by the Ellensburg Dawn, a paper more remarkable for its crusading zeal than for its objectivity. Perhaps its extreme advocacy of the Populist cause in state politics would have made an eventual clash with Mr. Getz (an active Republican) inevitable. Even before the Morgan episode The Dawn had shown a very critical attitude toward the Principal and the Board of Trustees for retaining him. 28 In the issue of July 3, 1897, the Dawn minced no words.

It is pretty generally admitted on all hands that if Getz is to be retained for another term . . . the school is as good as dead, and who have you got to thank or censure for it all? . . . The public demands a change so far as the principalship is concerned.

We venture the assertion that 90 per cent of the students that left at the close of last term left completely disgusted.

Four (sic) of the teachers were notified that their services would not be needed in the future, and if it was possible without a general clash, Getz would set Prof. Morgan down and out so quick that it would make his head swim. If this school is to live and grow into a great teachers’ institution until its name shall become known the United States over, then Getz must be retired. 29

The Dawn implied that financial obligations existed between Getz and one or more members of the Board and were the reason he was retained. 30

The Principal’s academic qualifications were also subjected to attack. The Editor insisted that “Getz never graduated, he only went two terms to a state normal. He’s no collegiate. He never had a sheepskin.” 31 This statement was a misrepresentation of fact though it is true that
Getz did not have a degree from a liberal-arts institution. The \textit{Dawn} also found fault with the Trustees for choosing Mr. Getz as their secretary, saying that he could "befuddle the board" so that they would "know next to nothing about how the school is running."\textsuperscript{22} It gave credence to a rumor that the Trustees allowed the Principal to fill vacancies in the teaching staff and said that in such case the Board "in justice to itself ought to resign at once," for this would allow the Principal to "run the whole shooting match for another term just as he had in the past."\textsuperscript{23}

An investigation of the various charges was demanded by the doughty Editor. If the allegations were false, the Board owed it to Mr. Getz and to themselves to clear up matters. Their failure to demand a hearing was being interpreted by the people as evidence that something was "radically wrong," which could not bear the light of day. Until an investigation should completely exonerate the Trustees and the Principal, the people were justified in believing the worst.\textsuperscript{24}

The Editor admitted that he had a candidate for the place of Principal: Mr. J. H. Morgan himself. However, the Editor said, that gentleman had not asked the \textit{Dawn} to fight his battles for him, nor had he ever discussed Normal School matters with any person on the newspaper staff. Besides, said the Editor, the issue had become much more than an individual matter. He spoke for that large group of people who were dissatisfied with conditions at the Normal and who demanded a change.\textsuperscript{25}

How large a group was dissatisfied is of course impossible to determine. The other local papers give little space to the controversy except to deplore it. Mr. Morgan, as former school administrator in several Washington communities and for a brief period the Territorial Superintendent of Public Instruction, had a wide circle of friends and acquaintances. Perhaps some of these espoused his cause although no clear evidence of this has been found. As for the \textit{Dawn}'s contention that ninety per cent of the students were dissatisfied, the Editor admitted indirectly, and perhaps inadvertently, that Mr. Getz offered to produce 200 letters which he said would indicate the contrary.\textsuperscript{26}

If the people had any doubts about the quality of work done in the school they might have been reassured by a statement of Dr. A. D. Winship, editor of the \textit{New England School Journal}, which was reprinted in the Ellensburg \textit{Capital}. During a visit to the Normal School he had been favorably impressed by the work done in methods classes and by
students themselves. He asked to have samples for publication. In a later communication to Mr. Getz, he confessed his surprise that the school had been brought to such a high level of professional training and added, "If you can maintain this standard for a few years you will place your school on vantage ground which no one suspects today." In the April 1898 issue of his *Journal*, Dr. Winship wrote that "If Ellensburg were east of the Mississippi it would be the mecca of educational students."

But whatever may be said regarding the truth of the charges against Mr. Getz, the agitation initiated and kept alive by his critics eventually secured results. The *Dawn*, it will be remembered, was a Populist paper and in the troubled period of the Nineties the Populists had become a very important factor in Washington politics. In 1896 they allied themselves with the "Silver Republicans" and the Democrats. This combination, known as the "Fusionists," capitalized on the general economic discontent and won sweeping victories at the polls. The new Legislature consisted of fifty-four Populists, fifteen Silver Republicans, fifteen Democrats, and only twenty-eight regular Republicans. The "Fusionist" governor, John Rogers, was a man of great personal integrity and considerable ability but without much previous experience in politics. His supporters demanded that all Republicans be removed from appointed offices and deserving Populists or Fusionists be given their places. Although the Governor was apparently reluctant to displace men purely on political grounds, the pressure brought to bear compelled him to relax his scruples. The clamor raised by the *Dawn* could not have escaped his attention.

The editor of the *Capital* stated that although Mr. Getz was "generally recognized as an educator of high ability" it was evident that "local opposition has been developing until it has made an impression," while the editor of the *Localizer* commented sadly:

> It was hoped that the Ellensburg Normal School would escape the blight of scandals, quarrels, and disagreements that have fallen to the lot of nearly every state institution in the state. But no so. The petty jealousies have spread from one to another until Gov. Rogers has become entangled in the meshes.

The Trustees stood solidly back of the Principal. As late as April 1898, Dr. B. S. Scott, apparently in an effort to counteract the growth of criticism, wrote a strong letter to the Seattle *Times* in which he warmly defended the efforts to establish at the Ellensburg Normal a
professional school “second to none in its peculiar line in the United States,” instead of “a high school or an academy.” Dr. Scott gave Mr. Getz great credit for what had been accomplished although it had made him “the subject of much unpleasant comment by those who had axes to grind.”

Because the Trustees stood their ground, it was apparent that once the Governor was convinced Mr. Getz should be removed, a change in the membership of the Board would follow. An occasion to make a beginning in that direction came when Mr. Ralph Kauffman’s term as Trustee expired in the early summer of 1898. Instead of reappointing him, the Governor chose Mr. C. V. Warner, another Ellensburg man, for the place. The Capital in announcing the appointment added, “May the Lord have mercy on him.”

The next indication of the Governor’s intent was the ousting of Mr. S. W. Barnes with the cryptic statement that “misconduct in office” was the cause. No instance of “misconduct” was cited then or later. The Capital declared that the insinuation was cowardly and stated that if the Governor had expressed himself openly and said “Barnes is in my way,” he would have been honest and no one would have blamed him. When Mr. Johnson Nickeus, Mayor of Tacoma, was appointed to take the place of Mr. Barnes, the only remaining member of the old board, Dr. B. S. Scott, promptly sent in his resignation without waiting for his removal. Mr. E. E. Wager, an Ellensburg attorney known as an “aggressive Democrat,” was eventually named for his place. The Dawn expressed complete satisfaction with the appointments of three “men of honor and integrity, sober and industrious men . . . who can be approached by all whether with advice, consultation or grievance.”

The Editor was possibly chagrined, however, when it became known that Mr. Getz had not waited for the new Board to discharge him. In fact, he seems to have resigned some weeks before the third member was named. Mr. Getz had already made arrangements for the future. He had accepted a position as district manager for the Mutual Life Insurance Company of New York and was responsible for the territory including Washington and Oregon. He continued to reside in Ellensburg, however, and took a very prominent part in local affairs, being largely responsible for the successful outcome of the Ellensburg Theatre enterprise, a community undertaking of a unique sort. He was also interested in irrigation projects although the particular venture he sponsored did not materialize. He was active in the political cam-
paign of 1900 and was president of the local McKinley and Roosevelt club. In 1904 he moved to Portland to become general manager of the Oregon branch of a San Francisco life insurance company.

Although successful as a business man, he retained his interest in education and in 1916 became a teacher of pedagogy and Spanish at Roosevelt High School in Portland. It is interesting to note that at his recommendation a number of graduates from that high school attended the Ellensburg Normal. It is pleasant to record also that during the summer sessions of 1923 and 1924 he came himself to be an instructor. He noted that his return after an absence of twenty-five years was a "most interesting experience" and added "these two short terms will always stand out in my life as among the most delightful of my many happy experiences in school work." He continued as a teacher in Portland until his death in 1939.

Those who remembered Mr. Getz considered him to have been a very well balanced personality and a brilliant educator. Perhaps his attempts to "professionalize" the Ellensburg Normal were premature and too precipitous. Possibly, too, he lacked the patience and tact necessary to accomplish such a change without creating antagonism.

Before leaving the Getz administration, it should be observed that it was during this period that efforts were made to provide more satisfactory living arrangements for the students under the auspices of the school. After the discontinuance of the earlier dormitory venture in 1891-92, the Trustees were hesitant to launch another. Besides, there were no funds for additional buildings. In 1895, however, the members of the faculty undertook to provide a dining hall. The step was necessary, it was explained, because there were a number of students who could spare neither the amount of money necessary to secure board in private homes nor the time to do their own house-keeping; furthermore, a dining hall was essential "in order that we may not suffer in comparison with other schools."

Accordingly, a building on Fifth Street, between Pine and Ruby Streets, in the downtown area was rented and re-modeled. A Mr. Hatfield, described as "an experienced caterer," was employed to preside over the culinary department while Mrs. Hatfield had charge of the dining room. The expenses, it was promised, would be "as small as possible."

Little is known about this venture except that it continued only one
year. That it was not a financial success is at least suggested by the Trustees' minutes in April of that year, which record their decision to take over control of the Boarding Hall for the ensuing school year and to assume the indebtedness on the equipment. In consideration, the faculty relinquished their financial interest in the venture.53

By the opening of school in the fall of 1896 arrangements for a girls' dormitory and dining hall were effected. They had their origin in a private venture. Dr. E. W. Hitchcock, a local physician, proposed to remodel a large three-story brick building known as the Nash block at the corner of 5th and Main Street, diagonally across from the Kittitas County court house,54 and to divide the second and third stories into rooms for girl students.

The Trustees were favorably disposed toward the plan but declined to assume a definite rental for the building as a whole at that time.55 They did agree to "use their influence in encouraging the most liberal patronage of the home by the ladies." Also by maintaining "a well equipped and well managed hall under the management of the school they would seek to popularize the 'home' so as to make a fair return to Dr. Hitchcock quite certain."56 It was agreed that he should have fifty cents a week for each student who lived in the dormitory. The school officers were to collect this amount and an additional charge of not more than twenty-five cents a week which should be used to defray current expenses of the "home".57

The third floor of the Nash block was divided into thirty-one rooms or their equivalent in suites. The kitchen, dining room and reception parlors were on the second floor. The first floor was rented out for business purposes. At various times it was used as a warehouse, a hardware and farm implement store and as an undertaker's parlor.58 Even after fourteen years service as a residence for young ladies, it was noted that the building was "without a tree or a blade of grass about it."59 Yet despite the fact that it lacked something of the atmosphere of the ivied cloisters of eastern quadrangles, the girls did develop a certain affection for the "Old Dorm." But of dormitory life and student sentiment, more later in another connection.

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1 Record of Trustees, April 28, 1894.
2 Ellensburg Capital, May 3, 1894.
3 Ellensburg Localizer, May 5, 1894.
4 Ellensburg Localizer, November 17, 1894.
5 Ibid., September 26, 1896.
6 Ellensburg Evening Record, February 12, 1926.

A fulsome biographical sketch of Mr. Barge appears in *An Illustrated History of Kittitas, Yakima and Kittitas County*, (Interstate Publishing Company, 1904), pp. 339-40.

Record of Trustees, April 28, May 16, 1894.


Quoted in Ellensburg Capital, June 7, 1894.

Ellensburg Localizer, August 24, 1895.

Ellensburg Localizer, September 14, 1895.


Record of Trustees, April 2, 1895.

Ibid., April 30, 1896.

The State Normal at New Whatcom (Bellingham) had been established by law in 1893 and a building had been erected after the appropriation of 1895. The school did not open until 1899, however.

See Ellensburg Capital, January 23, March 13, 1897.

Records of Trustees, April 3, 1897.

Ibid., April 5, 1897.

Records of Trustees, April 2, 1897.

Ibid., July 20, 1897.

Thus the *Dawn* called attention to the fact that Mr. Getz had travelled 9,000 miles in 15 months implying that it may have been "to assist political schemes or to advance his own personal ends." Ellensburg *Dawn*, July 3, 1897.

Ellensburg *Dawn*, July 3, 1897.

Ibid.

Ibid., August 7, 1897.

Ibid., July 3, 1897.

Ibid.

Ibid., July 17, August 7, 1897.

Ibid., July 3, July 24, 1897.

Ibid., August 7, 1897.

Ellensburg Capital, May 7, 1898.


Mr. Morgan, whose interests the *Dawn* espoused, was a Democrat who took an active part in political affairs.

Ellensburg Localizer, July 16, 1898.


Ellensburg Capital, July 2, 1898.

Ibid., July 23, 1898.

Ellensburg *Dawn*, July 29, 1898.

The letter of resignation is first mentioned in the Trustees' minutes of July 26, 1898, as follows: "Prof. P. A. Getz having presented his resignation resigning the office of principal of this Normal School, the same to take effect upon the appointment of his successor and Prof. W. E. Wilson having been appointed as principal, thereupon the resignation of Mr. Getz was accepted." Record of Trustees, July 26, 1898. It was reported that Mr. Getz had resigned some time before this. Ellensburg Capital, July 23, 1898.

Ellensburg Capital, July 30, 1898, February 4, 1904.

Ibid., October 6, 1900.

Ibid., February 27, 1904.


46
Thus the Evening Record of December 11, 1923, notes that the "former principal evidently still has a soft place in his heart for the Ellensburg institution," since six students came from Roosevelt High School in Portland that year.


Ellensburg Localizer, August 24, 1895; Minutes of the Faculty, April 5, 1895, September 7, 1895.

Ellensburg Localizer, August 24, 1895.

Ibid.

Record of Trustees, April 30, 1896.

The Nash block was 120 feet long by 60 feet wide. The building was torn down many years ago. The site is now occupied by a filling station.

Later they did agree to rent the building as a whole, the rental charge being $1,500 a year by 1910. Washington Supt. of Public Instruction, Twentieth Report, (1910), p. 164.

Record of Trustees, July 9, 1896.

Record of Trustees, July 9, 1896.


Ibid.
The first task of the Trustees appointed by Governor Rogers in 1898 was to select a principal for the Normal School. On July 26, 1898, they elected the man who was to head the school for the next eighteen years: William E. Wilson of Providence, Rhode Island.

Mr. Wilson was born in western Pennsylvania in 1847, "one of a numerous God-fearing Presbyterian family" and spent his formative years in a rural setting of special beauty among "straight-forward, industrious, simple people." This early environment may have contributed much to the idealism and kindliness so characteristic of the matured man.

His higher education began with attendance at Edinboro Normal School and Jamestown Seminary in Pennsylvania. After some years, in which school teaching alternated with further study, he was granted the M. A. degree from Monmouth College in Illinois. On the whole, his educational experience was heavily weighted with Greek and Latin. However, when he took a position in the (Peru) Nebraska State Normal it was as a teacher of the natural sciences. After several years in Nebraska, he went abroad to travel and to study. For part
of a year he took work at the University of Edinburgh and at the Free Church College of Divinity in Scotland.

After his return to America in 1881, he was for three years a professor of biological science at Coe College, Iowa; for eight years a professor of biology and education at Rhode Island Normal School, Providence; and for the next six years — 1892-1898 — Principal of that school. Altogether, it is probable that when he came to Ellensburg in 1898 there were few normal schools headed by men as well prepared as he to administer such institutions.

Since he came so late upon the scene, Mr. Wilson had little opportunity to formulate plans and policies for the 1898-99 school year. His predecessor and the retiring Board of Trustees had left affairs in good order, however. They had selected the faculty and thus largely determined the program for the year. A number of replacements had been made, among them Mary A. Grupe, Principal of the training school, who also taught drawing and later won distinction for herself and the institution in experimental psychology; Edwin J. Saunders, who taught science for ten years; and Jessie Birdena Wilcox teacher of history from 1898 to 1908. J. H. Morgan had survived the controversy with Mr. Getz and the old Board and continued as Vice-Principal and Professor of Mathematics.

From this time on, the Normal School faculty enjoyed a degree of stability and continuity of employment unknown before. Year after year one reads in the records kept by the Trustees some such entry as this: “Upon recommendation of the principal all members of the faculty are reelected to their positions.” Not all chose to remain, to be sure; and whenever the funds made it possible, new phases of work requiring additional staff were introduced. But generally speaking, long periods of service became characteristic during Mr. Wilson’s regime.

Perhaps the most outstanding contribution of Mr. Wilson during his eighteen years as head of the school was his own personality. All who knew him seemed to agree that he was a man of unusual courtesy, kindness, charity, and breadth of understanding. His relationships with faculty members and students evinced a genuine interest in each individual as a person. His desire to believe the best of everyone occasionally betrayed him, but he seems never to have become disillusioned about human nature. Furthermore, his idealism and his faith in people inspired a loyalty which kept the faculty together.
There were very few instances of friction serious enough to come to the surface during the eighteen years of his principalship.5

The students, too, recognized the generous personal qualities of the Principal, while the testimony of the alumni suggests that appreciation did not diminish with the passing of years. Perhaps the expression by representatives of several classes in 1916 signifies the feeling of many others.

We shall ever gratefully acknowledge his unfailing courtesy, his genuine sympathy and his real affection for everyone. Is there a student who has not felt the kindly cheer of his friendly smile, the inspiration of the firm clasp of his hand? His keen personal interest untinted by any feeling of patronage, constantly lifted the pupil to the plane of the Master, so that his ideals became those of the students.6

Mr. Wilson was essentially a scholar and a teacher, one who in a sense dwelt apart from the noise and bustle of life outside the classroom. The entire institution to a degree became a cloistered community somewhat isolated from the rest of the world. It was a community of ideas and ideals, of intellectual comradeship and of inspiration. Of course, there were disturbing elements which appeared now and then, and individuals who did not fit into the general scheme. There were known breaches of discipline occasionally and doubtless many more which never came to light. Some refractory students were asked to withdraw from school, but a larger number were, by tactful and sympathetic treatment, led into conformity with the desired attitudes and conduct. And everywhere the magnanimous spirit of the Principal was in evidence.

There are times, however, in a state institution when the administrative head must leave the cloister and engage at least to some extent in the practical matters of making a budget and securing an appropriation. In the realm of practical realities and in the rough and tumble of political maneuvering at Olympia, Mr. Wilson was not always successful. Perhaps it was too much to expect that a man of his temperament and personal qualities should also be as aggressive as the situation at times required. Probably this is one reason why the period from 1898 to 1916 was one of rather slow growth in physical plant and material equipment.

There were other factors, however, which contributed to the same result. One was the attitude of the people of the State towards higher
education in general and normal schools in particular. Why, they asked, should there be three institutions in a new, relatively poor, and sparsely populated state whereas several large, wealthy and populous states in the East got along with a single normal school? Until that question was settled (and it constantly reappeared in Mr. Wilson’s time) efforts to get larger appropriations for salaries, maintenance and new construction frequently touched off movements to close one or more of the normal schools altogether, a reaction which inhibited a very aggressive approach.

The Cheney Normal suffered from the whims of governors and legislatures in the first decades even more than did the one in Ellensburg. The latter at least had the advantage of being located near the center of the State. That this was no mean asset was shown in 1897, when Governor John Rogers vetoed all appropriations for the Normal at Cheney and for the one at Bellingham while approving without question the grant to Ellensburg. Governor Rogers was a friend of the common schools, as witness the “Barefoot Schoolboy” law of 1895, but he was critical of higher education. He believed that one centrally located normal school was sufficient, and that more than one would result in needless duplication and waste.7

Governor Rogers’ veto of support for the other normals was applauded by the local press. Its expressions of exuberance and complacency showed rather callous indifference to the fate of sister institutions. The Capital stated that the Cheney Normal had never been more than a local high school maintained at state expense anyway.8 The Governor’s veto was hailed as just retribution for what was called “the dirty fight made by the Cheneyites on the Ellensburg Normal School” during the legislative session.9 As far as the school at New Whatcom was concerned, that project was described as a mistake from the beginning.10

With the other two institutions temporarily and perhaps permanently laid low, the Trustees of the Ellensburg school made plans to ask the Legislature of 1899 for funds to expand, especially to build a training school.11

Their strenuous activity was perhaps ill-advised, for it raised in the mind of the public questions regarding the wisdom of expenditures for an additional building at Ellensburg while one stood vacant at Cheney and another at New Whatcom. The press of the state viewed the proposal with a very critical eye.12
Moreover, the people of Cheney once more, as in 1890 and 1893, rallied their forces and by private subscription secured enough funds to open the school in the fall of 1898. They took this bold step in the belief that the Governor would not dare to repeat his veto when the Legislature met in 1899. Meanwhile an effort was made by friends of the school at Cheney to join hands with those interested in the future of the New Whatcom project. Long before the legislature of 1899 met, plans were well and carefully laid, and there was much “trading” with members from other sections to win votes. As a result, bills were passed appropriating $30,500 for the Cheney Normal. Though he still believed that one normal was enough, the Governor thought it so likely that the bills would be repassed over his veto that he signed them.  

The people of Ellensburg had watched the contest in the Legislature with considerable anxiety. A letter from a group of them “deploring the establishment of normal schools and starving them afterwards” was read in the Senate. The Capital urged more such letters and action by the Commercial Club. The Localizer quoted with approval an editorial from the Walla Walla Argus stating that “there is no more need for three normal schools in this thinly populated state than there is for three state universities or three agricultural colleges.”  

The legislators came to a different conclusion, however, and voted appropriations for three normal schools. In the scramble for funds, the proposed training school building for the Ellensburg school was lost. Moreover, the decision to put the Cheney institution on a sounder footing had the effect of lessening the number of students from the eastern part of the State who came to Ellensburg.  

The opening of the normal school at New Whatcom in 1899 reduced still further the area tributary to Ellensburg. Hitherto the Puget Sound country had furnished a sizeable contingent of students each year, but for many in this area New Whatcom was more easily accessible. From both the east and west side some students returned to Ellensburg to complete work already begun, but “attendance diminished until it became adjusted to the new conditions and the territory naturally appropriate to the institution became defined.”  

The extent of this adjustment is indicated by the attendance figures immediately before and after 1899. The enrollment for the year 1897 to 1898 was 198; for 1898-1899, 220; for 1899-1900, 148; and for 1900-1901, 121. It was not until 1905-1906 that the enrollment again
approached that of 1898-1899. Perhaps another reason for the drop in attendance after 1898 was the decision made at this time by the State Board of Higher Education to revise the courses for normal schools, extending the “elementary” course (for students having only an eighth grade background) from two years to three and the “advanced” course (intended for high school graduates) from one to two years. Since teachers’ salaries were still very low, the increased time and effort required for the various certificates probably discouraged people from undertaking professional preparation.

The next few years after 1900 saw little improvement in material equipment. The Trustees recognized the need for both a training school and a dormitory building but decided to concentrate their efforts on the former in 1901. The students in an open letter to the legislators appealed for a separate building for the training school, saying that, under the conditions then prevailing, “the children are in our way, and we are in their way. They disturb us and we disturb them.”

At a public meeting, Ellensburg citizens not only endorsed the plan for a separate training school building but also pledged themselves to provide suitable grounds for it. The Capital commented that “the unanimity displayed at the meeting was a reminder of old times when all pulled together for the welfare of the town.” Mr. P. A. Getz, former Principal, and now a business man who made Ellensburg his home, helped to draw up the resolutions. Unfortunately, however, local enthusiasm was not able to carry the Legislature with it. Although it granted $4,000 for extending and improving grounds, it made no appropriation for a new building.

The Trustees immediately began negotiations for the purchase of the block lying immediately north of the original plot and managed to buy the sixteen lots for a total of $3,970. In 1904 arrangements were made with the City to vacate the alley in the recently acquired block and also that part of Ninth Street which lay between it and the original grounds. Thus the appropriation of 1903 made it possible to more than double the original campus.

There was little expectation that the economy-minded Legislature of 1905 would appropriate funds requested for the training school building, but hopes were again high in 1907. The Ellensburg Normal School requested $25,000 for a dormitory and $35,000 for a training school. Mr. Wilson believed that a larger amount should be sought, but the Trustees hesitated to ask even for that much. The Legislature did
not grant the $25,000 requested for the dormitory but did add that amount to the training school appropriation and then an additional $10,000 to build a central heating plant. The Capital commented that the grant of so large an amount for building purposes removed the institution from the "doubtful column." Appropriations for its maintenance would "not have to be fought for inch by inch hereafter."

The Legislature of 1907 also created a new Board of Control which had among its duties complete supervision of construction of all new state buildings. Thus the participation of the local school authorities was much more circumscribed than in the case of the construction of Normal Hall. They were consulted about the needs of the school but had very little to do with the planning or actual construction of the building. The architect was employed by the Board of Control which also awarded the contract for construction.

The ground-breaking ceremony for it was on September 24th. At this ceremony, "the children of the training school marched out in a body and each child lifted a shovelful of earth from the foundation."

The contractors promised to push the work, and by October 30th, bricklaying had commenced. On November 28th the Capital noted that the men were "working Sundays as well as week days" to get the structure enclosed before bad weather, and they did so. It was sufficiently near completion to be dedicated during Commencement Week in the following June. Miss Mary Grupe, formerly Principal of the training school but now a teacher in Tacoma gave the dedicatory address.

In making his report to the Superintendent of Public Instruction in 1910, Mr. Wilson said that "the building is, . . . as far as it goes, admirable for the purpose." Its usefulness is suggested by a description written in 1912.

It contains the basement floor manual training laboratory, kindergarten rooms, and children's play rooms. On the second floor rooms for the primary practice department and the primary observation department, and on the upper floor fifth and sixth grade rooms, assembly room and department class rooms for the upper grades and high school department.

A wing anticipated in the original plans was never added, though by 1914 Mr. Wilson declared that the enlargement of the building was one of the "two chief immediate necessities." This was because the number of students who needed practice in teaching had more than doubled since 1908.
In Mr. Wilson's opinion, during the years before 1907, the need for a dormitory on the campus to supplant the one in town was second only to a building for the training school. Although the Nash Building at Fifth and Main continued to house some fifty women students and was financially successful, the limitations of its location and environment were obvious; and as the enrollment increased after 1905 the "old dorm" no longer was large enough to accommodate all out-of-town women students. Because room and board in private homes was more expensive and beyond the means of many students, some who wished to attend the Normal were unable to do so.

No sooner had the training school building become a reality, therefore, than efforts to secure funds for a new dormitory were redoubled. Unfortunately, by the time the legislature met in 1909 a new difficulty had arisen. The expense of maintaining the various state institutions had increased so much that there were many demands for retrenchment. Once again, it occurred to many people that closing of one or two of the three normal schools would be a logical place to begin. Heretofore the normals at Cheney and Bellingham (formerly New Whatcom) had been the victims of economy programs, but by 1909 each was considerably larger than the Ellensburg school. If the movement to abolish one or two succeeded, the smallest of them probably would be most vulnerable. For instance one legislator estimated "that the State could pay the board at either Cheney or Bellingham of every one of the students attending the Ellensburg Normal and save money." The people of Ellensburg were warned by the Capital "to keep awake for they have the greatest fight of their lives on their hands." The crisis passed and the Washington State Normal School at Ellensburg was assured of another two years' existence by an appropriation for salaries and maintenance. But no funds were available for building a dormitory. Since the enrollment continued to grow, the Trustees, as a stop-gap measure, in 1909 leased a large frame residence, on Seventh Avenue, two blocks south and west of the campus, "sanitary, convenient and pleasantly surrounded" to supplement the downtown dormitory. Dr. Ella I. Harris of the English department became the manager of this, the "Normal Club House." From twelve to fifteen girls lived there, and several others who lived elsewhere took their meals there. Effort to secure funds for a dormitory building were intensified prior to the legislative session of 1911.

Meanwhile a new crisis appeared. All three normals were to be in-
vestigated by a special legislative committee. It was to consider complaints that the normals were conducted "for the benefit of the city in which they were located"; that too many children were educated in the training schools at state expense rather than at local; and that only a relatively small number of normal-school graduates remained in the teaching profession. It was also to determine whether one or more of the normal schools might be abolished.

When Mr. Wilson issued a statement to the press refuting some of the charges, he pointed out that of the 331 Ellensburg Normal graduates up to 1908, 157 were at that time engaged in teaching and of that number twelve were superintendents or principals. As for the charge that the training school educated Ellensburg's children free of charge, he demonstrated that the plan for cooperation with the city school system was adopted with the full consent and understanding of the State authorities. It was by no means a one-sided arrangement.

The investigating committee reported to the Legislature that there were too many normal schools, and it was expected that the smallest would be singled out for special attack. On the other hand, Henry B. Dewey, Superintendent of Public Instruction, strongly advised against closing any of the normals saying that the demand for fifteen hundred new teachers each year was greater than all three together could supply.

Mr. Wilson wrote in October 1910 that there were the "usual mutterings about closing one of the normals. He feared that "some radical thing" would be done by the Legislature but could not guess what. There were others who thought they knew. Shortly before the Legislature of 1910 convened, "Olympia gossip" had it that the members would be asked to abandon the normal schools at Bellingham and at Ellensburg. Cheney would remain to serve the east side and a new normal at the University would serve the west side. The School for the Blind would be moved from Vancouver to the Normal buildings at Bellingham while the girls' branch of the State Training School (formerly known as the Reform School) would be moved to Ellensburg.

The above plan seems to have been devised by Representative Beach of Mason County and had the editorial support of the Seattle Post-Intelligencer. The proposal was vigorously challenged by E. J. Klemme of the Ellensburg Normal staff. By penetrating analysis of each argument he showed that not economy but additional cost would be the result of the plan proposed. Statistics were assembled by the school
YEARS OF PEACE AND STABILITY, 1898-1916

authorities to show how much less teacher training cost in Washington than in Massachusetts, Pennsylvania, California, Montana, or Ohio. Additional information was furnished for use by the Superintendent of Public Instruction.

The alumni also came loyally to the support of the Ellensburg Normal and appealed to the Governor and to the legislators individually. The advantage of the central location, the climate, the quality of the teaching staff, the very smallness of the student body which allowed personal attention, the teaching record of the graduates and the "unusual loyalty and reverence of the Ellensburg student body for its Alma Mater" were eloquently set forth as reasons why the school should not be closed.

Whatever may have been the attitude of certain individual members, the Legislature as a whole provided handsomely for higher education. It passed an act which called for an annual tax of one additional mill per dollar of assessed valuation on all property to provide a special fund for each of the five educational institutions of the state. The tax for the Ellensburg Normal Fund was set at seven one-hundredths of a mill, a rate lower than that for any other of the schools. It was also provided that after 1916 the Governor, at the request of the executive head of any of the institutions, should appoint a commission to determine whether or not the levy should be changed.

This creation of special funds gave the state schools a certain security from the vacillations of legislatures and the whims of governors. It gave to the normal schools, especially, a measure of stability they had not enjoyed before. To be sure, it was still possible for a subsequent legislature to repeal the mill tax law or to amend it. Only two years after it was passed there was a movement launched to merge the three normals; similar proposals for closing one or two of them continued to appear sporadically. None the less, the fact that there was an Ellensburg Normal Fund with money in it which could not be used except for that institution probably lessened the anxiety of those responsible for its welfare when the legislative sessions opened at Olympia. The amount from millage was impressive, ranging from $138,880.15 for 1913-15 to $272,388.48 for 1921-23.

In 1911, Principal Wilson and the Trustees requested funds for the purchase of a dormitory site without much hope for more, but the appropriation for the next two years included $110,000 for "maintenance, repairs, building and purchase of land," without further specifications as to how it should be spent. This allowed considerable
latitude, and it was decided that the funds could be stretched to build a dormitory.\textsuperscript{56}

The building was ready for occupancy in late October of 1911. The student year-book waxed enthusiastic about the accommodations. It reported that the "old" students "could hardly accustom themselves to so many new conveniences." The presence of Mrs. E. J. Arthur, who had been matron in the downtown rented quarters for ten years, made them feel at home very quickly.\textsuperscript{57} The dormitory or "girls' residence," as it was called until the name Kamola Hall was adopted, consisted of two stories and a basement floor. The latter was given over to the kitchen, a dining room which accommodated 100 persons, the laundry and "servants' quarters."

The dormitory at first housed fifty-four students.\textsuperscript{58} Many others, including men students, took their meals there and soon the dining room became overcrowded. In 1913, the Legislature granted funds for an extension to it, which was completed in the summer of 1913 and increased the capacity of the dining room to nearly 200.

It was noted above that at the time the training school building appropriation was requested in 1907, a sum of $10,000 for a central heating plant was tacked on almost as an afterthought. The appropriation of that sum allowed a beginning only—and for several years the heating plant, located north and east of the Administration Building, consisted of little more than boilers, a smokestack and basement walls which were covered by a temporary roof. The walls were designed to support a superstructure and the plan was to erect two floors of classrooms when funds were made available. The Legislature of 1913 appropriated sufficient funds for the purpose and the two floors of classroom space was added.\textsuperscript{59} In January, 1914, the first floor became the home of the manual training department and the second floor was given over to the physical sciences.\textsuperscript{60} The names Heating Plant Building, Manual Training Building, and Science Hall were used at various times. Although a new heating plant was built south of Eighth Avenue in 1917, the old building continued to be used for classes until it was demolished in 1937 to make space available for the present Industrial Arts Building.

A need for additional living quarters for women students was again evident by 1915. Mr. Wilson stated that more than forty of the students who took their meals in the dormitory dining hall had to room in private homes. This cost them an additional four or five dollars a
month. Then, too, the arrangement was less convenient "and less favorable to their physical, social and intellectual welfare." An additional wing to the dormitory, he said, was an immediate necessity.

The mill tax made possible an appropriation more than sufficient for an additional dormitory with thirty-three rooms. The site chosen for it was just to the east of the first unit. The enlarged dining hall was to connect the two buildings into one. The work was pushed rapidly; by August 30, 1915, the new addition was accepted by the Trustees. Accommodations for a total of 112 girls in Kamela Hall were now available.

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2 Ibid. This was the opinion of Frank Wilson, his son.
3 Ibid.
4 Others who were appointed in 1896 but whose period of service was comparatively brief were, Annette V. Bruce, Music, 1898-1904; Colema Dickey, 1898-1901; Miss Agnes Stowell, Literature and History of Pedagogy; and Luce C. Anderson, Reading and Physical Education, who had been appointed in 1897 continued to 1899.
5 See, e.g., statements by members of the staff in The Outlook, III, (June 1901), p. 7
6 Ibid., VIII, (April 1914).
9 Ellensburg Capital, March 20, 1897.
10 Ibid., March 20, 1897.
11 Ellensburg Localizer, March 20, 1897. It was reported that a total of $70,000 would be requested.
12 Oliphant, History of Cheney Normal, p. 65. Mr. Oliphant quotes an editorial from the Tacoma Ledger as a sample of opinion on this issue.
13 Oliphant, History of Cheney Normal, p. 70. In his address to the legislature at the opening of the session Governor Rogers strongly urged that appropriations should be made for one school only. He quoted President David Starr Jordan who cited Indiana as a state with one good normal school. Washington Senate Journal, (1899), p. 20.
14 Ellensburg Capital, January 28, 1899.
15 Ellensburg Localizer, February 11, 1899.
18 Ibid., (1914) p. 41.
19 Ibid., (1912) p. 45. The content of these courses will be noted in a later chapter.
20 Ibid.
21 Records of Trustees, January 3, 1901.
23 Ellensburg Capital, March 2, 1901.
25 W. E. Wilson to E. J. Saunders, April 9, 1907. Cheney received a like amount for a training school building and heating plant, and Bellingham $58,000 for building purposes. The total appropriations were Ellensburg, $140,000; Bellingham $153,020; and Cheney $160,000. Washington, Session Laws, (1907) p. 494.
26 Ellensburg Capital, April 3, 1907.
The Ellensburg Capital of February 19, 1909, cited the Tacoma Ledger as quoting the legislator. Students at Ellensburg in 1908-09 numbered 285, and at Bellingham 504, and Cheney 417.

W. E. Wilson to Lottie Jellum, August 17, 1909. Washington Supt. Public Instruction, Twentieth Report, (1910) p. 165. The rent was $300 a year. The club house property was purchased by the Normal School in 1913 for $10,294. Record of the Trustees, April 16, 1913. The club house served a temporary need for living quarters for girls until 1915, when under a new name “Eawin Hall” it became the men’s club house. After a fire in 1922 and subsequent remodeling it became the Music Building in 1927, and later the College Apartment. It was finally demolished to make room for apartments for married students.

Ellensburg Record Press, January 19, 1910.

Ellensburg Record Press, January 19, 1910.

Nine were in business, six were students in institutions of higher learning. Eighty-one of the graduates were married and not teaching.

Ellensburg Record Press, January 19, 1910.

Ibid., May 27, 1910.

Washington, Supt. of Public Instruction, Twentieth Report, (1910) p. 7. Supt. Dewey did recommend that economies could be effected by having one central board of trustees which should see that each Normal specialized in a certain line of work.

W. E. Wilson to Jessie Wilson, October 18, 1910.

Ellensburg Capital, December 8, 1910.

Ellensburg Record Press, December 10, 1910.

Ibid.


Ibid. The University Fund was to receive 47½ one-hundredths of one mill; the State College Fund 32½ one-hundredths; the Cheney Normal School Fund 9 one-hundredths; and the same for the Bellingham Normal Fund. Ibid.


Ellensburg Capital, February 20, 1913. A number of letters bearing on the proposed merger of 1913 are on file at Central Washington State College. The Governor, M. E. Hay, was believed to favor it.


Washington, Session Laws, (1911) p. 149. $130,000 total was requested. Bellingham received $135,000 and Cheney $125,000 for the biennial period.

Record of the Trustees, May 6, 1911. Ibid., Nov. 3, 1911, the total cost, including architects’ fees, was $2,787.45.

Koortu, (1911).

Ibid., Public Instruction, Twenty-First Report, (1912) p. 47.

Ibid., Supt. of Public Instruction, Twenty-Second Report, (1914) p. 40.


Ellensburg Evening Record, May 24, 1913. Record of Trustees, April 12, 1918.

W.S.N.S. Catalog, (1916) p. 16.
The Instructional Pattern, 1898 - 1916

The previous chapter surveys material progress from 1898 to 1916 without reference to educational philosophies, objectives, programs or curricula. In an educational institution whose primary function is the training of teachers, these are particularly significant and merit special attention.

A comparison of the introductory paragraphs of the school catalogs suggests immediately that Principal W. E. Wilson differed considerably from his immediate predecessor, Mr. Getz, who had placed the greatest possible emphasis upon the professional aspect of teacher training. Perhaps because of his own unusually broad educational experience, Mr. Wilson believed that teachers should be first of all well-educated persons, firmly grounded in the academic disciplines. To be sure, he recognized that a normal school “was neither a high school nor a college” and that it existed primarily to train teachers. However, he insisted, “this special function— is of such a nature that it must secure thorough general scholarship and broad culture in its students or it will fail to fulfill its purpose.”

The cultivation of the abilities and habits of the scholar is an important element in the education of the teacher. So,
throughout the Normal school course the student needs to be pursuing energetically substantial subjects for the strengthening and sharpening of the intellect, for the enlarging and liberalization of the mind, for the enrichment and invigoration of the whole life. The education of the teacher must not be narrowed down to mere training in the work of school teaching. The Normal school must cultivate a lively interest in study, it must promote the spirit of investigation, it must beget enthusiasm for learning. To accomplish this it must provide for the vigorous pursuit under able instructors of substantial branches of learning.\footnote{2}

In accordance with this philosophy, he was particularly interested in seeing that the courses of study were strengthened in the fields of mathematics, physical and biological sciences, literature, history and art.

It should be recognized, of course, that the principal of a state normal school in Washington was not by any means a free agent. In 1897, a year before Mr. Wilson took up his work, the Board of Higher Education was created. This was composed of the State Board of Education,\footnote{3} the President of the University, the President of Washington State College, and the Principals of the three normal schools. The State Board of Higher Education was required by law to prescribe uniform courses of study for all the normals. One of these was to be an "elementary" course for two years; another, the "advanced" course of four years.\footnote{4}

The term "elementary course" as used at that time had no special reference to training for teaching the elementary grades, nor did "advanced course" work prepare one especially for the upper grades. Rather, each term was used with reference to the previous educational experience of the entering student and to the quality of work done in the course itself. Ordinarily one who had completed the eighth grade but had not done any high school work entered the first year of the elementary course. One who had attended an accredited high school for two years or who had completed the elementary course entered the advanced course.\footnote{5}

Under the Act of 1897, normal school students who completed the two-year elementary course received a certificate entitling them to teach in the common schools of the state for five years. Graduates of the advanced course, after teaching successfully for two years, were to receive a diploma which would "mature into a life diploma" issued by the Board of Education. In order to receive either a cer-
tificate or a diploma, students were required to do twenty weeks of practice teaching in the training school.  

In 1899 another law was passed which stipulated that normal schools should provide the following:

1. An elementary course or three years;
2. An advanced course of two years for those who have completed the elementary course;
3. An advanced course of two years for graduates of a four year high school accredited by the Board of Higher Education;
4. An advanced course of one year for graduates of colleges and universities.

The act included a provision that no one should receive a normal-school diploma or certificate of any kind who had not been in attendance for one school year of forty weeks. Nor should one be issued to any person who had not “given evidence of ability to teach and govern a school by not less than twenty weeks practice teaching in the training school.”

Since the Act of 1899 remained in effect six years, some attention to the work done during this period should be given. It may be observed first of all that the majority of students were in the elementary course and of these the first year class was usually the largest of all. Thus a considerable part of the Normal program was necessarily geared to the qualifications of those whose previous educational experience had been the eighth grade.

To indicate more specifically what the various courses were like, the following tables are copied from the report made by the Principal and Trustees in 1904, the last year in which the Act of 1899 was in effect. The figures after each subject studied indicate the number of recitations per week and also the number of credits given.

I. Elementary Course

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric and Literature</td>
<td>Literature and Rhetoric</td>
</tr>
<tr>
<td>Latin or German</td>
<td>Latin or German</td>
</tr>
<tr>
<td>Physical training</td>
<td>History, Greece and Rome</td>
</tr>
<tr>
<td>Botany I and Physics</td>
<td>Botany II and Physics</td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry and Bookkeeping</td>
</tr>
<tr>
<td>Drawing</td>
<td>Drawing or Manual Training</td>
</tr>
<tr>
<td>Singing</td>
<td>Singing</td>
</tr>
<tr>
<td></td>
<td>Physical Training</td>
</tr>
</tbody>
</table>

63
Those whose previous training in the "fundamental branches" was adjudged deficient were required to enter "review" classes in such subjects as English grammar, arithmetic, physiology, geography and American history. All such deficiencies in the common branches must have been removed before the student entered professional courses or did practice teaching.

Those who completed the elementary course might teach for five years, or they might enter the advanced course in which they would pursue the following schedule:

II The Advanced Course
Arranged for those who have completed Course I

Fourth Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>History and Philosophy of Education</td>
</tr>
<tr>
<td>History</td>
<td>Sociology</td>
</tr>
<tr>
<td>Latin, (Virgil,) or German</td>
<td>Literature</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Teaching</td>
</tr>
<tr>
<td>Geometry</td>
<td>Physical Training</td>
</tr>
<tr>
<td>Physical Training</td>
<td>Psychology and General Method</td>
</tr>
<tr>
<td>Second Semester</td>
<td>Astronomy</td>
</tr>
<tr>
<td>Literature</td>
<td>Oral Expression</td>
</tr>
<tr>
<td>History</td>
<td>Hygiene and Nature Study</td>
</tr>
<tr>
<td>Latin, (Cicero,) or German</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Geology</td>
<td>Art and Music</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>History</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
</tbody>
</table>
Another advanced course of two years for graduates of accredited high schools avoided repetition of the usual high school subjects and included the "professional" training given in both the other courses. 16 High school graduates were warned that in order to complete this advanced course in two years they should "come with good health, power to think and work independently and with the habits as well as the spirit of the true student." 17 Graduates of colleges and universities (if any) were admitted to the senior year and might "elect work with the advice and consent of the principal." 18

In 1905 the law concerning the organization of normal school work was again modified. Under the new arrangement the Board of Higher Education was to prescribe courses of study as follows:

1. an elementary course of two years;
2. a secondary course of two years;
3. advanced courses of two years;
4. a complete course of five years;
5. an advanced course of one year for graduates of colleges and universities. 19

The secondary course was open to those who had completed two years of high school work. The "complete course" embraced both the elementary and the advanced work, but because completion of the ninth grade was a prerequisite more time was allowed for "election and specialization to a greater extent." 20 Incidentally, the "complete course" appeared in the Ellensburg Normal School catalog a year before the law authorized it. 21

Though there were modifications in the scheme of courses as standards of admission were altered and the requirements within every course were changed, this general over-all pattern prevailed until 1917, when the Joint Committee on Higher Curricula was created. 22

In the meantime, the effort to improve the quality of work done by raising the minimum standards of admission made slow progress. In 1903 the Board of Higher Education ruled that completion of the ninth grade should be the minimum academic requirement for admission to the elementary course. 23 The intent was to allow more time for further work in the academic branches, and to provide "more opportunity for training in the art of teaching." 24 The ruling was suspended during 1903 and perhaps was not rigidly observed the year following. By 1906 it had been abandoned, and once more a certificate of graduation from the eighth grade was sufficient for admission. If one could not produce
even this, he might enter by presenting a teacher's certificate or by passing an examination in English, reading, spelling, arithmetic, U. S. History, geography, and physiology. 19

In 1909 the Board of Higher Education was abolished, and its work was taken over by the State Board of Education. 20 The latter was expressly authorized to approve entrance requirements for the normals. At the request of the three principals, it ruled that no normal school should admit anyone who had not completed the work of the ninth grade. After September 1, 1911, two years of high school work would be required. 21 Even more remarkable, (and inconsistent with the above) was a ruling that “after September 1, 1910, no state Normal School of Washington will admit any student who has not completed the high school course of his own district” except under special circumstances. 22 That the latter provision was not taken seriously is seen in the fact that until 1916 according to the Ellensburg Normal School catalogs the entrance requirement was completion of the tenth grade. And it was possible for one who held a second-grade teaching certificate to enter the elementary course after only one year of high school work. 23

The State of Washington lagged far behind the Middle West in eliminating high school work from the Normal school curriculum. The United States Bureau of Education Survey Committee in its report of 1916 criticized the situation rather severely. According to that report: “It is only in the higher classes with students more mature both in scholarship and in age that the most important part of the professional work can be done.” Until they were ready for that, they made little more professional progress than if they were attending some other type of school. 24

The Survey Committee figures showed that of the 322 students at the Ellensburg Normal in 1915, eighty-eight—or over one-fourth—had not graduated from high school. That proportion was considerably higher than at Cheney or Bellingham, 25 but was due probably not so much to lower aims at Ellensburg as to the sparse population or the area naturally tributary to that institution. High schools in central Washington were fewer and farther apart so that a smaller part of the school population had easy access to them. If the Ellensburg Normal had arbitrarily refused to admit any but those who had completed four years of high school work, not only would its student body have been reduced, but many young men and women would have been discouraged from
entering the teaching profession. Finally, in 1917, the Legislature enacted a law that requirements for admission to the normal schools as well as to the University and State College "shall not be less than graduation from a four year accredited high school except for persons twenty-one years of age and over." For all practical purposes that settled the matter.

Prior to 1907 the curriculum for each of the several courses had been rather rigid and inflexible. The faculty minutes suggest that in individual cases substitutions were made and occasionally requirements were waived. Electives, as such, were extremely few, however, and usually restricted to a choice between two courses specifically designated. Either German or Latin might be taken, for instance, but there was little chance of escaping both. The same was true of drawing and manual training.

These were the only alternatives listed in the elementary and advanced courses of 1904, though doubtless some choice of study in courses like music was allowed. In the five-year schedule of the "complete course" as outlined a total of five elective credits was permitted in addition to the above. Since the prescribed subjects usually required twenty to twenty-five recitation periods of forty minutes each week, it is probable that few students had sufficient hardihood to elect subjects outside those required for a certificate or diploma.

Perhaps because of the trend elsewhere toward more elective work, the Board of Higher Education took a long step towards liberalizing the curriculum in 1907. Under the plan then adopted, a list of elective subjects was authorized for use in the normal schools. The Principal might transfer credits from the official schedule set up by the Board in 1905 to the elective list "provided that not more than five credits be so made elective in any one department." A limitation was set upon the total number of credits which might be transferred in any course. The limit was five credits for each year above the eighth grade, thus making for more electives in the advanced courses than in the elementary and secondary ones. On the other hand, the Principal might transfer a limited number of credits from the elective list and make them part of the official requirements for his particular school. However, the total number of credits for any year should not exceed forty-two. This new plan made possible a degree of flexibility not known before and encouraged a number of innovations.

In 1905 the Trustees authorized the first summer session, a six-weeks
term to follow the regular school year. Because this was to be a self-
supporting project, no additional funds were granted for salaries. Stu-
dents were to pay a tuition fee of six dollars and a library fee of four
dollars. If, as was customary at the time elsewhere, the tuition fees
were divided among the teachers, the work was not particularly re-
numerator. The first summer there were only nineteen students. In
1906 there were only nine; consequently there was no summer school in 1907 and 1908.

In 1909 a new approach was made. Instead of trying to bring students
to the Normal, the Normal went to the students. For a six-weeks sum-
ner session, it rented the buildings of Vashon College on Vashon Island
near Burton for $150. The Vashon College managers agreed to furnish
room and board at a reasonable figure.

Perhaps one reason for the move was to make the school better
known west of the mountains and thus interest more people in attending
the regular sessions. Another was that Vashon Island was an attractive
place to spend part of the summer. Since classes would be held in the
morning only, the faculty and students would have time to enjoy the
natural beauty of the region. In fact, the recreational feature was
especially stressed in the publicity material. The Trustees agreed to
allow each member of the faculty who taught through the entire sum-
mer seventy-five dollars in addition to the salary for the academic
year. Mr. John H. Morgan, vice-principal, was head of the summer
school on the Island. There were fifty-one students enrolled in 1909
and exactly the same number in 1910. The records of the faculty the
first summer are missing, but in 1910 there was a staff of nine teachers.

One of the features of the Vashon Island summer Normal was a "rural
observation school and playground"—six grades under the supervision
of Miss Ruth Hoffman. Its special aim was to show the practical work-
ing out of educational principles in a rural school situation. The cur-
riculum offered was, of course, quite limited. According to the summer
session bulletin, the aim was that of "combining strong work, in a few
subjects, with rest and recreation."

Unfortunately, the main building at Vashon College burned during
the academic year of 1910-11, and it was impossible for the Normal
school to return there. However, plans to conduct a summer school in
Ellensburg had been under consideration even before the fire. It had
been decided that the summer school should offer the equivalent of a
full quarter of the regular academic year. Thus a nine weeks session
was instituted. In writing to a prospective teacher, Principal Wilson said: "I know the trustees will not be inclined to pay liberally for this because they really expect the faculty to take care of the summer session without compensation."35

In 1911, the faculty decided to make another effort to have a summer school in Ellensburg. Seventy-six students registered for work, more than had been anticipated. Advance publicity had stated that the women's dormitory would not be opened but that the Clubhouse would be. It was also promised that "if preferred by any, tents will be provided upon lawns near the Club House."36

It was also in 1911 that the Southwestern Washington Summer School was inaugurated at Centralia under the auspices of the Ellensburg Normal. Two members of the Normal staff, the Lewis County superintendent, and two teachers from the Centralia school system constituted the faculty. Possibly opening a branch in Centralia was intended to reduce the complaint that there was no Normal easily accessible to people of southwestern Washington, and to forestall further demands for one. There were eighty-six in attendance at Centralia in 1911, and the results were sufficiently good to warrant proposals for a permanent summer-school branch there. The Centralia Board of Education allowed the use of the new forty-room school building free of charge.37 The summer attendance at the Centralia branch reached 111 in 1916 while that at Ellensburg was 123.

Miss Clara Meisner, who taught at Centralia summer school, was enthusiastic about it. She said that it did not compete with the school at Ellensburg because people west of the mountains believed that the east side was too warm for study in June and July. She added that if the Ellensburg school were not doing work in southwest Washington the people needing to go to summer school would go to the "Pullman Summer School at Puyallup" or to Bellingham Normal. The latter, she observed, was eager to enter the field in southwest Washington. In the meantime, she felt that the Ellensburg Normal was becoming well and favorably known in that area.38

The Centralia summer school was continued in 1917 and 1918. If the purpose was partly to forestall a demand in that section for a normal school of its own, this failed, for in 1919 the Legislature established a normal school at Centralia and granted it a millage tax of .10 mills. The school was to be opened without necessary delay, although the law said that postponement until January 1922 would be permitted unless the
city offered rooms or buildings before then. A board of trustees was appointed. These chose a president, and in 1920 the Centralia Normal offered a summer school course. While it never got far beyond this point, it was evident in 1919 that the Centralia area was no longer open to an institution east of the mountains, and the Ellensburg Normal gave up its southwestern branch.

President George Black (1916-30) was not willing to relinquish all the country west of the Cascades, however. In 1919 he recommended to the Trustees that summer sessions be provided at "Seattle, Tacoma, and any other point where a sufficient number of teachers demand this service." An arrangement was worked out with the University of Washington under which the Ellensburg Normal was to have the use of such building space and equipment as might be needed. The publicity material stressed the point that this branch was "designed especially to meet the needs of graded elementary schools in towns and cities." Another branch, established at Tacoma in 1919, was intended for teachers of ungraded schools.

As these arrangements were made without taking into account the Normal School at Bellingham, President Nash of that institution asked the Attorney General to decide whether branch Normals were legal and whether, if they were, they could legally use the buildings of other state institutions for their purposes. The Assistant Attorney General on July 9, 1919, gave it as his opinion that the "trustees of a Normal School have no power to establish a branch Normal" and that the law of 1917 which provided for extension work did not cover the case. This meant the end of the Ellensburg Normal's summer activities west of the mountains. From this time on, summer-school work was confined to the campus. It might be noted here that the attendance increased steadily and that in 1923, at the first summer commencement, sixty-nine persons received diplomas.

Up to 1914, teaching in the summer school was optional for the individual faculty member. In 1914, however, the Trustees ruled that "no member of the faculty should be excused from summer work except by consent of the Board." Thus almost imperceptibly did the summer school become an integral part of the year's teaching assignment, unless otherwise specified at the time of employment. This continued until 1947, when the Legislature was induced to make a separate appropriation for summer school.

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1 W.S.N.S., Catalog, (1899) p. 25.
THE INSTRUCTIONAL PATTERN, 1898-1916

3 The Washington State Board of Education at that time was composed of the Superintendent of Public Instruction, and four persons, appointed by the Governor, selected from "those actually engaged in teaching in the common schools of the State, and who hold life diplomas issued by authority of the state." Bolton and Bibb, History of Education in Washington, p. 285. Washington, Session Laws, (1897) pp. 356-67.
4 Ibid., p. 441.
5 Here it should be kept in mind that the number of high schools in Washington in 1890-91 was only 11; in 1895-96, 31; in 1900-01, 74. By 1905-06 there were 178; in 1910-11, 279; and in 1915-16, 518. The number of graduates in those years were, respectively: 48; 289; 404; 817; 2,077; 4,351. Bolton and Bibb, History of Education in Washington, p. 177.
6 Washington, Session Laws, (1897) p. 441.
7 Ibid., (1899) p. 325.
8 Ibid.
9 E.g., the student lists of 1900-1901 include the following: Advanced Course: Seniors —13; Juniors—20; Elementary Course: Third year—24; Second year—22; First year—42. W.S.N.S., Catalog, (1911) p. 10.
11 Ibid., p. 167.
12 Ibid.
13 Washington, Session Laws, (1905) pp. 171-172. Upon completion of (1) certificate good for two years was to be granted. Upon completion of (2), a five year "secondary Normal school certificate." Graduation from any of the advanced courses entitled one to a five year diploma, and if acceptable evidence of two years successful teaching in that period to a life diploma. Ibid. p. 171.
14 W.S.N.S., Catalog, (1904) pp. 29-30.
16 For instance, in 1909 a three-year advanced course was authorized for those who planned to be supervisors or specialists. W.S.N.S., Catalog, (1910).
18 Normal Outlook, VI, No. 1 (October 1903) p. 1.
20 Washington, Session Laws, (1909) p. 236. Bolton and Bibb, History of Education in Washington, p. 285. The change was made to avoid duplication of function. Only one of the three normal principals was on the State Board of Education from this time on.
22 Washington Supt. of Public Instruction, Twentieth Report, (1910) p. 213. Exception might be made in the case of one who had a teacher's certificate, or was more than 19 years of age or who had been promoted from the training department of a state normal school or who brought a written request from the high school principal of his district with "satisfactory reason."
23 W.S.N.S., Catalog, (1915) p. 33.
25 At Cheney 67 out of 605 were not graduates of four year high schools, at Bellingham 116 out of 962. Ibid.
26 Washington, Session Laws, (1917) p. 35.
28 Ibid. At Ellensburg there were no electives allowed in the elementary course.
29 The elective list included the following: practice teaching, 10 credits; school administration, 3; Education, 5; Primary methods, 4; Mathematics, 5; Biological Science, 6; Physical Science, 6; Agriculture, 8; Astronomy, 5; Geology and Mineralogy, 5; Domestic Science, 5; Domestic economy, 8; Manual Training, 8; Art, 8; Political and Social Science, 8; History, 8; English, 12; Foreign language, 16.
30 Record of the Trustees, May 5, 1905.
31 Minutes of the Faculty, March 14, 1909.
32 Record of the Trustees, April 23, 1909.
33 Ellensburg Capital, June 17, 1910.

71
THE FIRST SEVENTY-FIVE YEARS

34 W.S.N.S., Quarterly, II, No. 4, Summer Session Bulletin, (1910) p. 5.
35 W. E. Wilson to Albertn McDonnel, March 22, 1911.
37 Ellensburg Capital, January 25, 1912.
38 Clara Meisner to W. E. Wilson, December 12, 1912.
40 Centralia Chronicle, January 12, 1923. This newspaper gives an excellent history of the Centralia Normal project.
41 Record of the Trustees, April 18, 1917.
42 W.S.N.S., Quarterly, XI, No. 4, (April 1919).
44 Ellensburg Record, August 16, 1923.
45 Record of the Trustees, January 12, 1914.
Departments and Personnel, 1898 - 1916

English and Literature

Any survey of the departments and the work done at the Normal school during Mr. Wilson's time might well begin with English, for it probably engaged the attention of more students more of the time than any other. Grammar, composition, rhetoric, and English and American literature were required in the elementary course; and further study in literature and "reviews" in reading and grammar were required in the advanced course.

After Mr. Wilson became Principal in 1898, a semester of Latin and English composition and another of Latin and English word study were required of the first year students; Caesar and Virgil were included at a later point. German might be substituted for Latin, however, and this was preferred by many students. While it was recognized that the graduate's direct use of foreign language would "amount to but little" such study should make him "a clearer thinker and a more appreciative reader." After 1910, courses in Latin were made elective, although the number of them listed in the catalogs suggests that there was still considerable enrollment. Persons from other departments were
often used for a class or two in foreign language. For example, Miss Clara Meisner, director of the Kindergarten, who had studied in Germany taught a course or two in German for many years. After 1902 Dr. Ella Harris was considered the head of the Department of English and languages, the other member or members having the title of "assistant." Dr. Harris had received the Ph.D. degree from Yale University in 1898, an unusual distinction for a woman at that time. She was not only an effective teacher who won the admiration and affection of students but also won recognition as a scholar. In 1904 she published the *Tragedies of Seneca Rendered into English Verse,* a substantial work of 468 pages.

Dr. Harris believed that the Department should endeavor "to develop in the student habits of clear and direct thought and expression, with such knowledge of the masterpieces as shall furnish food for thought and standards of expression; and such knowledge of the principles that underlie the attainment of clearness and interest in expression as shall furnish standards for the correction of his own habits." If occasionally some student failed to learn English, it was not because the standards set for him were too low.

**History**

Courses in American, English and "general" history were required of all those working for certificates and diplomas in the early years of the school. The first instructor specifically appointed to teach this subject was C. H. Knapp, who also handled the work in geography. He came in 1894 but remained only two years. No other teacher was appointed especially to teach history until 1898, when Jessie Birdena Wilcox began ten years of service. "It is to her credit" said Mr. Wilson at the end of that time, "that this school has maintained a substantial course in History which ... calls for earnest and independent study, and ... constitutes an unusually vital part of a Normal school course."

After Miss Wilcox had left, various members of the faculty taught courses in history. The narrator of the history of the first quarter-century of the Normal said in 1916, "Very capable teachers have had charge of the work and strong courses have been given, although broken continuity of instructors had hindered its best development."

The chief aim of those responsible for teaching history was held to be "not historical knowledge but the attitude of mind which is favorable to historical research and the appreciation of historical knowledge."
The library collection of books relating to Egyptian, Greek, English, and American history were described in 1910 as “particularly well supplied with the most suitable literature obtainable.”

The Sciences

Although some work in physical and natural science was done in the first two years, it was not until 1893, when J. A. Mahan was appointed to the staff, that anything in the nature of laboratory facilities can be recognized. In that year the Trustees purchased a “physical set” and a “chemical set”, and Mr. Mahan mounted several animals which were expected to “aid greatly in zoological study.” Soon the school possessed what was called “a valuable nucleus of scientific specimens and apparatus.” The science courses announced in the catalog of 1893-94 included physiology, zoology, physical geography, natural philosophy, botany, chemistry, geology and mineralogy, and astronomy. All these except natural philosophy were required for completion of the “advanced” course.

Mr. Mahan resigned in 1897 to study medicine. (He later practiced in Ellensburg and was a Trustee of the Normal School from 1903 to 1914.) In 1898, Edwin J. Saunders was appointed instructor in physical science and geography. He remained until 1909 except for one year spent at Harvard in graduate study. His aim in teaching science was “to cultivate power of observation, independence of thought, and the spirit of scientific inquiry into the phenomena of nature, and not to have a student memorize a portion of the text every day.” During his stay the work of the Department expanded considerably, though the lack of funds for adequate equipment was a serious handicap. Enterprise and inventive genius supplemented the limited purchases, however, and students were encouraged to improvise much of the apparatus needed so that they would be prepared to teach in schools where equipment was limited.

During the period to 1916 “the earth sciences”, including geography as well as geology and astronomy, were included in the work of Mr. Saunders also. After he accepted a position in geology at the University of Washington in 1909 his place at Ellensburg was filled for two years by John Frazee. He was succeeded by H. Mehner who remained until 1916.

When a heating plant building was erected in 1914 on the area now covered by the Industrial Arts building, one floor was largely occu-
plied by the science laboratories. In the chemical laboratory slate-
surfaced tables where eighteen or twenty students could work at the
same time were provided. In the physics laboratory there was avail-
able what was described as “good equipment, especially for the student
of mechanics and electricity.” There was, for instance, “a large induc-
tion coil and a very satisfactory X-ray apparatus.”

By 1916 physics and chemistry had gone beyond the other branches
of the department in enrollment. Geology and astronomy had become
senior elective subjects. In geology, field trips, geological collections
including about 800 specimens, pictures, and lantern slides supple-
mented textbooks and lectures. Astronomy was taught as a general
descriptive course with little reference to mathematics. Geography
was considered the “central subject of the earth studies,” and conse-
sequently the physical aspects of the subject were emphasized.

The study of biological science had made great strides since the
creation of a separate department in 1899 with Dr. John P. Munson in
charge. Before he came, there was only one microscope and the work
done was chiefly that of the textbook since there was no laboratory
worthy of the name. Eleven new Bausch and Lomb compound micro-
scopes were added during Dr. Munson’s first year, together with a
considerable quantity of materials for preservation or dissection of
specimens and preparation of slides. Collections of various forms of
land and marine life were secured.

Dr. Munson’s belief in the importance of the laboratory led him to
plan that half the student’s time in his courses should be spent there.
Besides the general courses in botany, zoology, biology, and physiology,
Dr. Munson taught a wide variety of subjects, including nature study,
school sanitation, sociology, morphology, histology, and philosophical
biology. In this last, an elective course, familiarity with the life and
work of the “pioneers of evolution” and theories of life and develop-
ment formed the subject matter. The catalog stated discreetly that
“evolution is not taught dogmatically. It is studied impartially as any
other theory or hypothesis is studied by the scientific student.”

Mathematics

The Department of Mathematics was established in 1893, and from
that time until his enforced resignation in 1916, it was under the direc-
tion of John H. Morgan. Among the subjects included were mental
(or oral) arithmetic, algebra, plane and solid geometry, plane trigonome-
try, mensuration, methods in arithmetic, bookkeeping, and the history of mathematics. It was Mr. Morgan's belief that his field made two special contributions. One was its utility and practical value, and the other the training it offered in logical reasoning. These two objectives determined the methods of presentation. At the end of twenty-three years at the Ellensburg Normal, Mr. Morgan said that "the attempt has been made to vitalize the work, to make the student understand the relation of the matter in hand to the affairs of life, and thus make the work more enjoyable and foster a spirit of investigation.'"

Music

Some instruction in music was given in the first year of the school's history, when a Miss Houghton was employed for two months as "vocal instructor." She received $51.00 for February 1892 and $45.00 for March in payment of her services. In 1894 Miss Fannie A. Ayers came as the first full-time teacher of music. Two years later her sister Bessie came from Iowa to take charge of the instrumental work. The latter was elected "without compensation except the tuition fees of private students and her share of the proceeds of concerts." Apparently things did not work out as well as expected, for the Ayers sisters left Ellensburg in 1897. Annette V. Bruce came in 1898 and remained for six years. She was regarded as an exceptionally good vocalist and later won considerable recognition in this country and abroad. After Miss Bruce left to study in Europe in 1904, her place was filled for brief periods of a year or two by several persons."

For some years prior to 1913, piano, voice, theory, and public school music were handled by one person. This was by necessity, not by choice. The Principal, Mr. Wilson, was eager to enlarge the staff, for he believed that "the school should become in a sense a conservatory of music." Thus, to give greater emphasis to music and to increase the offerings, Mr. Earle Swiney, a graduate of Ellsworth conservatory in Iowa in both piano and voice, was brought to Ellensburg in 1913 as director of the Department. High standards of work were required, for it was the purpose to offer "regular conservatory courses." New pianos and other equipment were added, and a special room was provided for the singing groups, among which were the Treble-Clef Club, which had been organized some years before and now included thirty girls; the boys' glee club; and the mixed chorus of forty-five voices.

The course in piano was designed to cover four years though no limit
was set. The “Rossomandi system of technique” was used exclusively.23
The voice training was based on the Italian method. The violin and
other string instruments were taught by Giovanni Ottaino, “an experi-
enced and capable teacher and artist,” who also conducted the orches-
tra.24 He was not, however, a full time member of the staff.

Much attention was given to music appreciation through hearing
good music. The “pianolo” and the “talking machine” were used to
bring the students into contact with material they might not otherwise
learn to know. The stories of the operas, of the composers and of their
compositions, increased the interest and led to “intelligent interpreta-
tion.”25 A course in public school music was considered of special
value to prospective teachers.

The Fine Arts

The Art Department began when Miss Ruth Turner became instruc-
tor of drawing in 1894. After three years, she was succeeded by Miss
Mary Grupe, who had charge of that work while serving as Principal
of the training school. She noted in 1901 that “the art department has
been a vagabond, moving from one room to another carrying with it
a little more than a real name.” In 1900, however, it reached a spacious
well-lighted home on the upper floor of Normal Hall which was fur-
nished with modern drawing tables.26

When Miss Grupe left Ellensburg for a time in 1901, the art work fell
to Miss Mary Proudfoot who also had charge of the kindergarten. She
had studied art in Chicago and in Berlin and was a woman of unusually
broad cultural background and appreciation of all the arts. The kinder-
garten was her principal interest, however, and the art work conse-
quently was not greatly expanded during her five years stay. In 1906
Miss Adalene Hunt came. After graduating from the art course at
Syracuse University, she had studied for two years in Paris (for one of
them in the Ecole Des Beaux Arts) and two years more in New York.27
She was rated as an excellent artist, particularly in portrait work, and
developed into a superior teacher.28 She remained at Ellensburg for
twelve years except for time spent in further study.

According to Miss Hunt, the Art Department tried to have the stu-
dents thoroughly understand three ideas:

First that every normal person is capable of learning to dis-
tinguish true beauty from the common-place and trivial.
Second, that a few fundamental principles will aid in dis-
tistinguishing this true beauty. And third, Art is not confined to picture making but is used in the home by the housewife as much as by the teacher in directing the creative ability of her pupils.38

In the required courses for teachers, variety of work with different materials rather than proficiency in any one medium was the objective. For those who chose to do special art teaching or supervisory work, elective and advanced courses were available.39

Physical Culture and Expression

The first reference to “physical culture” appears in the catalog of 1894. “Gymnastic drills capable of being adapted to the public schools” were taught in the gymnasium on the ground floor of the main building. The Catalog stated that “no effort is made to produce athletes but great effort is made to develop bodies able to meet the legitimate demands of the soul.”31

For many years “elocution” or “reading and expression” was closely identified with physical culture and was taught by the same persons.32 Miss Evelyn Thomas believed that the Department should “establish a physical basis for the capable teacher by teaching the student to live hygienically” and at the same time “develop the student’s power through effective expression of himself in attitude, voice and speech.”33

Along with instruction by lecture and private advice on matters of health, there were many exercises “for poise, presence, grace and easy manner” — “aesthetic gymnastics,” calisthenic drills, military tactics and fencing. Oral reading in public was considered an important part of this program. Occasionally, exhibitions of progress made were open to the public and, according to the local press, the audiences were quite enthusiastic about the program.34

Whether at these public demonstrations or in the regular class work, the girls were to be dressed appropriately and adequately to avoid criticism. As late as 1914, the regulation gymnasium costume for women was a “black serge bloomer suit, black stockings and gymnasium slippers.” It was expressly stated in the Catalog that “corsets or shoes with heels are not permissible.”35 By 1916 black serge plaited bloomers, all-white “middy” blouses, and black elkskin soled gymnasium shoes were the accepted costume.

By 1910 anthropometric instruments were provided and individual records were made of the physical condition of the students.36 Those
physically incapacitated for regular gymnasium work were given special exercises where practicable, and if unable even to take these, were limited to a lighter schedule of academic work than those who took the full physical training program. It was not until 1914 that physical education courses were separated from work in oral expression. In that year Miss Eunice Sellner became physical director. The new program included required courses in personal and school hygiene, “progressive day orders in marching,” Swedish gymnastics, free exercises, games of all ages, and folk dancing. Gymnastic work was required of the male students also, although athletic activities might be substituted for some of the prescribed courses. Elective courses included classical dancing and playground work in games and folk dancing.  

Manual Training

That part of the school code of 1897 which related to normal schools provided that a manual training department should be established in each institution and a “suitable teacher” be employed for this work, but it was not until 1908 that the modest beginning of the Manual Training Department was made in the basement of the training school building. The work was in charge of Henry J. Whitney, who came to Ellensburg that year from Geneseo, Illinois. Principal Wilson in his report two years later observed that “the department is fortunate in having a man whose going out and coming in suggests dignity and earnestness, and whose example powerfully indicates manliness, painstaking industry, and square dealing.”

By 1910 the shop was provided with “first class school equipment, including electric power lathes, circular saw and accessories.” Three years later a printing press was added, and the students published the Normal Outlook besides various types of job work.

In 1914 the manual training department was moved to the first floor of the newly erected heating plant building where separate rooms were provided for different kinds of work. Classes for the upper grades of the training school also met there. In addition to woodworking, the pupils were taught how to half-sole their shoes and how to mend tinware, granite ware, furniture, and toys. Persons who had articles which needed repairing were invited to bring them to the school. The demands for teachers in manual training exceeded the supply; hence those who had elected courses in the department were usually well placed.
Domestic Economy

A department of special interest to women students was that of domestic economy, created in 1909. Miss Lottie Jellum, who had recently graduated from Washington State College, was appointed to have charge of the work. Several adjoining rooms on the basement floor of the main building previously used by the training school were fitted out in "a very complete manner." There was a "large sunny sewing room" with four Singer machines and several tables. A second room was equipped as a cooking laboratory and another as a dining room. The cooking laboratory accommodated sixteen students at two large tables of eight sections.

The new department was described in the local press after it was under way.

The work outlined for the classes in domestic science, deals with food classification according to composition, the sources of supply, manner of growth, method of manufacture, market values, appearance, selection and uses in the body. Then, also, there is the actual practice in cooking, in the preparation and combination of foods ... Special attention is given to kitchen management. Personal Hygiene and cleanliness are also emphasized. The conclusion of the work in domestic science included construction and practice in the planning of formal meals, in marketing and in the care of dining room and table service.

The rapid turnover of faculty in this department the first few years was unfortunate, but in spite of it much good work was done. The students were given frequent opportunities to plan and carry through new projects. In 1911, for instance, they undertook to provide a Chamber of Commerce banquet for 300 people. This was said to be the "most elaborate ever served" in Ellensburg and on the largest scale. Many other occasions of a lesser sort gave the girls actual experience under various conditions.

Agriculture

Since Ellensburg was situated in a rural part of the state and many graduates began their teaching in country schools, the desirability of instruction in agriculture was apparent. The limited budget made it impracticable, however, before 1913; and even then, as Mr. Wilson said, "in order to establish this course in agriculture we discontinued the services of our teacher of history."
As organized by E. R. Kooken, a graduate of the Oklahoma College of Agriculture and Mechanical Arts, the department attempted two things. The first was to provide "the necessary insight and sympathetic understanding of conditions" found in rural communities. A course in rural social problems was introduced, which was supplemented by opportunities to observe rural school teaching. A second aim of the program was to equip the prospective teacher with practical first-hand information about and knowledge of agriculture. The courses offered included soils, field crops, dairying, horticulture and school gardening, poultry husbandry, and animal husbandry. A laboratory where experiments were carried on by the students in each course was located on the second floor of the heating plant building after that was completed in 1914.

Mr. Kooken resigned in 1915 and his place was filled by H. J. Lechner, a graduate of Washington State and of Iowa State Colleges. His program at first was similar to that of his predecessor, but after Mr. Black became president in 1916 the work was greatly expanded, as will be noted in another connection.

Psychology and Education

It will be recalled that Principal P. A. Getz made strenuous efforts to professionalize the Normal. He put great stress upon "pedagogy" as such. Mr. Wilson, who succeeded him, believed just as emphatically that the training of teachers should emphasize breadth of background and intellectual accomplishment in the academic branches. As he saw it, the art of teaching, "more than most arts, required scientific insight and training in scientific method."

He recognized, nonetheless, that the teacher needed some professional training aside from academic disciplines and practice teaching. In the first year or so of Mr. Wilson's administration, there was a department of "Psychology, Sociology and Pedagogy," but in 1904 its name was changed to "Psychology and Education" and so it remained until 1914, when the two appear in the Catalog as separate departments. Mr. Wilson himself taught a course in the history and philosophy of education for many years and courses in school administration on occasion. Mary A. Grupe taught courses in pedagogy while she was Principal of the training school until she resigned in 1907. After her return in 1912 she devoted her attention primarily to psychology. During the intervening years Stella A. Vincent, Arthur J. Collins, and Ed-
ward J. Klemme in turn had some special responsibility for courses in psychology and education.

In general, it seems fair to say that between 1898 and 1916 while courses in pedagogy or education were considered necessary in the training of teachers, they did not occupy the central place in the curriculum. More emphasis was given to psychology, particularly after Mary Grupe concentrated her attention upon that field. It was frankly admitted that the "behaviorist point of view is perforce the one largely followed." A study of the nervous system was made "in order that the mechanism of behavior" might be understood. What was called a "very generous investment" was made in 1914 for apparatus for experimental purposes in both education and psychology. The laboratory was equipped to make physical examinations and to carry out the Binet and other mental tests. Each student in the class in applied psychology made an original study of the children in the training school, although it was acknowledged that their findings were not conclusive. However, as Miss Grupe pointed out, "the knowledge which they have gained of the techniques of experimentation and the interest in investigation are the results of the course." 

Bible Study

An unusual experiment for a state institution began in 1912 when a special faculty committee with Mr. Henry Whitney as chairman, "recognizing in the religious unrest of the times a need for some guiding principle in the life of youth of today," and also realizing the need "for a broader knowledge of the literary merits of the Bible, and of the religious truths contained therein" worked out a plan for systematic Bible study as an elective course with credit.

The State Board of Education consented to the project on an experimental basis. The general framework of the so-called "Creeley System" was followed with such modifications as were considered advisable. The plan necessarily included cooperation with the local churches. These were to provide the teachers, thus avoiding any expenditure of state funds for salaries. Five churches, the Baptist, the Protestant Episcopal, the Christian, the Methodist, and the Presbyterian cooperated.

The classes were held in the several church buildings at the regular Sunday School hour each week, the same text being studied in each case. There was one recitation a week for the entire school year. Those
who desired two hours academic credit were required to write a paper on one of the questions under discussion during the year. The course seems to have been rather popular, the average attendance during the first year being over fifty. The number who secured credit by meeting the requirements, however, was only thirty-five. The plan was approved each year by vote of the faculty and was continued until 1917. No particular reason was given for discontinuing it, but perhaps this action was merely incidental to the general reorganization of the curriculum which took place during the first year of President Black’s administration.

Library

As previously noted, when the Normal opened in 1891 there was no library except for the books loaned by Mr. Barge. The appropriation of $15,000 for all expenses during the first biennium allowed little for purchase of books. The architect’s plans for the first Normal School building, erected in 1893, made no provision for a library room. The nearest approach to one was the assembly room, which was also used as a study hall. There was also a small “textbook room,” but this was a repository for texts furnished the students at the State’s expense.

By the fourth year, however, there were enough books to make it advisable to have a librarian. The members of the faculty elected one of their number, C. H. Knapp, to serve in this capacity in addition to his regular duties as teacher of history and geography. Soon after this, a room on the second floor was set aside for library purposes. In 1898, the library was moved downstairs to a room on the main floor. In order to buy more books, the faculty in 1896 sought to raise funds by arranging a concert for the benefit of the library.

The Legislature of 1897 appropriated $1,000 for the purchase of books of a professional nature, an action which made possible what was called “as complete a working library on pedagogical subjects as may be found anywhere in the west.” Its works on psychology were said to be “especially valuable.” With these acquisitions came a need for a librarian who could give more time to the work. In 1897, Miss Lucy Anderson was employed as preceptress of the dormitory, teacher of physical training, and librarian. For the first mentioned assignment she was to receive thirty-five dollars a month plus room and board, for the latter two combined, twenty-five dollars.

That arrangement continued only one year, and one may suspect that for Miss Anderson it was quite long enough. Though she contin-
wed her other duties, the Librarian's work was given to Mr. C. D. Hellyer who also served as stenographer and typist. It was later found that there were no funds available to pay his salary of fifty dollars a month, and in October 1898 he was asked to resign. Miss Sue Bannon Porter, secretary to the Principal, added the Librarian's work to her own for the rest of the school year.

In 1899, Miss Charlotte Sanford was elected "assistant in the training school and to perform other duties designated by the principal." Evidently one of those duties was to serve as Librarian, for she did fill that place for a year. She was followed in 1900-01 by a Miss Olinger from Tacoma, who probably was a part-time student.

In 1901 Mrs. Ella Warner, wife of C. V. Warner, a former Trustee who had died earlier that year, was appointed Librarian—the first who was employed on anything like a full-time basis. Even so her salary at first was only $400 a year, whereas that of the lowest paid teacher was $600. She remained in the position until 1913.

In the meantime, the collection of books and magazines was slowly increasing. The Normal Outlook commented in 1899 "that we need a library of at least five thousand volumes." A year later, the number had reached "about 3,500." Perhaps some of these were donations of little worth, for the Principal reported in 1902 that the value of the entire collection was only $2,000. But at least there were enough volumes by that time to make it possible for members of the faculty to vote themselves "the privilege of taking two extra books from the library." By 1909, the collection included 5,000 bound volumes. In that year the Trustees employed the services of a professional librarian from Wisconsin for two months to catalog the library holdings, using the Dewey Classification System.

In a letter to the Capital in 1913, Mrs. Warner stated that there were 6,600 volumes of "carefully selected books" besides bound volumes of periodicals and government reports. In addition, there was a picture collection of from 1,000 to 1,200 reproductions. One hundred and fifty periodicals were regularly received. These figures apparently did not include the training school library, which was kept separate after the new building was occupied in 1908. As the collection increased and the student body slowly grew, additional space was made available. The entire southeast part of the first floor of present Barge Hall was occupied by the library from 1909 to 1926.
From the first, students as well as faculty had free access to the shelves, a privilege which comparatively few institutions allowed undergraduates at that time. Occasional references to "disappearance" of books may be seen in the minutes and reports, but on the whole the confidence placed in the integrity of students appears not to have been grossly abused. More difficulty was experienced in preserving quiet. Frequent reference to this problem appears in the faculty minutes and means for its solution were attempted, never apparently with any great success, or for very long.

In 1913 Mrs. Warner resigned from the position of librarian she had occupied for twelve years. For the place the Trustees selected Miss Rebecca Rankin, a graduate of the University of Michigan and of the Simmons College Library School in Boston. She was thus the first "professional" librarian. Mrs. Nellie A. Roegner of Ellensburg was named as her assistant.

In describing the library policy in 1914 Miss Rankin said that the intention was to select the books which met the pressing demands of both faculty and students in the various subjects taught. For that reason the holdings in psychology, education, science, and literature had developed most rapidly, although agriculture, domestic science, and other manual arts were receiving their share of attention. The entire collection, she said, might be considered a "reference department", for it was a "working collection" with very little "dead material" in it. By 1914 there were 10,000 volumes available for use.

In 1914 two courses in library work were offered, their aim being "to study the methods employed in the modern library, its arrangement, classification, catalogues, etc. and how to use the library to the best advantage."

In general, it may be said that the library served the needs of students and faculty very well considering the limited funds available. The librarians regarded themselves not as custodians of books but as educators whose function it was to see that books were wisely selected, made easily available and used as much as possible.

The Training School and the Kindergarten (1898-1916)

The importance of practice teaching was recognized from the first, and the "model school," as it was called in the early years, attracted much attention. During the administration of Mr. Getz, the school grew from four to six grades, and by 1900 had eight. The enrollment
DEPARTMENTS AND PERSONNEL, 1898-1916

grew from year to year, although there remained the problem of securing enough children to provide a typical school situation for the student teachers—a problem due in part to the reluctance of parents to send their children to be “practiced on.” Occasionally, reassuring statements were issued and gradually this prejudice was broken down.  

As of 1900 and for some years thereafter, the student teachers began by observing the room teacher and the pupils for several weeks. Reports of their observations were made the basis for discussion in the class in pedagogy. Some time later, each student took charge of a class for an hour or more each day. At least twenty weeks of observation and teaching was required of students in the elementary course until 1905, and the same in the advanced course. As for the procedure followed, the Catalog stated:

The work of the various classes is broadly outlined by the department teachers. Lesson plans showing matter and method of instruction are required of the student teachers. Meetings for discussion of work done are held by the department teachers for discussion of general management of a school, child study and various topics relating to successful carrying on of school work.  

The classes were small. Usually not over fifteen or twenty pupils were in any one grade. An account of the school as given in the Capital observed that “each child is studied individually and all that can be done to help him or her is done.” Opportunity was given for promotion at any time when sufficient progress has been made to merit it. It was also noted that “the discipline of the school is excellent . . . The spirit of the school is against disorder and rough behavior.”  

The directing spirit in this type of education was Miss Grupe, who had been trained at the Oswego Normal School in New York State. Miss Grupe believed thoroughly in the experimental approach, and a number of innovations appeared during the years she was Principal of the training school. It was noted in December, 1899, for instance, that Latin was being “very successfully taught in the 6th, 7th, and 8th grades” while geometry was to be introduced in the eighth grade.  

Perhaps more significant than innovations in subject matter was the emphasis upon the child, his interests, his aptitudes and his needs. According to Miss Grupe in 1901:

Student teachers are taught to hold educating far above mere instructing. Our children take pleasure in keeping the campus
in good condition. . . . They are learning to care for their own appearance, to carry themselves better and to dress properly. They know the function of laws and rules for the guidance of action.79

Much time was given to stories in all classes. In the primary grades the stories were told by the teacher, and then, with skilful questioning on her part, were "reproduced by the children, parts of them being dramatized to add interest." Beginning with the first and second grade, the children made written reproductions. On special occasions, such as closing exercises, these were presented publicly. The study of poems was undertaken as a basis for an appreciation of good literature.80

In 1901, Miss Grupe left Ellensburg for two years to attend the University of Chicago, and Jessie Birdena Wilcox, who was also the history instructor, assumed her duties during that period. Responsibility for supervision of the training school was divided in 1902 when Ruth C. Hoffman, from the Oswego, New York, Normal School was appointed Principal of the primary department. She continued in this position until 1917. Miss Grupe returned in 1903 as Principal of the training department and teacher of pedagogy.

The problem of how to secure enough pupils for the classes in the training school was not definitely solved until 1907. The Legislature of that year enacted a law which provided that the school districts in which normal schools were located should furnish as many pupils as the Trustees should decide were required for the training of teachers. State-apportioned funds would then be made available to the normal schools on the same basis as to other public schools.81 After the completion of the Training School building in 1908, an arrangement was made whereby the training school became a part of the City school system. It was believed that the new arrangement would provide a more representative cross-section of the school population and thus afford the prospective teachers experience somewhat similar to what they would actually meet as teachers after leaving the Normal.

To insure the closest possible coordination, Mr. J. W. Nesbit, who was superintendent of the City school system, was also made Principal of the training school and teacher of history in the Normal School. It was his duty to assign to the training school the number of pupils who could be accommodated properly. By November, 1908, there were 280 enrolled.82 The Ellensburg school district furnished teachers for the first four grades at the training school. The upper grades, including
the ninth and tenth, were in charge of "critic teachers" provided by the Normal.

After 1905 practice teaching was not required of applicants for elementary-course certificates. Those seeking secondary-course certificates were expected to have a minimum of eighteen weeks of such experience. The practice teaching plan was seen in its complete form only in the advanced courses in which each student taught one class daily for nine weeks, then changed to another grade and usually to a different subject for a second period of the same length. Having taught successfully the small classes, she entered upon a second stage when she was given charge of a room, for either the forenoon or the afternoon session and became responsible for "teaching, managing and governing it." The school was "understood to be the student's own charge for this time" though for one period she would be relieved by a junior who thus secured his first-stage experience. The senior student taught two quarters, having charge of at least two, sometimes four, different grades and "having felt some of the responsibilities of the teacher while yet free from their full weight and while in reach of a friendly counsel and help as they may be needed."

For some time prior to 1910 it was felt that too little emphasis upon teaching in rural communities was given. It was known that most graduates of the advanced courses soon found employment in city schools, but nearly all of those who held the elementary course certificate taught in rural schools, and many of them had no prior acquaintance with such a school. To overcome this limitation in part, the Trustees in 1910 made an arrangement with the directors of Ridgeway school (a short distance west of Ellensburg) serving a consolidated district with a school population of about one hundred.

The Ridgeway school was used only for observation though it was expected that eventually practice teaching would be done there also. Systematic visitation was made by the various Normal School classes, and "an interest amounting to enthusiasm" was noted. The classroom discussions following each visit were "vitalized by contact with the thing under discussion." The catalog of 1912 showed a picture of the instructor and eleven students in a three-seated spring-wagon about to set forth for rural school observation. This bucolic scene was doubtless thought to be an inducement to attend the Normal, and perhaps it was. Closely related to this program was the addition of courses in agriculture.
Within the training school itself, experiments in educational technique continued. Reporters for the Normal Outlook observed in the issue of May, 1914, that the eighth-grade boys were putting their knowledge of arithmetic to practical use by planning their race track and baseball grounds. The fourth and fifth grades were very much interested in home gardening and home industries. All divisions of the eighth grade history class were “living over again the Civil War period,” but at the same time they were much interested in such current issues as the Federal Reserve Act and the Panama Canal tolls controversy. Dramatization was widely used in the study of literature. The third, fourth, and fifth grades were working on sections from Tennyson’s Idylls of the King. Great enthusiasm was shown by the two divisions of the seventh grade in their English classes in the production of two magazines, “The Hustler” and “The Busy Bee” which they presented to the school every other week. Pupils served as reporters and editors while the class as a whole criticized the work from the standpoint of grammatical and literary form.

As a summary of the philosophy and procedure followed in the training school by the end of the first quarter century, there is perhaps nothing better than the statement which appeared in the Quarter Century book of 1916:

The faculty of the Training School views education as a work of socialization, as a necessity for all rather than a special privilege for the few. They look upon the school as a social institution whose general functions are to introduce all of the children of the community to, and bring them into proper control of their social inheritance.

They consider the chief work of the school to be to lead each child into as full appreciation as possible of his duties and privileges as a cultured and productive member of society by leading each through a gradual progressive participation in the interest and affairs of community life as such interests and affairs can be made to have meaning useful for each child in his struggle toward a socialized control of behavior.

The Kindergarten

The Ellensburg Normal was the first in the state to offer training in kindergarten work and for many years the only one. As early as 1894, it was announced that Miss Lila Marquis, “an experienced kindergartener”, would conduct her kindergarten in one of the rooms of the building. Although she was not on the Normal school staff, students in advanced classes were to have an opportunity to observe her work.
at regular periods. By 1898, the kindergarten was considered a regular part of the primary department and as such was under the supervision of Miss Colema Dicky. It occupied "a very pretty room furnished for it, large enough to accommodate about twenty children." The kindergarten was so popular that by 1901 it needed larger quarters. The Trustees ordered that the east room in the basement be fitted up for a kindergarten to accommodate forty children.

Miss Dicky resigned in 1901, to marry E. J. Saunders, the science instructor. In the reorganization which followed, the kindergarten was made into a separate department. Miss Proudfoot, who had just completed three years of study in Germany, including over two years at the Pestalozzi-Froebel Haus, became the director of the kindergarten and also of the Art department. In describing her methods Mr. Wilson said of her:

She does not attempt to follow the stereotyped matter or methods of the traditional kindergarten. She recognizes the vital principles of Froebel, but she seeks for more natural means of application. She finds in nature and in the home the main sources of materials and occupations, and I think she is quite successful in her aim which is to bring her pupils into natural and happy relations with nature and into a better appreciation of the affairs of the home.

Thus an electric stove, kitchen utensils, wash tubs, smoothing irons were part of the equipment. Gardening, garden fruits and vegetables, making jellies, and such occupations, were part of the program. Mr. Wilson also observed that Miss Proudfoot was "exceptionally happy with little children," and that she knew "how to let the children alone and to lead them into active hearty participation in the exercises of the kindergarten without making them feel at all constrained."

After five years at the Ellensburg Normal, Miss Proudfoot resigned to engage in further study. Fortunately, Mr. Wilson was able to secure Miss Clara Meisner who came in 1906 to be director of the kindergarten and instructor in German.

Perhaps the most adequate summary of the kindergarten as conducted by Miss Meisner is given in the Normal School Quarterly devoted to that subject published in 1914. This made it clear that the kindergarten was maintained "not primarily for the benefit of these children nor for their parents" nor even for the community. It was designed "for the benefit of students of the Normal School, as a valuable factor in their education as public school teachers." It was used for observation
by the students "to enable them to understand processes and to conceive the right aims and rational methods."

The kindergarten was a place of "free activity." The day's work usually began with the "morning circle," in which greetings, songs, finger plays and conversations regarding personal experiences had an importance place. Whenever possible class participation, dramatization, and other means of self-expression were encouraged. Attention was given to rhythm work, musical games, and various devices for ear training. There were also periods of table work during the day, in which "some of the Froebelian educational materials" were used frequently. Table work was followed usually by a period of active games.

As a field of observation and study of education, the kindergarten was called "an almost indispensable factor of the Normal School." It was very useful also for practice teaching. Those who expected to become primary teachers or supervisors might teach there one quarter. Each year a few students elected to become professional kindergartners and for them a special two-year advanced course was designed, although students were warned that there was as yet little demand for kindergarten "specialists." It was Miss Meisner herself who did much to open the way for specialists by constantly demonstrating the value of kindergarten work and urging school administrators and legislators to provide for it.109

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2 The list of those who taught English or foreign languages included the following: Elvira Marquis, 1892-97; Agnes Stowell, 1897-99; Laura G. Riddell, 1899-1902; Bethesda I. Beals, 1902-1907; Alberta McDonnell, 1908-1910; Blanche Hazelton, 1910-1912; Florence Bullock, (History and English, 1912-13); Florence Wilson, 1912-1917; Clara Meisner is listed as responsible for German classes in 1907 to 1914.
3 Published by Henry Frowde, New York and London, 1904.
4 Quarter Century and Kooltue, (1916) p. 93.
5 Washington, Supt. of Public Instruction, Nineteenth Report, (1908) p. 178.
6 Quarter Century and Kooltue, (1916) p. 115.
7 Ibid.
8 Washington, Supt. of Public Instruction, Twentieth Report, (1910) p. 159.
10 Ibid., (1907) pp. 45-46.
11 Thus in 1902 the value of all equipment and appliances including that for biological sciences was only $1,000. Washington, Supt. of Public Instruction, Sixteenth Report, (1902) p. 138.
13 Ibid., p. 105-106.
15 Ellensburg Capital, October 28, 1899.
16 W.S.N.S. Catalog, (1910) p. 49. The course in evolution first appeared in the catalog of 1906 and was omitted after 1912.
Among them were Margaret Niblitt, Elbeth Sabelwitz, Adina Malmsten, and Florence Enale.

He had also studied with Silvio Scionti, pianist, in Chicago.

Swiney's teacher, Silvio Scionti, had been a pupil of Florestano Rossomandi at the Royal Conservatory in Naples.

Normal Outlook, VIII, No. 4, (April 1914) pp. 5-9.

Normal Outlook, III, No. 4, (June 1910) p. 5.


W. E. Wilson to H. C. Mindick, April 24, 1914.

W. E. Wilson to Earle Swiney, June 6, 1913.

Among the teachers were Elizabeth Cartwright, 1893-1897; Lucy J. Anderson, 1897-1899; Ida Mae Remele, 1905-1909; Miss M. C. Hutchinson, 1911-1913; and Maude F. Donovan, 1913-1914.

Ellensburg Capital, May 21, 1898, June 21, 1905.


Washington, Session Lises, (1897) p. 306.


Ibid.


Ellensburg Evening Record, October 23, 1916.

Ellensburg Capital, December 19, 1909.


Ellensburg Capital, November 19, 1909.

Ellensburg Record, January 6, 1910.


Normal Outlook, VIII, No. 4, (April, 1914) n.p.


The Normal Outlook, VIII, No. 4, (April 1914) p. 17. One of the experiments in 1914 was "comparative efficiency of abstract and concrete work in teaching combinations to children below grade." Another was "a comparison of the mental ages as shown by the Binet tests, of two groups of children, one of which is physically active, the other more or less inactive."

Ibid., pp. 18-19. Summary of results were printed in this number of Outlook.

Ibid., p. 29.

Minutes of the Faculty, September 12, 1912.


Minutes of the Faculty, October 3, 1894.


W. S. N. S. Catalog, (1897-98) p. 17.

Record of Trustees, July 9, 1897.

Ibid., June 7, October 28, 1898.


Record of Trustees, May 27, 1899.

Normal Outlook, III, No. 1, (1900-01) p. 15.

Record of Trustees, April 17, 1901.


THE FIRST SEVENTY-FIVE YEARS

67 Minutes of the Faculty, February 4, 1902.
68 Ellensburg Capital, April 17, 1913.
69 W. E. Wilson to Rebecca Rankin, May 20, 1913.
70 Ibid.
71 Normal Outlook, VIII, No. 4, (April 1914) p. 25.
73 For a description of the "model school" in the first few years, see Chapter II.
74 Normal Outlook, II, No. 4, (June 1900) p. 7.
75 Ibid., III, No. 4, (June 1901). In 1902 six rooms were in use by the training school.
77 W.S.N.S. Catalog, (1900) p. 49.
78 Ellensburg Capital, September 8, 1900.
79 Normal Outlook, II, (December 1899) p. 15.
80 Ibid., III, No. 4, (June 1901) p. 6.
81 Normal Outlook, III, No. 4, (June 1901) p. 31.
85 For the distinction between elementary and secondary certificates, see Chapter VI.
86 Washington, Supt. of Public Instruction, Nineteenth Report, (1908) pp. 177-78.
87 Ibid., Twentieth Report, (1910) p. 163.
88 W.S.N.S. Catalog, (1911) p. 72.
90 Normal Outlook, VIII, No. 5, (May 1914) pp. 9-10.
92 W.S.N.S. Catalog, (1893-94).
93 Ellensburg Capital, February 6, 1897.
94 Record of Trustees, June 15, 1901. Also, W.S.N.S., Quarterly, VI, No. 3, (June 1914). The Kindergarten p. 5.
95 W. E. Wilson to President David Filmly, April 25, 1907. The Normal Outlook, IV, No. 4, June 1902 describes a lesson in butter-making in which various members of the class carried on projects such as modelling in clay the utensils needed, making a barn, gathering clover, for hay, etc.
97 W. E. Wilson to President David Filmly, April 23, 1907.
99 Ibid., p. 8.
100 Ibid., p. 10.
101 See the biographical sketch of Miss Clara Meisner in supplement.
The space given to financial problems, physical plant, educational philosophies, departments and curricula in previous chapters may suggest that life was exceedingly earnest at the Washington State Normal School. During the first three years this was largely true. With no building or campus to call their own, the students, scattered over the town in private homes, probably saw little of one another outside class. Under such circumstances, the various social idiosyncrasies and aberrations which, for lack of a more precise term, we call “college life” developed very slowly. Generally speaking, the students were a rather industrious lot, in school for serious business.

To be sure, the Administration saw the need for something besides work. The Catalog of 1892-93 under the heading “Health-Recreation-Physical Exercises” called attention to the lighter side.

Recreation, too, must be indulged in . . . games, sports, unyoking from care, throwing off restraints, and so far as time will permit, giving the mental powers a happy holiday. Elocution, calisthenics, vocal and lung drills, singing, the cultivation of confidence in frequent debates, society (i.e., literary society) exercises, and many others, will give that relaxation to the
mind and that tone to the body which the faithful, hard-working student always needs.1

If the students were not enthusiastic about the recreational value of "vocal and lung drills," for instance, perhaps they found other activities more interesting. Many went on long walks into the country on Sunday afternoons, and, while men students were not numerous, there were usually enough to enliven the scene a little. But there was not even an organized intramural athletic program during the first three years, and other extra-curricular activities were extremely few.

Among the earliest student organizations the literary societies easily took first place. There were two of these, the Eclectic and the Crescent, and rivalry for members and public approval was very keen. Their meetings were held on alternate Friday afternoons and were attended faithfully by students and faculty. At stated intervals, there were evening programs open to townspeople as well. At such times, the society performing attempted very ambitious presentations in order to out-do its rival and to win new laurels. The programs, both public and private, were regularly reported in the local press. A typical one would include vocal or instrumental music, original essays on literary or historical subjects, readings, an oration or two, or possibly a debate on some question of current interest. When such programs no longer gripped the audience, a new type called the "round table," in which several students participated, proved popular for a time. "The South African Question," "The Sea," "Revolutionary Fiction," "Pacific Coast Literature," "Three Scotch Writers," were a few of many such excursions into wider fields of knowledge.

The societies were given a prominent part in the commencement week activities each year, one of the featured events of the season being the "Literary Society Address" delivered by some speaker of reputation imported for that specific occasion. During that week the two organizations laid aside their rivalry and cooperated in a joint public performance regarded as one of the highlights of the year.

The students in the first years seem to have taken a genuine interest in the "literary work," though it was not entirely an extra-curricular activity. Each student was assigned to one of the societies and was required to attend all the meetings and to undertake whatever work was given him to do. Moreover, the catalog stated that the "punctuality, cheerfulness and interest" shown by the members in their respective societies furnished a "splendid opportunity to judge of their dispositions and of their fitness to become teachers." 2
The faculty advisors for the societies checked carefully on attendance at meetings and evaluated the contribution of each member by criticism and comment. They also recorded a grade for every appearance on the program. This grade was entered upon the academic record in the first years though the faculty minutes reveal that there was some differences of opinion about the propriety of this.3

In 1889, at the suggestion of Principal W. E. Wilson, membership in a literary society was made optional. In 1906, a faculty committee suggested that the organizations “seek to strengthen themselves by securing as members able and energetic students, and by getting rid of members who do not contribute to the work of the society.”4

It was becoming evident by 1910 that student interest in the literary societies was declining, and the question of what to do about it was raised frequently in faculty meetings. In 1912 an intensive study of the situation was made. Inquiries made revealed that literary societies in other institutions were not doing very well either. The Eclectic Society reached so low a state by the end of 1914 that it was never revived and the Crescent expired two years later, after one last strenuous and successful effort to reach the quarter-century mark alive.

In the meantime, of course, many new activities competed for the interest of students. The first women’s basketball game was played in 1895. Elizabeth Cartwright, teacher of reading and physical culture, was coach. The local press enthusiastically observed that “the ladies are getting to be splendid players” and added, “it is a very exciting game.”5 Undoubtedly the game was exciting, since it was new to people, and because it was played according to men’s rules rather than the more polite “non-interference” ones adopted later. Games with Roslyn and Cle Elum teams sometimes became most unladylike as the participants became distinctly personal in their rivalry.

By the spring of 1900 “basketball was king.” The Normal Outlook commented that to a casual observer it would seem that “the whole school — barring a few exceptions — was divided into teams, and that some of these were playing continually — nights and Sundays excepted.” Those who did not play spent an hour or so daily watching the game.6

Until 1902, only intramural basketball was played, but in that year games with other schools were sought. In 1903 the girls traveled to Seattle where they defeated the Wilson Business College team and in turn were beaten by the Seattle High School.7 In 1904 they won over every opponent.
Times were changing, however. By 1906 most other schools had changed to "non-interference" rules while the Normal girls continued the more strenuous form of the game. Only one contest could be arranged, with Roslyn. The next year, the Normal girls, too, changed to non-interference rules, but basketball was no longer as popular as before, partly because of the new style of play.  

Occasionally outside games were scheduled with the Yakima, Ellensburg and Roslyn high schools during the next several years. Interest in intramural basketball fluctuated. In 1910, for instance, there were seven girls' teams, but two years later basketball was said to be "dragging." The "Babies," a team of younger girls, seem to have carried off the laurels much of the time. The Kooltuo of 1913 noted that that season was one of the most successful girls' basketball had seen and attributed this in part to James Dallas, Principal of the training school, who coached them. In 1914, however, the faculty ruled that the girls should not play basketball with other schools but should be encouraged to have a series of inter-class games.

Basketball for men students seems to have been introduced after the girls began playing, perhaps in the latter part of 1895. There is little evidence of much interest in it for several years, perhaps partly because there were so few men at the Normal, partly because when they played against other schools they almost invariably lost. The Capital noted in 1900 that "for the first time the Normal had won a game from the local high school.

Facilities for playing outdoors were provided in 1903, although most of the games were played in the gymnasium on the basement floor of the present Barge Hall. The team of 1904 gave a good account of itself by winning all but two of its games including the one against the Cheney Normal. The Outlook declared that the Ellensburg team was "the undisputed champion" of central Washington if not of the eastern part of the state as well.

The home boys "rather surprised themselves and their supporters" the next year when they won over a team from the University. Part of the credit, no doubt, was due to their coach, E. J. Saunders of the science department. He left at the end of the year, however, and for two years there was no regular coach, though Frank Wilson, son of the Principal who had played on the "championship" teams of 1904 and 1905, met with the boys once a week during the season 1906-07.
In 1907-08 the team had a “clear record of decisive victories over every team they met,” although it was not indicated which teams those were. In 1909 the boys considered themselves sufficiently good to invade schools west of the mountains. The Tacoma and Lincoln high schools were too much for them, but Ellensburg won both of its games with Bellingham Normal that year.

Lack of sufficient students to draw from continued to be a problem. For instance, in 1911-12 James Dallas, Principal of the training school, tried to build a team out of the eighteen male students in attendance that year. The results were about what might be expected. The Ellensburg team played the Idaho Normal and lost; they played the Cheney Normal and lost; they played Whitworth College (then in Tacoma) and lost. And in games with high schools they lost more than they won.

The manpower situation was even more acute in 1912-13 when only “thirteen masculine outcasts” were enrolled. As the Kooltuo stated the case: “by dint of much exertion, considerable patience and some sarcasm, Coach Dallas and Captain Tierney managed to get a team out, and occasionally a second team appeared, “the latter event giving rise to great hilarity in the training camp.”

The tide seemed to turn again in 1913-14. With Professor Loren D. Sparks acting as coach and with more material available, a team was developed which broke even in two games with Bellingham Normal and won more games than it lost in playing against high schools. The 1914-15 season opened with bright prospects but the loss of three first-team men made it necessary for the Normal to withdraw from the Valley league and to cancel the games scheduled with the Bellingham Normal. In 1915-16, the twenty-fifth anniversary year, the Normal team managed to defeat the Kittitas and Roslyn high schools, but lost four other games in the local league as well as the one game with Bellingham Normal. The day of league championships was still far in the future.

Football at the Normal began in a very modest way. Indeed, its origins are quite obscure. The local press reported in 1896 a Thanksgiving Day game with Yakima in which the “Normalities” won, 4-0. The names of several who played for Ellensburg do not appear in the student lists and it is probable that these were from the local high school. The W.S.N.S. Athletic Association a few days later drew up resolutions indicating that the successful outcome of the game “was largely due to the encouragement, instruction, words of cheer, and
approbation extended to our team by Miss Elizabeth Cartwright of the Normal school faculty and by Rev. E. C. Wheeler of the Congregational Church of this city.\textsuperscript{17}

Miss Cartwright was the teacher of reading and physical culture. Presumably the Rev. Mr. Wheeler served as coach. That was the only game of the season. The next year the local press reported that the Normal football team has "received and accepted a challenge from the Seattle University team" and they in turn had sent a challenge to Yakima.\textsuperscript{18} The outcome of all this was not reported in the Ellensburg papers and there was no student publication to record defeat or victory at that time.

Principally because of the manpower shortage, there was no more football played at the Normal for several years after 1897.\textsuperscript{19} Interest in the sport was revived during the year 1901-02, however, and after some practice games with the local high school, the team journeyed to Yakima, where they were defeated by the high school, 11-0.\textsuperscript{20}

The next year, since there were only "about a dozen" men enrolled, an arrangement was made to field a team by combining the forces of the Normal and the Ellensburg high school.\textsuperscript{21} This team played and lost two games with Yakima high school.\textsuperscript{22} The cooperative arrangement was continued in the 1904 season, with better results in the two games with Yakima, the first ending in a scoreless tie and the second in a victory for Ellensburg.\textsuperscript{23} In 1905, apparently for the first time, there was a faculty ruling that any player to be eligible must be doing satisfactory school work.\textsuperscript{24}

During these years Edwin J. Saunders, instructor in science, served as coach for football as well as basketball. During his absence in 1905 the Rev. A. K. Smith, rector of Grace Episcopal Church, volunteered his services — the second clergyman to coach an Ellensburg Normal football team. Since there were only twenty men enrolled at the Normal that year, the partnership with the high school continued, but of four games played, one was tied and three were lost.\textsuperscript{25} This was apparently the last year of cooperation with the high school players.

No attempt to field a team was made in 1906, but in 1907 the Normal players were called "Champions of Central Washington" by their own schoolmates, at least.\textsuperscript{26} Two years later under the coaching of Mr. J. B. Potter they won two games from the Yakima High School and the Kootkoo bestowed upon them the title "Champions of the
It should be noted that the designation "Champion" was used rather freely without general recognition by any established agency.

Perhaps it should be observed here also that it was the usual practice of the coaches and managers to wait until they knew what kind of team they would have before they made any definite arrangements to play other schools. By that time, of course, it might be too late to schedule games with a particular team and another opponent would be sought. Indeed, in football, as in basketball, the team was not entirely sure what schools it would play against, even after it had started on a tour of the coast country or of eastern Washington. Some might be added or some dropped from the schedule on a moment's notice.

Since only thirteen men were enrolled in the fall of 1911, football was out of the question that year. For four years similar conditions prevailed, but in 1915, thirteen men turned out although several of them had never been in a football game before, and some had never seen one before joining the team.28

By that time Professor Loren D. Sparks had become director of athletics, along with his other duties, and assumed responsibility for the development of the team.29 In 1916, the Trustees voted that for Mr. Sparks' services as football coach he should be allowed twenty-five dollars a month extra pay "with the understanding that he would supply himself with such clerical assistance as might be needed to relieve him for duty in connection with the coaching, Mr. Sparks to pay such clerical help out of the allowance."30

With this solid backing Mr. Sparks took over in earnest. The problem of material was still serious, for there were still "little more than enough boys at the Normal to fill out an eleven."31 One of these, Robert Garver, who also played center position on the basketball team, had lost one of his legs at the hip several years before. Without benefit of artificial limb he "hopped" over the field and played a surprisingly good game of football.32 Doubtless inspired by the incentive of a chicken dinner offered by Coach Sparks, the team defeated Cle Elum high school 31-0. But a few weeks later they lost to the Ellensburg high school 31-7.33 By the following fall, the United States had entered the first World War and once again the male population of the campus was too small to make a football team possible. It was not until the fall of 1921 that football was played again, but of that more will be said later.

101
Student baseball first came to public notice in the spring of 1896, when the Normal played a game with the Ellensburg high school in which the latter won. Intramural baseball appeared that fall when two clubs, the Alpha and the Olympics were organized. Rivalry between them was keen. The Capital observed that "nearly all pupils and some teachers have taken sides and donned their appropriate colors." But this intense interest was not maintained, and the fortunes of baseball fluctuated from year to year. Shortage of manpower was undoubtedly a factor here as in football. The Outlook summarized the situation in 1904 by saying that "there are only nine players in school and it is hard to get them all to play at once."

Often the yearbook made no reference to baseball, and there is little evidence that it was more than a rather casual springtime recreation for the boys. Only occasionally was a game played with another school.

The Commencement number of the Outlook in 1901 called attention to the first two tennis courts, which had been laid out back of the Normal building that year. They had no backstops; so balls rolled into the irrigation ditch, a condition that was soon to be corrected as tennis became popular. By 1906 a club of more than sixty members had been formed, and in subsequent years many rival clubs, for instance the "Fugay" and the "Spooday" of 1912, were organized. Tennis was almost entirely a local affair; only on very rare occasions was a match with some other school scheduled. The pleasure and benefits derived from a set or two of tennis before breakfast were extolled and perhaps even experienced by some students. In 1915 two additional courts were laid out, though even these were at times insufficient.

Occasionally one finds mention of track and field activities in the first quarter-century, but it is evident that these were not taken as seriously as other sports.

The athletic program was doubtless handicapped by lack of funds. The early photographs of the football team indicate that the players provided their own outfits and that they came from a wide variety of sources. Seldom did any two players have similar equipment. In fact, it was not until 1916 that the players began to look as if they might belong to the same team! Long hair and mustaches were considered highly desirable assets if one may judge from photographs.

While athletics rose and fell and rose again, many other activities occupied the attention of students. In addition to the literary societies,
there was a permanent student organization founded in March 1908 and called the “Student Body” or “The Association.” Its object was “to give all the students of this institution practice in parliamentary drill, reading, debate and oratory.” For this purpose, an hour was set aside each week, usually on Thursdays, for a “student mass meeting.” This would consist in part of a prepared program which included readings musical numbers, debates or original papers on various subjects. In a national election year, political speeches were featured.

After the program, there was a business meeting, intended to train the participants (and all students were expected to participate) in the intricacies of parliamentary law, and to ensnare those who had not made Robert’s Rules of Order their constant guide in faith and practice. A favorite device was to introduce a resolution approving or condemning one side of a controversial issue. The subject was unimportant. The principal thing was to set up a situation in which parliamentary practice would be given the fullest possible scope. Very often some otherwise trivial question would be continued over a period of several weeks as if it were of earthshaking moment and then be “tabled indefinitely,” while another, offering new possibilities for a parliamentary maze, would be introduced. To give as many students as possible this valued experience in conducting meetings, new officers of the student body were chosen each month.

Faculty members could and sometimes did attend meetings of the Student Body and technically were eligible to hold office. The only one so honored, however, was J. H. Morgan, Vice-Principal and professor of mathematics, who was several times elected assistant sergeant-at-arms! Usually his election would be challenged on the grounds of “electioneering.” Mr. Morgan, by the way, was the faithful sponsor of the organization, and it was probably his enthusiasm as much as anything which kept it going so long. The minutes suggest that many students were indifferent, others frequently absented themselves despite the attendance requirement; in 1916 the meetings of the Student Body were discontinued.

While the student mass meetings frequently introduced resolutions pertaining to institutional policies, these were not necessarily designed to bring pressure to bear on the administration. And, although tinkering with the constitution was a favorite object of parliamentary practice the sessions cannot be called student government.

Nonetheless, the association of all the students in the mass-meeting
probably stimulated an interest in managing their own affairs. In the autumn of 1910 the meetings often centered around the proposed constitution for the Associated Students, which was designed to be a student government organization; later that year such an organization was effected.

At first membership in the Associated Students was optional. Each student who joined was to pay annual dues of one dollar. In addition, two dollars from the registration fee paid by every student, whether a member or not, was to go into the Associated Students' fund. After 1911 all who paid registration fees were members automatically.

The expenditure of Associated Students' funds was budgeted. Athletics, student publications, the student lecture fund, and forensic activities, each received twenty per cent. The remaining one-fifth was designated as the reserve fund to be applied to the activity "most deserving such support." The records show that it usually went to athletics, which never quite broke even financially.

Besides distributing the funds and paying bills, the executive committee of the Associated Students had other functions such as the nomination of editors of the school paper, nominations to the "literary council," and election of athletic managers and of the yearbook staff. It also decided on the various emblems to be awarded for participation in school activities. While no copies of the first Associated Students' constitution have been found, it is evident that the function did not include rules of conduct or discipline of offenders. These remained in the hands of the faculty.

Questions relating to student conduct arose in the first year of the school, but the Principal and teachers evidently preferred as few rules as possible. Perhaps experience revealed that some more definite guide to good conduct was needed, for the Catalog of 1894 more precisely defined the student's responsibility. The principle of "self-discipline directed by a sense of duty and a conviction of what is right" was held to be "the basis of all control." "Loud talking, whistling, scuffling and general boisterousness in the building" were forbidden as interfering with the rights of others. The use of tobacco, "especially cigarettes," anywhere at all was forbidden. Students were "absolutely prohibited from using profane and vulgar language, drinking alcoholic liquors of any kind as a beverage, or having objectionable books, papers or other articles in their possession, during their connection with the school." The rules also prescribed regular attendance at assemblies and
classes, set forth study hours to be observed, and notified students that they were “expected not to lounge about the stores and the streets.”

The faculty minutes suggest that few breaches of conduct during the first three years came to notice. With the growth of the student body and the establishment of the girls’ dormitory in the old Nash building downtown, new problems appeared. There were few young men in school and many girls. There were relatively few unattached young women in Ellensburg outside the Normal and many unattached young men. The inevitable happened. The young men of Ellensburg and the surrounding countryside were not indifferent to the feminine charms of those who dwelt in the old Nash building. Rumor has it that more than one young Kittitas County farmer first met his future spouse rather informally as he tied his horse in the hitching yard just south of the dormitory and whistled or called to the girls on the dormitory fire escape.

The chronicler must add with regret that the young men were not always regardful of the proprieties. The Normal authorities, on the other hand, took very seriously their responsibilities for the welfare and reputation of the young women. In 1896, the faculty decided “that no gentleman should have the privilege of accompanying a lady student or of calling upon her without first having obtained permission from the principal.” What happened to the course of true love if the Principal should object is not a matter of record. The necessity, or at least the advisability, of sorting out the more suitable of Ellensburg’s young men led to faculty rulings that the list of guests invited to dances and other social affairs at the dormitory be submitted for approval in advance. Furthermore, each young man was required to show a written or printed invitation before gaining admission.

In the years that the Nash Block was a dormitory, it was a common thing for the gay blades of the town to serenade the occupants. Occasionally, too, they came up the fire escape and on a few occasions, with or without invitation, even entered the girls’ rooms. After one such episode, apparently harmless in itself, the young men involved called upon the Principal to apologize and to make amends. Mr. Getz, however, was not so easily mollified. According to his own statement he “informed them that they are not in the future to have even a speaking acquaintance with any of the young ladies attending the Normal; and if any of the young girls do continue a speaking acquaintance with them it will be held and treated as a misdemeanor on the part of the young ladies.”
In early days, as in more recent, the girls remained out after hours. Penalties were severe; in some cases, the offenders were asked to withdraw from school. For less serious offenses there were "demerits." Since demerits must be removed before graduation and since the only way to remove them was by exemplary behavior during and outside of school hours, the system had its uses. It should be noted in passing that during the administration of Mr. Getz, students were called before the meeting of the faculty to explain unexcused absences and tardiness.

In the administration of Mr. Wilson there was a trend away from formal regulations and penalties. The Catalog of 1898 stated that since Normal graduates would in the future be made responsible for the conduct of others, it was a special function of the school to prepare students for this responsibility. Regulation of conduct must be a matter of self-control. The exercise of authority by the faculty would occur "only when necessary, and then it will be directed toward the protection of the school and the teaching profession from unworthy members rather than prohibiting bad behavior." Such records as are available suggest that this policy produced good results, although problems involving discipline continued to appear. Mr. Wilson's great faith in human nature undoubtedly was put to the test many times although if he was ever disillusioned there is no record of it.

One of the matters which occasionally gave school authorities concern was dancing. This form of recreation was often featured in the Nash building dormitory social affairs, although the conduct of certain young men of the town was occasionally a problem. Students who wished to arrange dances elsewhere or to attend public dances found considerable opposition expressed in faculty meetings. Perhaps the first dance allowed in the gymnasium on the basement floor of the Administration building was in connection with the "Colonial party" of 1908 when it was specified "that round dances be excluded." The faculty minutes of 1913 and 1914 show frequent discussion of the dances and proposals to improve conduct of the participants. After much debate it was decided that a list of guests to any social function be submitted to a faculty committee in advance and that printed invitations must be presented at the door by those who had passed inspection.

In 1912 a faculty committee recommended that "instead of confining the program so exclusively to waltzes and two-steps, a variety of dances be offered." Among those suggested were the grand march, the
circle two-step, the three-step, the Virginia Reel, the Rye Waltz, square dances and some folk dances. The one-step and the tango were dis-approved.43

Student publications began with the first issue of the Normal Outlook in January 1899. The faculty had urged the students to take up such a project and lent valuable aid and financial assistance to keep it going. The Outlook began modestly as a quarterly “devoted to the interests of those who are seeking educational training.”44 It was dedicated “to the cause of true education” and the hope was expressed in the first issue “that even from its small circle there may radiate waves which should stir someone toward broader thinking and higher living.” To set the tone, the first issue included such titles as “Phoebus Transitory,” “Nature in Ellensburg,” “Educational Value of Robinson Crusoe,” “Cultivation of the Imagination,” “Nature Study in its Fullest Sense,” “A Lesson Plan on the Angelus,” and the “Educational Intelligence of the State.”

In addition, there was news of students, faculty, and alumni and some lighter material. The Outlook provided a bond between students and alumni and doubtless encouraged literary effort. It was not financially successful, however, and the deficit was made up by a special money-raising project undertaken by students or faculty.

After the first two years the Outlook was published monthly instead of quarterly, but by the end of 1905 it seemed advisable to drop the project and to publish only the year-book thereafter. This was the beginning of the Kooluo. It will be noted that the name of the year-book is “Outlook” spelled in reverse, a stroke of genius which too long has gone unrecognized! In December 1913 another attempt was made to publish a school magazine, and the Outlook was revived by the Associate Student Body as a monthly. Different classes and organizations, including the faculty, took their turn at editing the paper, and it was printed on the Normal printing press. The magazine was a creditable job, all things considered; but again the financial problem appeared. In September, 1914, the student managers announced that “the business men of the town had refused to support the paper by giving ads and therefore it could not be published.” A final experiment published weekly, the Outlook Budget, continued for only a few issues.

In December 1916, a new venture, The Student Opinion, was launched as a bi-weekly newspaper. The next year it became a four-page, four-column weekly with a mailing list of about 450 copies.45 This paper
was suspended during World War I but was revived in 1922 as a weekly. It was financed by the Associated Student Body funds and by advertising. The Student Opinion was printed on the school press, first by a professional printer and, after he left, by the students themselves.46

The Kooliuo, mentioned above, was edited by the Juniors each year. The problem of financing the yearbook was difficult, and various expedients—from candy sales to benefit concerts—were attempted. Businessmen in town were asked to take advertising, and some did so. The Kooliuo issues were of varying merit from an artistic and literary point of view, but perhaps they mirrored the life and interests of students with a fair degree of faithfulness. In 1922, the name of the yearbook was changed to The Hulaem.

In 1903, the practice of setting aside Students' Day was begun.47 Apparently the faculty was responsible for the innovation, but the idea took hold rapidly, and Students' Day became one of the most cherished traditions. On that day previously chosen student leaders took over the work of the faculty and conducted classes and assemblies. The students elected were those who could best mimic the teachers displaced for the day, and they gave much study to personal mannerisms and peculiarities—more perhaps than to the subject matter presented. Some of the impersonations were said to have been very apt. Perhaps in self-protection, members of the faculty made it a rule to keep out of sight on Students' Day except for attending the very hilarious assembly, and they paid no attention to the work done in classes by those who substituted for them. Students' Day was usually the last day of the semester, when the faculty members were busy making out grades.

Criticism of the students' use of Students' Day was expressed occasionally but permission always was granted until 1915, when it was announced that because the Christmas vacation was lengthened two days there would be no Students' Day. Perhaps as a deliberate substitution of another activity, the first Campus Day was set aside that year. On Campus Day in the early Spring, all hands, faculty and students alike, turned out with hoe or rake or spade or other implement to improve the appearance of the campus. The Kooliuo commented drily: "Here the faculty showed their worth. Some are excellent workers but others are born to command."48 The results in general were satisfactory, however, and another campus tradition was born.

A prominent feature of school life was class rivalry. This was ex-
tremely keen and took various forms from verbal badinage to physical conflict. Each of the upper classes had its own colors, its yell, and usually a song. Among the traditions was the “coming out” exercise in the Fall, when each class by a special demonstration announced to the eagerly awaiting world its existence, its superiority, its peculiar quality of spirit, its loyalty, and so forth. Which class would “come out” first was a question of great concern as well as which would have the most elaborate demonstration. Some used the assembly hour for yells, songs, and skits. Others displayed their colors in inaccessible places, defying the rivals to remove them. However it was done, “coming out” was a colorful occasion which doubtless made its contribution to school spirit.

As a part of class rivalry the Senior yell should be mentioned. The class of 1899 aroused the campus with:

Plato, Rousseau, Abelard!
Harris, Parker, Mann, Barnard!
Pestalozzi, Froebel, Rein,
W.S.N.S. Ninety Nine!

The Seniors of the following year matched this with:
Methods, Teaching, Observation!
Pedagogy, Education!
Profs and Pedagogues we’re numbered!
W.S.N.S. Nineteen Hundred!

It remained for the class of 1901, however, to reach the acme:
Object! Point! and Preparation!
Always watch your presentation!
Base your work on apperception!
Summarize and cause reflection,
Senior touchstone, Nineteen O One!

Thereafter, the senior yell was more like that of 1906:
Rah Rah Rah
Rah Rah Rix
Were the class
Of Naughty Six

Ten years later the best the Seniors could do was:
Lots of pep!
Lots of steam!
Senior class '16!

A prominent feature of the school was the assembly, two or more times a week. For some years the first period of the morning was
used, but the practice varied. Attendance was required of students. The Outlook of October 1904 noted that a system of roll call had been introduced into the morning exercises and added “it bids fair to release our principal from the periodical task of making a tour of the building in order to see how students who are not enjoying general assembly are enjoying themselves elsewhere.” The minutes of the faculty suggest that some members of the teaching staff were often absent from their places on the platform and that they too were reminded of their responsibility.

While the practice varied from year to year, it was customary to have an assembly talk by some member of the teaching staff once or twice a week. At one time, it became necessary for the Principal to appoint a committee “to look after the faculty and see that they be on hand with speeches at their appointed time.”

During Mr. Wilson’s administration, and perhaps before it, the assembly period made room for a brief devotional service, including reading from the Bible, the singing of a hymn and repeating the Lord’s Prayer in unison. Indeed, the term “chapels” occasionally appears in the records. After 1910, the students used an additional assembly hour each week for parliamentary drill and other purposes.

One of the strongest organizations on the campus for many years was the Y.W.C.A., organized in the spring of 1896. The constitution provided for three committees of a distinctly religious nature. The first was to arrange for regular weekly devotional meetings; the second was to arrange for Bible classes and to “seek to enlist every student in some form of Bible study”; and the third was to provide a mission study class “and in other ways secure the active interest of every member of the Association in the Cause of Missions.” For a time the local Y.W.C.A. assumed responsibility for educating a native child of India who was to be trained as a missionary.

The Y.W.C.A. met new students at the trains and made a special effort to make them feel at home. The first social function of the year was the Y.W. reception for students and teachers. Frequently faculty members appeared on the program at the weekly meetings and gave the movement all possible encouragement. For example, music faculty in 1914 presented a benefit program for the Y.W.C.A.

During the first year of the school, the young men students and certain townspeople cooperated to organize a Y.M.C.A., which held regular meetings each Sunday afternoon for several years. Eventually, the
townspeople dropped out, but the students carried on. Members of the faculty showed their interest, but it appears that student leaders found reason for discouragement. In 1897 the Y.M.C.A. president stated:

Various attempts were made to revive the work but all were unsuccessful and we finally declared the Christian spirit of the school among the followers dead and closed our meeting. . . . Thus our school year passed and no work or apparent good was accomplished.54

Despite this doleful recital, the Y.M.C.A. continued for at least two more years. The records indicate that the weekly meetings usually centered around a distinctly biblical or religious theme. Typical subjects were “The Assyrian Invasion,” “Manasseh’s Sin and Repentance,” “Moses’ Prophecy,” and “The Life and Character of St. John.” Occasionally visits by traveling Y.M.C.A. secretaries served to inspire the organization, but the minutes book shows no entries after the spring of 1899.

Many other student organizations appeared in the first quarter-century, flourished for a time, showed signs of lagging interest, and between the close of one school year and the opening of the next, disappeared. Among them was a debating society which in 1894 was described as a “great success.”55 The Three Minute Club, “a secret society” confined to the Senior and Junior classes, attempted to train its members “to take charge of or organize societies of any kind after leaving this school and to enable them to make extemporaneous speeches on any current topic.”56 There were also a number of “county clubs” for students from various counties—Pierce, Yakima, King and Chehalis being represented by clubs. In addition, there was a “Cosmopolitan Club” for all those who did not belong to a county club.

The first Normal orchestra appeared in 1906 and persisted, though with occasional breaks in continuity, for many years. Two of its early directors were Mr. Ellis Reidel and, later, Mr. Giovanni Ottainano, part-time teacher of violin.

The Treble Clef Club for girls’ voices was organized by Miss Annette V. Bruce, teacher of music from 1898 to 1904, and for many years was the outstanding music group on the campus. The fact that so many of the girls remained in school for only one or two years made it difficult to develop this type of organization, but the appearance of the Treble Clef Club in a concert assured a good attendance at Normal Hall. In 1911 they presented the operetta, “A Japanese Girl,” de-
scribed as the most elaborate production given at the school to that date.

Men's glee clubs were attempted at various times but it was not until 1910 that a vigorous organization appeared and gave a good account of itself. While the quality of work varied from year to year, the Glee Club became an integral part of the school's activities.

There was much interest in oratory and debate in the first quarter century. A number of organizations arose at various times to develop talent in these activities. A three-cornered annual oratorical contest between the normals of Bellingham, Cheney and Ellensburg began in 1908. There were formal debates in which the three normals participated for several years also and occasionally the Ellensburg school challenged additional institutions to debate.

As early as 1895, the question of school colors was discussed in faculty meetings and a committee was appointed to make a selection. In its report it recommended blue, but apparently no action was taken. In 1901 the faculty decided that cardinal should be the school color, but for practical purposes red came to be used. A red school cap was adopted and students were urged to wear it not only about school and in the town but in their home communities during vacation to "let people know who you are." Former students and alumni were also urged to wear the "little red golf caps."

In 1906, the Koolwu indicated that a further transition had been made when it stated that the school color was crimson. In 1910 the student body organization determined that the crimson athletic letters should be mounted on a black background. Whether black was recognized then as one of the school colors, however, is not evident. The school song used as late as 1916 hails "the brave pennant, the crimson of courage," without reference to any other color. The present "Alma Mater," adopted in 1917, ends each stanza with the now familiar "crimson and the black." Perhaps the fact that this song, written by Mattie Ellis '17, used the tune of "The Orange and the Black" accounts for the innovation. Incidentally, instead of the now familiar phrase "Central Washington to thee!" it was originally "W.S.N.S. to thee!" Many who had listened to the attempts to sing that must have said to themselves that a change in name was long overdue!

The desirability of a suitable school yell was discussed at faculty meetings in 1895. A committee was appointed with Principal Getz as
chairman to look into the matter. No report of the committee appears; so it is not clear whether the dignified principal was the author of the school yell used for many years and in general use by 1900:

\[
\begin{align*}
\text{Zip, boom, ah!} \\
\text{Who, ga, ha'.} \\
\text{W.S.N.S.} \\
\text{Rahl Rahl Rahl!}^{20}
\end{align*}
\]

On every possible occasion, and on some which the townspeople considered impossible, the school yell could be heard. The Ellensburg Capital testily complained in 1899: "A college yell may be significant but it is not at all entertaining to the general public at 3 o'clock in the morning. If the young men want to serenade their friends they should learn to sing or else keep quiet. Music hath charms."^{20}

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1 W.S.N.S., Catalog 1892-93, p. 41.
3 Minutes of the Faculty, May 1, 1894.
4 Ibid., November 5, 1896.
5 Ellensburg Localizer, May 25, 1895.
6 Normal Outlook, II, No. 3, (May, 1910) pp. 16-17.
7 Ibid., IV, No. 4, (June 1902) p. 17.
8 Kooltuo, II, 1907, p. 81.
9 Minutes of the Faculty, January 19, 1914. The reasons were not given in the Minutes.
10 Ellensburg Capital, April 7, 1900.
11 Kooltuo, II, 1907, p. 81.
12 Ibid., p. 79.
14 Kooltuo, (1913) p. 95.
15 Ibid., (1914) pp. 51-52.
16 Ibid., (1915) p. 78.
17 Ellensburg Localizer, December 5, 1896.
18 Ibid., October 2, 1897.
19 Normal Outlook, IV, No. 4, (June 1902) p. 16.
20 Ibid.
21 Ibid., VI, No. 1, (October 1903)
22 Ibid., VI, No. 9, (June 1904) p. 15.
24 Minutes of the Faculty, October 16, 1905.
26 Ibid., (1909) p. 60.
27 Kooltuo, IV (1910) pp. 70-71.
28 Ellensburg Record, October 13, 1915.
30 Records of the Trustees, September 29, 1926.
31 Ellensburg Record, October 14, 1916.
32 Ibid.
33 Kooltuo, (1917) p. 71.
34 Ellensburg Localizer, May 23, 1896.
35 Ellensburg Capital, October 29, 1896.
36 Normal Outlook, VI, No. 9, (June 1904).
37 W.S.N.S. Student Body Secretary’s Book, p. 186.
38 W.S.N.S., Catalog, (1893-1894) pp. 33-35.
39 Minutes of the Faculty, October 2, 1896.
40 Minutes of the Faculty, November 6, 1896.
41 W.S.N.S., Catalog, (1898-99) pp. 43-44.
42 Minutes of the Faculty, February 17, 1908.
43 Minutes of the Faculty, November 9, 10, 1914, and special typed report of the committee.
45 Kooltue, XII, (1918) p. 89.
46 Hyakem, I, 1922.
47 Minutes of the Faculty, January 19, 1903.
48 Kooltue, (1915) p. 75.
50 Minutes of the Faculty, September 11, 1905.
52 Ibid.
53 Normal Outlook, I, (January 1899) p. 11.
54 Y.M.C.A., Record Book.
55 Ellensburg Capital, February 8, 1894.
56 Kooltue, (1907) p. 72.
57 Minutes of the Faculty, May 3, 1895.
58 Normal Outlook, III, (June 1901) p. 28.
60 Ellensburg Capital, November 18, 1899.
The year 1916 was an especially significant one for the Washington State Normal School at Ellensburg; it marked the completion of the first quarter-century; it was the year in which a committee of specialists from the United States Bureau of Education made a survey of the State institutions of higher learning and recommended changes in program and emphasis for each; it was in 1916 that Mr. Wilson resigned and Mr. George Black became the president of the school.

The completion of the twenty-fifth year called for an anniversary celebration. As a tribute to the past, a "Quarter Century Book" was issued in combination with the Kooltuu of 1916. Professor J. H. Morgan wrote a historical survey of the first twenty-five years which occupied some fifteen pages of the book and is still a valuable source of information. Of special interest to the historian were the articles written by heads of the various departments describing objectives, program, and something of the methods used as of 1916.

Those in charge of the twenty-fifth anniversary planned an elaborate celebration at commencement time. Because a large attendance was anticipated, and the auditorium was relatively small, as many
events as feasible were scheduled for out-of-doors. The celebration
opened with a historic pageant on Saturday and, interspersed with
the usual commencement activities, continued for a week.

Among other special events planned was an “Opening Celebration”
under the auspices of a committee of townspeople, but because of
rain this was somewhat curtailed. There was a reunion of the first
classes in honor of B. F. Barge, former Principal. Many attended a
historical program at which Professor Edmund Meany of the University
of Washington spoke. There was the kindergarten Spring Festival
and a historic pageant of the Kittitas Valley presented by the training
school. At the alumni banquet, over two hundred persons were present.

Except for occasional showers and generally inclement weather,
the entire celebration went off well. Local newspapers commented on
the excellent cooperation between faculty, students, and townspeople,
who took an active part. Altogether it was, at least on the surface,
a very happy occasion. Undoubtedly, however, many who appeared
to be in a festive mood were, in fact, disturbed by impending changes
in personnel and felt deep regret that many members of the staff
would not be present the next year.

The second event which made the year 1916 a landmark in the
history of the Normal School was a survey of all five State institu-
tions of higher learning by specialists in education. In 1915, several
of the bills before the Legislature affecting higher education had
been especially concerned with the problem of defining the function
and proper fields of the University, Washington State College and
the Normal Schools. Before the Legislature took action, it invited
Dr. P. P. Claxton, the U. S. Commissioner of Education, to give his
advice. After some preliminary study, he recommended “a compre-
hensive survey of the higher institutions, with such general survey of
the public school system as might be necessary,” before the Legisla-
ture should act on the pending issues. He also offered the services of
the Bureau of Education in making the survey.\(^5\)

The Legislature, acting upon Dr. Claxton’s recommendations, created
a special legislative commission, which was instructed to set up a
plan for a general survey of the public school system of the State, and
also “to determine more definitely the purposes, sphere and functions
of the University, the State College, and the State Normal schools,
and the lines along which each should be encouraged to develop
for the better service of the State." The commission was authorized to employ experts, and $5,000 was apportioned for expenses.\textsuperscript{4}

The legislative commission immediately asked assistance from the U. S. Commissioner of Education, who, with the approval of the state commission and the heads of the higher institutions, appointed three educational experts: Dr. Samuel P. Capen and Mr. Harold W. Focht of the U. S. Bureau of Education and Dr. Alexander Inglis, Assistant Professor of Education at Harvard. All three men visited each of the five institutions, but Mr. Focht concentrated his attention upon the three normal schools and the public school system, and the others studied the University and the State College. Mr. Focht, it should be noted, was a specialist in rural school practice.\textsuperscript{5}

Dr. Frederick E. Bolton indicates that the Commissioner of Education originally planned that the three men should arrive in the State three or four months earlier than they did, but he does not explain the delay.\textsuperscript{6} Certainly the interval between February, when they arrived, and April 16, when the state commission was required to make its report, was too short for a survey of such a wide scope, even though much statistical information had been prepared in advance.

When printed, the survey data and recommendations occupied about 200 pages. It was well buttressed with statistical data and graphs, and despite the haste with which the evidence was gathered, seems to have been a rather good job.

The legislative commission in its report to the Governor approved nearly all of the recommendations made by the three specialists. Where there were differences, the legislative commission explained that in its opinion the State was "financially unable to carry out the program suggested." As far as the normal schools were concerned, the recommendations of the experts may be summarized as follows:

1. That graduation from a four-year high school be made a prerequisite for entrance to normal school.
2. That the normal schools develop a three-year course, not earlier than 1920.
3. That the University and State College train only high school teachers.
4. That the normal schools train only elementary school teachers.
5. That specialized training for teachers of rural schools be given much greater emphasis.
6. That a joint meeting of the respective boards of trustees be held each year.

7. That a fourth normal school be established as soon as financial conditions of the State will justify.

8. That the normal schools engage in extension service and that if funds were not available for both this work and teacher's institutes, the latter be dropped.

9. That the law be changed so that State school money might be allowed to the local district for all children attending normal school training departments.

10. That the distribution of the millage tax be revised so that the normal schools receive a slightly larger share.7

The Legislature gave legal sanction to nearly all of these recommendations. One act provided that the normal schools should confine their professional training to the elementary school level, while the State College and the University were not to offer elementary work except to train school supervisors and school superintendents. The State Board of Education was ordered to prescribe elementary courses of one and two years for the three normal schools and advanced courses of three and four years. The entrance requirements were to include graduation from an accredited four-year high school except in certain specified cases.8

The recommendation that extension courses be offered also passed, so that teachers in service might meet the new requirements in educational courses without undue hardship. In order to prevent overlapping of territory, the State Board was required to divide the state into mutually exclusive districts for extension services.

As for financial support, the Legislature agreed that the normal schools should have more money, although the specific millage rate urged by the commission was not met. The Bellingham school received .152 mills; Cheney, .130; and Ellensburg, .108 mills for each dollar of assessed valuation.9

In one respect, the Legislature went beyond the commission's recommendation; it created the Joint Board of Higher Curricula to provide closer coordination among the institutions. The Board was to be composed of nine members, including the presidents of the University and of the State College and two regents from each, together with the president of one of the normal schools and one trustee from each of the other two.10
The Joint Board of Higher Curricula was to meet each October to consider matters of efficiency and economy in the administration of the foregoing institutions. It was then to make recommendations to the boards of regents and trustees of the several institutions. It was to investigate enrollment, attendance and total cost of instruction, the courses of study pursued and the detailed cost per student of maintaining the various courses of study. It was also to make a biennial report to the Governor before the Legislature convened. Despite its name, the Joint Board of Higher Curricula had very little to do with curricula. It was given authority to pass upon the introduction of new majors, but otherwise its duties in that area were advisory only.

Only two major recommendations made by the legislative commission were not enacted in 1917. One was the proposal to establish a fourth normal school. The effort made that year to set up one at Centralia failed; it succeeded two years later, but the school operated only one summer, in spite of frequent efforts to revive it. The law which established it was not repealed until some thirty years later. The other proposal which the Legislature failed to support was the recommendation for more emphasis on special training for rural teachers; but as will be seen, the Normal at Ellensburg went ahead with such training on its own initiative.

The foregoing summary of recommendations will suffice to show how the program and emphases at the Ellensburg Normal were to be considerably modified. The new President, who took office just when the survey committee and the legislative commission completed their work, followed not only the new laws of 1917, but also certain policies which the committee advocated as good administrative practice. The stage was set for sweeping changes.

The third event which made the year 1916 an outstanding landmark was the appointment of the new President. Mr. W. E. Wilson, who had served the Normal as Principal for eighteen years, reached the age of sixty-nine in 1916. During the several preceding years his memory frequently failed him and he was often dependent on others for efficient handling of administrative matters. Yet, because the school had become so large a part of his life, he was very reluctant to let go. It is not entirely clear what lay back of his letter of resignation in February, 1916. In his public statement, Mr. Wilson indicated that he himself asked to be relieved of executive work. The decision, he said, was not a sudden one, for he had been thinking and planning on it for many months.
Many people believed then and later that the Trustees asked him to step aside, but, if so it was only because they believed he could no longer give the school the type of leadership which was then needed. In accepting the resignation they asked Mr. Wilson to remain with the institution as Vice-Principal and as a member of the teaching force. He was obviously much gratified at this and agreed to remain on the staff, saying, "I love this school and there is no place that I would care to live in as much as Ellensburg." He did remain for a year as teacher of European history. He was not reappointed in 1917, however, and moved to Seattle.

The Trustees anticipated no little difficulty in finding a man to take Mr. Wilson's place as head of the school. They considered themselves unusually fortunate, therefore, when within a month after Mr. Wilson's resignation they were able to engage Mr. George H. Black, the President of the Lewiston (Idaho) Normal School.

Mr. Black was born in 1873 at Georgetown, Ontario. He took his undergraduate work at the University of Toronto, where he graduated B.A., with honors, in 1898. That same year he became Vice-President of Clarksburg (Missouri) College and remained there two years. In 1900 he became head of the science department at Cheney Normal School. After three years in that position he became the President of the Idaho State Normal School at Lewiston, and filled that post for thirteen years. Thus he had had considerable experience as an administrator before taking up the work as President at Ellensburg.

Mr. Wilson's resignation as Principal was not to take effect until September 1, 1916. It soon became evident, however, that the new head would not wait until then to introduce new policies. As early as April 13 the Capital reported that the air was filled with "Normal rumors".

This street talk is very emphatic in declaring that several members of the faculty are to be dropped. The reported list includes some of the higher ups and some occupying lesser positions, all being named with care and evident precision. . . . Those mentioned in the reports have heard the talk and are naturally deeply interested . . . and uneasy . . . 

In fact, it was said that the story had "leaked" intentionally in order that certain persons should have the opportunity to resign before being asked to do so. The rumors were doubtless inaccurate in some details but not wrong in hinting that great changes were about to appear.
In order to prepare the public, Mr. Black issued a statement in which he referred to the survey committee's urgent recommendations for a special rural training department. This program would call for more emphasis upon applied science, applied arts, and rural education. Because of limitations of the budget, "reduction of the teaching force in some of the present departments and broadening of work in others" would be necessary. The faculty was to be fitted to the new program and, while he expressed a wish that "preference be given to all teachers who are now engaged within the school and who have performed valuable service in the years past," he also said that "no faculty member should be encouraged to undertake work, the demands of which seem to be beyond the possible attainments of the faculty member concerned."

President Black was present at a meeting of the Board of Trustees on April 27 when he recommended that certain members of the teaching and supervisory staff be reappointed. Only nine names were on the list! One of these was W. E. Wilson, former Principal, now appointed as "assistant in social science." Five others were re-elected at a meeting on May 19, making fourteen in all. A comparison of catalogs and year-books shows that of the thirty faculty names in 1915-16, only fifteen reappeared in 1916-17.

Doubtless, some left by personal choice. The newspaper account a week after the meeting of the Trustees stated that nine had "resigned" but the minutes of the Board of Trustees do not mention any letters of resignation. Perhaps there were good reasons for failure to reappoint others. Nevertheless, the exodus of fifty per cent of the faculty was very significant. At the time Mr. Black was chosen to head the school, the Ellensburg Capital reported that he had been given very wide powers of appointment. Apparently he intended to use them! Those were the days before any national organization of professors had set up standards of tenure.

At the time Mr. Black took up his work in Ellensburg, it was stated that he had the reputation of being a "good mixer" and at the same time "a hustler for business." This became evident very soon after he took over the Presidency. He immediately entered into a program of more active cooperation between the Normal and the town. He made no apologies for appealing to the local business men for support at Olympia. He did not hesitate to tell them that the Normal School was a very great economic asset to the community and that the local people...
were fortunate to have it. When the Legislature in 1917 almost authorized a Normal School at Centralia, he persuaded the Chamber of Commerce that there was immediate need for more action by local people. He told them plainly that in the recent Legislature there had been an active movement to close the Ellensburg Normal if one should be established at Centralia. He pointed out that there were reports (1) that the climate of Ellensburg made it a poor location for a state institution; (2) that the people did not appreciate the school, and (3) that they made little effort to take care of the students.

Only a program of publicity which clearly demonstrated that there were no just grounds for such charges could dispel the adverse effects of these false reports, Mr. Black said. The Chamber of Commerce responded by appointing a special committee which went into action. The Ellensburg Record commented editorially:

There is much need for this movement. Perhaps we have gone along in a sort of rut as it were, taking more for granted than we should, and with a feeling that as it is a state institution it is none of our business to give either time or attention to it. If such has been the case in the past, then the sharply conducted campaign made by other sections of the state before the recent session of the legislature should serve to call us from slumber. It was only by the hardest kind of work, and by almost peremptory challenges that the institution was saved to the city and to the Valley.

From this time on, Mr. Black seized every opportunity to impress upon the people of the town the importance of the institution to them. Despite all his efforts, however, it was said by a local businessman at a Kiwanis Club meeting in 1922 that there was “a persistent idea in the minds of some persons in the community that the Normal school is a burden on the community” and that “the bulk of their taxes go to support the local institution and that Ellensburg would be better off without the school.” Actually, this gentleman showed that out of each ten dollars paid in taxes the Normal School got three cents!

The aggressive program of publicity and strenuous efforts to secure cooperation between town and school was a distinct departure from the policies of Mr. Black’s immediate predecessor. The school on “Normal Hill” was soon to move out of the peace and quiet of the cloister and become a more vital part of the community and the state.

The entrance of America into World War I a few months after President Black became head of the institution temporarily delayed contem-
plated developments, but, in the long run, probably accelerated them. The general unsettlement of wartime and the adjustment to new conditions as they arose encouraged changes of a more permanent nature. Thus, before noting the new departures after 1916, some attention will be given to the immediate effects of the war upon the Normal School.

The first observable campus reaction to the American entrance into the war was a decision to form a home-guard company of men students. Mr. George H. Draper, accountant at the Normal, who had some military experience, volunteered his assistance in training such a company. When the bond drives were launched, the school authorities made vigorous attempts to get every faculty member and employee to subscribe. By commencement time in 1918 the faculty had purchased bonds and made contributions to war funds and organizations to the extent of nearly $15,000, while the students had raised over $1800. Members of the staff were credited with ninety-five "patriotic speeches" and much participation in committees for the various drives.

During the War, the assembly hall in the Administrative Building was used for several "community sings," where as many as 500 persons (more than could be seated) gathered to sing the popular war songs of that period: "Over There," "Keep the Home Fires Burning," "Tipperary," "Beautiful Katy," "There's a Long Long Trail a Winding," and many others. Besides songs in which the audience participated, there were special choruses, solos, duets, etc. from the stage. Mr. David Sheets Craig, editor of a music paper, visited one of these song fests and "pronounced it so fine that each separate number was worth a trip from Seattle to hear." The community sings continued throughout the War until the spring of 1919 despite interruptions caused by the influenza epidemic. The Ellensburg Record commented that "after 13 months of community singing the sing is more popular than at the beginning and promises to be one of the chief attractions in the life of Ellensburg people."

While there was no S.A.T.C. program or other special training unit at the Ellensburg Normal, the curriculum was somewhat broadened during the War to provide courses of contemporary significance. One course, "Democracy and the World Crisis," was a series of lectures by outstanding visitors to the campus. Among them were professors J. Allen Smith and William F. Ogburn of the University of Washington, the Rev. Dr. William Robinson of Yakima, and Dr. H. H. Powers of Newton, Massachusetts. This was a credit course for seniors, but all students and the public generally were invited to attend.
One of the departments most affected by the war was that of social sciences, including history, sociology and economics. One of the teachers, Mr. Ormsbee, was in the armed services. Mr. Selden Smyser, chairman of the department, was also acting head of the English department. As a result the offerings were extremely limited. For example, a one-quarter course in American history, one in current history and one in the Pacific Northwest were the only history courses listed, although one entitled “Democracy” naturally included some historical material.

Two elective courses which had started out in the spring of 1918 as traditional economics and sociology were converted into surveys of war-time social service before they had gone far. The new objectives were to “give a general view of work for civilian relief, public information, food conservation, war-time thrift, surgical dressings, food production through war gardens, industrial service for women, etc.”

The women of the community were invited to attend “any one or all” of the four courses in home economics offered in the summer of 1918. Those who completed the three of these which were concerned with food conservation were granted a certificate by the National Food Administrator which allowed them to give practical food demonstrations. Two home economics courses of a very “practicable nature” were offered the women of the city and rural districts in the autumn quarter of 1918. One was in clothing conservation and the other in food conservation. There were no special entrance requirements. All that was asked was that individual problems be brought in to be worked on and solved if possible in the class. Still another course was called “Hoover dietetics” and was concerned chiefly with utilization of the various substitutes in place of conventional foodstuffs.

Despite the emphasis given to the immediate crisis, there was a growing realization that school teaching by those properly prepared for it was a patriotic duty as well as genuine service. There was a severe shortage of teachers, particularly in the fields of manual training and home economics, and in the rural schools. Teachers could be, and were, “choosers” in 1918. Salaries rose from ten to twenty-five percent above those of 1917, and no graduate accepted less than eighty dollars a month. The maximum reported by June was $110. By September there were many calls for teachers and few candidates for positions.

This demand led many former teachers to return to the profession.
This meant a number of older people in attendance at the Normal, particularly in summer school. One observer commented:

The Normal School is no longer a girl's college only, but if you walk through the halls you will meet people of every age and with varying characteristics—old men renewing their youth at the shrines of knowledge, middle-aged matrons trundling baby carriages, young girls in ecstasies over their last letter from France—and you go away thinking that the coming pedagogue is much more human than the one you knew years ago when you were learning your A B C's.49

The attendance at the regular session, of course, was considerably smaller than previously. During the pre-war year, the enrollment was about 350. The 1917-18 official report to the Governor showed an average enrollment for the three quarters of 221; the figures for 1918-19 showed 211.42

The loss in enrollment was due to various factors, of course. Many juniors went to teaching instead of finishing their course. Many of the young men went into the S.A.T.C. at the University, the State College or one of the private institutions. Young women who ordinarily would have prepared to teach, found employment at good pay in war work. And, of course, some of the men students had either volunteered or had been taken by the draft. A check of students enrolled in 1917-18 shows only eight names unmistakably masculine. Only three men had their pictures in the school yearbook that year. When the service flag was dedicated in May, 1918, there were twenty-three stars on it, representing students, former students and alumni.43 Doubtless there were many more who were overlooked. Two of the stars represented faculty members in the service, Eugene Ormsbee and Loren D. Sparks; and one, a girl student who enlisted in the Navy as a yeoman second class. It should be kept in mind that prior to 1917 there were seldom over twenty-five men in school at one time. In the year 1916-17, for instance, there were twenty-one and in 1915-16, eighteen.

In the absence of men, the students who remained did their part and were busily engaged in various occupations about the campus, one of which was planting and caring for potatoes and other vegetables in the campus gardens. A knitting class under the direction of Miss Dorothy McFarlane, head of the home economics department, made articles for the Red Cross. In May, 1918 a chapter of the "Patriotic League" was formed. This was a national organization especially for college women which sought to unify all forms of war-time social
service. A surgical-dressings class was also organized. Several girls took the food administration courses and after earning certificates went out over the State in the summer of 1918 demonstrating how foods could be conserved without danger to health or physical efficiency.

Despite the earnestness with which the students entered into wartime enterprises, they attempted to carry on most of the old school activities. The Juniors in 1918 entertained at their annual prom and issued invitations to about 200 friends of the class, many of whom came from out of town. The Senior girls presented the play, "A Virginia Courtship," which has several parts for men. The girls undertook them all, with more or less success. The local press referred to the "entrancing voiced villain," and one may suspect that "the choleric Major Fairfax" was something less than convincing.

One feature of the war-time years which students appreciated was the closer relations with the faculty. An outward evidence was the organization of the Faculty-Senior Club, the object of which was "to hold Monthly Mixers, occasions of frank discussions and lively fun." The usual meeting place was the Kamola Hall dining room although occasionally they were outdoor events. Commenting on one of these, the Kooltuo observed, "baked beans, pickles and foot races were more than successful in breaking down any barriers between faculty and students. . . . Such an association is a real asset to all its members and to the school."

Any mention of the war years should include reference to the influenza epidemic of 1918. On orders from the State Board of Health, Mayor Samuel Kreidel issued a proclamation closing all schools, churches, theatres and other places of meeting on October 11. The Normal, of course, was closed, but a decision was made that neither teachers or students would leave town but simply await further developments. There had been no cases of influenza on the campus up to that time.

There were many cases in town, however, and Eswin Hall, (the boys' club house at Seventh and Ruby) was loaned to the city and the Red Cross for use as an auxiliary to Mrs. Youngberg's hospital, which was filled to capacity. Eswin Hall was quickly converted, and by October 24 patients were being moved in and all the doctors were asked to take their patients there.

The girls of Kamola Hall were unaffected by the influenza virus and enjoyed their enforced but not unwelcomed vacation. One day, for
instance, about forty of them went on a picnic in Taneum Canyon in cars furnished by the Commercial Club. Many of the girls in Kamola slipped off to their homes and perhaps had the influenza there, but not one case developed among those who remained on the campus.

After five weeks, the schools and other meeting places were re-opened. It was announced by the Normal School authorities that “every effort will be made through high pressure work and active cooperation between teachers and students to accomplish the aims of the first quarter’s work.” To make up for lost time, the Friday after Thanksgiving and the four remaining Saturdays would be used for school purposes, and Christmas vacation would be cut from two weeks to one.

But alas for the well-laid plans of school administrators! Epidemics broke out again—not only influenza but also scarlet fever, chickenpox, and small-pox. Again all public meeting places were closed. It was announced then that the Normal School would not reopen until January 6. The President announced that full credit would be given for the work of the autumn quarter even though classes were in session only five of the twelve weeks scheduled. The local press reported that “students began leaving town immediately, hilarious over both their vacation and their credits.”

1 The faculty agreed to back the publication financially “up to five per cent of one month’s salary if need be.” Minutes of the Faculty, February 14, 1916.
2 See Chapter VII.
4 Washington, Session Laws (1915), ch. 143, pp. 398-99. It should be noted that rivalry between the University and the State College was a prime factor in making a survey from the outside advisable.
9 Ibid., (1917) ch. 95, p. 338. The new law also required an annual joint meeting of the Normal School Trustees.
10 Ibid., (1917) ch. 10, p. 37.
11 Ibid.
13 The Centralia Chronicle, Feb. 19, 1915, describes this effort in detail.
14 Ellensburg Record, February 11, 1916.
15 Ibid.
16 Record of the Trustees, March 13, 1916. The salary agreed on was $4,500.
17 Ibid., April 13, 1916.
18 Ibid.
19 Ellensburg Record, April 29, 1916.
20 Ibid.
21 Record of the Trustees, April 27, 1916.
The fifteen who were carried over were: W. E. Wilson, Dr. John P. Munson, (biology); Clara Melsner, (kindergarten); Mary Grupe, (psychology); Adalene Hunt, (art); Henry Whitney, (manual training); Florence Wilson, (English); Mae E. Picken, (training school); Rebecca Rankin, (librarian); Loren D. Sparks, (training school); H. J. Lechner, (agriculture); Angeline Smith, (Dean of Women); Helen B. Smith, (kindergarten assistant).

Ellensburg Capital, May 4, 1916. The following were said to have "resigned," J. H. Morgan, (mathematics); Ruth Hoffman, (Supervisor of primary grades); E. E. Swinney, (Director of Music Dept.); H. H. Mehner, (chemistry and physics); Lucy D. Cordiner, (home economics); Eunice Sellner, (physical education); Francis Smith, (Supervisor of grammar grades); Alice M. Greer, (Supervisor of 3rd and 4th grades); Helen Hardy, (observation). Others not reappointed were Dr. Ella Harris, (English); Edward J. Klemme, (Supt. Training School and city schools); Francis S. Charlton, (primary supervisor); Lucie Riggins, (public school music); Thelma Home, (art); Jessie Byers, (primary observation).

24 Ibid., April 13, 1916.
26 Ibid.
27 Ibid., October 17, 1922.
28 Ellensburg Record, April 3, 1917.
29 Ibid., May 29, 1918.
30 Ibid., May 30, 1918.
31 Ibid., May 30, 1918.
32 Ibid., January 30, 1918.
33 W.S.N.S. Catalog, (1918) pp. 48-49.
34 Ellensburg Record, May 7, 1918.
35 Ibid., June 5, 1918. How many took the courses is not indicated.
36 Ellensburg Record, October 5, 1918.
37 Ibid., May 7, 1918.
38 Ibid., June 12, 1918.
39 Ibid., June 11, 1918.
40 Ibid.
43 Ellensburg Record, May 4, 1918.
44 Ibid., April 12, November 28, 1917, May 4, 1918.
45 Kenotus, (1918) p. 28.
46 Ellensburg Record, October 11, 1918.
47 Record of the Trustees, October 22, 1918.
48 Ellensburg Record, October 24, 1918.
49 Ibid., November 16, 1918.
50 Ibid., November 15, 1918.
51 Ibid., December 9, 1918.
As noted previously, the Ellensburg Normal School was usually the smallest of the three in the State. At the time the specialists appointed by the U. S. Commissioner of Education made their report in 1916, the Normal school at Bellingham had an enrollment of 962, the one at Cheney 605, and the Ellensburg school only 332. Distance from centers of population was recognized as a principal reason for Ellensburg’s low enrollment. But the new president, Mr. George Black, believed that attendance could be improved considerably if vigorous efforts were made to go out after students.

Mr. Black cited statistics from the State Department of Education showing that over twenty per cent of the rural teachers in the state, and five per cent of others had no professional training whatsoever. He demonstrated, by use of maps and charts, that within a one-hundred mile circuit, there were over 15,000 high school seniors each year. On the basis of relative transportation costs, Mr. Black said that fourteen entire counties and parts of six others logically belonged in the Ellensburg Normal’s territory. In that same area, there were eight hundred teachers in service who had no training beyond high school.
Mr. Black convinced the Trustees of the potentialities for growth, and in the report to the Superintendent of Public Instruction in 1916 they urged that the school be equipped to provide instruction and training facilities for seven-or eight-hundred students.3

In March 1917, it was announced that a definite plan for an active campaign to double the enrollment was underway. The faculty, students, former students, and alumni, as well as the businessmen of Ellensburg, were urged to combine their efforts to publicize the advantages of attending school in Ellensburg.4 Unfortunately, the entrance of the United States into World War I a few weeks later postponed the campaign.

In one of his first reports to the Trustees, President Black stressed the central place of the training school. He stated that it must first of all “actually typify graded school conditions.” If it was not a success as a grade school, he said, it could not be effective as an instrument for the training of teachers.5

In the autumn of 1917, an arrangement was effected between the Normal School Trustees and Ellensburg School District No. 3, whereby the latter was granted the free use of the training school building. It was to be “utilized and operated as a common school on the same basis as other ward schools,” with the provision that the Normal would assume all costs of maintenance and operation, including janitor service.6 To signify its status as part of the City system, the name “Training School” was officially dropped, and it became known as the “Edison School.”

Under the new arrangement all work above the eighth grade was abolished. There was a classroom teacher (also called an “observation teacher”) in charge of each of the eight grades, whose responsibility was “to maintain, from the standpoint of the child and the public, the normal conditions of the elementary school.” She had no direct responsibility for student teaching but was free to devote the major part of her time to the needs of the children in her charge. The direction of observation and student teaching was in charge of three supervisors, one for the primary, one for the intermediate, and one for the grammar grades. Mr. Ralph Swetman was director of the training department for several years after 1917. Mr. Loren Sparks succeeded him in 1923 and continued until 1928. Miss Amanda Hebeler took charge of the work there in 1929.
As President Black saw it, the Ellensburg Normal should attempt to provide training of teachers for the types of elementary work most needed in the State. A rough segregation, he said, revealed five such types. There was a definite need for more kindergarten teachers and for those of grades one to eight. It was also essential to train grade-school teachers in special fields such as art, music, manual training, home economics, and physical education. Furthermore, the institution should train principals and supervisors for elementary schools. But perhaps the most pressing of all was for teachers well trained in rural work—a need emphasized by the committee of specialists appointed by Commissioner Claxton. The Ellensburg Normal was at the time doing much less in that field than either Bellingham or Cheney; so it was to be expected that Mr. Black would give this situation serious study. He expressed the opinion that if the Ellensburg Normal should make rural education its specialty it could supply 150 well trained rural teachers a year.8

The type of rural education which the committee of specialists had recommended was by no means a simple or economical one. As they saw it, the elementary schools in rural areas should provide vocational training for future farmers and farmers’ wives, especially since only a small per cent of country boys and girls attended high school. If the rural schools were to teach what future farmers needed to know, it was obvious that the teachers should understand those things. The survey committee had left no doubt about that.

To prepare teachers for rural elementary schools, therefore, Normal schools should give more extended and more practical courses in all the sciences that pertain to country life. For this they need larger equipment of laboratories and sufficient land for cultivation of farm crops, produce and vegetables to enable them to demonstrate the more important processes of farming, gardening, and fruit growing. Each Normal school should have also the use of a house to be fitted up and kept as a Model Country Home. It should have the use of one or more rural schools to be made as nearly as possible into Model schools for observation and practice, and should put itself and its students into close touch with as many schools as may be reached by a practicable means of transportation.9

It would take time to develop such a program but a beginning was made on the practical side in the autumn of 1916. It was announced that in order to train students in the “applied art of poultry raising” and also provide an occasional treat in the dining hall, from 300 to
400 chickens would be hatched and raised each year. A poultry building was planned. A garden was to be added to provide vegetables and also to give prospective rural teachers practical experience. As a further venture, courses in the study of farm machinery and repair of gas engines were planned. Several hardware dealers and farm-implement houses offered to loan or give implements and equipment for demonstration purposes. Under the additional stimulus of the first World War, part of the campus was plowed up and planted to potatoes and other vegetables, which were tended by students and faculty. (Perhaps the outcome in terms of crop yield should not be investigated too closely.)

The Catalog of 1917-18 listed seven faculty members with special responsibilities for rural work. Five of these were supervisors of rural training centers where students would be sent for observation and practice teaching. Mr. Earl S. Wooster, formerly of the Normal School at Lewiston, Idaho, was employed to head the department of rural training.

The curriculum clearly reflected the new trend. A two-year “rural course” was offered in 1917-18 in which rural arithmetic and farm accounting, rural sociology, methods and management for rural schools, and “specialized electives” were required. Among the latter were: fundamental principles of agriculture, farm dairying, poultry raising, gardening, fruit growing, floriculture, and landscape gardening, farm machinery, judging farm crops and products, teaching agriculture, special study of crops, soils and soil fertility and management, and agricultural chemistry and physics.

Courses in other departments which show the influence of the new program were rural economics, rural manual training, occupation work and applied art in rural schools, the rural teachers’ course in music, and rural cookery and domestic art.

The plan for the “new campus” as reproduced in the 1917 Catalog showed that twelve lots on the south side of Eighth Street and east of the present heating plant, (none of which had as yet been purchased!) were to be devoted entirely to agricultural purposes. A part of the campus north of the Administration Building was to be used for training in horticulture.

The first practice teaching in a rural school situation was in the spring of 1917, when several seniors were sent to over-crowded Yakima
County schools to serve without pay under the regular rural teachers. In autumn of that year, rural training centers were established at Fruita
dale School in Yakima County; at Broadway School near Yakima; and at Damman School, near Ellensburg. When students were sent to these
centers, they remained there for a full quarter and were allowed sixteen credits for their work. Each center had a regular teacher employed by
the district and also a supervisor, supplied by the Normal, who was responsible for the training of the student teachers and also gave in-
struction in methods and directed special work in child study. Emphasis
was laid on community work and the organizations of boys’ and girls’
clubs.

The student teachers lived in the neighborhood of the respective
training centers and were expected to regard themselves as part of the
community for the time being. It was reported that “the enthusiasm
and interest elicited by the students has been of great satisfaction to
the department.” The five pages that the Kooltuo of 1918 devoted to
student life at the training centers and in the communities suggest that
not all was serious work. It is evident also that the work of the stu-
dents was appreciated by the people themselves. Not only were they
“banqueted and toasted,” but a number were offered positions “at
salaries that would surprise almost everyone.”

In 1918 the centers were Damman, Broadway, and Flemstead—near
Enumclaw—in King County. In 1919 only Broadway and Flemstead
were used; but in 1920, a third center was set up McKinley School, near
Toppenish. At Flemstead in 1918, and by 1920 in the others, the super-
visors and students lived together in a special cottage provided by the
district, doing their own cooking and housework. In addition to serv-
ing as residences, the cottages afforded facilities for handling school
lunches and the practice teaching of home economics.

In 1919 the training-center plan was altered so that six students were
sent at a time to one of the student centers for a period of six weeks in-
stead of twelve, and credit hours were reduced accordingly. Probably
the reason was to afford training for more students at little or no added
cost to the school.

Perhaps the expense involved in a program which kept a supervisor
at each of several schools isolated from one another was the reason
for the decision in 1924 to use schools nearer Ellensburg as training
centers, and, instead of stationing a supervisor at each school to assign
to one “highly trained and experienced rural school expert” the gen-
eral supervision of the program. This person would also be the “follow-up or articulation officer” who would spend part of each year visiting recent graduates who were at work in their respective schools and give assistance and directions as needed. Miss Amanda Hebeler was assigned to this new position.

By the close of the school year 1924-25, the student body enrollment had reached 500. Since the great majority were in the two-year course, elementary diplomas issued that year numbered 286. Because it had become a real problem to provide observation and practice-teaching facilities for so many, a new plan was inaugurated in 1925.

This plan included the community around Selah, a few miles north and west of Yakima. Selah was a consolidated district which maintained a high school and six elementary schools. Two of these were one-room schools; two others contained two rooms each. There was also a three-room building and one called “Central,” which had eight rooms. Because of the relatively dense population of that horticultural area, all the schools were within six miles of the town of Selah.

Under the arrangement worked out between the Normal School and the Selah district, the latter employed only well-trained and experienced teachers. They were paid a regular salary by the Selah district and in addition received extra compensation from the Normal School for cooperation in the training of student teachers. Ordinarily only one student teacher was assigned to each room. The period of training was normally six weeks, although occasionally a student who did not meet the standards set was required to repeat the experience.

Until 1927, when she left for a year at Columbia, Miss Amanda Hebeler was in charge of the work at Selah. She cooperated with the classroom teacher in directing student teaching, made the assignments, gave the course in methods and teaching problems, and in general acted as the coordinating agent between the Normal School and the training center.

Under the Selah plan the student teachers spent the forenoon and the noon period in the classroom and on the playground. In the afternoon, four days each week, all students met with the supervisor at the Central building for the course in methods, discussion of teaching problems, and for group and individual conferences. These provided opportunity for interchange of ideas and tended to unify and coordinate the objectives for work. Once a week the student teacher spent the
entire day at the school to become acquainted with a full day's activities.

Much care was taken in assigning student teachers. Only those who had taken the required professional courses, which included observation and some participation in group work with children at the Edison School, were sent to Selah. Personnel records were scrutinized so that students with special abilities or interests could be placed in situations where these might be utilized or developed. 23

The Normal School maintained close relations with the Selah training centers. The Library supplied books to both classroom and student teachers and also juvenile books for the pupils. The psychology department gave aid in testing programs. An instructor in the art department spent one day a week in the Selah schools assisting the teachers in that part of their program. Some phases of the work done by the health-education department on the campus were extended to the Selah schools. The music department loaned sheet music and phonograph records.

In many ways the Selah arrangement came nearer providing a teaching situation which resembled actual school-room conditions than was found in many training schools. By gradually assuming more and more responsibility the student teacher "grew into" the work, instead of being plunged directly into "practice." The community, too, was fairly typical of rural situations. Living in the neighborhood and taking part in local affairs for the time being made possible the adjustment to rural conditions. This at least was the ideal, although a number of students made the Normal dormitories their headquarters and commuted daily in two large Studebaker automobiles which had been converted into busses.

The Selah arrangement was of definite advantage to the Normal School itself in that it increased the quota of children in training centers by 400 to 600 and thereby brought the whole department of training up to the standards prescribed by the American Association of Teachers Colleges. 24 The eighty to one hundred teachers who did their practice teaching at Selah during the year relieved the pressure on the Edison school.

It may well be asked why this arrangement, which seemed satisfactory, should be given up in 1928. One reason was that the Selah schools had grown to such an extent that they no longer provided a
typical rural school situation. But probably a more pressing reason was the expense of maintaining such a large program of training at a distance from the institution itself. The cost of transporting students back and forth every day, for instance, was not inconsiderable.

After the Selah plan was dropped, rural schools near Ellensburg were used as training centers. Among them were the one-room school at Lyon, the two-room school at Denmark, the three-room school at Thorp. Eventually, the movement towards consolidation of schools made the call for teachers especially trained for rural work much less urgent.

The survey committee of experts had recommended early in 1916 that the Normal schools be required to give extension work so that teachers in service might meet the new educational requirements. Without waiting for the Legislature to act in the matter, President Black asked the Trustees to sanction such a program. They agreed that any unappropriated funds might be used for the purpose. The extension work was to be under the immediate supervision of the head of the department of rural education, Mr. Earl Wooster. It was announced that extension courses would be conducted in the larger centers by regular members of the Normal School faculty. Credit would be allowed up to one-fourth of the hours required for graduation from any course.

For those in smaller communities or in remote rural sections, correspondence courses were offered. Other extension work included arrangement of lyceum entertainment courses, packet libraries, loans of apparatus—such as the Babcock milk tester—and art exhibits. The Rural Monitor, a little four-page bulletin published each month during the school year was sent to graduates of the Normal and to all rural teachers who requested it. It gave special attention to domestic science, industrial arts, agriculture, English, Art, music, libraries, and community activities. It was published from 1916 to 1918, when its name was changed to The Extension Bulletin.

The law of 1917 which authorized extension work provided that the State should be distric ted by the State Board of Education so as to avoid overlapping and duplication. According to this arrangement, the Ellensburg Normal was to serve twelve counties. That there was considerable demand for extension courses may be seen from the 1918-20 figures. In these two years, a total of six different courses (including three in psychology and one each in education, methods, and
English) were offered at nineteen extension centers, and a total of 804 students were enrolled in them. The response was so gratifying that a number of additional courses were added in 1920. These included one course in art, two in biological science, twelve in education and methods, four in social science, two in psychology, and one each in English, physical education, and physical science.

The correspondence courses were much less popular. In two years 1918-20, only forty-seven students were enrolled in twenty-one different courses. “Free extension lectures” were given to forty-eight audiences with a total attendance of 8,285. Twenty-eight county institutes were served by those on the staff. Lyceum courses by faculty and students were given in twenty-four different communities and attended by 5,150 people. The Library sent out 105 packages of books.

A field in which the Ellensburg Normal achieved national recognition in the 1920’s was health education. Some attention had been paid to this for many years, of course, for physical education had been required of students and the health record had been good. The appointment of Miss Alice Wilmarth as head of the physical education department in 1917, however, resulted in a more aggressive program. As set forth by Miss Wilmarth, its aims were fourfold: (1) the conservation of health, (2) the correction of remediability defects which were detrimental to an efficient life, (3) the development of an informed health consciousness, and (4) effective training of muscles and nerves.

Upon entering school, each girl was given a careful physical examination by Miss Wilmarth. This revealed, she said “a very great percentage of remediably defects which if left uncorrected would handicap normal physical and mental development.”

Medical attention, if needed, was recommended. Attention was given to any remediably defects, such as poor posture or similar trouble. If necessary, the student was assigned to the corrective gymnasium where she received individual instruction for her special defects. The under-weight student was assigned to the “Milk Squad,” whose members drank milk in addition to their regular diet. For one hour a day each student was required to take some form of recreation, the type being determined by her own tastes or individual requirements. For those who needed it, an hour of rest and quiet on a cot in the departmental quarters was substituted.

In addition to physical well-being and greater enjoyment in living, two additional incentives were provided. For one, physical fitness was
taken into consideration in recommending students for teaching positions, since this was deemed "one of the prime factors in success according to the standards set by the Ellensburg institution."37

The other inducement to full participation in the health program was a letter or symbol awarded to girls who showed the greatest improvement. This gave recognition to effort and to progress in improving strength and vitality, not merely to athletic prowess.38 Moreover, the organization of the Women's Athletic Association in 1923 doubtless aided in stimulating interest in outdoor recreation.

By 1924 the department of health and physical education for women had expanded to the point where it occupied all the class-room space on the first floor of the Administration Building. Corrective rooms, examination rooms, offices, and recitation rooms were equipped so that the Ellensburg Normal could boast of having "one of the really exceptional health education departments of the West."39 While the program was not as complete in the Edison school, much attention was given there also to health education and proper health habits.

President Black himself was intensely interested in the health program. In 1922 he was appointed to a joint committee of the National Educational Association and the American Medical Association which was to provide for the normal schools of the country a course of study for the training of teachers for all types of schools in health and physical education. Health programs for the elementary and high schools were also to be recommended.40

Upon attending a health conference in Boston in 1924, Mr. Black concluded that improper diet was one of the most common sources of illness among young people of college age. A course in dietetics was introduced that year. As a more immediate way of getting results, two special tables in the dining hall were provided, one for those ten pounds or more underweight and one for those ten pounds or more overweight.41

At the health conference of 1924 in Boston the need for courses in mental hygiene was stressed. After his return to Ellensburg Mr. Black announced that the Normal would institute such a course the next year. This was to have a twofold purpose: to furnish a background for better self-control on the part of the students and to train teachers to recognize personality difficulties in children. Miss Mary Gupe of the psychology department added mental hygiene to her teaching assignment in 1925.
Until 1925 the health education program was concerned primarily with the women students. Aside from athletics and the gymnasium classes little was done for the men. In 1925, however, when Mr. Harold Quigley was appointed to the department of health and physical education, he was given special responsibility for the men students.

After Mr. Quigley's arrival, the curriculum of the department of health and physical education department was considerably enlarged. Courses added to the health education field in 1925 were: health problems, applied biology, problems of nutrition, first aid and home care of the sick, physiology of exercise, and teaching health education. Of these, health problems, applied biology, and nutrition were required in the two-year general curriculum for teachers. Health and physical training was made one of the seven major fields.

The results of the intensive health program in lessening illness and increased vitality are difficult to estimate. Some reports seem to be far too optimistic—for instance, one in 1924 showing that in that year cases of illness per week were one-tenth of what they had been four years earlier! What appear to be more reasonable claims were made in 1927, when the physical examinations that year showed that of forty students who the year before were "below average" in health, twenty-eight had moved up to the "average" group and four to the "above average" classification. Even the eight of the original forty who still remained below average showed some gains.

National recognition of what was being done in health and physical education came as early as 1924, when the American Child Health Association designated the Ellensburg Normal as a training center for teachers of health education, making it one of the few schools to be so honored. The next year, "a professor of health and education at Columbia" stated that the program at Ellensburg was of "outstanding character among the Normal schools of the country," and that he used it as an example of what could be done elsewhere. Dr. Caroline Hedges, "nationwide authority of Nutrition" was quoted as saying that "the Ellensburg Normal is the only institution of higher learning in the United States to which I would send a girl for instruction in the health side of education."

In 1925, President Black and Mr. Sparks were invited to describe the health education program in the Normal and in the Edison school at a meeting of the National Education Association in Cincinnati. And in 1927 a representative of the school health bureau of the Metropolitan
Life Insurance Company visited the institution to inspect the health program.

Closely related to the emphasis on health was the student welfare activity plan. This was designed to assist both in physical development and in citizenship. Two groups of activities were listed—one consisting of nineteen different “athletic activities, sports or physical exercises for men and women”; the other consisting of sixteen different “literary and social activities, study clubs, recreational arts, etc.” Upon registration at the beginning of each quarter, each student chose one in each of the two broad classifications of activities. A new selection could be made at the opening of each quarter. Each group activity was under the direction of a trained instructor. For this assignment students received what was known as a “plus credit,” which was made a matter of record. Students were urged to look upon this feature of the year’s work as an “extra opportunity for self development,” rather than an additional requirement, “and a large factor in a student’s subsequent success in community life after graduation.”

As President Black outlined plans for the expansion of the curriculum and increased services to the State, it became evident that more buildings would be necessary. The President and the Board believed that the time had come to plan a long-range campus development program. The report of the educational survey commission in 1916 had recommended a substantial increase in the income from the millage levy, a part of which would be used for capital outlay. The addition of a wing to the training school building, the erection of a gymnasium, a dormitory for men and an additional one for women students, a building for arts and sciences and a new heating plant were all on the agenda, the last two being considered most urgent.

A first requisite, however, was to purchase land for these and future buildings. Unfortunately, the State had followed from the first a parsimonious and piecemeal policy in land purchases, buying land only when it was needed for a specific building. In the meantime, the town had grown up all around the campus and property values were rising rapidly. Mr. Black and the Trustees proposed to purchase four blocks before the situation became even more serious.

Under the circumstances, the Trustees considered that their request in 1917 for appropriation of $100,000 for land and buildings was a very modest one. The local press gave vigorous support and urged
the people to "stand by the Normal" by writing letters to Olympia. The Ellensburg Chamber of Commerce also pledged its support.

At Olympia, however, Governor Ernest Lister, in his message to the Legislature, warned that complete compliance with the recommendations of the educational survey commission would almost double the cost of education to the State. He expressed serious doubts regarding the advisability of creating a fourth normal school. The Legislature, too, was cautious. It did raise the millage rate for all the higher institutions, but less than recommended. As a consequence, the appropriation for capital outlay at the Ellensburg school was cut to $41,474 for land and buildings, about half what had been anticipated, and plans were altered drastically.

The only construction undertaken in 1917 was a heating plant. The old one, built in 1913, had become inadequate and was very expensive to operate. The site selected for the new one was on the south side of Eighth Street (approximately the same location as the present plant, erected in 1948). This was the lowest elevation on the campus, an important factor for the gravity return system.

By 1919, the increased enrollment made more dormitory space for girls necessary. An appropriation of $75,000 for an addition to Kamola Hall was granted out of the general fund. With the new addition, Kamola now had eighty-one rooms which accommodated about 170 girls. It also furnished space for the work of the home economics department, which had charge of the dining room and general household administration of the dormitories for women.

It was in 1919 also that the institution first acquired a residence for the president. A large house next to the heating plant was purchased which served as the president's home until 1947, when the space was needed for the new heating plant and the house was sold and moved away.

A building to house the library was next on the program of President Black, but while the Legislature of 1921 raised the millage levy for Ellensburg Normal, it appropriated less than ten thousand dollars for capital outlay for the next biennium. In 1923, because of protests about inequalities and favoritism, the appropriations committee was unable to agree and the higher institutions received no funds for buildings.

Indeed, as many people saw it, the Ellensburg school was lucky
even to survive. There was considerable feeling that four normals (counting the “paper” one at Centralia) were too many for Washington. One newspaper editor made the statement that “only twenty-five per cent of those attending Normal school ever teach anyway” and that one institution was quite enough to train those who did.\(^{58}\) Others believed there should be two schools west of the Cascades, where the centers of population were, and one at Cheney.\(^{59}\)

Both these plans left Ellensburg out in the cold. In 1923, a bill was introduced which would eliminate the levy for the Ellensburg Normal and the one proposed for the Centralia Normal.\(^{60}\) Probably there was little chance that the bill would pass, although there was much apprehension in Ellensburg at the time.\(^{61}\)

What probably seemed at first a more serious threat came in 1925—a proposal sponsored by a legislator from Tacoma to abolish the Ellensburg Normal School and to use the buildings for the custodial school, then at Medical Lake. Other mentally handicapped children would be transferred from Seattle to Ellensburg. Altogether over 800 persons could be provided for under such an arrangement, and it was claimed that this plan would save the taxpayers of Washington a million dollars annually.\(^{62}\) It was reported that the proposed bill had the backing of many representatives from eastern and southwestern Washington.\(^{63}\)

Before the proposal was formally introduced as a bill, Attorney G. P. Short, a Trustee of the Normal, investigated the deed by which the city of Ellensburg in 1893 had donated the block of land on which the Administration Building was erected. That deed specifically stated that the site should be used “only for the erection and maintenance of a Normal School.” It was Mr. Short’s opinion that if the land and buildings were not used for such a purpose they would automatically revert to the city.\(^{64}\) This, it seems, was the reason that the proposal went no further.

In preparation for the legislative session of 1925, President Black compiled statistics to show that previous appropriations for the Ellensburg Normal had not been equitable. He said that as a result his institution was short about fourteen classrooms and offices, and that health and fire hazards there had become serious liabilities. A building was needed to house the library which when moved would make space available for classrooms. An auditorium was badly needed since the existing one would not accommodate even all the students, to
say nothing of townspeople and visitors. The need for a dining hall was even greater than it had been four years earlier. The Joint Board of Higher Curricula in a report on the normals stated that the libraries in all three were housed in “firetraps”; that the buildings at Bellingham and Ellensburg were overcrowded and inadequate; and that the latter particularly needed more land for expansion.

The regular session of the Legislature in 1925 appropriated $100,000 for a library building, despite the plea of Governor Roland Hartley for economy in educational grants. The contract awarded to a Spokane firm stated that the building must be under roof by October 1. All went according to schedule, and within the time set the building was completed. On December 19, 1925, the Librarian, John S. Richards, and a squad of students began to transfer the 21,000 volumes and 3,000 periodicals to their new home.

The acquisition of the library building made available for other purposes the space on the main floor of the Administration Building previously occupied by books and reading rooms. The art department, headed by Miss Dawn Kennedy, was moved from the attic into part of this space. The clothing section of the home economics department moved from the basement of Kamola into the remaining space of the former library room.

In the meantime, the need for additional dormitory space was becoming acute. Many more men were attending the Normal than before the War and the rooms in Erwin Hall could house only a fraction of those who came from out of town. The women’s dormitory erected in 1919 was overcrowded also. Because state funds were not available for building more dormitories, President Black devised the “affiliated dormitories plan,” under which some sixty rooms in private homes were rented at $7.50 per month by the business office, which in turn rented them to students, often for less than this rate. A contract was made between the institution and the householder whereby the latter agreed to maintain “such discipline and supervision” as the institution should direct and to see that the regular dormitory house rules were observed.

The affiliated dormitory plan was an experiment which was watched by other institutions with interest. However, the Ellensburg school regarded it as only a temporary expedient. President Black and the Board of Trustees were eager to embrace a new plan, which was made possible by a law of 1925. This permitted the construction of dormitories on state property by an amortization arrangement under
which funds for erecting dormitory buildings would be secured from private investors through the sale of bonds. Under an agreement entered into by the Trustees of the institution and a corporation created for the purpose, the net income from room rentals would be applied to pay the interest and a part of the principal each year. The contract should not run beyond twenty years, but it was expected that within seventeen or eighteen years the bonds would be retired and the buildings would become the property of the State at no expense.

This plan seemed to offer a way to build dormitories without waiting for legislative grant or the approval of Governor Hartley. Accordingly, the Ellensburg Normal School Building Corporation was organized on a nonprofit basis by four Ellensburg and three Yakima men in May 1926.

In the meantime, the Trustees had agreed that another dormitory for women, a new kitchen and dining room, and a dormitory for men should be built on the amortization plan. It was estimated that the total cost would be around $180,000. The bonds issued by the corporation found a ready market.

The two dormitories were completed before the end of the Christmas holidays in 1926. The women's dormitory was named Sue Lombard Hall in honor of Sue Lombard Horsely, who had been a member of the Board of Trustees for the previous twelve years. The men's dormitory was not named until 1932, when the occupants themselves chose to call their building Munson Hall in honor of John P. Munson, Professor of Biology from 1899 to 1928. The experiment of building dormitories with private funds on an amortization basis attracted wide attention, and a number of inquiries about it came from other institutions.

The ease with which the dormitories were financed was doubtless responsible for the revival of plans for a gymnasium and recreational center. There was a local fund consisting of "student activity" fees paid by students each quarter. It occurred to those interested that the activity fee could be increased and that a part of the proceeds could be used to erect a student association building, which should serve also as a gymnasium, on the amortization plan. Since the law under which the Dormitory Corporation operated was sufficiently inclusive, that organization agreed to undertake to finance this building also.

The bonds which financed construction were to bear interest at five and a half percent and the principal was to be paid off in annual in-
stallments over a period of eighteen years. To make this possible, the student activity fee was raised from $5.00 to $7.50 per quarter, and revenue from this source was pledged as security for the bonds.

The Student Association unit was almost completed when school opened in the Fall of 1928. It provided a maple floor having an area of 5600 square feet which made a basketball court of "almost the maximum dimensions for contest games or two courts for practice games." The Campus Crier said that it also provided seating space for "about a thousand spectators" but did not show just where they could be put. The basketball goals were movable so that the entire space could be made available for social affairs.

While the erection of dormitories and of a student association building might be financed by the amortization plan, additional space for the classrooms could not. That such space was really needed is indicated by the fact that in the year 1928-29 there were 580 students enrolled yet there was little more classroom space than when the enrollment was around 200. In the meantime, the curriculum also had grown, with many new courses and even new departments added.

The Legislature of 1927 made no appropriation for capital outlay at Ellensburg, although both the Cheney and Bellingham Normals received funds for buildings. Despite this setback, President Black and the Trustees made tentative plans for a block-long structure which would incorporate the library building as one wing and extend north and east to include a classroom and administration building and an east wing which would be an auditorium. The Trustees decided to ask for $300,000 for the erection of the "initial units" of the building.

In his second inaugural message to the Legislature on January 16, 1929, Governor Roland H. Hartley indicated that he had quite another idea. He stated that the millage for the other normals was sufficient for operating expenses and provided a balance for capital outlay. As for the new buildings, the Governor treated all normal schools alike. None of them should receive funds at that time for such purposes. The increase in enrollment had not been great, he said, and two years postponement of a building program would do no harm.

The Legislature, however, dealt somewhat more generously with the normal schools than the Governor wished. The one at Ellensburg received $129,200 for buildings and grounds. Of this amount $100,000 was earmarked for the classroom unit of a proposed larger structure.
The date for completion of the Classroom Building was December 1, 1929 and shortly after that date it was ready for occupancy. Since it was expected that the other units would be added soon, the exterior on two sides was left unfinished, with the steel reinforcing rods projecting from two to six feet outward. That was in late autumn of 1929. Other buildings for other purposes were erected on the campus, during the Depression years, including an auditorium on the site originally proposed, but the east wall of the Classroom Building remained in its unfinished state for thirty years. The plan to link that building with the Auditorium was finally abandoned and in 1957-58 a small addition to the Classroom Building to provide office space covered over the unfinished section.

2. Ellensburg Record, April 29, October 19, 1916.
4. Ellensburg Record, March 12, 1917.
5. Ibid., April 29, 1916.
6. Record of the Trustees, September 25, 1917.
8. Ellensburg Record, March 27, 1917.
11. Ibid.
12. Ibid., April 12, 1917.
15. Ellensburg Record, March 26, 1917.
18. W.S.N.S., Catalog, (1920) p. 10.
19. Ibid., (1924) p. 13. This was the first “in service” program used by the Ellensburg institution, although it was not called by that name.
22. Ibid., p. 11.
24. W.S.N.S., Catalog, (1925) p. 17.
25. This was the explanation given by President Black to the Ellensburg Record on September 5, 1929.
27. Record of the Trustees, September 29, 1916.
31. The counties were King, (except Seattle); Pierce, Pacific, Lewis, Wakiakum, Cowlitz, Clark, Skamania, Kittitas, Benton, Yakima and Kittitas. Record of Trustees, September 25, 1917.
32. W.S.N.S., Quarterly, XII, Extension Service, (No. 2, September) 1920.
33. W.S.N.S., Board of Trustees, Biennial Report to the Governor, Ellensburg, 1921, pp. 5-6.
34. Thus in 1914 it was stated, “The school is now in its twenty-third year of its existence. But one student had died during term time, and that one died of a disease contracted before coming to school. Normal Outlook, VIII, No. 4, (April, 1914) n.p.
35. Hykel, (1923) p. 29.
Depression Problems and a New President

The years of President Black’s administration were years of expansion and change. During the fourteen years of his administration state funds were secured for the erection of the library building, the classroom building, two additions to Kamola Hall, and a new heating plant and for purchase of land for an athletic field and for future buildings. In addition, Sue Lombard dormitory for women, the first unit of the present Munson Hall, and the first unit of the gymnasium were built by the Dormitory Corporation from private funds.

The enrollment had almost doubled since 1918, reaching nearly 500 in 1929, and from all appearances would continue to increase. But, even so, perhaps more money was spent on dormitories than was absolutely necessary. President Black believed that prospective teachers should experience gracious living in an attractive college environment and that they should be trained in the niceties of social behavior so that they would feel at ease under all circumstances. It was partly for this reason that so large a part of Sue Lombard and "New" Kamola halls were set aside for social rooms and attractively furnished at considerable expense. This was not revenue-producing space, however, and because room and board rates were kept as low as possible the
margin between income and expenses was too narrow for sound business operation.\(^1\)

In their reports for the years 1928-30 the examiners for the State Department of Efficiency were scathingly critical of the way business affairs at the Normal School were conducted. The report said there had been “a mania for spending money” and an “orgy of extravagance” in connection with the operation of the dormitories, and listed the unpaid accounts with Ellensburg, Yakima, and Seattle firms. In addition to numerous small accounts there were seven for amounts over $1,000, two of them totalling $10,000. These accounts had run on for many months without payment, despite frequent reminders and even pleas from creditors for at least partial payment.\(^2\) Some of the bills had been incurred in connection with converting space on the ground floor of Kamola Hall into faculty apartments and in furnishing them. It had been anticipated that these would be self-liquidating from rentals, but, according to the examiners, the prospects for repayment were very slight.

The report singled out for special attention the “Food Shop,” which was a separate dining room set up in 1928 primarily for faculty members and students not living in the dormitories. The general public was also invited, and because the meals served were tasty and economical, the Food Shop quickly became a favorite eating-out place for Ellensburg people. In fact, its patronage grew so rapidly that three faculty apartments in the dormitory were converted into another public dining room.\(^3\) But in the operation of this business “extravagance was rampant,” charged the examiners. The Food Shop in two years ran up a deficit estimated at $9,253. Yet the financial records kept by the Food Shop showed a profit of $8,496 for the same period! It was fairly clear, the examiners concluded, that liabilities of $33,000 existed, largely as a result of faulty management of the dormitories and dining hall; a large percentage of these liabilities were over two years old.\(^4\)

The director of dormitories, who resigned a year before the examiners’ report was issued, was blamed for the “orgy of extravagance” in connection with dormitory operations, but the President, who had appointed her and had given her a free hand, could hardly be absolved from responsibility. Perhaps Mr. Black did not realize the extent of indebtedness incurred by the institution. The institution’s accountant was a recent graduate of the Normal School whose practical experience was very limited. The examiners of 1930 went so far as to
say that "no dependence can be placed on the records of the institution as a correct reflection of the status of any account." There had been illness in President Black's family, and Mrs. Black died in the summer of 1930. The Trustees later stated that because of these factors "it was impossible for him to give the necessary attention to the complicating details of the institution."

The Trustees could not ignore a deficit of $33,000, however. Even if they had been willing to do so it is doubtful that Governor Roland Hartley, always a stickler for economy in education and never a friend of the normal schools, would have permitted it. There may have been personal indiscretions also which led the Trustees to conclude that Mr. Black should take a "six months leave of absence." The news stories in the Ellensburg Record cited the practice followed elsewhere in granting leaves to administrators and also mentioned Mr. Black's health as reasons for the leave of absence, but these publicly announced reasons convinced very few people. There is no statement in the official records that the Trustees expected President Black to use those six months to find another position, but some members of the staff at that time understood that this was the case. Less than two months after he was granted a "leave of absence," the Trustees announced that they had accepted his "resignation" as of April 1, 1931.

Officially, the Trustees commented on only one point:

There has been at no time any question of any misappropriation of funds. Any friction which may have existed between Mr. Black and the Board of Trustees was due to the fact that the past due bills against the dormitory fund were largely the result of capital expenditures on buildings and dormitory furnishings made without the authority of the Board of Trustees. The expenditures were desirable had the money been available.

Whatever the reason, Mr. Black, like his three predecessors, Mr. Barge, Mr. Getz, and Mr. Wilson, had been asked to resign as head of the Normal School. Here it is pleasant to relate that later after receiving his Ph.D. degree from New York University, Mr. Black became a member of the faculty of that institution for a time. In 1933, he married Miss Alice Wilmarth, who had been on the Ellensburg Normal staff for several years during his presidency. In 1935, he became Provost of Newark University in New Jersey and held that position until he retired in 1948.

During Mr. Black’s leave of absence and after his resignation, Profes-
sor Selden Smyser served as Acting-President with the understanding that this was a temporary arrangement only, and that a search would be made for a new president.

In the meantime, attempts were made to solve the financial problem. As a first step, strict economy in expenditures was ordered, and only the most needed repairs were made. The Governor’s budget for 1931-33 cut out nearly $200,000 from the amount the Trustees asked but did include $32,000 for relief of the dormitory fund.

Mr. Roland Hartley was still Governor in 1931, when the Trustees undertook to find a new president. It was understood that the Governor nominated his own candidate for the place, but that the Trustees refused to elect him. When one of the Trustees, Mr. Williamson, resigned in December 1930 because he was leaving the State, the Governor did not replace him. Thus the choice of a new president became the responsibility of two men, one of whom, Mr. William Yeaman, lived in Yakima and took little active part in preliminary negotiations. The other was Mr. G. P. Short of Ellensburg, who was Chairman of the Board and perforce took the initiative. He had been an attorney many years and had won a wide reputation for personal integrity and good judgment in matters of public concern.

There were several candidates for the presidency but only two of them were seriously considered—one of them a young man of thirty-four. Perhaps it may be well to let him tell how he came to be President of the Washington State Normal School:

In June, 1931, a friend urged me to consider the presidency of the State Normal School at Ellensburg and later arranged for me to meet two members of the Board of Trustees. Subsequently arrangements were made for me to spend a day at Ellensburg seeing the institution and talking with these members of the Board. I made a study of the whole situation. Consequently when Mr. G. P. Short, Chairman of the Board of Trustees, called me by telephone in August to offer me the presidency I had thought the matter through and was ready to answer the call in the affirmative.

I accepted the position because I could see an opportunity for great professional service. The kind of institution interested me because I had been in teacher education work for six years. It offered an opportunity to direct a program of teacher education where I could incorporate my own philosophy of education. The location of the college in the center of a state that offered a promise of bright future and an expanding population and economy also attracted me.
It appeared to me that one could make a substantial showing in a short time and that there was a pioneering job to be done. The school was under-financed and undeveloped. It needed to lengthen the program so as to grant academic degrees. It needed additional buildings. The faculty needed to be upgraded. There was none of them with a doctorate degree and too few held master's degrees. The curriculum needed to be reorganized and strengthened by the inclusion of more academic work, especially in science and social science. There was much work to be done and many services to be offered to the people of a young and growing state.

This young man was Dr. Robert E. McConnell who came to the presidency just ten years after his graduation from Montana State College with a major in animal husbandry. After a year as high school teacher in agricultural and general science at Harlowtown, Montana, he had entered the University of Wisconsin which granted him in 1923 a Master of Science in education. He then spent two years as a Smith-Hughes teacher trainer at the North Dakota Agricultural College at Fargo.

By 1925 he decided to work for a doctorate in education. Accordingly he entered the University of Iowa, where he held a teaching fellowship. Before completing the work for his doctorate, he took a year off to teach in the department of education and psychology at South Dakota State College at Brookings. In 1928 he was awarded the Ph.D. in education by the State University of Iowa. His fields of specialization were psychology and school administration.

That same year he was appointed associate professor of education at Marshall College, a state teacher-training institution in West Virginia. While teaching there he met Miss Alma Eastwood, a student and part-time instructor in fine arts, whom he married in July of 1929.

That autumn Dr. McConnell came to the State of Washington as head of the department of education and psychology at the Cheney Normal School. Two years later he left that position to become President of the Normal School at Ellensburg.

When asked by the writer some years later for a brief statement of his concept of what a college education should be, President McConnell replied as follows:

I early visualized that the length of training for teaching should be at least four college years. Through working in the State Board of Education we finally attained this standard
just as World War II broke out. In our planning we outlined a program where about three-fourths of the work should be in academic fields and about one-fourth in the professional fields of education, psychology and student teaching. Of the academic portion almost half was to be in general education and the remainder in two concentrated areas and/or electives. Since World War II we have raised our objective to five years of college training for all teachers.

My own philosophy of teacher education is one that I labeled as "functional." When we built our new College Elementary School in 1938 we arranged the rooms and selected the furniture so as to conduct more effectively an activity or project type of teaching. Children learn best by participation; so we attempted to train our teachers to conduct this type of program. The curriculum was geared to the needs of the modern community. As we go along, we try to be alert to new inventions and new changes in society such as occur through science, communication, transportation, and home life.

The thirty-four year old president had his work cut out for him when he came in 1931. The depression had already affected the enrollment, and financial support was uncertain. Besides severe cuts in the budget, proposals to close at least one of the normal schools were again in the air, and the one at Ellensburg was still the smallest of the three.

The presidents and trustees of the five institutions of higher learning met at Tacoma in February, 1932, to consider economies. After considering all phases of the situation they agreed to reduce all salaries above $2,000 five to ten per cent, the more severe cuts to apply to salaries of $3,600 or over. Since the cost of living had declined somewhat, this salary reduction could be absorbed without undue hardship.

Worse was to come, however, for despite the efforts of President McConnell and the Trustees to base requests upon minimum needs, in 1933 the Legislature appropriated only two-thirds the amount they had requested. This made it necessary to reduce salaries about twenty-one per cent. Several staff members who left during the next several years were not replaced and other economies were affected.

Conditions had improved by 1935, and, as a result of conferences between Governor Martin and the presidents and trustees of the three normal schools, about half the amount of salary reductions was restored. Even so, the payroll was considerably less than in 1931.
One of the perplexing problems President McConnell had to face in the early years of his administration was the dormitory bond situation. It will be recalled that in 1926, at a time when state funds were not available for the purpose, two dormitories—Sue Lombard Hall and Munson Hall—were financed by the sale of bonds issued by the Ellensburg Normal School Dormitory Building Corporation. (The net revenues from room rentals, as well as profits from operations of the dining room, were pledged to pay interest on the bonds and it had been expected that the total income from these sources would amount to considerably more than the annual payments of about $10,250 required for amortizing the debt within twenty years).

The plan worked very well as long as times were prosperous, but after 1929 there was trouble. The self-liquidating feature of the dormitory corporation bonds required well-filled dormitories, but instead of the almost three hundred anticipated, only eighty students were living in them in 1934. Not only had enrollment declined, but many of those students who remained in school found it necessary to find less expensive living arrangements off-campus. For several years the net dormitory revenues fell much below the semi-annual installments due, and by 1933 the bonds were in default.

Although the bonds had been issued by a private corporation and the State was in no way legally responsible for their payment, many purchasers had assumed that the State would in some manner "stand back of them." But the Legislature recognized no obligation to appropriate money to pay off the bonds. The officers of the Dormitory Corporation were by no means indifferent to all this. Their correspondence indicates very real concern and they held meetings frequently to discuss ways and means. The most discouraging factor was that every six months more bonds became payable but could not be taken up, thus the obligations of the corporation continued to mount. Finally, a plan which eventually proved successful was devised by Mr. H. L. Boyd of the Marine National Company of Seattle, an investment house which had sold some of the dormitory bonds to its clients and felt a responsibility in the matter. After consultations with President McConnell and the officers of the Dormitory Corporation, Mr. Boyd conferred with Governor Martin on May 7, 1937, and convinced him that he should act. The Governor suggested that Mr. Boyd and the Assistant Attorney General, Mr. W. A. Toner, work out the details of the proposal.
The plan in essence was that the Legislature be asked to appropriate an amount which, when supplemented by the accumulated balance in the Dormitory Fund, would be sufficient to purchase all of the outstanding bonds. The dormitory revenues would be turned over to the State until the amount of the appropriation should be repaid. The bondholders would receive the full face value of the original bonds but would forfeit all interest after May 1, 1933.16

A bill to this effect passed the Senate with only one dissenting vote, but was defeated in the House. Governor Martin then included $160,000 for this purpose in the Supplemental Appropriations bill, which passed.17 Thus after six years of uncertainty, the bondholders received the amount of the principal they had invested. Although they forfeited all the interest after May 1933, they probably considered themselves fortunate to have gotten off so well. The College now had the buildings, and the administration as well as the Dormitory Corporation were free from an embarrassing situation.18

From the first days of his presidency, Dr. McConnell sought to increase the influence of the institution in state and national organizations. For a number of years, he was a member of the State Board of Education. He was active in the affairs of the American Association of Teacher Colleges and was elected a member of its executive board. He was vice-president in 1951-52 and president in 1952-53 of the A.A.T.C.—now called the American Association of Colleges for Teacher Education. These last were posts of considerable prestige and perhaps were of indirect benefit to the institution he served.

Despite these and other honors which came to him, Dr. McConnell concentrated his attention upon the College, and his single-minded dedication to its welfare as he saw it, can not be questioned. A great deal of progress was made during his long administration, for which he should be given much credit.

President McConnell’s most serious limitation, in this writer’s opinion, was his apparent inability to understand people or their motives and their aspirations, unless they corresponded to his own. Perhaps it was because he did not understand people that he did not completely trust them. He seemed often to be on the defensive, to suspect those who did not respond favorably to his proposals and policies. He frequently delegated responsibility to his administrative officers without giving them the authority to carry through except under his supervision. He antagonized many people because of per-
sonal mannerisms, and often aroused opposition where cooperation was essential.

All this was most unfortunate because he did have a broad view of the function of the College, and his proposals were usually constructive and forward-looking. No college president can accomplish much without stirring up some opposition, but Dr. McConnell was often his own worst enemy, while his lack of the common touch accentuated his difficulties on many occasions. These personality factors were at least partly responsible for an incident which attracted national attention and caused much embarrassment to the President for a number of years.

In the spring of 1939, an assistant professor of psychology who had been on the teaching staff for eight years was granted a leave-of-absence to go to Mexico to study the school system of that country. He hoped to include his findings in a subsequent doctoral dissertation. He was eager to be off for Mexico and asked Dr. McConnell for permission to leave the campus as soon as class work was finished, although the President had established a policy requiring faculty members to stay on the campus during examination week and to attend the baccalaureate and commencement exercises.

The request for early leave was made orally, and in the absence of witnesses or memoranda it cannot be known just what was said by either party. The assistant professor did leave town on June 3, the day after class work ended, four days before commencement. President McConnell concluded that this was deliberately intended as a challenge to his own authority. He conferred with the Trustees (at least one by telephone) and then wrote to the assistant professor in Mexico City on June 7 requesting his immediate resignation because of "absence without leave, defiance of executive requests and infidelity in service." 19

The assistant professor immediately left Mexico, returned to Ellensburg on June 29, and demanded a hearing before the Board of Trustees. On July 21 there was a hearing of which no stenographic records were kept. In a written statement the accused defended his conduct before the Trustees and then withdrew. After this, President McConnell made his statement. No witnesses were called by either party. The Chairman of the Trustees by letter notified the assistant professor of his dismissal from the staff as of October 1, that year.
DEPRESSION PROBLEMS AND A NEW PRESIDENT

The dismissed man and his friends on the faculty were not willing to let it go at that, and they vigorously agitated the matter. They referred it to the Washington Education Association, which declined to be drawn into the controversy. Next, they protested to the American Association of Teacher Colleges that the dismissal violated tenure standards of that accrediting body; the protest was tabled. Finally they referred the matter to the University of Washington Chapter of the State Federation of Teachers.

This body went into action. It sent two representatives to interview the dismissed staff member, his colleagues, townspople and the administrative officers, including Dr. McConnell. After this investigation, the two representatives published a printed report to the State Federation of Teachers, under the title, *Tenure at Central Washington College of Education*. Unfortunately, it was a report “weighted” in favor of the dismissed man and hostile to President McConnell and the Trustees. It made much of the fact that on the same day two letters had been mailed from the President’s office—one highly commending the assistant professor to the proper authorities in Mexico and requesting their cooperation with him in his studies, and the other requesting his resignation! The former letter had been delayed because of a backlog of correspondence on the office secretary’s desk, but the coincidence of dates certainly played into the hands of the President’s critics.

Meanwhile the American Association of University Professors, a national organization with special concern for academic freedom and professorial tenure, became interested in the case. The A.A.U.P. did not make as extensive an investigation as it might have had the issue been more complicated. Its “Committee A” learned through correspondence that freedom of teaching was not involved. The problem was simply to decide whether the administration was justified in dismissing the staff member, for the reasons given, after eight years of service to the College.

The report of “Committee A” was brief and specific. It asserted that as to the permission to be absent from baccalaureate and commencement, there was “evidence to support the conclusion that there was a genuine misunderstanding.” But the report continued, “Be that as it may, one absence from baccalaureate and commencement, even without permission, does not, in the opinion of Committee A on Academic Freedom and Tenure, constitute an offense of sufficient gravity

157
to warrant the drastic penalty of dismissal." The administration had not submitted evidence that the work of the dismissed person was in any other way unsatisfactory, and so the charge of "infidelity in service" was held to be without "substantial foundation."

The report concluded that the dismissal of a staff member under such circumstances "would seem to indicate that the present administration of Central Washington College of Education does not observe the principles of academic freedom and tenure which generally prevail at accredited institutions and constitute an essential part of good academic practice." Central Washington College of Education was therefore placed on the list of "censured" administrations published in the A.A.U.P. Bulletin, which circulates among the thousands of members of the organization.

The President and the Trustees soon discovered that it was easier to get on this list than to be removed from it. One way was to reinstate the dismissed person, but that was not seriously considered; another was to pay him a year's salary as the price of resignation, which would have been acceptable to the A.A.U.P. but probably the State Auditor would not have approved this procedure even if the President and Trustees had proposed it.

Meanwhile at faculty insistence certain changes were made at the College which allowed more faculty participation in determining institutional policies. For instance, the Faculty Forum—of which all the faculty were automatically members—was organized in 1940 to provide an opportunity for discussion at meetings to be held at least once a month.

By 1942, the Faculty Forum had concluded that a special committee to present matters of special faculty concern to the President and Trustees would be desirable. After much negotiation, this plan was approved and a Faculty Welfare Committee was elected. The committee worked diligently and was successful in achieving certain of its objectives as for example, a more uniform leave-of-absence plan. The late Dr. Reginald M. Shaw, in particular, was indefatigable in his efforts to make the Faculty Welfare Committee vital and significant.

Meanwhile President McConnell more than once requested that the American Association of University Professors send a committee to investigate conditions relating to academic freedom, tenure, and faculty morale generally, but because the Administration had not
made arrangements either to reinstate or to compensate the dismissed person, no such committee came. And there the matter rested for several years, apparently in deadlock.

Then in 1946 came the "Strayer Survey Committee." It met with the officers of the local A.A.U.P. chapter and suggested that they take the initiative in working out a plan whereby a definite personnel code embodying democratic principles be drawn up and adopted by the faculty and administrative officers and the Trustees. Once actually in effect and operating satisfactorily, this code could become the basis for requesting a reconsideration of the censure action.

The local chapter almost unanimously voted to assume the initiative, and Samuel Mohler, President of the chapter, appointed a committee of A.A.U.P. members headed by Dr. E. E. Samnelsen to work out procedures. This committee began its work by confidential interviews with every member of the teaching staff in order to uncover areas where improvement was desired. Out of these interviews emerged a rather definite pattern. Specific personal grievances were few. But there was a general feeling among the faculty that they did not understand what the personnel policies or procedures actually were. There was an almost unanimous feeling that there should be more faculty participation in matters relating to faculty welfare. There was much support for a code of personnel policy and procedure and for a faculty council with special duties and responsibilities under the code. When the Faculty Committee met with Dr. McConnell, he expressed surprise at some of the complaints but said that he would give serious consideration to a code of personnel policies if the faculty wanted one.

During the school year 1946-47, the local A.A.U.P. Committee held many meetings and worked out a code of personnel policies and procedures covering such matters as the formation of the Faculty Council (to consist of eleven elected members), the system of academic ranks with criteria for promotion from one rank to another, tenure regulations, academic freedom, salary policies for teaching faculty, procedures for redress of grievances, teaching load and others directly related to faculty morale. This Code was approved by the faculty in 1946-47, and accepted by the President. The Trustees at various times approved nearly all the provisions and such amendments as were enacted later.

The advantages of having a code which defined personnel policies and procedures for the faculty were quickly recognized. People now
knew where they stood as they had not known before. Inequities which had arisen because of the exigencies of war-time were gradually eliminated. Even more important, faculty people now could feel that if conditions were not satisfactory there was a definite and prescribed way to get changes made. The Faculty Council took its responsibilities very seriously and saw to it that the Code was followed to the letter.

Members of the teaching staff were convinced by 1948 that they were justified in recommending to the American Association of University Professors that it withdraw the censure that it had imposed seven years before. The late Dr. A. J. Foy Cross, President of the local chapter that year, was sent to the annual meeting of the A.A.U.P. Council in St. Louis. His able presentation was based on the text of the Code of Personnel Policy and Procedure, which went further in the direction of democracy than was the case in many institutions at that time. Without making a formal on-the-spot investigation, "Committee A" recommended removal of the censure and the Association so ordered, eight years after it had been imposed.

The local chapter of A.A.U.P. and the faculty generally have had little reason to regret their part in the cooperative endeavor that made the removal of censure possible. The Faculty Council enjoyed the confidence and support of the faculty in the following years. The Code has been amended from time to time and thus has been made sufficiently flexible to meet current needs while at the same time assuring some degree of consistency and continuity of policies. In 1962, with the approval of President James E. Brooks and by vote of the faculty, the Faculty Council evolved into the Faculty Senate, a body which was to represent the faculty in matters relating to curriculum, educational policy, academic regulations and standards, as well as faculty welfare and personnel policies.

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1 Board and room charges were from $95.00 to $105 per quarter of eleven or twelve weeks.
2 Washington, Department of Efficiency, “Report of Ninth Examination State Normal School, Ellensburg, (1928-30)” Numerous statements and letters requesting at least partial payment months after accounts were due are in the college files.
5 Ibid., p. 21.
6 Ellensburg Record, November 22, 1930.
7 Ibid., September 2, November 21, 1930.
8 Record of the Trustees. April 1, 1931.
9 Ellensburg Record, November 22, 1930.

160
From a statement by President McConnell at the request of the author.

Minutes of the Faculty, February 9, 1932.

Ibid., January 27, 1933.

Ellensburg Record, May 11, 1935.


This was quoted as the opinion of Assistant Attorney General, W. A. Toner in the Ellensburg Record, January 14, 1939.

Letter to the holder of Ellensburg Normal School Dormitory Building Corporation First Mortgage 5% bonds, February 1, 1938.


Actually the cost to the State was only about $152,000 since the accumulated revenues in the Dormitory Fund by midsummer 1939, amounted to nearly $43,000 and these were used to help pay the bonds.

Correspondence in the president's office, C.W.C.E. Ellensburg Record, July 27, 1939.

Correspondence files in the College Archives, C.W.S.C.

Ibid.

Bulletin of the American Association of University Professors XXXIV (Spring, 1948), p. 11.
A significant change in the status of the normal schools of the state was achieved with passage of a legislative act which granted the right to confer degrees upon members of graduating classes. Proposals for this were made as early as 1915, when Principal William E. Wilson recommended a four-year course leading to the degree of Bachelor of Arts in Education for those students preparing for supervisory and administrative work or for special vocational subjects. A bill granting the right to confer the degree was introduced in the House of Representatives in 1915, but did not come to a vote. Mr. Wilson urged that another effort should be made at the next session and stated that the day was not far distant when the Washington normals would have a four-year advanced course leading to an A.B. degree. Perhaps, though, as U. S. Commissioner of Education Philander P. Claxton said that same year, the normal schools of the State were not yet ready for such a change. In any event, Mr. Wilson had resigned before the next legislative session.

The Legislature of 1917, which made many changes in the normal schools (following recommendations of the Survey Committee of 1916),
THE NORMAL SCHOOL BECOMES A COLLEGE

did not grant the right to confer degrees, and little more was done actively in the matter until 1923. In that year another bill was introduced, but like its predecessor, did not come to a vote. In 1925-26 the proposal came much nearer success when a bill entitled “An Act empowering the granting of degrees by the State normal schools of Washington when conforming to prescribed curricula” passed the House and Senate by a three-to-one vote, only to be vetoed by Governor Roland W. Hartley.

In explaining his veto the Governor stated that both the University and the State College granted the degree of Bachelor of Arts in Education and that the normal schools were not equipped to do work of similar quality; that “five competing universities” would dig “a bigger hole in the taxpayers’ pocket.” He stated further that the normal school curriculum had already expanded beyond the actual needs and that an effort should be made “to simplify rather than to further enrich it with collegiate subjects.”

Despite the fact that Mr. Hartley was re-elected in 1928, the normal school forces tried again in 1929. Once more a bill to permit the granting of the B. A. in education degree passed both houses by good majorities. The Governor again vetoed the bill, using the identical words of the veto message of three years before, adding, rather unnecessarily, that he was still of the same opinion. That President Black was keenly disappointed is indicated by his comment in an address at the Alumni dinner a year later that “the thing that hampers us most is that our bill for granting degrees was vetoed.”

President McConnell who succeeded President Black in 1931 also was greatly interested in a bill to allow the normal schools to grant degrees and worked diligently to secure it. He held that the formative period of a child’s life corresponded with the grade-school years and that, therefore, teachers of young children should be as highly trained as those in high school. That, in effect, meant four years of training, and such training should be rewarded by a degree, he said.

Even Governor Roland H. Hartley could not block the way permanently, for in the national Democratic landslide of 1932 he lost his bid for re-election. His successor, Clarence D. Martin, a resident of Cheney, was known to be friendly to the normal schools, and once again the campaign for degrees was launched. The bill was introduced by eight gentlemen of the Senate who were also members of the committee on educational institutions; this initial advantage doubtless had
its effect, for only two votes were cast against the measure in the Senate. In the House the vote was ninety-three to five,\textsuperscript{11} and this time the bill was not vetoed! The act went into effect after ninety days; at the Ellensburg Normal nine graduates received the degree of Bachelor of Arts in Education on June 7, 1933. In August of that year twenty-two more degrees were conferred.

In the meantime, progress had been made in extending the minimum period of training for an elementary teaching certificate. When the educational code was revised in 1909, it allowed the normal schools to organize a three-year course, but did not require them to do it. According to Principal Wilson, his school was the only one which had done so. The Legislature of 1917 provided that advanced courses of three or four years were to be given, although it stipulated that the four-year advanced course should not become operative until 1920.\textsuperscript{12} Meanwhile, teaching certificates were still granted for one and two years of teacher training above high school graduation, until 1926, when two years were required.

At a joint meeting of the Trustees of the three normal schools in 1928, a minimum of three years for a teaching certificate was recommended.\textsuperscript{13} Gradually this was accomplished, and, after September 1, 1933, no more diplomas were issued for less than three years of work.\textsuperscript{14} Meanwhile, those responsible for the teacher-training program sought to have the minimum course expanded to four years. It was announced in 1939 that after September 1, 1942, certification would be granted only to those who had completed the four-year curriculum leading to the degree of Bachelor of Arts in Education. By that date, however, war had brought many changes, and the great need for teachers made relaxation of requirements necessary for the time being.

After the right to confer degrees was gained and the four-year curriculum had become almost standard, it seemed to many that the name “Normal School” was no longer appropriate. The old designation implied something less than collegiate rank, and over the country there was a marked tendency to replace it with either “College of Education” or “Teacher’s College.” Early in January 1934, President McConnell indicated that plans to change the name of the school were under way.\textsuperscript{15} The Joint Board of Trustees in their annual meeting the following December recommended the designation “Eastern,” “Central,” and “Western” instead of the name of the cities where the institutions were located, and “College of Education” rather than “Teachers’ College.”\textsuperscript{16}
A bill to make this change was prepared, but did not make any progress in the 1935 session because there were too many more pressing issues before the lawmakers. The effort was repeated in 1937 and the proposal was adopted by the Senate without dissenting vote. It was observed by one member, however, that the new names would present serious occupational hazards to those responsible for devising new yells and songs. In the House there was more opposition, apparently because of fear that new expenses would follow the change of name; but, despite objections, the bill passed the House and was signed by the Governor.

It was one thing to get a change of name by legislative enactment, however, and quite another thing to change the habits of people. President McConnell made a strong plea to local residents to use the new name, "College," and although the press, radio and other publicity agencies cooperated, many people persisted for years in speaking of the "Normal." Even yet one occasionally hears the old name used.

Another significant innovation of the nineteen-thirties was the development of a "general college" program designed for those who planned to transfer elsewhere after one or two years. In essence, of course, this was not entirely new. There had never been a requirement that students who attended the school should pledge themselves to teach. From the very first year there were always students who expected to transfer elsewhere and who enrolled in certain basic courses which would be accepted by the institution they planned to attend later. Then too, there had always been some students for whom certain courses in which they were interested made up a sort of "terminal" program.

It was not until 1935, however, that steps were taken to arrange for such people a definite "general college program." The move was inspired in part by the drop in enrollment due to depressed economic conditions and low salaries paid to those trained to teach. Many high school graduates found it impossible to go to colleges they might have preferred because of the expense involved. There was no tuition fee at the Ellensburg institution and living costs were lower there than at many others. Thus students who had no interest in teaching as a profession might attend if a curriculum suited to their needs was provided. The administrative officers and faculty proved equal to the occasion.

The two-year "general college" program set up in 1935 required
fifteen credits in each of three fields—English and literature, social studies, and science—ten credit hours in the fine arts; ten in psychology and philosophy; and nine in health and physical education. There were twenty-one elective credit hours. This program filled a real need, and an increasing number of students took advantage of it. One interesting outcome was that many students who chose this program because they definitely did not intend to be teachers changed their minds, finished the four-year course, and made splendid records as teachers.

As time passed, the two-year general college program was expanded to include more specialized courses, such as nursing education, (1936); business and economics, (1937); library administration, (1944); meteorology, (1944); music, (1944). In 1944 a “terminal program” was also announced, with opportunities for intensive studies in commercial art and secretarial science.

It was in 1944 also that a “pre-professional” schedule for each of the following fields was organized: engineering, law, nursing, medicine, dentistry, pharmacy, physical therapy, and social service. In the last four fields the pre-professional offerings covered two full years, and in 1946 this became true of the pre-law program. A two-year pre-physical therapy program was added in 1946, and pre-forestry in 1947. Most of these pre-professional programs involved no fundamental changes in the curriculum since they consisted mainly of courses already offered. They were set up after consultation with the professional schools in this State and others which Central Washington students would be most likely to attend. In general, it may be said that the men and women who received their pre-professional training at Central have had little reason to regret it. The advantages of individual attention in smaller classes in those first two years gave them a good start, even though certain technical equipment may have been lacking.

The expansion of the programs made it possible for many students to attend Central who were not interested in teaching as a vocation, although until 1947 they could not receive degrees without taking the required professional courses, including practice teaching. As a result, many who had no particular aptitude for teaching were tempted to go into it because they liked the College and were reluctant to make a change. Indeed, it was not always possible to transfer at the end of one or two years; for, as the World War II Veterans trudged into the colleges and universities of the country, swollen enrollments in the
"name" institutions made it increasingly difficult for students to transfer into them for their final two years of college work. If the three colleges of education could grant the bachelor's degree in liberal arts or in arts and sciences many of these students could finish their college work with a minimum of inconvenience and expense. This would also relieve the pressure on the University and Washington State College at Pullman.

Any proposal to enlarge the services of the colleges of education in this manner immediately raised questions. Were the physical plants adequate? Were the faculties adequately trained in the arts and sciences? Would the proposed program require additional staff? Perhaps in many minds an even more important question was whether such a program would weaken the emphasis upon teacher-training or lower the quality of work done in that field.

Early in 1944, President McConnell appointed a faculty study committee under the chairmanship of Dr. E. E. Samuelson to canvass the whole situation. This committee after some months of investigation recommended in June "that this college take steps to carry forward the proposal that all three institutions seek the power of granting the B.A. degree as well as the B.A. in Education." The faculty went on record as unanimously in favor of such a move and the Trustees gave their approval. Similar action was taken at Eastern Washington College. A bill was introduced in the House at the 1945 session of the Legislature by three representatives from the districts where the colleges of education were located.

The bill encountered vigorous opposition in committee and was reported out by a vote of eight to seven that it "do not pass." On the floor a Pierce County member asserted that the right to grant the liberal arts degree "would require raising standards at a cost to taxpayers of several hundred thousands of dollars." A representative from King County said "this trend toward making Universities out of what were once Normal schools means that we are going to have five Universities and no teacher training schools left in our state." Representatives R. C. Young of Kittitas County and L. R. Anderson of Spokane led the fight for the bill, asserting that it would give "an opportunity to thousands of youngsters to obtain degrees now denied them." Despite active opposition the bill passed the House by a vote of 52 to 36. In the Senate it was placed on the calendar but was later called back for reconsideration by the Rules Committee and never re-emerged.
Throughout proceedings, it was apparent that the University of Washington exerted its influence against the bill. In the House sixteen members from King County voted against it and only six for it. At the hearings, members of the University staff raised objections on the grounds that the three colleges of education were not qualified in terms of physical facilities, equipment, library or faculty to give work leading to degrees in liberal arts and sciences.

The Legislature of 1945 provided for a “survey of all educational institutions, facilities, instruction methods and systems within the State of Washington, making recommendations for improvements and betterment.” The sum of $100,000 was appropriated for this purpose. The Governor was authorized to employ properly qualified persons who should be recommended by the U. S. Department of Education to do the work. Dr. George D. Strayer was named director of the survey and the findings and recommendations of the committee were popularly known as the “Strayer Report.”

Many of the recommendations made by the survey committee were warmly welcomed by the colleges of education, including the one that these institutions be enabled to give graduate work and to confer the master’s degree in elementary education. Less enthusiasm was shown for the statement that “the survey committee strongly recommends against the expansion of their functions to include the preparation of secondary school teachers or the granting of the liberal arts degree.” The reasons cited by the Committee were that the colleges of education existed primarily for the preparation of elementary school teachers and that the University, Washington State College and the private institutions afforded ample opportunity for the young people of the State to obtain arts and science degrees, or to train for secondary school teaching.

The first reaction of the colleges of education was to use the prestige of the Strayer report in 1947 to help them get permission to grant the master’s degree and let the liberal arts issue subside for the time being. Representative R. C. Young of Kittitas County believed, however, that it was good strategy to ask for more than one expected to get and proposed that the colleges of education work for both degrees and also try to get the right to train secondary teachers.

A bill to permit the colleges of education to grant the bachelor’s degree in arts and sciences was prepared by Albert Canwell and Leo Goodman from Spokane and Whatcom counties respectively and
Mr. Young. At the House Committee hearing, the opposition was present in force. The presidents of the University and of Washington State College and two other men from each institution spoke against the bill. The arguments were chiefly that the colleges of education were not sufficiently well equipped or staffed to offer liberal arts work and could not adequately do it without great additional expense. Upon questioning, however, it was revealed that some of those who voiced their objections on these grounds most vigorously had never visited the campus of any one of the three colleges concerned and did not really know much about them! The State Superintendent of Public Instruction objected to the bill on the grounds that it would weaken the program of elementary teacher training.

Present at the Committee hearings were six Central students, including some World War II veterans, who made brief statements in favor of the bill. Perhaps the fact that one man on the opposition side took twice the time allotted him, while another antagonized the Committee by his belligerent attitude also had their effect. The Committee unanimously recommended that the bill “do pass.”

When it came up for vote on the floor of the House the bill touched off a spirited debate. The college of education people were amazed at the vigorous support given by persons whose interest had not been anticipated. For example, Representatives Charles W. Hodde of Stevens and Mrs. Agnes M. Gehrman of King County stressed the idea that the colleges of education served the entire State and that if they were not fully qualified for granting arts and sciences degrees they should be made adequate by additional financial support. Even several graduates of the University of Washington came to the defense of the smaller colleges and deplored the impersonality of an over-large institution. In general, the amount of goodwill engendered by the three colleges of education over the years was very much in evidence. The House vote was 94 to 2. In the Senate, the bill encountered relatively little opposition and was passed by a vote of 39 to 3. It was signed by the Governor on March 12, 1947, and thus another significant milestone in the development of the institution was reached. One student at Central, Mr. Hubert Beatty, a history major, had planned his course for the junior and senior years in the hope that he could be awarded a B. A. degree in arts and sciences in June, 1947, and he was the first and only one to receive it that year. Shortly afterwards he entered the graduate school of Stanford University to prepare for college teaching.
In comparison with the long and bitter fight for the arts and sciences degree, the proposal to authorize the colleges of education to grant the master's degree met little opposition. The Strayer Committee had recommended it; the Superintendent of Instruction favored it; Western Washington College, which had been lukewarm on the B.A. issue, was strong for the master's degree. The University and the State College approved it, providing it should be a Master of Education and not a Master of Arts degree, and the bill was amended to that effect.

Not a single dissenting vote was cast in either house and the bill became a law on March 12, 1947. Representatives from the three colleges met in Ellensburg in April to discuss the M.Ed programs and to set up standards and requirements in the graduate school. The master's program was under way at Central by the time the summer school opened. The first degree was conferred in June 1949 on John Hopkins, a major in music education.

Almost from the first, the Washington State Normal School at Ellensburg received favorable mention by educational specialists of national reputation for some specific phase of work done there. During the administration of President George Black such notices became more frequent. Thus he was able to report in 1930 that the school was rated by the American Association of Registrars as a "Class B" institution, that being the highest rating among those which could not grant the master's or doctor's degrees. This was the same rating given Whitman College, the College of Puget Sound and Gonzaga University at that time.

The institution had been a member of the American Association of Teachers Colleges prior to 1933 but had never had a rating by that organization. One reason doubtless was that the school was not eligible for a rating until it had the right to confer degrees. Another was that before President McConnell's time the academic preparation of the faculty was not sufficiently high to warrant an "A" rating. At the time he became President no other member of the staff held a doctor's degree.

Since progress was made in upgrading the faculty academically and since the law of 1933 gave the right to confer degrees, it was decided in November of that year to ask for an A.A.T.C. rating. The other two state normal schools took similar action. It was soon announced
that President Eugene Fair of the State Teachers College at Kirkville, Missouri, was coming to make an inspection.

Dr. Fair stated that he was very favorably impressed by certain aspects of the Ellensburg institution, "The set-up for the training school and the student training program" he said, "shows careful planning and on the whole is quite satisfactory." He observed also that the organization of the curriculum revealed "great care and study on the part of the president and faculty." The housing facilities on the campus were "unusually good" he said and he paid tribute to the "well equipped infirmary" and "the comfortable, rather well arranged and attractive library staffed by competent people." In fact, about the only thing that did not come up to or exceed A.A.T.C. standards was the academic preparation of the faculty. Seventy per cent of the faculty had the master's degree or higher, which was a great advance over any previous faculty; but eighty-five per cent was required for the "A" rating. However, the coveted rating was granted to all three of the state normal schools in February 1934, with the understanding that the degree standard must be met within five years. As for the Ellensburg school, the requirement was satisfied considerably ahead of schedule and by December 1937 ninety-two per cent of the faculty had at least a master's degree.

2 Ellensburg, Record, March 20, 1915.
3 Ibid., February 3, 1915.
4 Ellensburg Record, March 25, 1923.
5 Washington, House Journal, (1926) pp. 15, 26, 292, 463. The House vote was 61 to 23, the Senate vote was 30 to 9.
6 Ibid., (1928) p. 689.
7 Ibid., (1929) pp. 546, 654.
9 Ellensburg Record, June 2, 1930.
10 Ibid., December 19, 1932. From an address at the Yakima Valley Schoolmasters Club.
12 Washington, Session Laws, (1917) ch. 10, p. 34.
13 Ellensburg Record, January 6, 1928.
15 Ellensburg Record, January 6, 1934.
16 Minutes of the Faculty, December 6, 1934.
17 Campus Critic, July 25, 1935.
19 Ellensburg Record, January 28, 1937.
21 Ellensburg Record, March 5, 1937.
22 See College Catalogs for these years.
23 Minutes of the Faculty, June 12, 1944.
24 Minutes of the Trustees, June 1944.
25 The three representatives were: R. C. Young, Kittitas County, L. R. Anderson, Spokane County, Percy Willsoughby, Whatcom County.
THE FIRST SEVENTY-FIVE YEARS

27 Ellensburg Record, February 21, 1945.
28 Ibid.
29 Ibid.
36 This was the opinion of Dr. Ernest Muzzall who represented Central in working for the bill.
37 From notes by Dr. Ernest Muzzall who was in Olympia watching developments.
41 Ellensburg Record, November 13, 1930.
42 Minutes of the Faculty, November 16, 1933.
43 Ellensburg Record, November 13, 1930.
44 Minutes of the Faculty, November 16, 1933.
45 Ellensburg Record, February 7, 1934.
Student Life Between Two World Wars

During the first World War the enrollment of men students dropped to the vanishing point and student activities were reduced drastically. It was anticipated, of course, that as soon as the War was over, men students would again appear in sufficient numbers to make an athletic program feasible. No provision was made for a coach, however; and the athletically-minded went elsewhere. Perhaps, too, men hesitated to attend an institution which so closely resembled a young ladies’ seminary.

As a result of these and other factors, the student body in the spring of 1921, two-and-a-half years after the end of the War, included just four men! President George Black was determined to change that picture. As an inducement to young men, he announced that the Normal would employ a coach and feature an athletic program. Two faculty members, L. D. Sparks and Thomas Bibbs, were commissioned to visit high schools in the first systematic effort of the school to recruit students. The results were successful; when school opened in the fall of 1921, there were sixty-five men enrolled.

For the first time in many years, the Ellensburg Normal School had material for a football team. It was not the best possible material, since
a third of the squad were entirely new at the game, but the part-time coach, B. A. Leonard, whipped it into some kind of shape, and took on formidable opponents, including the University of Idaho Frosh, the College of Puget Sound, and the University of Washington Frosh—all of which won by a wide margin. In 1922, Ellensburg won the “tri-normal” championship, but the next two years lost every game it played. In 1923, an arrangement was worked out whereby the Normal School secured a three-year lease (renewed from time to time) on that part of the Kittitas County Fairgrounds now known as the Rodeo Field. This gave the Normal School an excellent athletic field and a convenient grandstand for spectators.1

After four years as director of athletics, Mr. Leonard turned to full-time teaching in 1924. Mr. Harold Quigley, for seven years coach at Jefferson High School in Portland, came in 1925 to succeed Mr. Leonard as coach and also to handle courses in health education, biology, and physical hygiene. Mr. Quigley was largely responsible for securing Mr. Roy Sandberg as head coach in basketball and baseball and assistant coach in football. “Sandy,” as he was called by everyone, had played three years on the Washington State College Varsity. Several years of high school coaching after graduation had prepared him well for the job at Ellensburg.2

It was in 1926 that the Normal team adopted the name “Wildcats” and began to act accordingly. During that season they played seven games and won them all! They scored a total of 175 points to 16 for their opponents, among whom were strong freshmen teams from the University of Idaho and the University of Washington. In 1927, Roy Sandberg became head coach of football, and the Wildcats had another outstanding year. They won the Tri-Normal Championship for the third consecutive time in 1928, losing only to Gonzaga. The next year Leo Nicholson came from a coaching post at Bothell High School as head coach in basketball and assistant coach in football. Again the only loss was to Gonzaga. Thus in four years the Ellensburg Normal teams played thirty games and won all but four of them. Perhaps even more significant was the reputation “Sandy” made for clean sportsmanship.

Other schools had been after him, and in the spring of 1930 he resigned to become coach at the College of Puget Sound. Leo Nicholson took over football coaching and Adolph “Swede” Lindquist, who played on the Normal’s championship teams for three years, returned to become his assistant.
Although Leo Nicholson's first love was basketball, his first football team in 1930 came through with flying colors. The schedule was not quite as stiff as in the two previous years, but the Wildcats held Gonzaga to a scoreless tie and won the six other games played. In 1931, they won all their games.

In 1932, Harold "Pete" Barto came as assistant football coach to replace Lindquist, who entered the University. Mr. Barto, a graduate of the University of Oregon, had coached for nine years in high school before coming to Ellensburg—his last post being at Shelton, Washington. He was also to teach in the history department at the Normal.

In 1933, when the Wildcats won the Tri-Normal Championship for the eighth consecutive year, the Campus Crier lamented that "the word champion means practically nothing to students and townspeople" since winning had "become a habit."

Night football for Ellensburg began in 1934, when the Rodeo Field was lighted. That season also marked the end of the long winning streak. For some years thereafter, the Ellensburg boys were defeated by one or the other or both of their traditional rivals at Bellingham and Cheney. Their record was better against other, perhaps stronger teams, but the Tri-Normal title seemed vastly more important and that they could not have.

Mr. Barto had earlier expressed a preference for full-time teaching of history if the opportunity should come, and in 1937 such an opening appeared. He was succeeded as coach by Mr. George Mabee. That same year an athletic field north of the present Union Building was used for the first time in inter-collegiate contests. Four years later, the new field was named in honor of Jack Tomlinson, captain of the 1940 team, who died soon after the end of the season.

In 1938 the three Colleges of Education and Pacific Lutheran College formed the Washington Intercollegiate Conference, which for brevity was known as the "Winco" League. St. Martin's College was added in 1940.

The coaching staff was changed again in 1941. Phil Sarboe, a former Washington State gridiron star, took over as head football coach, and Leo Nicholson became Director of Athletics. A new offensive lineup introduced by Coach Sarboe, a combination of the "T" and Notre Dame formation, paid off in 1942, when the Central Wildcats won their first
Winco football championship. This was the last football season until after the war.

During the first years after World War I, basketball, like football, languished for lack of manpower. In fact, even before the exodus of men from the campus, the basketball team was not doing well. In 1916-17, for instance, it was trounced by the local high school on two occasions, the scores being 52-14 and 60-14. It won, though, from Kittitas, Thorp, and Roslyn.

It was not until the 1921-22 season that basketball again was played. During that season, Mr. B. A. Leonard coached the team and it played collegiate rivals. In contests with the University of Washington freshmen, the College of Puget Sound, and Spokane University, the Ellensburg team lost, but gave a good account of itself, and won over both Cheney and Bellingham Normals. During the next several years many more games were lost than won. But, perhaps, as the Hyakem put it in 1926, "what the Red and Black boys lacked in polish they more than made up in fight."

The Associated Student Body Pavilion, better known then as the "New Gym," was ready for use in the fall of 1928. The first game played there was with Whitman College, and the visitors ran away with it by a score of 44 to 19. The record for the season, however, was fifteen victories to three games lost in intercollegiate competition. Basketball at the Ellensburg Normal School definitely had come to maturity.

Leo Nicholson, who came in 1929 as basketball coach, produced in his first year a team which won twenty intercollegiate games and lost only one, and that to the W.S.C. Cougars. The Wildcats did almost as well in 1930-31, when they won from fourteen colleges and universities and lost to only three, two of which were the University of Washington and W.S.C. first-string teams.

The 1931-32 schedule included, in addition to the usual contestants, two games with the University of Washington Varsity (the Pacific Coast Conference champions that year) and two with the University of Oregon. While the Normal lost all four of these games, the record for the season was fourteen victories and six defeats. The next year, the only two games it lost were to the University of Washington Varsity.

In the Winco league, organized in 1938, Central got off to a slow
In 1939-40 the Wildcats won their first Winco basketball championship. In 1940-41 the Wildcats were picked by the experts to end in the “cellar,” but they managed to achieve second place; and only one game separated them from the victors. The 1941-42 team was described by the *Hyakem* as not the smoothest club in the Winco league but the most “spectacular,” and the one which rolled up the highest scores in the history of the school. The 1942-43 season, equally satisfactory, was the last of intercollegiate competition until after the Second World War.

In the minor sports, the record of the Ellensburg athletes is a much briefer story. Intramural baseball was played by the women students in the early twenties, and probably by the men also. It was not until the spring of 1927, that Coach Sandburg developed a men’s team for competition with other schools. Most of the games played that year were in the Tri-Normal League, although a few contests were arranged with other schools and occasionally with an athletic club. Ellensburg won the Tri-Normal Championship in 1928 and again in 1929. In 1930, however, baseball was entirely dropped from Tri-Normal competition, and for eighteen years no intercollegiate baseball contests were scheduled. Intramural baseball and softball attracted many students each spring, of course, and a picnic was considered incomplete without a softball game.

Tennis had been played as an intramural sport for many years, and there had been many matches with other schools before it became a recognized intercollegiate sport in 1933. Nearly every year thereafter, Leo Nicholson produced a team for competition with other schools. While a complete record is not available, it appears that the men of Ellensburg acquitted themselves well enough most of the time.

Track teams were a different matter—at least in the 1930’s. The *Hyakem* of 1933 commented, “the Wildcats hopes to win the Tri-Normal meet appeared to be the same as in the past five years, not very good.” In 1933 it was decided to abolish intercollegiate track since that sport had “never been successful” and cost to the Associated Student Body was so much. Besides, commented the *Crier*, the Ellensburg winds were “not helpful.” The sport was revived in 1935 with somewhat better results than formerly and was continued thereafter. Even during the war years Central received recognition because of the phenomenal record of Bob Lynn (“Rapid Robert”), a distance runner who competed successfully in regional meets.

The first intercollegiate golf was played in 1931 at the Tri-Normal
meet at Cheney and this sport was usually included until the second World War interrupted it for the duration.

The space given in the preceding pages to intercollegiate competition in the various sports should not obscure the fact that many students regarded intramural play with even more enthusiasm. It was Leo Nicholson's ideal that every student should participate in intramural activities. Although he never completely attained this goal, the opportunity was there, and each year many took advantage of it. Basketball, table tennis, handball, softball, volleyball, track, and other sports activities for men and women students were scheduled by the various living groups and student organizations over the years.

Beginning in the 1920's, the Ellensburg Chamber of Commerce arranged a picnic for the Normal students each spring. In 1932 about 100 students were entertained by the Chamber of Commerce at a winter-sports carnival in Menastash Canyon, where skiing and tobogganning were enjoyed. Robinson Canyon was the scene of a similar activity in the next several years, as part of a plan to develop a ski project there. With the failure of that project and the rapid growth of the student body in the later thirties, the Chamber of Commerce gave up the winter-sports carnival. The Associated Student Body took over the responsibility, but because of expense abandoned it in 1939. Thereafter, the college skiers went their separate ways on weekends.

One of the traditions of the 1920's was "Sneak Day," when the seniors slipped away from the campus and classes for a holiday. The juniors often learned of their plans, however, and were soon in hot pursuit in attempts to spoil the seniors' day. Sometimes the feeling engendered became a little too high, as in 1922, when a riot at the New York Cafe was sufficiently serious to call for police action. In the late twenties, when the three year training program was introduced and the seniors became sophomores, the traditional contest was then between sophomores who tried to "sneak" and freshmen who were bound by tradition to stop them if they could. Kidnapping the opposing class president and leaving him stranded many miles from home in strange territory was considered good clean fun, as were "ducking" parties when stragglers were found. The fun seemed to be running out by 1934, and the administration was not at all enthusiastic about observing Sneak Day. An all-school picnic was urged by the Crier, and for several years students and faculty went to Eschbach Park on the Naches River west of Yakima for this purpose.
From the early eighteen-nineties a large place was made for alumni and former students at Commencement time and many returned for the festivities each year. But in 1925, there was a winning football team and also a graduate manager with ideas. He proposed and promoted the first Homecoming in the fall of that year. The schedule of events included a pep rally, talks by visiting alumni, a one-act play, music by the glee clubs and the orchestra, followed by a parade downtown and a bonfire. Next day was the football game, followed by a banquet and a dance in the gymnasium.

The next year a prize was offered for the best Homecoming sign, and in 1927 a stunt contest was added. Thereafter the annual celebration changed relatively little until the present, except for the war years. Sometimes a serpentine in the business district of the city was a feature, but this eventually disappeared.

In 1937 an attempt was made "to throw off that worn-out tradition of Homecoming Stunt Night," as the Crier called it. Two play productions were substituted, but it was said that "in betting circles they are offering 10-1 that there will be a howl for the return of the good old days." And so it proved. The next year stunt night was back, although with reservations. Dean Hal Holmes was asked by the student body officers to choose a reviewing board to pass on ideas and on the dress rehearsals. During the second World War, Homecoming was continued in an abbreviated form; but by 1946 all the old glamour was revived, and, incidentally, most of the old stunts also.

In a previous chapter, the organization of the "Associated Students" by 1910 and the beginning of a limited form of student self-government were noted. By 1916, the Associated Students Organization was a going concern, and one which was constantly on the lookout for new projects to undertake. The A.S.B. sponsored weekly assemblies which featured student talent and attempted to make them "as pleasant as possible." In 1918 it purchased a Service Flag "as a token of pride in our boys at the front." In the same year it set up the student post-office and a book exchange which handled all books used in class as well as student supplies generally.

In 1922, the A.S.B. agreed to undertake full charge of soliciting alumni for contributions to the student loan fund. In the same year it scrapped the constitution, which was described in the Hyakman as "ambiguous, fallacious, misleading and attended with too much red tape and generally inadequate," and adopted a new one. Under this
constitution, a student-manager plan, which previously had been recommended by President George Black, was adopted. The student manager had general supervision over all student activities. For instance, he appointed the athletic commissioner, the social commissioner, the editor of *Student Opinion*, the dramatics manager, and managers for men's and women's athletics. This plan, fairly common among larger institutions at that time, was designed to promote economy, co-ordination, and efficiency.

At first, the manager, who was paid for his services, was a part-time student; but beginning in 1925, a graduate was employed for this task and to do a certain amount of administrative work or teaching. The high degree of centralization contemplated in the original plan was relaxed considerably as time passed. In 1928, after the adoption of a new constitution, it is apparent that student activities were controlled more directly by the students themselves, although the manager plan was continued through 1930-31.

For many years prior to 1932, the Associated Student Body had sponsored a program of concerts, lectures, and distinguished artists. In that year, the program was considerably enlarged; and in order to finance it, half the cost of the series was to be contributed from the A.S.B. fund, the other half to be raised by the sale of season tickets to local residents. Eventually, this evolved into the present Community Concert series.

A major project of the Associated Student Body officers in 1939-40 was to secure a student lounge room and also a room for the exclusive use of the executive council. The College authorities made space available in the southeast corner of the first floor of the Administration Building, and the students undertook to provide furniture, rugs, and draperies. The Student Lounge quickly became a favorite "hang-out" although some concern was expressed because a few couples seemed to monopolize it. The problem of protecting the furniture and other equipment from abuse arose frequently, and several times the lounge was closed until perpetrators of damage made proper restitution, or until a sufficient number had signed a pledge to help keep order.

In 1941, the Associated Student Body Council proposed that three senior awards be made each year to students who best fitted qualifications regarding: (1) scholastic standing, (2) contribution to the college, (3) leadership, and (4) character. Thereafter senior plaques were
awarded at Commencement time, and became one of the most prized college honors. Another form of annual recognition was also provided in 1941, when the Associated Student officers, with the approval of the deans, decided to choose names of students to be listed in "Who's Who among Students in American Colleges and Universities."

Though several constitutions were formulated between 1919 and 1942 and many revisions made, the changes were primarily in mechanics and not in philosophy. The tendency was usually in the direction of more autonomy, and the attitude of successive administrations was to encourage the students to accept new responsibilities.

Yet it seemed to many students that self-government implied more than the making of activity budgets, arranging of student assemblies, awarding emblems, and sponsoring various activities. There was a growing belief among the students that they should be allowed to work out their own code of behavior as maturing men and women; and in a list of recommended projects reported in 1942 an "Honor System with penalties" was urged. Mr. Roy Patrick Wahle, president of the Associated Student Body in 1941-42, took the leading part in setting up the new plan and may be considered the author of the constitution under which the Student Government Association functioned.

Those who envisioned the Honor System wrote to some fifty other institutions to see what was being done elsewhere. They then re-worked various ideas and incorporated them into a new form of student government for use at Central. Perhaps the plan followed at Stanford was more influential than any other, although practices at Reed College and at the University of Wisconsin also impressed those who established the "honor principle" at Central.

The "honor principle," the heart of the constitution of the Student Government Association, was stated in the following words:

Students are expected to show within and without the College such respect for order, morality, personal honor and rights of others as is demanded of good citizens. It implies a respect for school property, ethical conduct in class procedure and behavior that will be creditable to Central Washington College of Education. In addition it implies the assumption on the part of each student to act accordingly with the ideals of the system. Therefore, it shall be the duty of each student to report infractions to the Honor Council.
It was recognized that the faculty must cooperate to make the honor principle work, and that the Student Welfare Committee of the faculty must work with the Honor Council to encourage "fine and wholesome relations between faculty and students through study of such problems as conduct of examinations, evaluation of students, class procedures and assignments, extra-curricular activities, and student-faculty social relationships."\(^{21}\)

The new constitution went into effect in May, 1942. Roy Patrick Wahle, who had taken the leading role at every step, was elected to head the Student Government Association, although he was soon called into the armed services. During the Second World War so many vacancies in the S.G.A. and Honor Council positions occurred that some persons were elected to office without much experience or understanding of S.G.A. affairs.\(^{22}\) The faculty Student Welfare Committee rendered a particularly valuable service in counseling student officers and Honor Council members when requested to do so. Dr. Reginald Shaw, in particular, helped student government over many rough places in the wartime years. The cooperation of the Director of Student Personnel, the Dean of Men and the Dean of Women was also of great assistance.

The Honor Council members were very much in earnest and at times expressed regret that not more cases came before them! On the other hand, many students failed to understand the "Honor Principle." Those accustomed to a more rigorous regime at home or school were puzzled by the lack of precise rules and regulations. Many felt that it was the job of administration and faculty to detect infringements and administer penalties. Still others resented the implication that it was the duty of students to report violations of the Honor System to the Honor Council. Because of various misunderstandings, the S.G.A. officers attempted each year an orientation program to educate students in the responsibilities of self-government. Generally speaking, it can be said that the student officers took their responsibilities seriously, and demonstrated unexpected capacity for handling difficult problems. If interest in student self-government was not always at fever heat, no organized effort to abandon it ever won any great support. Changes since have not been in the basic principles, but in the direction of wider representation as enrollment grew and new living units appeared.

When the Strayer Committee made its report to Governor Mon C. Walgren in 1946, they commented most favorably upon the S.G.A. and
Honor Council saying, “the entire process is an excellent exercise in democracy and of great value to the entire college community.” With that evaluation, certainly the great majority of faculty and students at Central would agree.

At various times during the early history of the school the establishment of a college news publication was considered by faculty and student groups. The principal obstacle was always the same one—how to finance such a venture. The Outlook, at first published quarterly in 1899 and for a time monthly, went into a decline in 1905 and was not revived until 1913 and then continued only for a year.

In December 1916, the students, with faculty blessing, brought out the first issue of Student Opinion which was more distinctly a campus newspaper than the Outlook had been. During its first year, Student Opinion was published every two weeks and contained a limited amount of advertising to help defray expenses. By the following year, it had become a four-page weekly with a mailing list of 455 readers. The financial problem was a serious one still, however; and in 1920 publication ceased for a year. Student Opinion was revived as a weekly in 1921, when the Associated Student Body assumed the entire financial responsibility. The student fees were increased sufficiently to include a subscription to the campus paper and this helped keep it solvent. While the college files are woefully incomplete, such copies of Student Opinion as have been found indicate that in typography, make-up and content it was an excellent student newspaper which actually reflected student opinion while it registered events and retailed campus gossip.

In 1927, the name of the school paper was changed to the Campus Crier and such it has continued. The editor was at first selected by the executive council of the Associated Student Body, but after 1932 was chosen by the faculty advisor for the publication. The quality of the Campus Crier varied markedly from year to year, depending in part upon the editorial staff, in part upon the faculty advisor and, no doubt, in part upon the students themselves. In some years, healthy controversy kept the pages alive. In other years, the Crier was innocuous and dull except for the gossip column which was concerned mainly with “who was seen with whom?” and the garden varieties of college humor. While the college administration preferred a hands-off policy, it may be suspected that at times pressure was used. Certainly, students often expressed dissatisfaction with the quality of their newspaper.
Occasionally, an editor appeared who sought to make the *Crier* a
dynamic force and to mold opinion regarding real issues, on campus
or off. Strong editorial support undoubtedly was a large factor in the
adoption of the S.C.A. constitution and the acceptance of the Honor
System. Editorial opposition to fraternities and sororities probably
played a considerable part in defeating proposals to introduce them.
And several editors, particularly in the 1940's, made the *Crier* a kind
of public platform on subjects relating to war and peace, the United
Nations and UNESCO, civil rights, freedom of speech and press, and
minority groups. Some editors even went so far as to abolish the
gossip column, only to discover to their chagrin that this had been
the most eagerly read section of all!

As for the annual yearbook, 1918 marks the last issue of the *Kooltu*. In 1919 the *Year Book of the Student Opinion* was published as a co­
operative effort between faculty and students. It appears that no
yearbook at all was produced the next two years, but in 1922 the
first volume of the *Hyakem* came off the press. It was explained in
the Foreword that the name was formed by combining two words of
the “Chinook jargon”—“Hyak,” meaning “quick”, and “yiem”, meaning
“to tell.” Thus “to tell quickly” the events and activities of the school
year became the stated function of the new year book.

The *Hyakem* varied in artistic and literary quality from year to year,
but reached a high level in 1928 when it won the “All American” rating
among books of its class, given by the National Interscholastic Press
Association. Moreover, it also won this recognition in the three years
immediately following, thus setting a new record for yearbooks pro­
duced by normal schools and junior colleges in this country.14

Professor Glenn Hogue became the faculty advisor for the *Hyakem*
in 1932 and continued in that capacity for twenty years. Each year he
firmly resolved to let the student editors work it out by themselves,
but each year he spent countless hours helping to make it a better book.

Of the organizing of student clubs there is no end, and in the pe­
riod between two World Wars dozens of them sprang up, most of
which died an early if not untimely death. Others lingered on for
some years and then ceased to be; some changed names; some became
affiliated with national organizations; and a few survived a depression
and a Second World War and still are going strong. No attempt is made
in these pages even to list all the clubs, and if any of those omitted
were particularly dear to the heart of any reader, the author assures
him that no slight was intended. There simply isn't room for all. Those which survived a longer period or which seem to have made a unique contribution will be briefly summarized.

Eswin Club, organized in 1921, had a short life, but meant a great deal to the men of Eswin Hall, the former Boy's Club House. This was a venture in cooperative rooming and boarding to reduce expenses. It was managed entirely by the men who participated, and membership dues were assessed each month to pay expenses. A "kangaroo court" handled infractions of the club constitution and of the self-imposed rules, and tried to uphold the authority of the officers. Despite these precautions, rumors persisted that all was not peace and quiet. The cooperative arrangement was regarded by the men as successful both financially and socially, but the school took over the management of Eswin Hall the next year, and "Eswin Club" was no more.

The "Crimson W" Club was organized in 1922 for students who had won a letter in a major sport. The stated purpose of the organization was "to develop and preserve a high standard of athletics in our school, to assist the coach in carrying out a constructive policy, to promote interest in athletics and to increase the academic efficiency of the athlete." Very early the "Crimson W" Club sponsored the Varsity Ball, staged boxing contests and smokers, and provided other types of entertainment designed especially for husky males.

Beginning in 1939, the W Club rushed in where angels might well fear to tread and selected the "ten most beautiful girls on the campus" as candidates for queen of the annual Colonial Ball. They survived that crisis, as well as others, and still hold the record as the oldest club on the campus, a point which Herodoteans, organized a few months later, concede only with great reluctance.

The "Outsiders," made up of sixty students living outside the dormitories, also formed in 1922, principally for social purposes. The "Trailblazers" appeared the same year as "a real live-wire representative body of the men of this school—typifying the spirit that seeks the new paths that countless numbers to come can follow—promoting lasting friendships and wholesome associations." The Trailblazers were active in backing student activities and may be considered the precursors of the later Knights of the Claw.

Two organizations formed in 1923 were based primarily upon scholarship. The "Spear and Grail," "the name symbolizing the striving for
the highest attainment,” was open only to those whose scholarship standing was in the highest fifteen per cent. Each year it gave ten spears to students considered deserving for especially good work in their courses, but, by a self-denying clause, not more than three to members of Spear and Grail.

The other honor society formed in 1923 was the Herodoteans, “in honor of Herodotus the first historian.” This club was sponsored by Professor Herbert C. Fish, professor of history, who devised the unique and strenuous initiation ceremony which is still observed, and who established a number of other traditions. Many of these, strangely enough, have to do with eating, which may account in part for the fact that the Herodoteans have had an excellent survival record and are second only to the “Crimson W” Club in longevity on the campus. But Herodoteans did more than eat; very early in their history, they began to sponsor public forums on controversial issues, which were well attended and provoked much discussion. At the regular semi-monthly meetings, there was discussion of historical subjects and of little-known sections of the world.

In 1923, students especially interested in psychology organized Pi Omega for majors and minors in that field. Doubtless because of Miss Mary Grupe’s interest in the matter, the club undertook to conduct intelligence tests for all the schools in the County.

It was also in 1923 that the Women’s Athletic Association, better known as the “W.A.A.,” appeared. Its constitution required that all meetings be held out-of-doors, and ten-mile hikes were considered especially meritorious. Arm bands, chevrons and sweaters were presented to those who met the rather strenuous requirements. The W.A.A. secured a cabin in nearby Taneum Canyon by 1926 and furnished it to accommodate as many as twenty-eight girls. Perhaps the spirit of W.A.A. is best summarized in the Hyakem account of 1939:

Playnites were fun—Friendly rivalry made basketball and baseball lively. Breakfast hikes attracted hordes of hungry dorm-fed girls. We had a jolly time on the over-nite trip at Taneum, cold swims in the river, long hikes, baseball, camp-fires, mosquitoes, wild flowers, and food! The banquet in the Blue Room of the New York Cafe was a grand climax to the year’s activities.

In 1946 the group adopted a new name—the Women’s Recreational Association—although its functions and activities remained much the
same since recreation, rather than athletic prowess as such, had been the major emphasis for many years.

In 1928, the Knights of the Claw were organized for the purpose of assisting at all athletic contests and of "upholding school traditions in general." Much of their work was routine—such as ushering or patrolling at the games or otherwise taking a hand whenever asked. In 1937 the Knights of the Claw were accepted into the Intercollegiate Knights national organization and the "I.K.'s" filled an important place in the life of the institution. As a typical instance, it was they who presented the "Victory Bell" to the S.G.A. in 1949. Dr. Loren Sparks served as their advisor from 1937 to 1947.

The Associated Women Students organization, usually called A.W.S., had its origin in 1931, as the Women's League. Such social functions as the annual Tolo Snowball, the welcoming teas in autumn for freshmen, and the Mother's Day weekend were introduced by the Women's League. The group also offered two twenty-five-dollar scholarships to deserving freshman girls, which during the depression years seemed like a lot of money to the person receiving it. In 1940 when the local group became affiliated with others of like nature over the country, its name was changed to Associated Women Students. At that time, the purpose of the organization was to develop "a spirit of loyalty and cooperation, providing a means of expression of opinion and furthering the interests of all girls." In 1942, the A.W.S. awarded the first scholarship plaque to the women's residence group with the highest collective grade average.

In 1940 the A.W.S. sponsored the formation of the Sophomore Service Society which a year later became the Iyoptians and adopted uniforms and emblems. Membership was at first restricted to fifteen girls of the sophomore class, who were chosen on the basis of scholarship, character, leadership, and interest in campus activities. Faculty members were asked to propose names. There were many routine duties undertaken by the Iyoptians: ushering at S.G.A. functions, assisting at Homecoming and Commencement, "floating" at teas, welcoming freshman girls, decorating for dances, and serving as guides. It had been expected from the first that eventual affiliation with the national organization of Spurs would come, and in February, 1949, this was achieved.

The Off Campus Girls Club, organized in 1929, met a very real need; and the school authorities, recognizing this, cooperated by re-
serving a room for their use. The girls themselves provided furnishings suitable for study and entertainment, and year by year, added new conveniences. Activities of the Off Campus Girls Club were numerous and varied. They gave an annual Halloween party for the purpose of getting acquainted; there were also “Tea Chats,” an annual party for the Off Campus men; an annual Scavenger Hunt followed by a banquet. They also planned a number of mixers during the year and sponsored the May Prom, which had become a tradition by the middle thirties. At various times they undertook other projects such as publication of the student directory “Who’s Who,” the Winter Carnival, and assisting at College functions as requested. Also they won the A.W.S. scholarship plaque rather often.

In 1924 the music majors formed a club and called it the Hi Hu Hee Hee, which they said was an Indian name for music lovers. Within two years, it had been replaced by another club, Alpha Zeta Chi. This had a slightly longer life and in 1929 toured the lower Yakima Valley, presenting musical programs at a number of places. The Music Club soon replaced Alpha Zeta Chi, which in turn was reorganized in 1936 to form Sigma Mu Epsilon and has continued since. Membership in this club was based on scholastic standing in music courses. Service, sociability and study were announced as its main objectives. Sigma Mu Epsilon undertook such projects as selling community concert tickets, decorating the stage for evening concerts, arranging student recitals, and ushering. By 1940 a music library containing books, magazines, recordings and other music source material was maintained by the club.

The Association for Childhood Education, better known on campus as A.C.E., had its origin in 1923 in a group of girls interested in kindergarten and primary work. The next year they named themselves Kappa Pi. They took an active interest in the children’s bazaar, donated dolls to the training school, sponsored a children’s concert, contributed towards scholarship funds, and undertook other projects. For a number of years they saved money to purchase a cabin in Menastash Canyon but never accumulated enough. In 1939, Kappa Pi became the Meisner Chapter of the Association for Childhood Education, an international organization for both men and women.

Another professional interest group was the “Smyser-Whitney chapter” of the Future Teachers of America, in which any student majoring in education was eligible for membership. The College WEA unit helped organize this group in June 1948. Perhaps its primary purpose
was to acquaint the student with opportunities which the teaching profession offers young people. This organization eventually became a chapter of Students’ National Education Association or S.N.E.A.

The Maskers and Jesters was organized in 1946. It was designed to recognize merit, stimulate interest in the theatre, and provide opportunities for social enjoyment. Among Maskers and Jesters’ productions was an old fashioned melodrama—“Curse You, Jack Dalton” by Wilbur Braun—to which the audience responded with gusto, hissing the villain and applauding the hero. One-act plays were the specialty of Maskers and Jesters; among those it produced were “The Boor,” by Anton Chekhov; “One Touch of Nature,” by R. A. Matteson; and “Brother Bartholomew,” written and directed by Delbert Pratt, a Central student. In 1957, the local group became a chapter of Alpha Psi Omega, the national dramatics honor society.

In the year 1924-25, a small informal group of art students grew into an organization named Alpha Rho Tau, which increased rapidly in membership and became very active. The Greek name was soon dropped in favor of The Art Club, and so it remained until 1941. In that year, the local group became the Alpha Beta Chapter of the National Art honorary, Kappa Pi, the first on the Pacific Coast. The local group has undertaken many projects: decoration contracts for dances, visits to art centers in the region, sponsoring foreign films, and an annual bazaar which features works of Kappa Pi members.

February 19, 1938, marked the birth of Delta Omicron Chapter of the national educational honor society, Kappa Delta Pi, at Central Washington College of Education. Miss Mary Simpson, aided by Dr. McConnell and Miss Amanda Hebeler, led in the founding of this chapter. After a one-year probationary period, during which the high scholastic standing and personal qualities required of Kadelpians were maintained, Delta Omicron chapter was installed with colorful and formal ceremonies at a two-day Northwest Regional Conference held on Central’s campus. Among other activities, Delta Omicron chapter has sponsored book reviews for the student body and general public and lectures on current topics, published a newsletter twice a year, and given recognition teas for sophomores who maintained high scholastic records during their freshmen year.

Soon after he came in 1935 to teach courses in geography, Dr. Reginald M. Shaw encouraged the formation of a geography club. This was named the Whitbeck Club in honor of Professor R. H. Whit-
beck, who was for many years chairman of the department of geography at the University of Wisconsin, where Dr. Shaw had done graduate work. Membership was open to anyone interested in geography, and perhaps an average of thirty students attended the meetings held once a month at the Shaw home. Guest speakers usually provided the program and a number came from other parts of the State. The Christmas meeting of Whitbeck Club was a social affair for which Dr. and Mrs. Shaw planned weeks in advance.22

Many other activities occupied the time and energies of students outside the classroom. For a considerable number there was the serious business of earning part or all of their expenses while in school. Probably the great majority were from lower middle income families which could support students in college only by considerable sacrifice, and no doubt some parents who could have footed the bills without difficulty were not inclined to do so. Some students whose parents were both able and willing to pay their expenses preferred the feeling of independence which their own pay checks gave them. Thus many students at Ellensburg felt the effects of the Great Depression of the thirties almost immediately. This is seen clearly in the declining enrollment as well as in the changing patterns and attitudes of those who managed somehow to stay in school.23

Students tried desperately to get jobs, and it was reported that some girls worked ten hours on Saturdays for one dollar a day. President McConnell stated in August, 1933, that from 100 to 150 additional students could be enrolled if part-time work were available for them. Among those looking for work were persons with experience as secretaries, bookkeepers, clerks, and janitors. Some jobs were found, but the pay was generally low; and the enrollment dropped in the spring quarter of 1933 to 306, about one-third of whom were from Ellensburg. Many who might have gone to school elsewhere in prosperous times took advantage of the economies of living at home and the low fees—only about forty-five dollars a year.

Federal aid to students through C.W.A. funds for work on the campus began to help out in the early spring of 1934, and by May, thirty-five students were being aided by this means. The jobs included work in offices, on the buildings and grounds, and at the petrified forest near Vantage.24

By the next year C.W.A. aid was replaced by W.E.R.A. funds, and forty students were employed. Construction of equipment for the
nursery school was one of the projects. When the National Youth Administration was set up in 1935, the number aided was increased. In 1936, fifty-four; in 1937, forty-eight; and in 1938, fifty-nine students were employed. They earned about fifteen dollars a month through the school year. “Washing windows, digging trees, cutting wood, carrying scenery, working in the field, helping the piano tuner, carrying soup”—there were only a few of the many jobs done by students under the N.Y.A. Since care was taken to see that jobs went only to those who otherwise could not attend school, the enrollment showed almost immediate improvement. The number of teaching positions which began to open up as economic conditions generally improved doubtless encouraged many others to complete their preparation despite all difficulties.

The expansion of the curriculum to include junior college work as well as additional courses in business administration and the pre-professional programs helped also. In the autumn quarter of 1934 there were 364 students regularly enrolled; in 1935, 460; in 1936, 440; in 1937, 526; in 1938, 682; and in 1939 there were 745. Due credit also should be given to the vigorous efforts of the administration to persuade more high-school graduates to attend college. President McConnell publicly announced his belief that a way could be worked out whereby every young man or woman in the Kittitas Valley who wanted to go to college could do so, and he asked those interested to confer with him.

Under depression conditions student attitudes somewhat differed from those of the halcyon twenties. Elaborate entertainments were “out,” and many of the girls insisted on the “Dutch Treat” principle or even sometimes unobtrusively underwrote the entire expense of an evening date. Social and economic democracy was no new thing at the Ellensburg institution, but it was probably even more general in depression days, when “four-flushing” was considered in particularly bad taste. Perhaps the typical attitude was expressed in a Campus Crier editorial thus:

It’s fashionable now to no longer have money when it is needed. Everyone receives no small amount of pleasure in unlathering long tales of woe upon a fellow student who happens to be in every bit as difficult financial straits as the aforementioned one.

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1 Hyakem, (1924) np.
The "new field" of 1937 is (in 1966) the site of Black Hall, the Grupe Conference Center, and the Bouillon Library, and Lind Science Hall. In 1966 the name Tomlinson Field was transferred to the athletic field north of Nicholson Pavilion.

Roy Sandberg became basketball coach in 1926.

The name, "Eewin" is alleged to be an Indian term signifying "the abode of young men." This interpretation is not necessarily an accurate one.

As of 1965 the Meisner Chapter of the A.C.E. was inactive.

After Dr. Shaw's death in 1952, the name Whitbeck Shaw was adopted in appreciation of his contribution as teacher and advisor.

The state auditors report for the two years 1930-32 states that of the total students registered October 1, 1932, for dormitory and dining hall service, only three had paid the full charge for the quarter in advance while 26 had paid nothing at all. The report was also critical of the practice of letting students accounts go on from quarter to quarter and of the bad debts which resulted. Washington Department of Efficiency, 10th Examination W.S.N.5. Period 1930-32, pp. 1-12.

Minutes of the Faculty, May 31, 1934.

From a low of 36.5 per cent of teacher placements in 1931-32 the percentage was 60 in 1932-33. Eighty-eight per cent secured teaching posts in 1933-34, and thereafter for three years Dr. E. E. Samuelson's office placed practically all of those seeking positions. However, the percentage dropped again between 1937-39 to the seventies. Salaries increased from a range of $450-1100 for inexperienced teachers in 1933 with a median of $725, to $1150-1600 with a median of $1275 in 1940.

Ellensburg Record, September 7, 1929.

Campus Crier, November 25, 1933.

Ellensburg Record, September 29, 1937.

Hyakem, (1931) p. 77. The "new field" of 1937 is (in 1966) the site of Black Hall, the Grupe Conference Center, and the Bouillon Library, and Lind Science Hall. In 1966 the name Tomlinson Field was transferred to the athletic field north of Nicholson Pavilion.

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The War and the “G.I.”
Invasion of the Campus

When the second World War broke out in the fall of 1939 the prevailing opinion among the students at Central Washington College of Education (if one may judge by the Campus Crier) was that the United States should and could keep out of it. Herodotean forums on such subjects as “Will Neutrality Lead to War?” and “The Issues of This War” were well attended and were marked by spirited participation of the audience, while the war was doubtless the chief subject of innumerable informal discussions.

Gradually student opinion came to regard involvement of this nation as inevitable, and the Crier of October 30, 1941, five weeks before Pearl Harbor, had this editorial comment:

No one wants war. Now that one is thrust upon us the only reasonable course left is to defend ourselves and erase the cause of our trouble.¹

Some months before that date the sale of defense stamps had been undertaken by several campus groups and at some social functions corsages made of stamps instead of flowers were recommended by the sponsoring group.
When the news of the attack at Pearl Harbor came, the reaction was first shock, then indignation, and then, the question, "What are we going to do about it?" The headlines in the **Crier** announced, "C.W.C.E. Backs War Effort," "Student Council Executive Session Votes to Uphold U.S. Government," and "Reaffirm Faith in Democracy." The Associated Student Body officers issued a statement saying,

> We know now, more than ever before, that the best possible service that we can give to our country at present is to remain at our posts. Our work as students is more important than ever before.

There was little panic and no wholesale exodus from the campus. In fact, according to a *Crier* editorial fourteen months after Pearl Harbor, students were not "actively supporting the war." But the editorial strictures were perhaps undeserved. As the draft took more and more men from the campus, and others enlisted in order to choose their branch of service, students were by no means indifferent as charged.

Meanwhile, complete plans were made for campus defense and evacuation of students from living quarters in case of attack. Detailed instructions about what to do in such an emergency were issued. Trial "blackouts" at 11:45 P.M. brought the complaints that students did not have enough time to study.

Because of the labor shortage in the apple orchards of the region in the fall of 1942, students voted by an overwhelming majority to close school for three days. Of 540 students and faculty, 375 volunteered for the "battle of the orchards" and were sent where most needed, principally to the areas near Chelan, Yakima, Okanogan and Ellensburg. Altogether they picked nearly 36,000 boxes of apples worth almost $60,000, most of which otherwise would have been lost, since cold weather came early that year. The next year college classes began a week early so that the apple harvest holiday that fall would not take school time.

The college calendar was altered in other respects because of the war and the need for labor. In 1942 spring vacation was canceled and classes held on two Saturdays so that the closing date could be May 29. In 1943 classes were held all day on the Fourth of July and until noon on Thanksgiving Day, partly to discourage unnecessary travel.

During the war years many of the women students worked with
the Red Cross and the U.S.O., helped sell savings stamps and bonds, and otherwise cooperated with the Ellensburg War Board. Sue Lombard Hall residents set aside a "Sacrifice Day," when they gave the money they otherwise would have spent on "cokes" and "other luxuries" and so raised fifty dollars. Various means were used by other groups to sell savings stamps. Sometimes stamps were required in lieu of admission fees. Sometimes refreshments at parties were omitted and the money thus saved used to purchase stamps. Occasionally a bond raffle added a speculative interest.

A venture of quite another type during the war was the "Culture Hour" on Wednesday evenings when particular phases of the political, economic, literary, or artistic scene were presented by faculty or townspeople. Representative titles were "Hitler’s Rise to Power," "Social Trends in Music in the Twenties and Thirties," "Artists and the War," "The Second Front," "The Russian Campaign," and "Thumbnail Sketches of Genius."

Efforts were made to keep the college social program as nearly normal as possible during the war years. Wednesday night dances were out of the picture because of the scarcity of male partners, but dances on Saturday nights were continued although the problem of finding enough men was a serious one. Before the arrival of the Air Force cadets in the spring of 1943, it was rumored that girls in the local high school were saying with rueful resentment, "Won't it be nice when we graduate and go to college and can dance with those cute high school boys?" Occasionally men were imported from the Air Base for some special function, and many of the girls went to dances at the U.S.O. under an agreement with that organization. After the Air Force cadets came for their special short courses the manpower shortage for weekends was no longer so acute. However, the Honor Council minutes reveal that a good many girls were not content with weekends only but violated the strict rule imposed on cadets against any conversation while on the way to and from class, or in the halls.

In the spring of 1940, with the backing of the local Chamber of Commerce, the College administration applied to the Federal Civil Aeronautics Authority for a Civilian Pilot Training unit. It was announced on June 10 that the request had been granted and that classes would begin that summer. Ground courses were to be taught at the College, and the actual flying instruction was to be provided by a
private firm at the Ellensburg airport. The Federal government was to pay the College forty dollars per student for laboratory fees and also to pay the flight instructors. In the summer of 1940, the quota was set at fifteen students, but in the autumn of that year changed to two units of fifteen men each. The academic prerequisite varied from time to time, but in general, prior to June 1942, it was two years of college work. At that time the educational requirement was dropped, and the quota was raised to forty. Most of those who took C.P.T. were regularly enrolled in other classes at the College although some local people took only this course. Dr. William Newschwander was coordinator for the College. During the twenty-one months the C.P.T. program was in operation, a total of 263 men were trained, most of whom served in the Armed Forces during the war. The last class finished with an average grade of 96, which was believed to be the highest of any such group in the Pacific Northwest.

The list of faculty members, students, former students, and graduates of C.W.C.E. who served in the Armed Forces during World War II numbered almost 600, among them fifty women. Twelve faculty members saw active service. Thirty of the total number made the supreme sacrifice. At least twenty-four received one or more citations for extraordinary and meritorious service; and one, Doug Munro, received posthumously the Congressional Medal of Honor.

It is manifestly impossible here to give an adequate account of these men and women. Perhaps one can do no better than to quote Mr. Ernest Muzzall at the time the War Memorial Honor Roll was dedicated.

Central Washington students and graduates—made their contributions to the winning of the war in all lands and countries and on all of the seas wherever there was work and fighting to be done. They were found in all branches of the service, each rendering his measure of devotion to the common cause.

The Memorial Honor Roll was made possible through the cooperative efforts of the College staff and the Student Government Association. Miss Sarah Spurgeon designed the general plan for the wall panel. Dean Emeritus Henry Whitney constructed the Honor Roll. Miss Josephine Burley set up her workshop in the tower of the Administration Building and spent innumerable hours in carving the design on the walnut panel. She described the completed work as follows:

This panel is rich in implications of infinite service. The left side depicts our own world, our mountains, our fields, our
homes, our schools, and our students. The right side portrays
the world with the worker, homemaker, business man, the
cities, the factories, the symbolic plowshare, and the never
ending variation of spiritual faith. Each of us must supplement
this with his own interpretation. The panel carries the
words:

For these we fought:
For Home, an enriched life.
For School, an enduring wisdom.
For Country, and all humanity.
For God, a spirit over all.

The names of those who served appear on individual wooden panels.
At a simple but impressive service on May 30, 1945, the Honor
Roll was dedicated. Miss Amanda Halebler, chairman of the faculty
Memorial Committee told of the history of the Honor Roll; Mr. Ernest
Muzzall gave a fitting tribute to those who served; the S.G.A. presi-
dents for 1944-1945 and 1945-1946 did the unveiling.

In July 1942, President McConnell was informed by letter that
Central was being considered as a training school for units of the
Army Air Force. Dr. McConnell replied immediately, offering facili-
ties of the institution, and sent telegrams to officials at the national
capital. In reply to a request for further information as to the facili-
ties available and the potential teaching staff, President McConnell
replied:

Can accommodate four hundred with classrooms, laboratories,
gymnasium, dormitories, one hundred in hotel, four hundred
in dining hall at one sitting. Other housing facilities available
if needed. Number of teachers as follows: mathematics, three;
physics, two; and two others who can be converted to physics;
English and social science, twelve; physical training, four.
Additional teachers in any of these fields can be provided to
meet the demand.7

By the end of January the College administrators were making
plans for the reception of the Army Air Force cadets. One of their
first problems was housing. The largest dormitory and the one most
suitable for the Air Force cadets—Kamola Hall—was already occu-
pied, and by woman students. Consequently a three-way shuffle was
arranged. The fifty-five men in Munson Hall were moved to the
Antlers Hotel and the Webster Hotel downtown; and the girls of
Kamola, in remarkably good spirits, most of them carrying their
personal belongings, moved across the street into Munson.
Meanwhile the first of the Army Air Corps Detachment officers and enlisted men in charge of the program arrived. Eventually there were five officers and fourteen enlisted men on the staff. The first commanding officer was Captain Ewing W. Kinkhead, who served from February to November 1943. He was succeeded by Captain William A. Whiting, who remained in command until after the Air Force Training Program at Central Washington College was terminated in June 1944.

Mr. Ernest Muzzall of the College staff was the Academic Coordinator, whose job it was to make the program work. He made the schedules and organized the classes as they arrived every few weeks, supervised the academic and physical education facilities, and served as the liaison officer between the armed forces and the President's office.

Mr. Kenneth Courson, business manager for the College handled financial matters for the Detachment. He was responsible for all the multitudinous details connected with purchasing food and supplies for a student body which seemed to be always coming or going, and fluctuated in numbers to a degree unknown in civilian student life.

Although, technically, the physical education program was separate from the academic program, in practice they were closely coordinated and both were administered by Mr. Muzzall’s office. Leo Nicholson, head of the department of health and physical education at the College, was in charge of the physical education program which the Army Air Corps inspectors rated second among all college Training Detachments.

While the re-arrangement of Kamola Hall for the Army Air Force detachment and other preparations went forward, President McConnell was assembling a faculty for the new undertaking. The five-month course planned by the Air Corps called for 120 fifty-minute periods for mathematics, 180 for physics, 60 for history, 60 for English, and 120 hours of physical training. In order to provide these courses for 400 cadets, three teachers were assigned to the history courses, three to English, three to mathematics, three to physics, two to geography, and five to physical education. In addition, two were appointed to teach medical aid and two to teach civil air regulations.

Not all of these were new appointments. Because of the declining enrollment in the regular college program, some faculty members
THE WASHINGTON School building's second floor was the first facility for Ellensburg Normal School. The opening on September 6, 1891 had 31 students from 14 counties but reached 86 students from 24 counties before the year was over. Four faculty members taught the classes. This school was used for the first three years.

THE FIRST graduating class of the new State Normal School.
BARGE HALL is still in use today and the building, built in 1893-94, was the first on campus. Faculty, on stage, posed with the class in late 90's in the assembly room on the second floor.

THE FACULTY in 1899 included the first to hold a doctorate—Dr. John Munson, biologist (far left standing). President was W. E. Wilson (center standing).
A YEARBOOK (Kooltoo) photo of the Normal School library just after the turn of the century.

THE INSTITUTION was publicized by using photos, such as this of the Normal School art room, on penny postcards.

WOMEN WERE not left out of the athletic scene.

FOOTBALL HAS long been a major sport but in early years Ellensburg high school boys joined the team.
FIRST THE Normal Training School, then Edison Elementary, later the "old music building," and today Edison Hall—classrooms and offices for faculty. Well used since 1909.

EDISON ELEMENTARY School, later College Elementary and now Amanda K. Hatcher Elementary, has long been dedicated to allowing youngsters to learn by doing.
SOME BUILDINGS of GWCE—clockwise from lower left: McConnell Auditorium and industrial arts, heating plant, Samuelson Union Building, Lind Science Hall, (Old) Commons, McConnell Auditorium with Kamola in background. Center photo from atop Munson Hall shows the old library (now Smyser Hall), the “Ad” building (now Barge Hall) and the auditorium.

GWCE WAS used for Army Air Corps training during WW II. Cadets arrived in 1943 and stayed through June 1944. Fifty-five men students moved to the Antlers and Webster hotels to allow the girls of Kamola to occupy Munson Hall in order to make room for the cadets who “sang lustily” as they marched.
BLACK HALL for education and psychology and Grupe Conference Center (round top).

THE NEW Victor J. Bouillon Library is the pride of CWSC.
THE ATHLETIC pavilion, named in honor of Leo Nicholson, houses most major events as well as the physical education department.

RIISING WITH Enrollments are facilities such as these nine-story dormitories—Muzzall and Courson Halls. Each houses 250 students.
dropped one or two of their regular courses and assumed some of the
cadet teaching. Some of the younger men on the regular staff asked
to be transferred to the cadet program since such teaching probably
would be considered as an “essential industry.” After these and other
adjustments were made there were still many vacancies to be filled.
On the whole, however, a pretty good faculty was supplied; and
according to the Army Air Force inspectors the cadets were pleased
with the quality of instruction and pronounced it “excellent.”

Many problems confronted the instructors. One was that since the
men in the classes represented various levels of educational experience
—and many of them simply did not have the requisite background for
college work—college textbooks were found to be far beyond the
comprehension of many students. Another difficulty was that the
cadets’ schedule was extremely crowded. In addition to the classroom
work, there was the military training program itself; so the cadets’
schedule allowed at most only two hours per day for study. Still
another difficulty was that the instructor never knew how long he
would have any class of students. The historian for the Detachment
notes that after almost a year of the program “no class has completed
the full five months.” The longest term lasted three months and twenty­
three days; the shortest, one month and nineteen days, the average
being about two months.

Moreover, it often happened that a flight was “shipped out” on ex­
tremely short notice. More than once a teacher discovered when he
went to his early Monday morning class that his course was over and
his students had departed to points unknown. Yet another problem
was the overlapping authority of military officers and the resulting
confusion when orders concerning the training program were incon­
sistent and even contradictory. Furthermore, changes emanating from
headquarters involved a tremendous amount of readjustment. Flexi­
bility on the part of the staff was not only desirable but absolutely
necessary.

The primary objective of the program was to “diminish educational
differences for subsequent training.” The inspectors who visited the
units from time to time repeatedly urged that more attention be
given to drill in fundamentals. They insisted that thoroughness even
to the point of “overlearning” should be the goal. They urged the
instructors to simplify their presentation of materials and, since the
time for reading was so limited, to use outlines, visual aids and other
devices designed to facilitate rapid learning. The original instructions were that there should be no elimination of students for academic deficiency; but this regulation was soon altered, and a number were “washed out,” as the phrase went.

On the whole, the instructors were put on their mettle by the program. They understood the handicaps under which the cadets labored, particularly that of the limited time they were to be in school. They tried to make every moment of it as valuable as possible. The students on the low-grade list were sent to supervised study rooms in the evening and given additional help.

As for the cadets themselves, they seemed to like it. One of the visiting Army inspectors said that the singing of the students as they marched in formation from one building to another reflected “an enthusiasm and high state of morale.” He added that “it was gratifying to see and hear the splendid spirit with which these men sing.” The words of the songs they sang were sometimes a little earthy and occasionally shocked townspeople and even students. But perhaps the song sung more than any other was that rousing one which ended in the ringing refrain, “Nothing can stop the Army Air Corps!”

There were, of course, problems of discipline. A system of demerits was worked out by the military, and at almost any daylight hour one could see men doing the “tour ramp” back and forth across the athletic field as penalty for accumulating more than eight demerits. After Captain Whiting took over the command there was an Honor Council, composed of cadets, which handled disciplinary cases and recommended penalties. In each classroom, a student leader appointed by the military officers checked attendance and reported any infractions of discipline. The original orders were that a student answering an instructor must stand at attention while doing so. Most civilian instructors disliked this regulation, although a few enforced it as rigidly as any military martinet.

The cadets published a bi-weekly newspaper called Flight, devoted to items of interest primarily to Air Force students, and also produced a pictorial book called Roger. They even ventured into occasional humorous stage productions and despite the limited time for rehearsals turned in creditable performances. The first performances of these productions were for the cadets only; subsequent performances before the general public were “toned down.” Because of the shortage
of civilian men on the campus by February, 1944, the cadets nominated candidates for queen of the Colonial Ball that year.

A rigid line of separation was drawn between the cadets and the civilian students. The cadets, although they used the same dining hall, ate their meals one hour earlier than did the civilian students. No conversation between cadets and civilian students was permitted during the school week. On weekends, however, every effort was made to draw the cadets into the social program of the school. Not unnaturally, romance flowered, and in a few cases short-time acquaintance led to lasting attachment. But there were disappointments and heartaches too.

In the "Boos and Bouquets" column of the Crier there appeared one day: "Boos to those aviation students who asked for blind dates and then refused to cooperate, phoning that they were ill, or not even bothering to phone." But even though they might be fickle, they were nevertheless men, and men of college age were scarce in Ellensburg. As the date for ending the cadet program approached, the Crier lamented:

We weep buckets of tears when we stop to think how dead it's going to be around here when there are no more marching cadets going on their merry way singing at the tops of their voices. And weekends—well, we won't think of that now.

If one may take a more detached point of view, an examination of the Air Force Training program seems to reveal several things. It shows, for instance, that an institution designed for civilian students could adjust quickly to a new tempo and render a very real service to the country in war time, since 1,879 men went through the Air Force program. It allowed full use of the college facilities at a time when the civilian enrollment was 300 or less thus giving a favorable impression of the College to the State legislators and officials as well as the general public. As for the cadets, many of them expressed appreciation for the treatment accorded them by the College, and by the townspeople through the U.S.O. Some even promised to return to college in Ellensburg, but few actually did so. As for any long-time consequences to the institution itself: it cannot be said that this experiment with accelerated education resulted in any revolutionary discoveries or in improved techniques or methods. There was little if any carry-over into post-war education of civilian students.

During the war years the civilian enrollment at Central declined
until in the spring quarter of 1944 there were only 248 students, of whom only eight were men. The departure of the last contingent of Army Air Corps cadets in June 1944, left the campus with a half-deserted appearance. To be sure there were compensations. Faculty members now had time for individual attention to students who were perhaps better trained than their successors who came during the years of rapid expansion.

The quiet of 1944-45 was the lull before the storm. Public Law 16 and Public Law 346, the latter better known as the “G.I. bill,” induced veterans whose educational careers had been interrupted by the war to return to college. Many who before the war had not planned to go to college also took advantage of the opportunity. Thirteen veterans were enrolled at Central when school began in the autumn of 1945, and by the opening of winter quarter there were 119. Of these, forty-two were married and ten were fathers. By the beginning of the school year of 1946-47, the G.I. invasion had reached the point where the housing problem was critical. Arrangements made by the college administrators to meet that problem are noticed in another connection, but the collection of pre-fabricated army surplus apartments known locally as “Vetville” was one expedient.

The flocking of veterans to C.W.C.E. was not a unique phenomenon, of course. The University and the other state colleges were crowded to capacity as were the “name” schools back East. Many of those who came to Central came because they could not be accommodated elsewhere. Many returned because they had been students here before entering the armed services. Others preferred a small college to a large university. Still others came because living expenses were low. According to figures released by the State Department of Veteran’s Affairs, board and room at the University cost $51.00 a month, $54.00 at the State College and at Oregon State, and only $36.00 at Central Washington. Another reason was that a surprising percentage of the veterans who came to C.W.C.E. were interested in teaching as a profession. A poll of the student body taken in January, 1946, showed that this rated highest, followed by business administration and liberal arts respectively. The pre-professional school also attracted many, with pre-law and pre-engineering leading.

College life after the War was not what it had been. The announcement of the 1946 Campus “Baby Derby” sponsored by the Crier proved that. The first baby born after a specified date was to be the recipient
of gifts donated by students, faculty, employed staff and merchants in
town. As an incentive, the gifts were prominently displayed in a show­
case in the Administration Building. But quite apart from the con­
test, the population of “Vetville” increased enormously, and many
veteran families who lived outside the housing project were equally
fruitful. Commencement Day was a time for family celebration, not
only by parents of the graduates but by their children as well.

Vetville had its representative on the S.G.A. Council; it also
had its own mayor and its own ordinances. For a while the married
students, with some faculty participation, had their own cooperative
store employing a manager and renovating an old building for the
purpose, but the lack of sufficient sales volume resulted in the eventual
abandonment of the store project.

Not all the veterans were married of course, but few of those who
were not intended to remain single long and many seemed to be in a
hurry to change their status. A letter in the Campus Crier of February
27, 1947, notes that “those who have visited other colleges recently
tell us that C.W.C.E. is a bit unique in that ardent love making has
invaded all but the classrooms.” There were balmy languorous days in
the spring when travelers on U. S. Highway 10, which runs through
the campus, may well have wondered what the world, or at least the
younger part of it, was coming to.

When the first veterans began to return to the campus in the autumn
of 1945, they found themselves very much in demand by the girls,
not so much because they were veterans, as because they were men,
and there hadn’t been many around for some time. The boys of Munson
Hall doubtless exploited their popularity in various unreported ways;
one which came to public notice was the “man raffle.” Tickets were
sold to girl students for one dollar which permitted them to attend the
drawing. The holder of the (more or less) lucky number was given
a string to pull; attached to the string was a man well hidden behind
a curtain. That man was the girl’s date for a hayride into the country
with an accordion playing and moonlight beaming its approval.

The veteran students were quite different from the students Central
had known before. They were more mature in many respects and
somewhat impatient with the idiosyncrasies of the recent high
school graduates. Many who had attended C.W.C.E. previously were
more serious students than they had been before, and some who had
been casual “college Joes” in the careless pre-war days now turned in
amazingly good work. Others, however, were cynical and embittered by their wartime experience and never made a satisfactory readjustment to college. There were disillusioned idealists among them who no longer had faith in anything. Undoubtedly, there was more drinking and gambling among the veterans than there had been among the pre-War students at Central, though the number who engaged in these dissipations to excess was relatively small.

Probably one can say of the veterans in general that they were so glad to be out of the service and in college that they made the readjustment remarkably well. Many of them had never thought of going to college before but were delighted with what they found there. Others discovered sooner or later that college was not for them and dropped out. But as one of these said to the writer, “I don’t know of a pleasant way to get readjusted to civilian life than to be in college for awhile.”

The veteran students were in most cases less tractable and more independent in their thinking than the younger students. They were not as much impressed with the omniscience of their instructors and were more inclined to raise objections—all of which put the instructors on their mettle and gave many of them an invigorating experience.

In one way the veterans were a disappointment. Those civilians who expected them to have a strong interest in international affairs or humanitarian concern for underprivileged peoples, or in the various measures urged for preventing war, discovered that most of the veterans were not willing to exert themselves on such projects. Their experiences abroad, apparently, had left them not more but less internationally minded. They had less faith than the non-veteran students that something could be done to improve bad conditions in the world. Probably in many cases this was a protective device. They wanted most of all just to forget, to rebuild their own personal plans, to live a normal life, to have a home and a job and a car. And who, after all, could blame them?

1 Campus Crier, October 30, 1941.
2 Ibid., February 4, 1942.
3 Ibid., February 25, 1942.
5 Ellensburg Record, February 3, 1943.
6 Ibid., May 31, 1945.
THE WAR AND THE "G.I." INVASION OF THE CAMPUS

8 Estill, History of the 314th College Training Detachment, p. 84.
9 Ellensburg Record, March 1, 1943.
10 Estill, History of the 314th College Training Detachment, p. 79.
11 Ibid., p. 47.
12 Ibid., pp. 31-32.
13 Ibid., p. 83.
14 Campus Crier, February 17, 1944.
15 Ibid., June 29, 1944.
16 Ibid., March 7, 1947.

The College Auditorium and Arts and Science Building was a "Class A" designed structure of "classical columned" design. The outside dimensions were 320 by 276 feet. The auditorium proper seated 1,230 students with a 90-seat reserve as many as could be accommodated in the old assembly hall.

The building was constructed on the corner of Fourth Avenue and Second Street, Ellensburg, Washington. This site was chosen because it was in the central part of the city and provided easy access for students and staff. The building was designed to accommodate 1,230 students in the auditorium and 400 in the classroom areas. The auditorium was equipped with modern stage equipment and had a capacity for 1,230 students. The building also included a library, a Seminar room, a gymnasium, and a number of smaller rooms for administrative and faculty use.
During the first years of the Depression all plans for additional construction at Central had to be shelved. Diminishing enrollment made the need less acute and State funds were simply not available. As enrollment began to pick up again in 1933, and as the Federal Government launched its public works programs to aid recovery, it seemed to President McConnell and the Trustees that the time for building had arrived.

One immediate need was for more classroom space for the sciences and industrial arts. The chemistry laboratories and shop facilities were still in the old brick structure which once had housed the heating plant. The space for them was very limited; there was no room at all for physics.

Another pressing need was for an auditorium for assemblies, concerts, dramatic productions, and other public functions. The old assembly hall on the second floor of the Administration building had long been inadequate in both seating capacity and stage facilities. (For dramatic productions and certain other public presentations the College used the auditorium of the Morgan Junior High School.)
There was some question too, as to whether the assembly room and the stairways were safe for capacity audiences.³

After much discussion there emerged a plan for a building which would provide both adequate auditorium facilities and space needed for science laboratories and industrial arts. The Legislature of 1935 made an appropriation for such a building, contingent upon securing a Federal P.W.A. grant for 45 per cent of its total cost. Months of delay followed because the man-year cost was higher than was allowed for P.W.A. construction generally,⁴ but eventually the P.W.A. policy was modified and the Federal Government provided 45 per cent of $240,000—the total cost of the Auditorium and Arts and Sciences building and the equipment specified for it.⁵ Because of the traffic deaths of the two original contractors,⁶ there were further delays and it was not until the end of January 1937 that the building was completed, although some of the classroom space was ready for use by the beginning of the winter quarter.

The College Auditorium and Arts and Science building was a “Class A” fireproof structure of “classical colonial” design. The outside dimensions were 80 by 278 feet. The auditorium proper seated 986 persons—about twice as many as could be crowded into the old assembly hall.

The north part of the unit was given over to science and industrial arts. On the second floor were the chemistry laboratory, physics laboratory, and two science lecture and demonstration rooms with the latest approved apparatus. On the first floor were the visual education room, the ceramics laboratory, two dark rooms for photography, a foundry and forge room, a metal and wood-working shop equipped with a finishing room, a crafts laboratory, a fine arts laboratory, and offices.⁷

Meanwhile, plans were under way to add to the Student Association building, better known as the “New Gym.” The addition was to be a two-story reinforced concrete structure faced with brick. It extended the basketball floor by twenty feet, increased seating capacity by 250, and added a complete set of service rooms including showers, dressing rooms and offices. The work went along on schedule so that well before the opening of school in the autumn of 1937 the gymnasium was ready for use.

The Training-School building erected in 1908 was far from adequate for the purpose thirty years later. It was not only old, unattractive
and probably unsafe, but practically impossible to use in such a way as to exemplify the philosophy of the school. A request for funds to erect and equip a training-school building was in the Governor's budget in 1937. Actual authorization of the expenditure of $154,000 for the building was contingent upon a Federal grant to cover part of the construction cost.

In July it was announced that a P.W.A. grant of $126,000 had been made to supplement the State appropriations so that $280,000 altogether was available. For some time President McConnell, Miss Amanda Hebler, members of the education faculty, and the training school staff had been planning the kind of building they wanted and seeking the advice of other departments of the College. On September 8, 1938, ground was broken for the new building in a simple ceremony in which President R. E. McConnell and Miss Amanda Hebler participated, with the children of the training school in attendance.

The College Elementary School building contained ten classroom suites, each consisting of a main classroom, an auxiliary workroom, a teacher's office, a supply room, and, toilet facilities for the lower grades. In each suite the details of construction were different, varying according to the age groups which would use it. Other special features included the extensive use of glass brick, hollow metal doors, observation rooms equipped with a one-way glass screen, a gymnasium with movable walls which allowed conversion into smaller playrooms, a dining room seating 100 children, an unusually attractive library, and an auditorium seating 350 people. This auditorium has been much used for faculty meetings and public functions.

Although the Arts and Science building erected in 1935-36 housed science classrooms and laboratories, there was a growing demand for still more space, and by 1941 the College was seeking funds for a separate science building. The Legislature of 1941 appropriated $290,000 for the purpose, but because of the threat of war and the necessary allocation of strategic materials, Governor Arthur B. Langlie did not release the funds at that time, and actual construction was postponed. Planning continued, however; President McConnell and Dr. Edmund Lind, chairman of the Science Division, visited science buildings on other campuses in Oregon and Washington. Professor George Beck and other members of the science staff contributed many ideas. Some progress was made by the architect in drawing up plans but there the matter rested until after the War.
By that time it had become evident that the heating plant erected in 1917 could not much longer serve the needs of the school. In 1942 the State engineers recommended that it should be replaced because it was too small and worn out. It was the opinion of the architect that the old steam lines were not adequate for distributing heat from the new high pressure system proposed, so a new steam distribution system was also under consideration.

The estimated cost of these items totaled an unprecedented amount, but during the war years, when state revenues were high and construction of state buildings was out of the question, a "pool" of postwar building projects had been created, and it was expected that Central would have her share of the accumulated funds. The Legislature of 1945 was quite generous and appropriated $781,560 for capital expenditures. However, because war-time restrictions still prevailed, it was not until October 1946 that permission to build was given by the Civilian Production Administration and by that time costs had advanced so much that the lowest bid for the science building, the heating plant and the steam distribution system was $1,917,871—two-and-a-half times the appropriation of 1945. Fortunately, however, the State Development Board (consisting of the Governor and four persons appointed by him to allocate funds which had accumulated in the General Fund during the war years) approved a request for $1,400,000 to supplement the amount appropriated in 1945. Contracts were let for all three projects in December 1946.

The Science Building, as completed, was nearly a city block in length. It was constructed of reinforced concrete and brick veneer with trim of Indiana limestone and "non-functional" columns at the front entrance. Special features included terrazzo stairs and hall floors and the Foucault pendulum which swings over a terrazzo map of the State in the foyer center.

The first floor of the Science Building was devoted largely to administrative offices, the science library, classrooms and laboratories for the biological sciences. The second floor housed the classrooms and laboratories for the physical sciences, and space for a museum. The penthouse was devoted to astronomical and meteorological equipment. Altogether, the building was admirably planned for the study of the physical and biological sciences and the training of teachers in those fields. It was dedicated on December 3, 1947, with an impressive ceremony with scientists from several colleges and universities present as platform guests.
Before the end of the Second World War, the President and Trustees had turned their attention toward housing for the large number of veterans expected as students. Until more permanent living quarters could be secured, the best immediate prospect was the Ellensburg Army Airport which had been declared surplus property by the War Department. The College requested airport buildings sufficient for fifteen families and eighty-five single veterans. In December 1945 approval was granted and the first unit of the former airport hospital building was remodeled to house veterans without children. By the opening of school in the autumn of 1946, three other Airport buildings had been equipped for use by single veterans and 176 of them filled the buildings to capacity. Three of these temporary dormitories were named in honor of former student leaders—Courtland Carmody, Douglas A. Munro, and Hamilton J. Montgomery—and one for a faculty member—Clifton Alford—who had given their lives in the armed services during the Second World War.

Four army buses leased from the Federal Public Housing Administration were used to convey students back and forth to the campus for meals, classes, library work, and social events. The airport living quarters were far from satisfactory, however. Their physical features were anything but attractive, especially in their bleak, windswept surroundings, and except for the former hospital building, they were poorly heated. Transportation was a problem, for often the students’ schedule did not fit either the bus schedule or the drivers’ inclinations while the Administration found maintenance expensive and supervision difficult. It soon became obvious that this makeshift arrangement must be terminated as quickly as possible.

Plans for an addition to Munson Hall, the men’s dormitory, had been approved by President McConnell and the Trustees in the meantime before the War ended. Since no appropriations had been made and the Legislature would not meet until many months later, the College asked Governor Walgren for emergency funds from the State. Approval was secured from the proper federal authorities and a priority rating of “H.H.”, the highest given for construction of veterans’ housing, was secured.

An engineer from the State Development Board undertook a survey of the College housing problem, and, on the basis of his study, the Board made a grant of $331,257. Of this sum $231,257 would go for the addition to Munson Hall and $100,000 to secure temporary dormitories presumably from surplus government buildings.
The new addition to Munson Hall was ready for occupancy by the fall of 1947 and provided accommodations for 120-125 men. But the problem of housing for single veterans was still serious. Since the State Development Board had granted $100,000 for more temporary dormitories, the College next bought sites for such housing on Walnut Street, north of the Milwaukee Railroad tracks and moved onto them two former Navy housing units from Bremerton and a cafeteria building from Baxter Field, near Spokane.25 In November 1946 the State Development Board made an additional grant of over $72,000, which the College used at once for bringing two more temporary dormitories from Bremerton. The first two were ready for occupancy by the opening of winter quarter, 1947, and accommodated 134 men. By February 1, the third dormitory was ready, and the last students from the Airport were moved into it. A month or so later, the fourth was ready and was turned over to women students, the number of whom had been increasing at such a phenomenal rate that housing for them had also become a problem. These four units carried the names originally given to the four Airport “barracks”: Munro, Carmody, Alford, and Montgomery.

The temporary dormitories were not luxurious: the walls were not soundproof, and the occupants always complained of the noise, (made by somebody else, of course!) and it was nearly impossible to heat them properly especially during the phenomenally cold winters of 1948-49 and 1949-50. On the whole, however, the students lived there without excessive complaint. Many of the men were glad enough to be in school under any circumstances. Others had become inured in wartime to less than ideal living conditions. As a general thing, freshmen and sophomore men in the “Walnut Street Dorms” were eager to move on to Munson Hall when vacancies occurred there, but some elected to stay where they were. Each of the Walnut Street halls had its own housemother, who contributed toward making a more homelike environment. Each building also had its own house council and with varying degrees of success attempted to establish patterns of desirable social behavior.

Housing for married veterans posed an even more serious problem for this housing was expensive, and married veterans were numerous. Fortunately, several properties purchased for future building sites had on them older houses which had been divided, or could be converted, into apartments and a dozen or so living units were thus made available. In January 1946, the College purchased the Mead Court
described as "one of Ellensburg's largest and best apartment properties"—which made twelve more dwelling units available for married students and faculty veterans. But it soon became evident that many more were needed. The College turned to the Federal Government, which was very much concerned about housing for "G.I.'s" in colleges and universities. In February 1946, conferences with representatives of the Federal Housing Authority in Seattle produced results. The College was allowed twenty-four prefabricated dwelling units with furniture included, and the Government agreed to pay for moving them from Port Orchard, Washington, under terms of the Lanham Act.26

The College purchased twenty lots north of the Milwaukee tracks and let a contract for grading, construction of sidewalks, and laying water mains and sewer lines.27 This work was completed by the middle of April; and the buildings, consisting of multiple-housing units of four apartments each, were erected a few days later. All twenty-four were assigned immediately to veterans, but there was still a long waiting list. Later, twenty-four additional units were granted on the same terms as before.28 Thus the population of "Vetville" was doubled and the end was not yet, for a census taken a year later revealed that thirty-two children were living in the unit and many more were on the way.

As the College enrollment increased rapidly from year to year in the late 1940's, there arose again the problem of housing women students. The only enlargement of facilities for them since 1926 was Montgomery Hall on Walnut Street—a temporary dormitory that left much to be desired. In April 1948 the College purchased a large residence several blocks south and west of the campus, remodeled it for use as a dormitory for about thirty girls, and named it Elwood Hall.29

In 1948 the College built a new dormitory for women of "house-type," one-story frame construction which cost about one-third as much as a brick and masonry building of conventional style. It was located on two acres of land bought for this purpose north of the Milwaukee tracks, was completed at a cost approximating $150,000 and was named Kennedy Hall, in honor of Miss Ora Kennedy for many years director and housemother of Kamola Hall.

Meanwhile, the College administrators requested the Officers' Club building at the Ellensburg Airport which, when moved to the campus in the fall of 1947 served as a temporary student union building.30 Although there was some delay in the arrival of sufficient furniture and
much "gripping" about this and other matters, the "Campus Club" quickly became an integral part of school life.

The commercial education faculty and students had outgrown their quarters in the Classroom Building by 1948, and space was allotted to them temporarily in the new Science Hall. It was not a satisfactory arrangement, however; so in the summer of 1949 the frame building formerly used as the carpenter shop was extensively remodeled for them. They continued to use the classrooms thus provided until the building was demolished to make room for the new Library building.

During the Second World War several attempts to raise money for a memorial student union building were made; but, despite vigorous efforts by many individuals and groups, the funds raised were inadequate even for a start. Since construction costs were rising more rapidly than the donations accumulated, prospects grew increasingly dim. In meetings with S.G.A. officers early in 1950, President McConnell proposed to raise funds for the student building and for a dining hall by a bond issue, the bonds to be amortized by an increase in the S.G.A. building fees from $2.50 to $5.00 per quarter and by raising the rate for board and room. The buildings were to cost around $700,000. The proposal was accepted gladly by the student representatives.

With funds derived from the sale of bonds, construction of the Union building began in the summer of 1950, but it was not formally opened for use until the beginning of the autumn quarter of 1951. In addition to a snack bar and large social rooms, it provided committee rooms, facilities for student organizations and publications, and space for the College Bookstore and the Post Office. Although the faculty was invited to use a large room on the second floor as a lounge, relatively few did because of its inconvenient location.

Two other buildings financed by bonding, the Commons and North Hall—a men's dormitory—were completed during the autumn quarter of 1951 but, largely because of defense priorities, could not be furnished for a time. As winter settled down over the Walnut Street dormitories in December of 1951, the men were permitted to move their old furniture into the new North Hall.

For several years after 1951 there was a lull in building activity, because the Legislature did not provide funds for capital outlay. When the legislative budget committee visited the campus in 1954, Pres-
dent McConnell and the business manager presented them with a
construction program which totaled $3,250,000, its chief items being
buildings for health and physical education, for the library, and for
an infirmary. In Governor Langlie's budget for 1955-57, however,
there were no funds for buildings at Central. The Legislature did
make an appropriation of $1,020,000 for the health and physical edu-
cation building, but this was conditional on the constitutionality of the
act creating the State Building Authority designed to construct and pay
for buildings by floating bonds. The State Supreme Court ruled
against the act, thus nullifying the appropriation. The 1957 Legislature
voted $1,425,000 for the health and physical education building and
for site development.

For five or six years prior to this, members of the Health and Physi-
cal Education Division had been analyzing objectives and philoso-
phies, determining needs, visiting other institutions to see how they
had met their problems, and adding their own innovations. Once the
appropriation was in sight, a committee including members of the
Health and Physical Education staff, representatives from several
other divisions, and administrative officers conferred with the archi-
tect, Mr. Ralph Burkhard, on many occasions while plans were being
drawn. It was agreed that the building must be functional and that
its design must depend upon the program and objectives of the Health
and Physical Education staff.

The building was erected during the year 1959 and was dedicated
in early February 1960, when it was officially named the Leo Nichol-
son Athletic Pavilion. It is a huge structure, the dimensions of the
main building being 150 by 390 feet. A suspension type of construc-
tion was used whereby cables passing over pylons hold up the roof
from overhead, thus eliminating girders, beams, and interior wall sup-
ports. Electrically operated ceiling louveres control light and tempera-
ture. Underneath the floors air is circulated as part of the heating
system. Other features are the large enclosed field-house with an
oil-treated earthen floor for practice of outdoor activities during incle-
mement weather; four classrooms attractively decorated and fitted
with acoustic equipment so that classes are not distracted by gym-
nasium noises; a swimming pool measuring 42 by 75 feet; and a large
gymnasium seating 3,000 spectators. For special events such as con-
certs, commencement, or special lectures the playing floor space may
be used for additional seating.
While the Legislature of 1957 did not appropriate funds for the other construction projects requested by Central, it did decide that a bond issue of $25,000,000 for buildings at the various State institutions—Referendum 10—was to be referred to the voters in November, 1958. If it should be approved, Central's share for construction would be $2,520,000, which would be used to erect an education and psychology building, a new library, and a central storage building. The problem was for the various institutions to persuade the voters that the proposed buildings were necessary and that the bonding procedure was the correct one. Because the institutions were not allowed to spend public money to advocate passage of Referendum 10, they used other means. The Ellensburg Record gave the bond issue proposal the widest possible coverage and other newspapers over the State did likewise. Radio announcements over station KXLE in Ellensburg contributed to the publicity. Every Central student and alumnus was requested to write letters home and elsewhere to give publicity to the forthcoming election and to persuade the electorate to vote the "right way."

No doubt these and similar efforts elsewhere were in no small way responsible for the passage of Referendum 10 in November, 1958.

Of the funds previously agreed upon as Central's share, slightly over a million dollars was allotted for an education and psychology building. Planning for this structure had begun in the autumn of 1956 when, after many, and sometimes heated discussions, this project was given first priority in the capital-outlay request. Dr. Maurice Pettit, Chairman of the Division of Education, had appointed several committees to define the aims, philosophy, and objectives of the program and the instructional problems which these involved. He conferred with the Business Manager, the Registrar, and the Superintendent of Buildings and Grounds in efforts to arrive at a formula which translated the various functions of the division into square feet of space needed. A new committee then determined the number of lecture rooms, classrooms, demonstration-classrooms, seminar conference rooms, laboratories for experimental psychology, offices for clinical psychology, and storage facilities. It also decided on a large conference room which would be used not only by the Division but also for any campus activity by all groups. Eventually, as plans matured, this facility was housed separately and was named the Mary Grupe Conference Center in honor of the early researcher in experimental psychology who was a member of the staff from 1897 to 1907 and from 1912 to 1929.
The ground-breaking ceremony was on November 30, 1959, with Acting-President Perry Mitchell officiating, and construction was completed by December, 1960. The two-story education and psychology building was of reinforced concrete with brick veneer finish. Besides the various laboratories, storage rooms, space for individual and group testing facilities and the experimental psychology center with animal room, there were sixteen classrooms, several smaller rooms for seminars, and offices for the staff. At the dedication early in 1961, the building was named George Black Hall in honor of the man who was president from 1916 to 1930. The Grupe Conference Center, a circular structure finished with native basaltic stone, accommodates about one hundred people and has provided comfortable and attractive accommodations for hundreds of meetings.

The Library Building, which seemed so commodious in 1925, was entirely too small by 1954, when President McConnell asked the library staff to provide statistical information about facilities needed for 100,000 volumes and 400 readers. By 1959, when funds for construction of a new library became available, new estimates of future enrollment had become the basis of college long-range planning. The new statistics seemed to call for a capacity of 250,000 books and 800 readers.

In 1957 a committee of twenty-three began deliberations on the policies and needs of a functional library to serve all instructional needs. Mr. William Carlson, Director of Libraries at Oregon State College, was the principal consultant in planning. It was agreed that the library should be the instructional resource center and should integrate the services of audio-visual materials—closed-circuit television, phonographic records, tape recordings of music, a wide variety of curriculum texts, and instructional aids of other kinds.

During this period of deliberation Miss Margaret Mount, Librarian, and her staff took every opportunity to acquaint themselves with current library planning by a study of the literature of the field, by gathering actual plans of many new college and university libraries, and by visiting libraries in several states.

It was agreed by all involved in preliminary planning that the library must be designed not “to house books” so much as to “house students using books,” and to bring students and instructional materials together in a manner providing an optimum degree of pleasant and efficient use. One result of such consensus was a floor plan which
P HYS ICA L E X P A NS I O N 1 9 3 1 T O 1 9 6 6

interspersed informal reading areas among the book stacks.27 After
the preliminary planning by the committee of twenty-three, a smaller
steering committee headed by Dr. J. Wesley Crum, Dean of Instruc-
tion, worked with architects of the Seattle firm of Bassetti and Morse
in drawing up the final plans.

After Referendum 10 passed, $1,638,154 was allocated for construc-
tion of the library building. Ground was broken on April 25, 1960. By
August of the following year the new structure was completed and the
contents of the old building moved into it. Service to students and fac-
ulty began on September 1, 1961. The dedication was held on April 26,
1963—when the library was formally named in honor of Mr. Victor J.
Bouillon in recognition of his many years of service as trustee and friend
of the College.

The over-all plan had included custom-built furniture, special at-
tention to colors and fabrics used in decoration, and original works of
art produced by five young artists of the Pacific Northwest. If out-
sized ceramic blue-birds on wash-bowls and in other unlikely places
causd caustic comment, they and the other works of art at least
attracted attention. The building itself received much favorable notice,
but by 1965 it was apparent that the Library would soon be inade-
quate for the burgeoning student enrollment.

Between 1938 and January, 1964 the Music staff occupied the
former Edison School building—originally the Training School—
erected in 1908. The structure was inadequate for the expanding needs
of the Division and had been condemned by state inspectors as unsafe.
Yet funds for a music building were not available until the Legis-
lature of 1961 appropriated $1,190,835 for the purpose.28 The Music
Department staff had been discussing proposed plans for a year and
a half earlier, however, and had many meetings with architects. Dr.
Wayne Hertz, Chairman of the Department, outlined the procedures
as follows:

Inherent in the new building was the basic philosophy of the
college, the basic functions of the Music Department within
the college, the community and the State of Washington, and
the kind of structure which would best serve the department.
After the first two above were established, each staff member
made his suggestions for the sizes and kinds of rooms, and
what he thought should go into their construction. The De-
partment Chairman and the architect, Don Erickson, visited
all the major construction in music buildings in the Northwest
to attempt to determine good and bad features of these buildings.

In due time the architect took our 20 pages of ideas and presented the Department with a preliminary sketch of the new building. Outside of minor changes, the final building is as it was first conceived. The architect hired an acoustical engineer to assist him in arranging and sizing rooms to contain the sounds produced therein, as well as breaking up the sounds for adequate hearing. The combination of acoustical tile and pyramids covered with masonite realized this effect. Although most rooms came out most ideally acoustically, the two rehearsal rooms and the recital hall needed additional attention.

All adjacent rooms have double walls with dead air space between to prevent sound leakage, and the construction of the second floor prevents any sound to be transmitted to rooms below. Ceilings are “free-floating” to help secure the sound. Eighteen colors were used throughout the building to give a pleasing atmosphere.

The structure was completed by January 1, 1964. At the dedication it was named Hertz Music Hall in honor of the man who has been chairman of the division and department since 1938.

The Legislature of 1961 appropriated $398,000 for “remodeling of college buildings” and after much discussion among administrators as to priorities, it was decided to use the entire amount to remodel the former library building into classrooms and offices primarily for the Division of Social Sciences. Members of the Division had been planning to that end for many months, although not all their recommendations were included in the final architectural scheme. The remodeled building provided twenty attractive oak-paneled offices in addition to the eight classrooms. Minor alterations were made in the adjoining Classroom building erected in 1929, the combined project was completed by the Spring quarter of 1963. At the dedicatory ceremonies the section of the building which had previously housed the library was named Smyser Hall in honor of Selden Smyser, Professor of Social Science, 1916-1942, and the former Classroom building was renamed Shaw Memorial Hall in honor of Dr. Reginald Shaw, Professor of Geography from 1935 until his death in 1952.

After it became evident in 1957 that a new athletic pavilion would be constructed, plans were made to convert the old gymnasium, which had been erected in 1928, into an addition to the Union building. Dr. Dean Stinson was named chairman of a faculty-student com-
mittee whose functions were to study anticipated future social activities and how to make the best possible use of the former gymnasium building. Members of the Committee invited suggestions from students and faculty. They also visited other union buildings in the State and adopted some features found elsewhere. However, the combining of two existing buildings made the local situation unique in many ways; hence a number of innovations were necessary.

Application was made to the H.H.F.A. office for a loan based on bond issues similar to those for building dormitories, and in October 1959 it was announced that bonds for $321,000 for the union addition project had been approved. Additional funds provided from a surplus in the Union Board fund and by the S.G.A. Treasury made the total sum available about $330,000.

The planning committee thereafter worked with the architect in making final plans. The larger part of the space occupied by gymnasium locker rooms, showers, and equipment was converted into a large social lounge downstairs and offices on the second floor. The former basketball court was transformed into the grand ballroom. A serious fire in January 1961 caused about $50,000 damage and delayed completion for several months, but by the fall of 1961 the building was in use. In May, 1964, it was named the Samuelson Union Building in honor of Dr. E. E. Samuelson, who had been the Dean of Students for many years.

After a sharp decline, in 1950 enrollment had begun to mount again and more dormitory space was needed. In 1954 plans were made to erect a dormitory for men, financed by a bond issue to be amortized from room rentals and student fees. This building, which cost $367,000 and housed 102 men, was ready for occupancy in the fall of 1955. It was named Wilson Hall in honor of William E. Wilson, Principal of the Normal School from 1898 to 1916.39

In 1957, negotiations with the Federal Home and Housing Financing Agency were initiated which resulted eventually in a $1,453,000 bond issue purchased by the Agency and the construction of a dormitory for 230 men—completed in 1959—and an apartment complex of forty-two units for married students—completed in the fall of 1960. These bonds were to be amortized over a forty-year period from rentals and student fees. The dormitory was later called Whitney-Stephens Hall in honor of two professors—Henry Whitney and William T. Stephens—who were with the institution thirty-six and thirty-four
years respectively. An additional $3,342,000 secured by a bond issue through the H.H.F.A. in 1960, provided $500,000 for the first unit of Holmes Dining Hall (named for Hal and Margaret Holmes, former deans of men and women respectively) and paid for the construction of three dormitories later named for Jennie Moore, Mabel Anderson and Harold Barto, each of whom had served on the College teaching staff for many years.

By 1962 it was very evident that the statistical prediction of college enrollment in the State were far too low, so another bond issue through the H.H.F.A. amounting to $2,800,000 provided funds for the erection of four dormitory units and for completion of the second unit of Holmes Dining Hall. The four dormitories were named in honor of professors George Beck, Clara Meisner, Loren Sparks and Annette Hitchcock, Dean of Women from 1942 to 1960 and a member of the Language and Literature staff until her retirement in 1962.

While there were many people involved in planning buildings and membership on planning committees fluctuated wildly in the late 1950's as one set of ideas was scrapped in favor of another, the man who exercised as much influence on the building program as anyone and more than most was Dr. Ed K. Erickson, Chairman of the Committee on Campus Sites and Development, who managed to secure some degree of coordination and unity to the changing and sometimes chaotic scene.

By the Summer of 1966 several other College residential units were either under construction or in the negotiation stage. Two dormitories similar in design to the four listed immediately above and financed through a bond issue of $1,275,000 were completed and were named at the 1966 Commencement in honor of Miss Juanita Davies and Mr. Harold Quigley, emeriti professors. And south of Eighth Avenue two identical “high rise” dormitories of nine stories, financed by a $2,500,000 bond issue and designed to house a total of 250 men and 250 women students were being rushed to completion at the beginning of the 1966-67 college year. They were named in honor of Dr. Ernest Muzzall, professor of education and formerly director of instruction, and Mr. Kenneth Courson, business manager from 1932 until his resignation in 1966.

What the future would hold for Central was of course unknown, but it is evident that the planners of buildings had great expectations and that the purchasers of the bonds authorized for housing con-
struction totaling over $11,000,000 had confidence in the continuing growth of the school. In the summer of 1966 thirty-one acres for future expansion were being made available through a Federal Urban Renewal project. This will bring the total area of the campus to almost 170 acres—far cry indeed from the original block donated rather grudgingly by the city in 1893.

1 This building, renamed “Science Hall,” was located northeast of the Administration Building.
2 Ellensburg Record, July 24, 1935.
3 Ibid., September 18, 1935.
4 Ellensburg Record, September 10, 1935.
5 Ibid., December 13, 1935, January 13, 1936.
6 Ibid., March 3, 1936.
7 Data from the program for “Dedication of College Auditorium and Arts and Sciences Building,” January 31, 1937. In 1963 the Auditorium was named in honor of President-emeritus Robert E. McConnell.
9 Ellensburg Record, September 8, 1935.
10 Ibid., September 10, 1935.
11 Ibid., December 13, 1935.
12 Ibid., January 13, 1936.
13 Ibid., March 3, 1936.
14 Data from program for “Dedication of College Auditorium and Arts and Sciences Building,” January 31, 1937. In 1963 the Auditorium was named in honor of President-emeritus Robert E. McConnell.
16 Record of the Trustees, September 19, 1941.
17 R. E. McConnell to Donald A. Carswell, October 17, 1946.
18 John W. Maloney to R. E. McConnell, March 23, 1944.
19 Ellensburg Record, October 31, 1946.
20 Washington, Session Laws, (1947) ch. 286, p. 1318. This was in addition to $189,064.56 appropriated for housing and dining hall facilities. Eastern Washington College of Education got only $440,962.96 and Western got $577,586.98 from State Development Fund that year.
21 Ellensburg Record, December 24, 1946.
22 Ibid., March 10, 1946.
23 The three principal speakers on this occasion were Dr. W. R. Hatch, of Washington State College; Dr. W. Kelley Woods, of the General Electric Corporation at Hanford; and Dr. Charles A. Evans, of the University of Washington Medical School.
24 Record of the Trustees, December 6, 1945. Ellensburg Record, December 7, 14, 18, 1945.
25 Ibid., March 12, 1946.
26 These names were later transferred to the “prefab” dormitories on campus.
27 Record of the Trustees, March 7, 1946.
28 Ellensburg Record, June 10, 1946.
29 Ibid., August 10, 1946.
30 Record of the Trustees, August 22, 1946, Ellensburg Record, September 27, 1946.
31 Both the College and the City of Ellensburg applied for fifty units each. The city got twenty-six. Ellensburg Record, February 18, 1946.
32 Ellensburg Record, March 12, 1946. Record of the Trustees, March 7, 1946.
33 The City of Ellensburg requested 24 additional units but was turned down.
34 In honor of Elvira Marquis Elwood who before her marriage was a member of the Normal School faculty of 1892-93 and was always a friend of the school.
35 Ellensburg Record, January 10, 17, 18, 1947. The Federal authorities granted $25,000 for moving and redecorating the Campus Club. This wooden structure became the Air Force R.O.T.C. headquarters in 1951.
37 C.W.S.C. Alumni Newsletter.
39 Minutes of the Joint Board of Trustees and Presidents, October 18, 1958. Alumni Newsletter, C.W.S.C., October, November, December, 1958.
40 From information provided by Dr. Maurice Pettit, Chairman of the Division of Education and Psychology at the time.
THE FIRST SEVENTY-FIVE YEARS

36 Including the Dean of Instruction, Chairman of the Campus Site Committee, members of the library professional staff, one member from each of the instructional divisions and two students.
37 Information supplied by Miss Margaret Mount, Librarian Emeritus.
39 As of 1966 Wilson Hall has been a women's dormitory for the past four years.
40 Dr. Erickson was appointed President of Seattle Community College in 1966.
Divisions, Departments and Programs in Recent Decades

At the time Mr. Henry Whitney resigned from administrative work in 1942 his duties as Registrar were taken over by Professor Harold Barto, who continued to teach courses in history. Mr. Whitney's duties as Director of Instruction were assigned to Dr. Ernest Muzzall who had been Director of Public Services. Dr. Muzzall continued as Director of Instruction until 1954 (when he became Director of Graduate Studies) and Dr. J. Wesley Crum was appointed in his place with the new title Dean of Instruction.

Dr. Crum graduated from Seattle Pacific College in 1936 and received the Master of Science degree in chemistry from the University of Washington two years later. After teaching science and mathematics several years in high school he became a superintendent of public schools in 1942. Several years later he returned to the University of Washington for further graduate study, and in 1950 was awarded the Ph.D. degree in educational administration. A year earlier he had accepted a position as associate professor of education and acting-director of the audio-visual aids program at Central Washington College of Education. In 1953 he was made Director of Graduate Studies, and a year later became Dean of Instruction.
The Dean's position was a difficult one. He was responsible for many functions in the areas of curriculum, personnel, and recruitment of faculty, but often was not given the authority he needed to implement his program. Only gradually did he secure some freedom of action in those very critical areas. His office was also the "complaint department" of the College. There were grievances of faculty against division chairmen and problems of chairmen with individual staff members. There were complaints about "difficult" colleagues and occasional protests by students against certain instructors. Probably no office on the campus required more patient listening, more tact, or more good common sense than this one. In addition, the Dean was responsible for many committees and had a part in the preliminary planning for several building projects. He and his staff assembled the materials for the College Catalog and there were many other duties not mentioned here. But the Dean's most constant problem was the improvement of curriculum and teaching. Looking back from the vantage point of a new assignment as Dean of Education, Dr. Crum has said that he found the position of Dean of Instruction extremely interesting and challenging and at the same time most frustrating because of the number of assignments for which he had been responsible.

In retrospect, Dean Crum also notes some broad general trends in the past decade. The arts and sciences have shown a phenomenal growth in the sciences and foreign languages, and especially in philosophy—which usually was conspicuous by its absence prior to 1954. With the growth of the graduate program, the doctorate has become a more important criterion in the selection of new faculty. The number of "500" level courses has multiplied in recent years and are now found in most of the principal academic disciplines. In recent years there has been much more faculty interest in building up the library holdings and in research facilities and projects.

Although the general objectives sought by the College staff had been debated formally and informally for many years it was not until 1953-54 that a sustained effort was made to set them down in writing. An all-campus committee spent many sessions examining the role of the College as it was and in asking questions as to what the role should be. After months of study involving a considerable part of the faculty the following set of general objectives were finally agreed on as desirable, and were listed in subsequent issues of the Catalog:

The experiences provided by this institution, by enabling the
student to order his life in accordance with an ethically based
code of behavior, increase significantly his ability to:

1. Apply scientific methods not only to his physical world
   but also to personal and civic problems;
2. Understand his own ideas and those of others, read, listen,
   and observe intelligently, think logically, and express him-
   self effectively;
3. Understand the bases of human behavior;
4. Make satisfactory individual and social adjustments;
5. Understand and apply the principles of health;
6. Appreciate the process and products of art, literature,
   music, and similar cultural expressions;
7. Participate in creative activity;
8. Work effectively both independently and in cooperation
   with others;
9. Be proficient in a satisfying vocation;
10. Use leisure time wisely;
11. Become an informed, responsible, and active participant
    in all areas of social living; and
12. Seek continued growth in the fulfillment of these objec-
    tives.

While it can hardly be maintained that every student has achieved
each of these objectives and it may be suspected that not every mem-
ber of the faculty keeps a framed copy of them over his desk as a
constant reminder, they have served as an ideal to be worked toward.
(Perhaps the “reach” of a college should always exceed its “grasp.”)

A decided trend toward specialization in academic fields has been
characteristic of the faculties of recent years as the increased enroll-
ments have justified much more varied curriculum offerings, and it
is now rare for an instructor to teach a course outside his major or
minor field of preparation. It was not always so! An example of what
could happen in the 1940’s: the writer, who came to Central in Janu-
ary, 1943, taught seventeen different courses in his first three years—
including all of those offered in American, Latin American, Canadian,
and Pacific Northwest history, the two required social science survey
courses and such sociology and political science as was offered while
the regular instructors in those areas were in the armed services.
About once in every two years in the 1940’s he managed to find a
place in his schedule for American Colonial History, his own field of
specialization. One needed to be “broad” in those days—even if not
very deep; but the writer holds no brief for that kind of breadth.
If any of his former students in sociology or American government have forgotten all they “learned” from him in those subjects, it may be just as well! The point is that this kind of thing did go on and was justified on the grounds that a prescribed variety of courses should be offered, whatever the size of the faculty. Other changes and trends will be noted in a survey of developments in the academic areas which follows.

Lest the use of the terms “division” and “department” should cause confusion, it should be indicated here that in the early days of President McConnell’s administration, academic departments somewhat related in subject areas were brought together into divisions as was done in many other institutions—to all intents and purposes departments simply disappeared. After much discussion this plan of organization was replaced in 1965 by a return to separate departments. The divisional pattern is observed in the following pages simply because it was followed until very recently.

Education, Psychology and Philosophy

In the division of education, psychology and philosophy a number of changes occurred in recent decades. Because of the great teacher shortage during World War II, the four-year required curriculum was in abeyance for the time and emergency certificates were offered. Hundreds of former teachers returned for “refresher” courses especially designed to help them become re-oriented to the school room.

In 1947, because of the unprecedented growth of enrollment after the war, Dr. E. E. Samuelson, who had been chairman of the Division for many years, was relieved of that responsibility so that he could give full time to his work as Director of Student Personnel and Placement. Dr. Charles Saale took his place as chairman and continued in that position until he resigned in the fall quarter of 1953. Dr. Wesley Crum served as acting-chairman until the following year, when Dr. Maurice Pettit, an alumnus of Central, was appointed chairman. When he took a leave of absence in 1961-62 to teach at the University of California at Los Angeles, Dr. A. H. Howard, also an alumnus, became first acting-chairman and then chairman of the division—holding that position until the reorganization of the faculty in 1965.

The increase in enrollment and the expansion of services in the years after 1945 resulted in a rapid increase of staff in this division. The introduction in 1949 of the program leading to the Master of
Education degree resulted in an increase of course offerings, as did the "fifth year" requirement for the standard certificate. Increased concern for the first-year teachers and recent graduates led to a program of visitation and on-the-job assistance. In 1965-66 the education faculty (not including supervisors of student teachers or Hebeler Elementary School staff) was the equivalent of twenty-one full-time persons.

Until recent years psychology course offerings at Central were considered principally as supplementary to those in education. Approval of a separate psychology major in the arts and sciences in 1953 encouraged many students to specialize in that area preparatory to graduate work in psychology elsewhere and made it possible to recruit a staff of highly specialized persons representing several schools of psychological thought. Soon after the 1963 legislation permitting the M.A. and the M.S. degrees, plans were completed to offer the M.S. in psychology in addition to the M.Ed. in this field. The majority of the M.S. graduates to date have gone on to work for the doctorate elsewhere, although a number have become school psychologists. A number of M.Ed. graduates in psychology were teaching in community colleges by 1966 and several were on the faculties of four year institutions. In 1965-66 there were 240 undergraduate psychology majors, about half of them in the arts and sciences program and half in teacher education. Dr. Eldon E. Jacobsen directed the psychology program during the period of rapid expansion to the year 1966.

Much emphasis has been placed upon experiment even in the undergraduate major. Of the sixteen members of the psychology faculty in 1966, four gave all their time to experimental work. In 1966 the former Ellensburg General Hospital building was purchased by the College, and when this is remodeled its facilities will be used for psychological experimentation.

While there had been courses in the philosophy of education more or less regularly for many years and occasionally an introductory course in philosophy or ethics, it was not until 1953 that a full-time person—Dr. Dan Opplemen—was appointed for this academic area. After his resignation in mid-year, 1959, Dr. Chester Keller was named to this position in 1960; in 1963, a second person in philosophy was appointed. Since the general education program adopted in 1963-64 required a course in logic, philosophy, or rhetoric, by the autumn quarter of 1965 there were four persons in the newly-created department of philosophy, with Dr. Keller as chairman.
Student Teaching

In 1951 the State Board of Education decreed that teacher education should be directed toward a general certificate which would enable its holder to teach at any grade level in elementary or secondary school. This required drastic readjustments in the curricula and emphasis at the teacher-training institutions. After ten years the experiment was abandoned in favor of more specialized training. Beginning in 1961 the candidate for a certificate was endorsed for either elementary or high-school teaching specifically. A further restriction was that the prospective teacher was to be approved for his first teaching appointment only in those subject areas for which he had adequate academic preparation. Exceptions were possible, and there were no restrictions after the first year of teaching; but at least some control was attempted.

The student-teaching program was changed in 1956 to require each candidate for a certificate to spend one term of eleven weeks at full-time preparation and teaching under guidance of a regular classroom teacher and a supervisor from the College staff. Because of this change and the surge in enrollment in the late 1950's, schools outside Ellensburg and vicinity were invited to participate. Accordingly, additional "geographical centers" of training have been secured at or near Wenatchee, Vancouver, Yakima, and Seattle (Bellevue). This involves the employment of full-time resident college supervisors at these places. Students react variously to leaving the campus for a new environment to begin what is a very demanding experience, but a common evaluation is, "That was my best quarter in College!" In 1965-66 the number of students in practice teaching was slightly over 550, and the equivalent of ten full-time College staff members were employed in supervisory work. Cooperating room teachers are paid a very small sum. The credit allowed for student-teaching and the required seminar connected with it is sixteen quarter hours, as of 1966.

Members of the education staff understood well enough that not everyone who aspired to become a teacher understood all that teaching involved. So that they might have a realistic introduction to the school room before student-teaching, beginning in 1958, candidates were invited to participate voluntarily in what was called for lack of a better name "September Experience." The students electing to do so spent the first weeks of September assigned to a school room in a student-teaching center. They were to learn at first hand what went on in the classroom and behind the scenes. They helped the class-
room teacher when they could and became for the time being an integral part of the school system. Many who had this experience were so enthusiastic about it that eventually it was required of all students as a prerequisite to practice teaching. Under the more exact if less romantic title “Classroom Management” the student now receives four credits toward graduation. As late as 1965, Central Washington State College was the only institution in the state making such extensive use of the plan.

As of 1966, a formal application for admission; a grade point of 2.00; proficiency examinations in handwriting, speech, spelling, mathematics, reading, and English usage—usually taken in the sophomore year—are required for acceptance into the teacher education program. The academic departments in which the candidate has done his major and minor work must endorse him before he is admitted to student-teaching. Personal observations of the candidate by all members of the college teaching staff are invited and processed through the Dean of Education’s Office. Successful completion of student-teaching is a prerequisite to final endorsement for the provisional teaching certificate, and two years of successful teaching and the equivalent of a fifth year of college work are required for the standard teaching certificate.3

The Edison School and College Elementary School

It has been noted that the progressive approach to elementary education was used by many teachers in the training school during Mr. W. E. Wilson’s administration, 1898-1916. In President George Black’s administration the progressive philosophy was adopted almost exclusively.

In its daily program the primary department of Edison School aimed “not only to fulfill the requirements in formal subject but to give each child an opportunity for free expression in dramatic plays, and rhythms, in original verses and melodies.” In their free period the children worked on concrete projects—in 1919, a usable screen, a play house, farm buildings, toys of all descriptions, clay or paper models, and room newspapers. It was believed that “these opportunities for real living in the school,” resulted in more cooperation and a greater sense of responsibility and laid “foundations for permanent interests in life.”4

In the intermediate grades the attempt was made to carry on all
the work through projects or problems. In 1918-1919 the fourth grade studied the forest regions of the United States through the problem, “Where do we get the material for making paper?” In their study of currents and direction of winds they made kites, gliders, miniature airships and wind toys. When they studied the life of the Indians and the American pioneers they made many of the kinds of articles of food, shelter and clothing used by them. In the fifth grade much attention was given to manual training, sewing, and camp cookery. As a language activity the boys and girls prepared a series of talks on the life and work of Theodore Roosevelt, whose death occurred earlier that year. Out of these a book was compiled which was presented to the library.\textsuperscript{5}

This work attracted the attention of educational circles. President George Black and Loren D. Sparks, Principal of the training department, were invited to describe the Edison school program at a meeting of superintendents at the National Education Association conference at Cincinnati in 1925. Altogether, Mr. Black and Mr. Sparks were asked to lead discussions at fourteen different sessions—a fact which suggests the degree of interest aroused by reports of the innovations at the Ellensburg Normal School.

Under the guidance of Miss Amanda Hebeler, who was appointed to direct the Edison School in 1929, the “learning by doing” emphasis was continued. For several years the third graders operated a post office, selling postage to the Normal School students, mailing letters, and collecting stamps for their albums. In 1933 the second grade worked for a time on a milk unit; the fourth grade built a zoo, among other things; the fifth grade in that New Dealish year set up a junior N.R.A. They also worked on a plan for the redecoration of their classroom.\textsuperscript{6} The sixth grade published the Edison News for many years.

On many large projects all the children worked together. One of these was the annual public presentation of the “Festival of Nations,” which was a very colorful affair designed to encourage appreciation of other peoples. In 1935, 250 children participated in two public performances of “Hansel and Gretel.” For several years the childhood education club, Kappa Pi, sponsored an annual concert by the pupils. In 1937 something different was tried when the children created their own dances to music which they sang.\textsuperscript{7} In 1943, directed by Mr. Lawrence Moe of the music faculty the pupils gave a public presentation of Pergolesi’s “Stabat Mater” in the original Latin text, a feat which amazed the auditors and perhaps the parents most of all.
When the new building was completed in 1939, the name “Edison School” was dropped in favor of “College Elementary School.” The new quarters gave many more opportunities for constructive work with children. In an interview with a reporter from the Campus Crier in 1941, Miss Hebeler, director of the School from 1929-1956, said:

An ideal school is a place where boys and girls live together, where boys and girls learn to work and play with others; where they will learn to understand their responsibilities as well as their privileges and rights; a place where learning experiences are fitted to the child’s experience; a place which inspires the child to put forth his best self.

The “homey” atmosphere of the C.E.S. library with its attractive plants and its fireplace, not to mention the 4,000 children’s books, lent itself to these ends. So did the commodious gymnasium playrooms and the dining room where a hot dish was served daily and where attention was given to correct manners and table etiquette. The fact that the enrollment was restricted so that classes were of moderate size helped also. And, of course, a staff of able and experienced teachers contributed greatly toward the kind of learning situation where children really enjoyed going to school.

When Miss Hebeler retired in 1956 Dr. Edwin Reed succeeded her as Director of the Elementary School and remained in that position four years. Mr. Bill Ranniger, a Central alumnus, served as Director for two years. When he resigned in the summer of 1963 to continue graduate work Miss Hebeler was asked to return for a year or until a permanent Director could be employed. Dr. William Gaskell was appointed to the post and in the summer of 1963 took up his duties as Director of the Amanda Hebeler Elementary School (as it was renamed earlier that year).

In the period 1956-66, but especially since the coming of Dr. Gaskell, the function of the Elementary School has been widened, so that in addition to providing opportunities for student teaching and observation much emphasis has been given recently to research and experimentation. Dr. Gaskell has said that the school should be a kind of “showcase” where new techniques and approaches to learning should be demonstrated in practice. For instance, in 1965-66, with the cooperation of Dr. Theodore Naumann of the Department of Psychology, a class of over thirty children from three to five years of age were put under a teacher who used the Montessori method for a year, and the results were analyzed and given publicity. A recent
innovation in the Amanda Hebeler Elementary School is “vertical team teaching” whereby three teachers are assigned as a group to what would ordinarily be considered three grades. The three teachers of the team work together (either with grades I, II, and III or IV, V, and VI) and continue with the pupils for three years, which gives them an opportunity to know each pupil for a longer time and to better understand their individual differences. The “continuous progress” plan is also used instead of “lock-step” uniform promotion from one grade to another, and the pupil is urged to assume more responsibility for his own education and progress. Public school administrators and teachers are invited to observe the new techniques and methods in operation and several each month do take advantage of the opportunity.

Fine and Industrial Arts

In 1932 fine and applied arts—including home economics until 1947—came under the direction of Mr. Glenn Hogue, who continued as chairman until 1958. Mr. George Sogge came in 1936 to teach courses in woodworking and crafts. That same year the applied arts were moved from the old heating plant (otherwise known as Science Hall) to the first floor of the Arts and Science building. They expanded to include the second floor in 1948. This made room for much more shop space for metal work and Mr. Wilhelm Bakke came that year to direct such courses.

Mr. Hogue introduced ceramics into the curriculum in 1940 and did much work in that field including experimentation with various types of clays, potter’s wheels, glazes, and kilns. Of the work in industrial arts he said, “One of the most important things we do is to make it possible for students to do something they didn’t think they could do.” This, he believed, gave people confidence and increased respect for themselves.

In the fine arts there was much shifting of staff during the twenties and thirties, but after the coming of Reino Randall in 1938 and Edna (Sarah) Spurgeon in 1939 there was a greater degree of stability and continuity in the program. Under their influence and with Mr. Hogue’s backing, more emphasis was given to individual initiative and creative work than to rules and formulae. Courses in crafts generally and in jewelry making and wood sculpture in particular, were added in time. By 1951 there were seven full-time members of the staff. Constant experimentation with new ideas and new media continued.
to be the approach of the faculty in fine and industrial arts. Many awards were won by members of the staff and by their students at various showings and art festivals in the Pacific Northwest.

In 1958, at his own request, Mr. Hogue was relieved of the division chairmanship. Dr. Louis Kollmeyer was appointed to succeed him. When the faculty was reorganized in 1962, a new division of fine and applied arts—which included art, music, home economics, and industrial arts—was created, with Dr. Kollmeyer as chairman. In 1965 when the faculty was again reorganized, separate departments of art and industrial arts were formed, with fourteen teaching staff in the art department and five in industrial arts. With recent additions to the staff the art department has expanded course offerings in history of art, print making, sculpture (with the addition of metal construction and casting) and in graduate courses leading to the M.A. degree in Art.

**Health and Physical Education**

The division of health and physical education was for many years the responsibility of Leo Nicholson, who became chairman in 1931. Under the administration of President Black there was an excellent health program, but physical education was largely confined to athletics. Mr. Nicholson believed that a wider program providing for over-all development was preferable. As he outlined it the program should include four phases:

1. An instructional program built around the needs of the school and the prospective teachers.
2. An intramural sports program for both men and women students.
3. A recreational program for students and faculty.
4. Intercolligate athletics.

As of 1966, course offerings are divided about equally between physical education and health. The course in health essentials (for many years required for a teaching certificate, but now an alternate requirement) attempts to inculcate good health habits. Since the recent national emphasis on physical fitness, there has been more work in tests and measurements—an area in which Dr. Everett Irish has specialized. Advanced courses in kinesiology and physiology of exercise have been taught for many years by Mr. Linwood (Monte) Reynolds, who joined the staff in 1947.
Physical education "activity courses" required of all students have been designed to provide bodily exercise and coordination and to develop skills in "lifetime sports" which may become interesting and healthful recreations after the students leave college. Whenever possible, physical education and health courses are coeducational—a policy different from that of most institutions, but considered more in line with the realities of life situations. Another unusual feature of the physical education program is that the intercollegiate athletic program is subordinate to the total program. For example, every member of the athletic coaching staff is required to teach classes as part of his total work load even in the season of his particular coaching responsibilities.

For women there are "sport days" and symposia, when representatives from several schools meet for friendly interchange of ideas and demonstration of skills and techniques, and a limited intercollegiate athletic program. Miss Jess Puckett supervised the women's side of the health education program for many years before she resigned in 1953 to join the staff of the University of Oregon. She was succeeded by Mrs. Alice Cheska, who was followed in 1958 by Dr. Mary Bowman, and she by Miss Wilma Moore in 1962.

The intra-mural emphasis has increased sharply in recent years. The completion of the athletic pavilion and field house made available much more space and because of protection from the weather, more activities can continue the year 'round. The swimming pool has been used extensively for classes and an intercollegiate swimming team has won a number of championships.

There has also been a considerable increase in the number of courses relating to recreation and there is now a recreation major in Arts and Sciences and a minor in teacher education. Outdoor education has been a special interest of Mrs. Helen McCabe.

When Mr. Nicholson resigned as chairman of the Division of Health and Physical Education in 1961 to concentrate on his work as director of athletics and basketball coach, Mr. Albert (Abe) Poffenroth was appointed to succeed him. Dr. Irish was made Director of Men's Health and Physical Education in 1964, succeeding Mr. Reynolds in that position. When Mr. Nicholson retired from the faculty in 1964, Mr. Adrian Beamer became Director of Athletics. There were 23 full-time members of the Health and Physical Education faculty in 1965.
Home Economics

A department which has survived an unusual number of relocations, changes in personnel and emphasis, and other vicissitudes is that of home economics. Originally established in 1909 as "domestic economy," it was rechristened "home economics" in 1914, and became "home art and economics" in 1932—when it was included in the division of fine and applied arts—and finally in 1937 became "home economics" once more. In 1946 it was separated from fine and applied arts and became a division; in 1962 it was merged once more with fine and applied arts; and in 1965 it became a separate department when divisions were abolished.

From 1932 to 1937 the Home Art and Economics Department was a part-time responsibility of the Director of Dormitories and offered only a course or two each quarter. When Miss Helen Michaelsen came in 1937 to take up the work, she infused new life into the program. She insisted from the first that home economics was vastly more than cooking and sewing and other household arts. As she saw it:

The most significant thing about home economics is home, and the primary goal is homemaking, home-centered liberal education with professional training secondary . . . home economics surveys all fields of knowledge and gleans whatever may serve the end sought—improvement of home and home life; it assembles and disseminates whatever may serve to promote the ideal for the home and the lives therein. Skills that will help qualify a student for first-class homemaking are essential. Attitudes, judgments, and appreciations are fostered which lead to intelligent self-direction, to the ability to make decisions, and to the working out of an individual philosophy of life leading to personal satisfaction in terms of social welfare.

The program she introduced has included all divisions of home economics: family relations and child care; family economics and home management; the house and its furnishing; food and nutrition; textiles and clothing. A course in nutrition was, until 1964, required of all teacher-education students. In that year, it was made an alternate requirement, health essentials being the other possible choice.

In 1960 the department was approved for teaching vocational home economics under the Smith-Hughes program. At that time a home-management house was provided where four students at a time were to live for a quarter and, under supervision by a member of the staff,
prepare meals, make out the household budget, and assume responsibility for the living unit generally. As part of the training, the students cared for a young baby, “borrowed” during the day-time hours. Because of increased enrollment, two home-management houses were required by 1965.

A nursery school was added to the vocational home economics program in 1965, when fifteen children were enrolled by their mothers, who cooperated on a rotation basis in assisting in the school. This nursery school provided an excellent opportunity to observe child development and to learn child care by first-hand experience. The majority of home economics graduates choose the teaching major, of which vocational home economics is one phase.

According to Mrs. Louise Tobin, who became chairman in 1963, there has been an increased emphasis in recent years on child development, family life and creativity in the home. In 1965-66 the department had a staff of twelve.

Language and Literature

Changes and developments have come in orderly and unspectacular fashion in the Division of Language and Literature as befits a field having a long-established and indispensable place in the academic community. The Second World War brought many changes in staff personnel, including the leave-of-absence granted to Professor Donald E. McRae, Chairman, and his subsequent resignation from the staff in 1945. Dr. Catharine Bullard, who had served as acting chairman, was then appointed to be chairman of the division, a place she occupied until 1962, when Dr. Keith Rinehart was elected by the Division to succeed her.

Undoubtedly, most students became acquainted with this division through the required courses in grammar and composition. In 1958 the required composition courses were changed from the freshman year to a vertical arrangement, the second and third quarters required in the sophomore and junior years respectively. This innovation in the English composition program has been imitated, with some variation, by several colleges in the Pacific Northwest.

The postwar increase of students brought with it a rapid growth of the curriculum in English literature and a corresponding increase in the number of students with a major interest in this field. The freshman and sophomore courses grew even more rapidly. Among the
staff added to cope with the influx were Norman Howell (speech, 1945), Sidnie Davies Mundy (1946), Dr. Lyman Partridge (speech, 1947), Miss Mary Mathewson (1948), Dr. Herbert Anshutz (1950) and many others of brief tenure.

Although French had appeared in the curriculum at various times, a major in that field was not offered until 1942-43; courses in Spanish were introduced in the same year. However, the administration showed little concern about development of a strong foreign language program and a procession of instructors in Spanish and French came, felt frustrated, and resigned after a year or two. But student interest in these and in other languages and the efforts of faculty members both within and outside the division to strengthen and broaden the foreign language offerings began to affect school policy. After Dr. Odette Golden returned in 1959 to teach Spanish and French, and added her efforts to these, a period of rapid expansion of foreign language faculty and courses began. Since 1949-50 it has been possible to major in both Spanish and French. In 1960 German was re-introduced into the curriculum after an absence of many years, and Russian courses were added in 1965.

Although work in speech and drama had been offered at many times in the earlier years of the school, it was not until 1936 that sufficient staff and courses made a major in this combined field possible. Some training for radio and television production was initiated in 1956 and in the same year a separate division of speech, drama, radio and television was formed with Dr. Lyman Partridge as chairman. This very small division eventually was reorganized as a department, and soon after the resignation of Dr. Partridge in 1964, Dr. Jon Ericson was chosen to succeed him.

Other departments formed by the 1964-65 reorganization of the faculty were English and foreign languages. Dr. Keith Rinehart was elected chairman of the former and Dr. Odette Golden of the latter.

The English department showed special initiative in strengthening course offerings and increased library holdings in preparation for graduate work. In 1966 the program for the Master of Arts degree in English was approved.

Music

For several years after the first World War the music department seems to have done little to call attention to itself. In 1925 two new
teachers were added to the staff, one of them being Mr. George Beck—better known for his later work in geology and paleontology—who organized two orchestras, one for beginners and one for more advanced performers. Two glee clubs also made their appearances that year.

An interesting musical organization in the early 1930's was the Madrigal Club, composed of three men and three women—some of them faculty, some townspeople. These dressed in old English costumes and while seated about a table sang Elizabethan madrigals without accompaniment. The group was much appreciated and appeared in programs over the State as well as locally.

The Women's Ensemble, organized in 1935 and directed by Miss Juanita Davies, presented many public programs each year, as did the Men's Ensemble under Mr. Harley Snyder, chairman of the department. Two years later, the orchestra and the string ensemble played for the Seattle Chamber of Commerce and also broadcast over the N.B.C. network.

Mr. Snyder resigned in 1938, and Professor Wayne Hertz came as chairman of the department that autumn. The next year after the elementary school moved from the Edison building into its new quarters, the music division took over a large part of the building vacated, and occupied it until the present Hertz Music Hall was ready for occupancy in January, 1964.

There had been choirs at Central before, but Mr. Hertz stressed choral work more than his predecessors had and soon developed an organization which won wide recognition. The Central Singers present many concerts each year and go on a concert tour of the Pacific Northwest each spring. In 1954 they were invited to sing before the Music Educators' National Congress in Chicago and while in that city gave eight concerts.13

At various times in the early history of the school, bands had been organized with and without the blessing of the music department, but there had been no concert band until 1938, when Mr. Cloice Myers joined the staff and organized and directed one. In 1947 Mr. Bert Christianson succeeded Mr. Myers as band director. At present the band—composed of 120 or 130 uniformed men and women—makes as many as fifty appearances a year at various college functions and formal concerts.

238
DIVISIONS, DEPARTMENTS AND PROGRAMS IN RECENT DECADES

Orchestras, string ensembles, quartets, brass and woodwind ensembles, and other musical organizations have been formed as talent was available or interest warranted. Most of the work of the division, of course, is in the less spectacular areas of teaching music history and literature, and theory, and in giving private lessons. The Department regards training teachers to handle public school music programs as its main job, though some students take an arts and sciences major in music. The object of the introductory music course required of all non-majors is to raise the standards of musical understanding of the students.

The music division was incorporated into the Division of Fine and Applied Arts in 1962 but emerged again as a separate department with Dr. Wayne Hertz as chairman at the time of reorganization of the faculty in 1965. At that time there were fifteen full-time members of the staff, a third of whom had been at Central for fifteen years or more, including Dr. Hertz, Dr. Herbert A. Bird (violin, 1947); Dr. Henry Eickhoff (organ, 1950); Dr. Joseph Haruda (voice, 1951); and Dr. G. Russell Ross (brass, 1949). Miss Jaunita Davies (piano) retired in 1965 after thirty-eight years service on the staff.

Air Force R.O.T.C.

A significant departure from the traditional curriculum was the introduction of the Air Force Reserve Officers Training Corps. In 1950 the Air Force decided to expand its R.O.T.C. program into many colleges and universities. President McConnell, backed by the Ellensburg Chamber of Commerce and Washington's senators and representatives in Congress applied for a unit at Central, with the expectation that such a unit would attract young men interested in the draft-deferred status granted those in the A.F.R.O.T.C. program. The application was approved, and military training began at Central in the fall of 1951. All freshman and sophomore men not specifically exempted for special reasons were required to take the first two years of the basic R.O.T.C. program for a total of twelve academic credits. Those who qualified for the advanced four-year program and successfully completed it would be commissioned second lieutenants in the U. S. Air Force Reserve.

The faculty was not consulted about the introduction of the R.O.T.C. program, and some students disliked the compulsory feature. However, in the autumn of 1951, 270 students enrolled in Air Science I, a two-credit course in world political geography with reference to
the significance of air power. Air Science II, the second-year course, was concerned with orientation into flight operation, including such matters as navigation, characteristics of aircraft, and the history and development of aircraft. R.O.T.C. drill came once a week, at the same time for all in the program. The teaching staff that year consisted of six commissioned officers, headed by Lieut. Colonel Jerry D. Miller, and six master sergeants.

Headquarters and classrooms equipped by the Air Force with the latest educational aids were set up in the building which had been moved in from the airport several years earlier and had served for several years as the "Campus Club."

During its first year at Central, the R.O.T.C. unit introduced several extracurricular activities: the Military Ball, a strictly formal affair; the Arnold Air Society, an advanced cadet honor society; the Rifle Team, which competed with other schools in shoulder to shoulder matches; the Cadet Glee Club—the first one in the national A.F.R.O.T.C.—and an A.F.R.O.T.C. band of thirty members which played for the drill and review periods and gave several public programs. In 1958 the local unit sponsored the organization of the "Angel Flight" for women students, later named "Kelly's Angels," which was considered an honorary society.

The number of R.O.T.C. cadets increased each year as the enrollment grew in the 1950's, but the number who continued through the advanced program in the junior and senior years and eventually were commissioned as officers remained very small. Between 1953 and 1958, for example, less than one per cent of those who had received basic training finished the four year course and were commissioned often at a cost of over $22,000 per man. In the "post-Korea" period of reduction in appropriations and increasing costs of weapons systems, the cost of "building citizenship" among the increasing number of freshmen and sophomores seemed very expensive for the results achieved. In an effort to cut costs, the Air Force made nation-wide revisions in its R.O.T.C. curriculum. Thus, in 1960 it reduced the number of required credits from twelve to eight, although six quarters of drill were still required. The revised program allowed wide ranges of academic courses to be substituted for the dropped R.O.T.C. course requirements, thus freeing staff to concentrate on training the third- and fourth-year officer candidates.

Meanwhile, students, particularly men who had not the slightest
intention of becoming officers, became more vocal in their opposition to “compulsory R.O.T.C.” and were not satisfied with mere reduction in required hours. In a student poll conducted by the Student Government Association in February 1963, 638 of the 760 students voting were against compulsory R.O.T.C. for freshmen and sophomores. Considering the high cost of this total program—a cost which in 1959 had seriously jeopardized its continuance—officers of the local Detachment were on the side of the students. They preferred to use funds saved by abolishing compulsory R.O.T.C. to train men who wanted to be trained.

So, with the hearty approval of administration, faculty, students, and the Detachment personnel, the R.O.T.C. program became voluntary in the Fall quarter of 1963. An immediate drop in enrollment to four hundred resulted in a smaller staff, but the improved morale of those who remained and among the students who chose the program was probably sufficient compensation.

Meanwhile, the R.O.T.C. curriculum had been modified from time to time. The trend was “from training cadets for specific jobs within the Air Force structure—to preparing the man for officerhip, in the areas of leadership, political understanding, problem solving and the use of creative imagination.” Flight training in light aircraft was introduced in 1957.

A new law of October 1964 opened the way to commissions for junior college transfers and others who had not taken the basic courses and caused another drop in freshmen and sophomore participation. However, a scholarship program open only to those who had had the basic courses reversed the downward trend to some extent. The number of officers trained for commissions by Detachment 895 Air University (A.F.R.O.T.C.) at Central between 1951 and 1965 was more than 200. In 1965 the staff of the Detachment was composed of four officers and three enlisted men, and there were 111 cadets in either the basic or advanced program.

The Social Sciences

Before the first World War, courses in American and European history were assigned to one instructor or another without much continuity from year to year, but in 1919 Herbert C. Fish was appointed to teach full-time in those areas. He stressed what he called “the human side of history” and quickly gained a large following of students.
was well versed in Indian lore and wrote articles and produced pageants about Indian life.

In 1934 Mr. Fish died suddenly of a heart attack. Dr. Vernon Carstensen who was particularly interested in the West and Pacific Northwest, succeeded him. When he took a leave of absence in January 1943, Dr. Samuel Mohler was appointed in his place. In 1955 the increasing enrollment made it necessary to appoint two additional staff members to handle the work in American history: Dr. Floyd Rodine and Dr. Walter Berg.

Harold (Pete) Barto, who came as assistant football coach in 1932, taught a course or two in European history until 1937, when he asked to be relieved of coaching to give full time to teaching history. Mr. Barto was head of the division from 1946 to 1948 and continued to teach until he retired in 1960. In recent years there has been a marked increase in the number of offerings in European, African, Asian and Latin American history as specialists in these areas have been added.

In 1916 Mr. Selden Smyser took over the teaching of sociology—previously one of several responsibilities of the biologist, Dr. John P. Munson. Because of the rapid growth of enrollment and Mr. Smyser's other work, a specialist in sociology was added to the staff in 1938, but he joined the armed forces soon after the United States entered the Second World War and for two or three years only an occasional course was offered. Dr. Elaine Forsythe was appointed to teach sociology and related courses in the later war years. In the post-war years Dr. Richard Wilmeth and Max Klingbell, each taught sociology for five years, followed by Dr. George Fetter and Dr. Robert Brown. Dr. Virgil Olson took over the courses in sociology in 1960 and since that date additions have been made to the staff. In the fall of 1966 there were four sociologists and a department was organized with Dr. Olson as chairman.

While a course in anthropology had been listed in the Catalog for some years and was occasionally offered, it was not until 1964 that a specialist in that field was appointed. Because of student interest demonstrated by enrollment a second anthropologist was added in 1966.

Geography courses for teachers appear in early catalogs, but it was not until 1936 that a specialist, Dr. Reginald Shaw, was appointed. Dr. Shaw became intensely interested in the Pacific Northwest and
was recognized as the foremost authority on the geography of the Columbia River and its basin. Because of the increased enrollment in geography classes which accompanied the "G.I." influx, Dr. Robert Funderburk was appointed in 1947 to take over some of the courses. Dr. Martin Kaatz came after the death of Dr. Shaw in 1952. Other geographers have been added since.

While some courses in commercial subjects had been offered for many years, commercial education as a separate field was established in 1937, with Mr. Alva Treadwell in charge. Classes in business correspondence, business law, accounting, and shorthand were larger than anticipated and grew still larger. Mr. Eugene Kosy came in 1949 to take over and expand the business education work.

Courses in economics as an adjunct to commercial education were offered also, but not until 1947 was it possible to major in that field. After 1948, when Dr. Harold Williams, an economist, came to Central as chairman of the Division of Social Sciences, a number of courses were added. Many who have taken the B.A. degree in Arts and Sciences have specialized in economics.

Political science courses have been offered for many years, and the study of American government dates back to the 1890's. In the 1930's such courses, as well as those in international relations, were listed under "social science." In 1939 for the first time a teacher was appointed specifically for political science. In 1942 Dr. Elwyn Odell succeeded him and has been teaching in political science and international relations since then, except when he was on leave during the war. In 1960, Dr. Robert Yee was appointed to teach in the same areas, and in 1965 with the reorganization of the faculty he became chairman of the combined department of political science and sociology, from which sociology was separated in 1966 by the formation of a new department.

The Sciences and Mathematics

During the long career of Dr. John P. Munson at the Ellensburg Normal School the study of biology won for itself a larger place than the other sciences. After Dr. Munson died in 1928, Mr. Harold Quigley, who had been teaching in the department, took over much of his work. There began then a shift of emphasis from purely academic courses in the biological sciences to those having more immediate applications for the elementary teachers. Miss Dorothy Dean
came from the University of Chicago in 1928 to organize courses in bio-chemistry and food chemistry.

The completion of the Arts and Sciences building in 1936 gave new impetus to the physical sciences, previously housed in the old heating plant building. The new building provided better facilities for the teaching of chemistry and made it possible to reinstate physics, which had been practically eliminated for some time because of inadequate room.

Dr. Edmund Lind, a chemist, became chairman of the division of sciences and mathematics in 1936 and served in that capacity until 1962 except when he was in military service—at which times Mr. George Beck, geologist, served as acting chairman. Mr. Henry Whitney for many years taught mathematics before his retirement in 1943. Another chemist was appointed in 1939, Dr. Wilfred Newschwanter.

During the second World War the Air Corps cadet program gave special impetus to the teaching of mathematics and physics. Several specialists in these fields were added to the staff for the time being, and much new equipment was provided from Federal funds which later was used in regular academic courses. Mr. Alan Bruce Robinson who was appointed to the Air Corps cadet program to teach mathematics returned as a member of the regular staff in 1947 and has taught courses in that field since then.

In the late thirties and early forties, members of the department cooperated in planning a new science building long before there was much prospect of its becoming a reality. After the building was erected—in 1948—it was possible to bring all the sciences and mathematics under one roof which allowed better coordination than was possible before.

The postwar boom in enrollment brought with it a need for additional staff members. Botany, which had been almost absent from the curriculum for some years, was revived in 1948 by the addition of Dr. Marshall Mayberry, a specialist in that field. Mr. Arthur Ladd came to teach physics in 1951. The current emphasis upon nuclear development and space exploration, and the consequent growing demand for more mathematicians and physicists has added considerably to interest in the sciences and mathematics. Many majors take an arts and sciences degree as preliminary preparation to graduate elsewhere, or entrance to medical or dental school. More of the majors
plan to teach, however; so, there is much emphasis on science education.

The Library

As the institution grew in the twenties, thirties, and forties, the library steadily increased its holdings, although not at a spectacular rate. In 1922 Miss Grace Leaf, who had succeeded Miss Rebecca Rankin as librarian in 1918, reported that there were 12,221 books and 1,034 pamphlets catalogued and available for use, besides several thousand uncatalogued items. Miss Leaf herself had catalogued 8,060 books during her four-year stay.21 She resigned in 1922 and was succeeded by Mr. John J. Richards, who remained until 1926.22

During his tenure the book collection grew at the rate of a thousand a year—and the increasing student use of library facilities made both stack and seating space inadequate. But in 1925 a new building constructed at a cost of $100,000 provided abundant room for the time being and made additional services possible. Miss Mary Jones succeeded Mr. Richards as librarian in 1926, and resigned after two years; Miss Rhea Gibson took her place in 1928. Miss Margaret Mount came as assistant librarian that same year and when Miss Gibson resigned in 1929, she became the head librarian.

Additions to the book collection were made as rapidly as funds became available. A special effort was made to secure items relating to the history of the Pacific Northwest, and the foundation was laid for what later became known as the Herbert Clay Fish Memorial Library of Pacific Northwest History.

The successive librarians at Central have had one idea in common: books are to be used, not merely preserved. They have made every possible effort to encourage use of the library holdings and have continued the open-shelf plan, even though this generous policy has frequently been abused by thoughtless students and each year some books disappear.

Shortly after his arrival in 1931, President McConnell set a goal of 50,000 volumes for the library; by 1950 this was achieved. But quality was not sacrificed to gain numbers, and each year many books no longer of value were withdrawn from the collection. Thus, though the library holdings in 1966 exceed 112,000 bound volumes there is surprisingly little "deadwood" among them, a fact which has been favorably commented upon by accrediting agencies and other visitors
to the campus. The number of periodicals received in 1965-66 was about 1200, not including newspapers.

The first course in library methods was offered in 1914. Since 1936 a minor in librarianship has been available. Off-campus students in correspondence or extension courses are provided with books and other instructional aids by the library as facilities allow. Library reference desk service began in 1947.

Miss Mount resigned from her post as head Librarian in November 1959, but continued on the staff until 1963. Mrs. Samuel R. Mohler served as acting-Librarian until June 1960, when Mr. Clarence Gorchels was appointed Director of the Libraries—a new title which recognized the integration of library facilities. Among the innovations introduced during his stay was the formation of Friends of the Library—an organization of people whose membership dues were used to purchase books which the library could not have bought otherwise. The Friends also have made substantial contributions of books from their own collections. After Mr. Gorchels' resignation in July 1963, to take a similar position in a California college, Mr. John Allen filled in as Acting Director until Mr. George Fadenrecht assumed the place of Director of Libraries in July, 1964.

Until 1962 the professionally trained librarians had been considered members of the administrative staff and had no academic rank even though they held the Master's or Professional degree, and often taught classes in librarianship—a field in which a minor was offered. After much discussion (in which the librarians were not completely united among themselves) the Code of Personnel Practice and Procedure was amended in 1962 to rank the librarians as instructor, assistant professor, associate professor, or professor of librarianship.

As of 1966, the library staff consists of sixteen professionally trained librarians, including the children's librarian stationed at the Hebeler Elementary School, a number of "clericals", and many part-time student helpers. Seven of the professional staff are now reclassifying the collection from the Dewey decimal catalog system to the Library of Congress system, a project which began soon after Mr. Fadenrecht became Director of Libraries.

Audiovisual Education

Audiovisual education, in which Central Washington State College has achieved distinction in the region, is not new at this institution.
As early as 1897 the Trustees decided to purchase "a stereoptican together with slides as they may be added from time to time." In 1913 Principal W. E. Wilson was inquiring whether "a really efficient moving picture machine, one which will not be trying to the eyes of the beholders", was on the market and if films suitable for normal school use could be purchased. Whether or not a machine was secured at that time, one was certainly in use at the training school by 1921. A reflectoscope was bought in 1915 for use in various departments to illustrate lectures.22

But all of these devices were used on a relatively small scale. It was not until 1936—when President McConnell became interested through a conversation with a representative of a film and equipment company—that a special effort was made to widen the use of audiovisual education materials in the institution as a whole. Professor L. D. Sparks was appointed to direct this effort.

Apparently there was at first no definite plan for extending the service beyond the campus, but within two years it was widened to rent films and slides to nine school systems over the State, and by 1940 fifteen were renting films. The film library was enlarged to meet the demand and was put on a self-supporting basis—the rentals to provide for replacements and equipment; and this plan was followed until July, 1959, when a budget system was developed and the rentals were returned to the general fund.

In 1938 Mr. Ernest Muzzall came to the campus to direct the audiovisual education program and other public services and to teach courses in education. By 1942 the film service had reached such proportions that a full-time director was needed and Dr. A. J. Foy Cross, a specialist in the field, came to Central. When he was called into the armed services the following spring, Professor Donald Thompson filled out the year. That autumn Mr. Edward Rogel took over the work and continued it until Dr. Cross returned. The latter accepted a position at New York University in 1949 and Dr. Wesley Crum carried the responsibility during 1949-50. Dr. Hamilton Howard, Jr., came in the autumn of the latter year and directed the program until 1957, when Mr. Charles Wright was appointed for the audiovisual work.

Despite frequent change in personnel, there was a consistent policy of rapid accumulation of audiovisual instruction materials and increased services to the schools and communities of the State. The film library in particular expanded until it is now one of the largest in
the nation among colleges of comparable type. By 1965 the number of films had grown to 2,450 and the filmstrips to 1,225 and there were many other audiovisual materials.

When the new library building was being planned, it was decided that audiovisual materials should be an integral part of it—a concept new at that time but now widely accepted. Over ten thousand square feet of floor space in the new building was allowed for audiovisual work.

An innovation of 1958 was a closed-circuit television system for observing classes in the Ellensburg public schools because the college classes engaged in observation were becoming too large for the space available in the local schools. It was believed that for certain purposes televised classes would be even better than “live” observation; for example, the college instructor could point out schoolroom procedures and pupil reactions without interrupting classes. The children and their teachers soon became accustomed to being “on T.V.” No classroom teacher was required to participate and first-year teachers were not invited to. Shop and gymnasium classes were excluded from the plan. As of 1964-65,26 “live” observations were still more numerous than televised ones, but the new technique allowed a flexibility and range which had not been possible before. In addition to the education department’s regular use of the new technique, some use of it has been made by the college courses in psychology, art and music.27

A further service to the college instructors and to their classes has been the recently organized “production laboratory”. This produces “overlays” and transparencies, photographic slides and prints, film strips, electronic tape recordings, graphs, posters, and many other items and mounts of various types of instructional materials for more effective class work. In 1965, 131 instructors used these services; in that year the laboratory met 533 requests.28

Graduate Study 1947-66

In 1947 the Legislature authorized the three colleges of education to offer the Master of Education degree. Between that date and 1965 Central awarded the M.Ed. degree to over one thousand students. Many of these did their work during the summers; but that pattern appeared to be changing somewhat by 1965 when there were 170 M.Ed. candidates on campus during the autumn quarter. While the require-
ments for the degree have varied, in general they have been thirty credit hours in a field of specialization in addition to general requirements in education and psychology and a thesis, although for several years under "Plan B" an approved type of term project was accepted as an alternative.

As might be expected, the great majority of M.Ed graduates have specialized in some phase of education. During the 1965 calendar year, of the eighty-six persons receiving the M.Ed degree, sixteen had specialized in administration and supervision, twelve in the master-teacher program, and six each in music education, physical education, school psychology and industrial arts. Five had specialized in English, four in special education and fewer in several other fields.32

The Legislature of 1963 gave the three colleges the right to offer Master of Arts and Master of Science degrees. This stimulated several departments to strengthen their teaching staffs, increase offerings at the graduate level and add to the library holdings in their areas so that their M.A. or M.S. might be comparable to that granted by recognized centers of graduate study elsewhere. In June, 1965 the first two Master of Science degrees were conferred, both in the field of experimental psychology. The two recipients accepted research assistantships at Washington State University and began their studies for the doctorate. In 1965, two other fields—chemistry and biology—were approved for the M.S. degree. The M.A. programs submitted by the departments of English, Art, and Music had been approved by the Summer of 1966.

At the time the M.Ed. program was launched in 1947, Mr. Ernest Muzzall was appointed by President McConnell to direct it. He continued in that position (except for a period of illness) until 1960, when he asked to be relieved of administrative responsibilities and returned to full-time teaching. At that time, Dr. Roy Ruebel was appointed Director of Graduate Studies. In the 1964-65 reorganization of the faculty the title was changed to Dean of Graduate Studies.

Extension Services

Although the Legislature of 1917 had authorized the normal schools to offer extension work and courses had been offered from time to time,33 it was not until 1941 that Central established a separate extension department within the office of the registrar. The records for that year show a total of thirty-nine students enrolled, twenty-five in
extension classes and fourteen in correspondence courses. Twenty-five years later, in 1965-66, there were 5,067 students enrolled—4,334 in extension classes and 733 in correspondence courses—considerably more than the resident enrollment that year. The growth of the extension and correspondence work has been uneven, however, sudden increases being due in large part to additional or special requirements for certification of teachers in the State.

A project of quite a different type was undertaken between 1958 and 1962, when a four-year program of extension classes in general education, arts and sciences, and education was offered at Larson Air Force Base, near Moses Lake. Nearly one-half of the part-time teaching staff for this program, e.g. in 1960-61, 56 of the 109 instructors and, in 1961-62, 69 of 128, were from the Central faculty. The decision to "phase out" and eventually abandon the Larson Air Base caused a reduction in enrollment and in the staff. The program was discontinued in 1964.

A broadening of the scope of extension services in recent years has brought the present number of participants far beyond that of the air base years. The recent addition of institutes, short courses and special conferences as part of the extension function has been responsible for much of the new increase. It is predicted that this phase of the program will continue to grow very rapidly.

The directors of the extension program since it was separated from the registrar's office in 1949 have been Edward Rogel, 1949-58; Ed K. Erickson, 1958-63; Kenneth Hammond, 1963-65; and David P. Dillard, 1965-. At various times the directors have been responsible for such other functions as representing the College at Olympia, public relations, alumni relations, scholarships, and planning buildings—functions which have been delegated to other offices as the extension program itself has grown to maturity.

A very significant goal was reached in May, 1965, when the College was accepted for membership in the National University Extension Association, after a visiting evaluation team had examined the quality of work done and made its recommendation. In essence, this recognition means that extension courses given by members of the Central teaching staff will be accepted at all other institutions which are also members of the Association.

Nursery Schools

At various times during recent decades a nursery school has been
established at the College to fill a particular need—not always with the total program of the institution in mind. In 1934 a school for about twenty two-to-four-year-old children from local needy families was set up under the auspices of the Civil Works Administration and directed by off-campus specialists assisted by several faculty members especially qualified by training and experience. Its principal objective was to train teachers for emergency nursery schools over the State and serve as a model of what a local nursery school of about twenty children from needy families should be. The children were plied with copious draughts of cod-liver oil or tomato juice and a generous well-balanced noon-day meal. The school was obviously a "relief" program which incidentally provided a laboratory for child study and care. Fifty-four unemployed teachers (who, of course, had previous experience in teacher education) took the intensive two-weeks course during the several months the training course was in operation and later presided over emergency nursery schools elsewhere in the state.

Although this teacher-training phase was short-lived, the local nursery school was continued, with several brief interruptions, under one Government agency or another for the next three years. When Federal funds were drastically reduced after 1937 the local community came to the rescue, providing food, equipment, and clothing for outdoor play. The College provided the professional services of a nurse and dietician and furnished transportation for those who needed it. When local funds were depleted, men of the community presented a gangster comedy and raised $450 for the nursery school.

By 1942 nursery schools no longer had a relief "function," but a new need for them had appeared in defense areas, and once more the College was designated as a training center for nursery-school teachers. An intensive one-month course requiring work in child study, procedure and equipment, administration, and nutrition and at least thirty hours of observation was included in the program. The school was directed by the State Nursery School consultant, ably assisted by members of the College staff.

These experiences in training nursery-school teachers in periods of emergency convinced those who participated that there was a real place for such work in normal times. They also allowed people of the State to see the benefits of nursery schools under trained leadership. Since Central had pioneered in the movement in the State of Washington, it soon gained a preeminence which was not seriously
contested. As late as 1951 it was the only State institution of higher learning which offered such training. In addition, the nursery school had been of invaluable service in the study of child development. Each year hundreds of students in teacher training used the opportunity to study children observation through “one-way” windows of the nursery school room in the Hebeler Elementary School building. Mrs. Ruth Woods directed the nursery school for many years. There have been breaks in continuity at various times and changes in function from time to time. Thus, in 1966 the nursery school is considered of special value in connection with the child care program of the Department of Home Economics.

1 There were 347 student teachers in 1962-63; 420 in 1963-64 and 517 in 1964-65.
2 Classroom Management is described in the CWSC Catalog as “A laboratory experience course dealing with the teacher’s non-instructional duties in organizing classroom procedures, procuring materials and supplies, keeping records, making reports, guiding and disciplining students, working with colleagues, and other administrative activities which support the instructional program.” CWSC Catalog, 1964-65, p. 181.
5 W.S.N.S. Yearbook, (1919) pp. 24-25.
6 Campus Crier, November 16, 23, December 7, 1933.
7 Ibid., March 4, 1937.
9 From a statement by Dr. Everett Irish, acting-chairman of the Department of Health and Physical Education, October, 1965.
10 Ibid.
11 For example, in 1928 a “practice cottage” located on Ninth Avenue just north of the campus was acquired for use by the home economics department. In groups of three the students who were majoring in the department lived at the cottage for a six-week period during their second year in school. There they had practical experience of planning meals, doing their own buying and budgeting and attending to other domestic duties. Instructors in the department took turns in living at the cottage to advise the girls. The practice cottage was a depression casualty, however, and was sold to a private party.
13 Campus Crier, Feb. 5, March 26, 1954. The choir which went to Chicago included 71 voices. Various means were used to finance the venture which cost almost $10,000.
14 The Arnold Air Society was a National honorary formed in memory of General Henry Arnold formerly of the U. S. Air Force.
15 Named in honor of James Kelly, Ellensburg businessman, who had been a bomber pilot in World War II, was shot down over Germany, and spent a year in a prison camp. See Campus Crier, Jan. 25, 1952. Ibid., Dec. 12, 1958.
18 From the study by Captain Oberg referred to above.
19 Ibid.
20 Ibid.
21 Ellensburg Record, December 12, 1922.
22 Mr. Richards, after a period of service at the University of California became assistant librarian at the University of Washington, and eventually the head of Seattle Public Library.
23 Record of the Trustees, September 20, 1897.
In the Autumn Quarter of 1964 there were 29 televised observations. The Hebeler Elementary School classes on the campus were the most frequently televised. The Ellensburg High School was second and Morgan Junior High was third.

Information furnished by Mr. Charles Wright, Asst.-director of Libraries, Audio-visual department.

Also from a statement by Mr. Wright.

From the “Annual Report from the Graduate Office, C.W.S.C.”, July 1965, Fields of specialization for the entire period 1947-65 are not available.

e.g., in 1918 a full summer session was conducted by extension at Central. Nineteen courses in education, psychology, rural education, English, art, manual training, music were offered, plus several “review” courses.

Enrollment and other statistics are by courtesy of Mr. David Dillard, Director of Extension Services, C.W.S.C.


Ibid.

Ellensburg Record, Feb. 2, 3, 1940.
The most obvious fact about students in recent decades has been their unprecedented increase in number all over this country. Central was certainly no exception to the national pattern. Except for a temporary decline in the early 1950's, its record since World War II has been one of uninterrupted expansion. The number of students registered at Central reached 1,443 in 1955; 2,315 in 1960; 4,566 in the fall of 1965; and 5,081 in the autumn quarter of 1966.

During these years the geographical origin of Central students changed markedly. Although students from all parts of the state might attend, before the Second World War more came from either Kittitas or Yakima County than from any county on the west side. Although the origin of students was not analyzed each year, such statistics as are available indicate that the pattern began to change in 1948 when for the first time King sent more students than Yakima County. The table below indicates the trend in what were perhaps representative years:

<table>
<thead>
<tr>
<th>Year</th>
<th>County of Origin</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>Kittitas</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>King</td>
<td>239</td>
</tr>
<tr>
<td></td>
<td>Yakima</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>Pierce</td>
<td>83</td>
</tr>
<tr>
<td>1957</td>
<td>King</td>
<td>441</td>
</tr>
<tr>
<td></td>
<td>Kittitas</td>
<td>208</td>
</tr>
<tr>
<td></td>
<td>Yakima</td>
<td>179</td>
</tr>
<tr>
<td></td>
<td>Pierce</td>
<td>112</td>
</tr>
<tr>
<td>1960</td>
<td>King</td>
<td>496</td>
</tr>
<tr>
<td></td>
<td>Kittitas</td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>Yakima</td>
<td>213</td>
</tr>
<tr>
<td></td>
<td>Pierce</td>
<td>196</td>
</tr>
<tr>
<td>1965</td>
<td>King</td>
<td>1,289</td>
</tr>
<tr>
<td></td>
<td>Pierce</td>
<td>432</td>
</tr>
<tr>
<td></td>
<td>Kittitas</td>
<td>316</td>
</tr>
<tr>
<td></td>
<td>Yakima</td>
<td>315</td>
</tr>
</tbody>
</table>
Other counties sending as many as 100 students in 1965 were Spokane, 156; Snohomish, 148; Benton, 150; Chelan, 143; Grant, 122; and Kitsap, 100.

Various reasons have been suggested for the rapid increase of students from west-side areas: An insufficient number of junior, community or four-year colleges to handle the increasing thousands seeking entrance; higher fees at most other institutions; dread of becoming lost in academic hugeness and consequent preference for a smaller school; influence of alumni in teaching positions; Central's reputation as a "friendly" school; absence of fraternities and sororities; relatively low living costs—all these and other reasons have been given for choosing the college in Ellensburg.

The preponderance of male students was another variation from the pre-war pattern at Central. In 1955 there were 891 men and 552 women; in 1960, 1,310 and 1,005 respectively; and in 1965, 2,521 and 2,045. The post-war phenomenon of married students showed no signs of abatement; in 1960 there were 407–262 men and 145 women—and in 1965, 633–392 men and 241 women. Many student wives were employed by the College part- or full-time and thus were part of the academic community even though not enrolled in classes.

Vocational interests of the students, as expressed by the degrees earned, revealed more variation in the 1950's and '60's than in previous decades. Of the 736 persons completing requirements for graduation during the year 1964-65, 178 were working for the B.A. in Arts and Sciences, the majors most frequently listed being business administration (51) or economics (30). Among those preparing to teach, the number earning secondary school certificates was disproportionately high, a fact which may be explained in part by the large proportion of men students. Probably, too, students remember their own high school days more favorably than grade school, or perhaps believe high school teaching carries with it greater status.

Another change in the pattern of enrollment in the 1950's and 1960's was the growing proportion of students transferring from community colleges or other institutions. As compiled by Dr. D. Daryl Basler, Director of Institutional Research at CWSC, these are the statistics by five year periods.
With the prospects for additional community colleges, it was anticipated in 1966 that enrollment at Central in the near future would include a higher percentage of transfer students, while the ratio of freshmen would decline.

Whether entering freshmen in the 1960's were really as superior to their predecessors as their high school grade-points suggested has been much debated by the teaching faculty. But there is little doubt that in some departments, at least, the standards of work set by the faculty are considerably higher than they were in the 1950's. It is also true that despite the very liberal retention policy for freshmen adopted in 1964, many do not meet the standards required for readmission after the second or third quarter.

To this (always hopeful) professorial observer of the campus scene, it appears that an even more significant change in recent years is that a larger proportion of students have become interested in serious discussion and in personal involvement in public issues than was true of the first few post-war years. In 1951 Central was one of the two Washington institutions represented at the Model United Nations held in San Francisco. Dr. Elwyn Odell was for many years the advisor and coach of Central's annual delegation and gave much time and effort to improvement of student participation. In 1957 the first annual High School Model United Nations was sponsored by Central students, and in some years as many as five hundred high school students have come to the campus to participate.

Beginning in the early 1950's an annual World University Service Week was emphasized by sponsoring student-faculty groups as a part of a national campaign to inform American students about stu-
students elsewhere and to raise funds for war-damaged or otherwise deprived institutions in overseas areas. In efforts to raise funds, the Spurs set up a “jail” in the Union; faculty members performed menial services for a fee; Herodoteans conducted a book sale. Various forms of entertainment, numerous contests (e.g., students vote for the “roughest professor” or “Professor Snarf”) and other activities became a part of “WUS-Week”, now an annual event. Indications of interest in people of other countries may be seen also in the “Help for Hungary” drive in December 1956 to assist the people of that country in their desperate plight, and a “Books for Asian Students” drive conducted by Herodoteans to which students and faculty contributed over 450 usable volumes.

An innovation of another kind which aroused much interest and some criticism in the 1950’s was the annual Religious Emphasis Week, observed for the first time in 1952. This was part of a nation-wide movement to supplement students’ education by making them aware of contemporary religious thought and the contribution of religion to the whole of life. There was no intent to “evangelize,” and much care was taken by the original faculty-student committee at Central to secure a balanced presentation in which all shades of Christian opinion were included. During the first two or three years, outstanding clergymen of different faiths—from Roman Catholic to Unitarian—were brought in for a series of assembly addresses, appearances before classes requesting them, afternoon and evening forums, and discussion groups—very much as was later done on a larger scale with the Symposium.

Perhaps the quality of R.E.W. leadership fluctuated—student interest and participation certainly did—and there was some criticism of the program by faculty members and students. This criticism was based principally on two arguments: First, that a State institution was not the proper place for such activities, even though entirely voluntary and not financed by the College; and second, that with the passage of time students of more conservative theological bent had assumed the leadership of the movement and it was no longer representative of students generally. In 1958 an opinion by the State Attorney General that the University of Washington “may not authorize and assist in presenting a religious program in which University personnel participate in meetings in the classroom,” seemed to rule out such programs at other state institutions also. Consequently, the R.E.W.
activities at Central were moved to the local church buildings for several years but were eventually discontinued.

A permanent result of the first Religious Emphasis Week was the formation of the United Council of Christian Faiths, consisting of two persons from each of the participating denominational groups on the campus, with Dr. J. Wesley Crum as its first faculty advisor. The U.C.C.F. became a very useful agency for inter-denominational cooperation. It was replaced in 1963 by the United Campus Christian Ministry, (U.C.C.M.), a committee of about twenty persons, including students, faculty, laymen of the community, and local ministers of the five participating denominations (Methodist, Presbyterian, Christian (Disciples), Baptist, and United Church of Christ). In 1963 funds were made available by state or regional boards of the several denominations for employing a full-time campus minister, the Rev. Mr. Donald Cramer. His efforts to make religion relevant to this student generation by participating in controversial, social, economic and political issues won the approval of many students involved but were criticized by some of their elders in the community, who thought of Christianity in more traditional personal terms.

Another indication of student concern with broad issues was the inauguration in 1961 of the S.G.A.-sponsored “Speaker in the Union” program on Thursday afternoons. At these programs a wide variety of subjects was discussed by speakers of every political, economic, social, international, and cultural complexion—some of them from Central but many of them visitors to the campus. These sessions were usually well attended and the discussion following the formal presentation frequently was most animated. The “Speaker in the Union” programs are now considered an important part in the student’s informal education.

Although it cannot be said that a majority of students attended or participated in the several annual spring Symposiums, there was always a relatively small proportion who gave much devoted effort to these events. They were made responsible for much of the advance publicity and the organization of pre-symposium discussion groups as well as the colloquia with guest speakers.

In presidential election years the Young Republican and Young Democrat organizations on campus have been particularly active. They have sponsored debates and meetings with political speakers, worked at house-to-house canvassing, distributed literature, conducted opinion polls and political preference surveys, and helped at local
campaign headquarters. In 1960 and again in 1964 with solid financial support and backing of the S.G.A., the campus Young Republicans and Young Democrats held a mock political convention which involved hundreds of students. Those who took an active part demonstrated understanding of national convention practice and skill in manipulating "delegates", although to conserve student time and energy and to demonstrate complete impartiality, the one convention nominated candidates for both national parties.

In the 1950's several "Political Workshops" were sponsored by interested members of the teaching staff and students in connection with a project financially assisted by the University of Washington. For several years a "Political Awareness week" or "International Awareness week" has been conducted with the backing of the S.G.A. and other interested agencies. Speakers of special reputation in the subject under study have been brought in for the purpose.

The Student Government Association has changed considerably with the rapid growth of enrollment in recent years. When it was re-organized in 1963 it discarded representation by "living-groups" and substituted a plan whereby the student body was divided into three "districts"—two on-campus and one off-campus—each electing three representatives to the S.G.A. legislature. Six other persons were to be elected at-large, making a legislature of fifteen persons in addition to the elected executive officers.

A decided change in function of the S.G.A. became evident also. Instead of giving so much emphasis to apportionment of student S.G.A. fees among the various extracurricular activities it turned over about half of such fees to the college administrative officers who decided how much should go for athletics, music, drama, and debate—this last being a very recent activity. Specified sums were allocated for special lectures in the various academic disciplines, with the hope that there would be at least one for each department every year beginning in 1965-66. In the sixties much less attention was given by S.G.A. officers to planning social events, special observances, and perpetuation of college traditions.

At the same time, student officers and representatives at Central (as elsewhere over the country) were showing more concern with academic procedures and student personnel policies. In 1965-66 the S.G.A. legislators approved fourteen "status quo resolutions" on such matters as compulsory class attendance, a tutoring system, a proposal for
student evaluation of faculty, the grading system for student teaching, the student retention policy, and a course-evaluation program. It even discussed matters of college administration and asked pointed questions about current trends and ultimate goals of the College. It requested a student representative on the President’s Council, where important over-all college policies were determined; and in 1966 the S.G.A. president was given the privilege of being present at the Council meetings with the right to speak, but not to vote.

Despite able leadership and aggressive programs, it had become apparent by 1966 that the high degree of enthusiasm engendered by the adoption of the S.G.A. constitution twenty-five years earlier had largely disappeared. Although the “Abolition Party”, (whose platform was the abolition of student government), won little open support, probably most students were merely indifferent. Similar situations have been reported from many other campuses. Perhaps the burgeoning enrollments and the growing depersonalization of campus life are partly responsible; but whatever the cause, one who knew those earlier years when a general understanding of student government and dedication to it prevailed may be pardoned for feeling that something of value has been lost.

As for the Honor Council, it too had changed since the “Honor Principle” was adopted in 1941 as a guide to acceptable student behavior. With the increase in the number of campus “living groups” each having its own “house council,” a considerable degree of local autonomy developed. The Honor Council was available when the house councils asked for assistance, or as an appeal body. It also had jurisdiction over cases involving off-campus students. For some years there was a Student-Faculty Judiciary Committee which worked with the Honor Council; but in 1963 the two were merged, and the new Honor Council consisted of three upper-class men, three upper-class women and two non-voting faculty members.

It must be admitted that not all students were as deeply involved in good causes, exploration of intellectual depths, or concern with academic or administrative policies as the foregoing pages might suggest. The greater part of most students’ leisure time was occupied with the usual round of organizations, athletic events, social functions, relaxation at the Union or elsewhere, and whatever else it is that students do. An increasing proportion of them were “suitcase students” who arrived Sunday evening or Monday morning and left at the first pos-
sible opportunity on Friday, while a growing number of daily commuters spent a considerable part of their time outside of classes in transporting themselves back and forth. The rather neat and compact pattern of student social life of former decades became somewhat fragmented as many students found their recreation and amusements far from the campus. This inevitably had the effect of lessening the influence of traditions, although efforts were made by student organizations to perpetuate and even add to them.

Among traditions arising in the post World War II days was “Sweekey Day,” which originated in 1948 to replace the annual all-college picnic in the spring quarter, which was becoming increasingly difficult to manage off-campus. A complete program of events was planned for the day, but many students entertained themselves in their own ways, often on the warm sand dunes at Vantage. Sweekey Day originally was a holiday; but, at the request of the college administration in 1963, the event was shifted to Saturday — a move which lessened student enthusiasm and participation. The Wassail Party at Christmas-time was first observed in 1950 when the local chapters of the A.A.U.P. and W.E.A. entertained the students; but by 1956 this had become so popular that the effort and expense made it advisable to discontinue this event. The Christmas choral competition by the various living groups and “Christmas in the Union” filled the void and soon secured wide participation.

While not exactly a tradition in itself, the carillon installed in the summer of 1964 quickly became a much appreciated part of campus life and will become in time a carrier of tradition. It was made possible by combining four separate funds: the $1,748 collected in 1948 for a war memorial union (before the bonding plan was adopted); a student campus beautification fund of $500; an S.G.A. contribution of $1,000; and another $1,000 from the alumni fund. Several other organizations gave smaller gifts.

The College Union Building was ready for use in 1951 and quickly became the focal point of students’ social activities. Unfortunately because certain attitudes and patterns of behavior established at the Campus Club were carried over into the new building by a minority of rowdy students, re-education regarding social amenities was needed. During the first year or two Mrs. Olive Schnebly, director of the Union from 1951-62, at times found her patience sorely tried, but gradually her influence prevailed and the C.U.B. atmosphere improved mark-
edly, Mrs. Schnebly was ably assisted by Mrs. Esta Young, who was in charge of the snack bar and food service from the first, and was acting director of the C.U.B. during Mrs. Schnebly’s enforced absence for about eighteen months between 1960 and 1962 following an automobile accident. After Mrs. Schnebly resigned in 1962, James Quann, who had special training and experience in such work, became director of the Union and Social activities. Mr. Kirby Krbec succeeded him when Mr. Quann became Dean of Men in 1964, and served until 1966 when he resigned.

In the early sixties the former gymnasium adjacent to the Union was remodeled and annexed to the Union building to provide a ballroom, a lounge, additional recreational facilities, and more office space.

The Campus Crier continued to represent more or less accurately the interests of perhaps a majority of students although there were frequent letters to the editor expressing indignation at what it published. Miss Bonnie J. Wiley, a newspaperwoman of considerable journalistic experience, came to Central in 1953 to direct publications and public relations generally and to teach journalism. She was appointed advisor to the Crier and her services for the next ten years were much appreciated although her advice was not always taken. The Crier varied considerably from year to year in both quality and policy. One editor might restrict the paper’s contents to campus matters only. His successor might show much concern for national and even international affairs and give as much as a page each week to such matters. But, however shrill the Crier’s voice on the alleged delinquencies of student government or the number or type of campus movies, or the quality of “name bands” brought to the campus for dances at student expense or the misguided or obsolete administrative or academic policies – on national and international issues the predominant note was conservative. If the campus newspaper even approximately reflected the views of its readers there was little danger of a serious student revolution emanating from Central’s campus. In the 1950’s there were charges that the college administration occasionally used pressure to prevent more outspoken criticism of the status quo, but this (even if true, and it was denied) probably does not account for the prevailing conservatism. Yet the Crier did receive the “First Class” rating by the Associated Collegiate Press at least twice in the 1950’s, three times in the 1960’s, and the highest, the “All American” rating in 1965-66 when Miss D’Ann Duffenhurst was the editor.¹¹

262
The Hyakem, yearbook, continued to “tell quickly” the events of the academic year, the successive student editors and their staff endeavoured to out-do their predecessors (and often succeeded) in artistic design, make-up, the number and quality of photographs, and cleverness of commentary. Miss Wiley was faculty advisor for the Hyakem also, and like her predecessor, Professor Glenn Hogue, she devoted time and effort unstintingly to help make a better book. The results, on the whole, were excellent as flattering citations by rating agencies testified.

A new publication—Inscape—launched in the spring quarter of 1961 was a student-faculty magazine devoted to “all forms of expression from all areas of experience and knowledge”. The editor’s introduction to the first issue stated:

Inscape was originally conceived as one possible means of increasing the student’s involvement in the learning process. It was felt that perhaps a publication such as this would be one small step toward creating a community of students and faculty intellect, a climate of creative thought, of controversy, of criticism ... that it would provide one opportunity for the student to become more aware of and to respond more actively to the urgings of his own imagination, his own perplexities, his own uncertainties, hopes, values, and questions.

Whether or not these aspirations have been fulfilled, there can be no question that Inscape provided an opportunity for free expression by students and faculty. The departments of English, art, and philosophy were especially well represented in each issue, with students providing the larger part of the material used. As usual with such esoteric publications the number of copies sold was small — 300 to 350 — and, because of much use of graphic representation, the cost of production was relatively high. Since its first year (when it appeared each quarter,) Inscape has been published twice a year. The S.G.A. has assumed approximately half the cost of publication.

While many of the student clubs and societies noted earlier continued after World War II, others disappeared and new ones sprang up in profusion — as recent volumes of the Hyakem attest. It is intended as no reflection upon the others that the author singles out for special notice several which have either stood the test of time, or are honor societies sponsored by academic departments, and leaves the others unmentioned because of limitations in space.
The Home Economics Club dates from 1941, when Miss Helen Michaelsen helped majors and minors in that field to organize it. A few years later, it affiliated with the state and national home economics associations. The purposes of the local club as set forth in its constitution are to promote a spirit of cooperation and friendliness and provide opportunities for fellowship; to provide training in responsibility, leadership and self-reliance; to encourage creative arts and activities, and worthwhile social, business and professional experience under faculty guidance; to develop worthy self-expression; to assist in giving members an appreciation of the broader aspects and trends in home economics; to further professional interest in the field; and to help interpret the purposes and functions of home economics to others.

A number of projects have been undertaken by the Home Economics Club at various times. It has sent representatives to the State home economics meetings; has provided a Christmas basket for a needy family each year; has planned many social activities and has presented programs to widen understanding of the role of home economics in the work of various social agencies. To finance their various projects, members of the Club have sold “mums” at football games for many years and have made and sold uncounted thousands of cookies and other pastry items.

With the introduction of the psychology major under the arts and sciences program in 1952-53, student interest in psychology beyond its application to the classroom resulted in a movement, encouraged by the teaching staff, which eventuated in a psychology club. The purpose of the organization was to foster acquaintance among the majors and minors, to advance the science of psychology, and promote and maintain scholarship of the individual members. For several years the club sponsored guest speakers, panel discussions, and open group discussion of psychological topics.

From the first it hoped to affiliate with Psi Chi, the national student honor society sponsored by American Psychological Association. Requirements for forming a chapter included a sufficient number of majors and minors of high academic standing, graduate students, and staff membership in the American Psychological Association. These conditions were met by 1961; and in May 1962 the long-desired charter was secured. Membership has been limited to those majors and minors who are above the all-school average G.P.A. and are in the upper one-third in academic standing in psychology. By 1965 the chapter was
providing challenging programs, student research papers, and special field trips to hear national figures in psychology; and members were becoming acquainted, through observation, with the practical use of psychology in hospitals, clinics, and schools and with basic research in universities, industry, and privately and publicly sponsored projects.

The American Chemical Society Student Affiliate at Central was organized in 1963. It limits membership to majors in chemistry. At monthly meetings, there are guest speakers from the chemistry departments at the University of Washington and Washington State College and from chemical and pharmaceutical industries. Student interest in graduate work has been a significant by-product of the Chemical Society Affiliate.

A local chapter of the Speech and Hearing Association was organized in 1965-66 to provide extracurricular opportunities for speech pathology and audiology majors to gain insight into their chosen field. Faculty guest speakers from associated subject areas also have been invited to share their ideas with the chapter members at the semi-monthly meetings of this honor society.

Another recently organized honor society at Central — formed in 1965 — is a local chapter of Phi Epsilon Kappa, the national honor society for men in physical education. Its purposes are to encourage professional interest in and attitudes towards physical education and to further understanding of its members of other areas of academic life. Its programs have included speeches by visitors from other institutions and from other disciplines on the local campus and group discussions.

The Whitbeck Club for geography students previously mentioned continued under the guidance and inspiration of Dr. Reginald Shaw until his untimely death in 1952. Soon after that, the name Whitbeck-Shaw Club was adopted in appreciation of his contribution as teacher, faculty advisor, and friend of students. The Whitbeck-Shaw Club members attempted to carry on the former type of program although they no longer met at the Shaw home.

In the spring of 1965, the majors and minors in geography began to think in terms of affiliation with the national student honor society, Gamma Theta Upsilon, and made arrangements to form Gamma Tau Chapter. This was distinctly an honor society with a required grade point average and a minimum number of credit hours as conditions for membership.
As early as 1937 it was evident from letters to the President, that national officers of Greek letter sororities had their eyes upon Central Washington College and President McConnell apparently encouraged them. However, the students were not greatly interested and the faculty, generally speaking, not very enthusiastic. It became obvious to one of the national sororities that stronger measures should be taken, and in the autumn of 1946 a “colonizer” enrolled as a student although she had received her bachelor’s degree elsewhere and Central did not yet offer graduate work. This girl quietly but effectively suggested the benefits of sorority life to others in the dormitories, and her occasional hints that a chapter might be established locally created much interest.

Her suggestions also stimulated considerable opposition. Letters in the Crier gave arguments for and against the proposed innovation. It was maintained, on the one hand, that the sorority wishing to establish a chapter was one especially designed for colleges of education and that membership in it would be conducive to professional growth and scholarship. Those opposed centered their attack upon the alleged snobbishness and undemocratic features of sororities and fraternities generally and said there was no need for them in Central’s student life. Posters in the halls appealed to the veterans saying “You had the caste system in the service. Do you want it here?”

A forum on the subject held in January 1947 evoked heated discussion, while editorials generally hostile to sororities and fraternities for Central, and letters on both sides of the question crowded the columns of the Campus Crier. The Student Government Association Council, which must approve the constitution of any new organization, decided that this question was too hot to handle and referred it to the student body. After one of the best attended assemblies of the year, where heated arguments on both sides were presented, the students voted by ballot and decisively rejected the fraternity-sorority system for Central, 474 to 82. This ended the matter for the time being.

In the late 1950’s before adequate housing for the men students could be arranged, a temporary expedient was for the College to take over one or two floors of a local hotel, and the Antlers, the Webster and the Vale were so used at various times. Despite the freedom of such an arrangement, it was not particularly popular; and as they could, students found rooms in private homes or in cooperative houses, or put themselves on a waiting list for a dormitory room.

Undoubtedly there was a connection between the housing problem
and renewed agitation for fraternities between 1951 and 1959. President McConnell had often expressed his preference for fraternities and sororities and again strongly argued for them, as did a small but vocal number of students. Elwood House, a former private residence which had been used by the College as a dormitory for women students, was converted into a men's cooperative renamed Elwood Manor, with the expectation that a fraternity would evolve from it eventually and that once one was accepted, others would follow. Despite the standards set by the men of Elwood Manor, their neater appearance, more correct social behavior and zealous participation in campus activities and organizations — they have not to date "sold" the other students, the deans, or the administrative council on the benefits of association with a national fraternity. Other cooperative housing organizations of the 1960's, which probably had no ambitions to be more than just that, were Middleton Manor and McGiffin Manor for men, and Glyndauer Hall for women. Each of these was a much smaller unit than the college dormitories and allowed a closely-knit group of more or less congenial persons to have a rather large degree of independence. By cooperative management and by sharing in the household chores, they also kept living expenses to a minimum.

Athletics

In football, the Central Wildcats made a respectable showing in the Evergreen Conference during the first few years after that association replaced the WINCO League in 1948, although they did not break the "seven-year Homecoming jinx" until 1954. Under Coach "Abe" Poffroth, Central won its first Evergreen championship in 1957, losing only one game — a non-conference one with Montana State College. It won the Championship again the following year; in 1958 it tied Western for the top position. That same year "Corky" Bridges was named to the mythical "Little All-American" team.

Adrian Beamer succeeded Poffroth in 1961. The Alumni Newsletter of November that year stated that Central was "the only four-year college in Washington showing an unblemished record through six games." Whitworth spoiled that record later in the season, however, and Western tied Central for the championship.

In 1963, his first year as head football coach at Central, Mel Thompson brought the Wildcats through an undefeated, un-tied season. In the following years the Wildcats did not do quite so well but they usually finished very near the top and were never counted out until
the end of the season. Their record was sufficiently good to bring Mr. Thompson an offer to become an assistant football coach at the University of Washington — an offer which he accepted in 1966.

Basketball was resumed as soon as enough men returned from World War II. Leo Nicholson produced a team in 1948-49 which won both the Evergreen title in the first year of the new conference and the District I NAIA championship. Thereafter for some years basketball was dominated principally by Eastern, Whitworth or Pacific Lutheran University, the latter winning five championships in a row.

Central came into first place again in 1964-65 under the coaching of Dean Nicholson, who took over his father’s position as basketball coach that year, and also won the NAIA District I championship. Although not conference champions in 1965-66, the Wildcats came from behind in the NAIA play-offs to win that championship, which entitled them to participate in the NAIA contests in Kansas City. There, however, they lost their first game to Grambling College of Louisiana.

In 1962 and in 1963 the track team, coached by Adrian Beamer, won the Evergreen Conference championship and the NAIA District I title. Under the coaching of Arthur Hutton, similar honors were won in 1964, 1965 and 1966. During these years swimming teams coached by Tom Anderson also distinguished themselves nationally in intercollegiate competition.

Leo Nicholson had coached several tennis teams to championships in the period before World War II, but it was not until 1953 that Central won the Evergreen Conference title. Everett Irish produced teams which won the NAIA District I championships in 1958, 1959 and 1960, and the Evergreen Conference championship in 1961. Under the direction of Dean Nicholson the Central tennis team gained the Evergreen title again in 1965. Intercollegiate baseball has been considerably less successful for there have been no conference championships for Central for many years.

In 1960 intercollegiate wrestling was established as a varsity sport at Central with Mr. Eric Beardsley of the physical education staff as coach. Team members were usually inexperienced in the scientific aspects of college wrestling, but as early as 1962 Central was recognized as having the best collegiate wrestling team in the State and in 1963, was considered to be one of the top three teams on the Pacific Coast. In 1966 Central was rated as one of the best small-college teams in
the nation after a partial team of six won third place in the National Tournament and two men became national champions in their weight classes. Central has always attempted to schedule matches with the best wrestling schools on the Pacific Coast, which perhaps has provided the incentive needed for a successful program. Intercollegiate wrestling has become very popular with both college students and townspeople, and the meets are attended by large crowds of spectators.

**Alumni**

Although for some years there had been annual Homecoming celebrations providing opportunities for alumni to return and renew former acquaintances, it was not until the early thirties that there was a committee on "Alumni Affairs" – appointed by President McConnell with Dean of Men Hal Holmes as chairman. He met with alumni groups in Seattle, Tacoma, Yakima, and elsewhere on a number of occasions. A mimeographed Alumni Newsletter was sent out each month which, during World War II went to graduates in many parts of the world as well as in this country. This greatly helped the alumni to keep in touch with one another as well as with their Alma Mater. When Mr. Edward Rogel became Director of Public Service in 1949 he was given special responsibilities for alumni relations.

The first state-wide Alumni Association was organized in 1951 with Mr. Lloyd Rowley, B.A. in Ed., 1942, as its first president. Other presidents have been:

- Rich Peterson: Diploma 1929, president 1952-53
- Chester Reed: Diploma 1929, B.A. in Ed. 1944, M.E. 1956, president 1953-54
- George Brain: B.A. in Ed. 1946, M.E. 1950, president 1954-56
- Joseph Lasso: B.A. in Ed. 1940, president 1957-59
- Don Duncan: B.A. in Ed. 1951, M.E. 1955, president 1959-61
- Fred Allasina: Diploma 1927, president 1965-

Local alumni associations have been formed and hold occasional meetings in the Seattle area, southwest Washington, Yakima, and at "Inland Empire" conferences. They have performed a valuable service to the College in using their influence and in writing letters at legisla-
tive time. They were doubtless effective in urging the voters' approval of Referendum 10 in 1958 which approved a bond issue for buildings at the state institutions and for the passage of Referendum 15 in 1966 which allocated $4,419,635 for new construction at Central. The alumni provide six academic scholarships of eighty dollars each annually and make available a total of twelve hundred dollars for athletic scholarships. Alumni Association membership dues finance publication and mailing of the printed Alumni Newsletter to the 6,150 graduates of the institutions who are on the mailing list. Mr. Erling Oakland, himself an alumnus, was named Director of Placement and Alumni Affairs in 1957, and served until his resignation in 1966.

Unfortunately there is no complete list of Central alumni who later earned the doctorate but there is a list covering the period 1940-61 which includes fifty-four names. Of these, forty specialized in education, five in geography, four in history, and one each in the fields of business administration, physical chemistry, organic chemistry, English and physics. The universities which conferred more than five doctoral degrees on Central alumni during those years were The University of Washington (nine), Colorado State College at Greeley (nine), Stanford University (eight), and Columbia University (seven). Many of those who achieved this distinction have made notable contributions in their chosen fields, but the author pleads lack of omniscience (and also of courage) and will make no attempt to mention any by name for fear of omitting others who may be equally worthy.

Forty-five students who took all or part of their pre-dental work at Central eventually received the degree of D.D.S. or its equivalent and twenty-two who were enrolled in the pre-medical program or went on to medical school after graduation received the M.D. degree. As of 1966, only two persons who had taken the pre-medical course at Central have failed to meet the rigorous requirements of medical school, which reflects most favorably upon their preparatory training.

The great majority of alumni, of course, have become teachers, school administrators, and homemakers although an increasing number in recent years have gone into business and other vocations. Many young married women frankly say that they plan to teach two or three years, "have a family," and return later to teaching. Many of them are able to keep that schedule too, but the great majority lose contact with the teaching profession, and all too frequently a change of name and a new set of interest result in a "lost" alumna.
Student Deans and Personnel Services

Until 1915 there was no dean of women at the Normal School; the duties ordinarily assigned to such an office were divided among members of the faculty. This arrangement was not satisfactory, however, and the Trustees in 1915 selected Miss Angeline Smith to be Dean of Women and to teach history. Miss Smith continued in the deanship only two years. In fact, brevity of tenure in that office was quite marked, probably because the Dean of Women was expected to carry too heavy a teaching schedule.

Miss Margaret Coffin, who came in 1931 as Dean of Women remained until 1940. During those years she endeared herself to hundreds of students through her friendliness, good counsel, and her verses of the "Nola of Kamola" variety. But in 1933 she married Mr. O. Hal Holmes and because of a later despression-inspired ruling against two state employees in a family she resigned in 1940. After Mr. Holmes was elected to the U. S. House of Representatives, she lived in the nation's capital for many years but returned to the campus on numerous occasions.

Miss Minerva Elsworth was appointed to take her place as Dean of Women and to teach history in 1940. She resigned two years later, and in 1942 Mrs. Annette Hitchcock came from a similar position at Pacific University to be Dean of Women and to teach English. During her long tenure she was responsible for the introduction of many innovations, among them the listing of Central students in Who's Who Among College and University Students; organizing the Grey Gowns; and introduction of the annual Wassail Christmas Party. She also gave assistance in securing approved listing of the College by the American Association of University Women in 1953.21

Mrs. Hitchcock resigned in 1960 as Dean of Women although she continued to teach courses in English for two years longer, until she retired in 1962. Mrs. Alice Low became Dean of Women in 1960 and served in that capacity until 1966.

Mrs. Low, a person of unusual vitality entered enthusiastically into her work and very quickly won the respect as well as the affection of large numbers of students. In a period of rapid growth when the campus became increasingly depersonalized she insisted upon the importance of the personal element and her counsel was sought by men as well as women students. Her schedule of appointments was constantly crowded but she usually could find time to help one more student, or to lend a hand with some organization or activity. During
her years at Central Mrs. Low served for a time as president of the State of Washington Dean of Women's Association. She resigned in 1966 to become Dean of Women at Grinnell College in Iowa.

Until the First World War the number of men in school was not sufficiently large to warrant a Dean of Men. In 1915, however, it was decided that Professor L. D. Sparks who "had charge of" the boys of the school should have his room at the Club House and his board at a reduced rate.

The first Dean of Men who actually bore the title was Mr. B. A. Leonard, who came in 1922 to coach athletics, teach business and economics and also to be Dean of Men.

After a full-time coach was secured in 1924 Mr. Leonard devoted more time to teaching and also to being Dean of Men for there were more men in school than ever before.

In 1931 Mr. Hal Holmes became Dean of Men and instructor in the social sciences, but resigned in 1942 to seek election to the U. S. House of Representatives. During the war years Dr. E. E. Samuelson added the deanship to his many other duties. With the "G.I." influx the position was again a full-time one and Mr. Robert Fisk was appointed Dean of Men in 1946. During Mr. Fisk's leave of absence, 1950-51, Dr. Lyman Partridge was Acting-Dean of Men. Upon the resignation of Mr. Fisk, in 1951 Dr. Maurice Pettit was appointed in his stead. Three years later, when Dr. Pettit had become the chairman of the division of education and psychology Dr. Dean Stinson became Dean of Men and continued in this position until 1963 when he became Professor of Psychology. Dr. Donald Duncan a 1951 graduate of the College then was appointed Dean of Men but he served only one year when he was promoted to be Dean of Students. James Quann was appointed Dean of Men in 1964 and served until he resigned from the staff in 1966.

Dr. E. E. Samuelson, who had been appointed Director of Student Personnel in 1932, in addition to other duties, supervised and administered the student retention policies, the advisory program, and the testing of entering students. He worked closely with the Dean of Men and Dean of Women, although he was not primarily responsible for their activities.

After the Second World War, however, the personnel services were reorganized and the Dean of Men and the Dean of Women became administrative assistants to the Director of Student Personnel, who was made responsible for the supervision of the entire program. In
1957 the manager of the Union building, whose duties brought her into close association with students, was also placed under the Director of Student Personnel.

In 1957 the personnel services were reorganized again, and Dr. Samuelson assumed a new title: Dean of Students. Because of the rapid growth in enrollment, two new positions were placed under his supervision in 1962. Mr. James Quann became the director of student activities and the Student Union, and Mr. John Silva was employed to serve as director of counselling and testing services. At this time also, the director of placement was put under the supervision of the Dean of Students.

Dr. Samuelson resigned his position as Dean of Students in 1964 to return to teaching and Dr. Donald Duncan, an alumnus, was named to the position. He resigned after a year and Mr. John Silva was named Acting-Dean of students for a year. In the spring of 1966 Dr. Younger T. Witherspoon, from the University of Utah, was named as the Dean of Students.

1 A table of enrollment statistics is included in the Appendix.
2 Unfortunately, enrollment figures by counties are not available for every year.
3 C.W.S.C Alumni Newsletter, December 1948.
4 From files in the Office of the Director of Information.
5 Statistics supplied by Dr. Donald Basler, Director of Institutional Research at C.W.S.C.
6 Statistics supplied by Dr. Donald Basler.
8 From information provided by Mr. John Kinsey, president of the S.G.A. in 1966. Other "status quo resolutions" called for additional study facilities, a test filing system, reorganization of the S.G.A. Legislature, office hours for the Registrar, repeal of state smoking laws, a Curbside Forum, library exit aisles and street repairs by the City of Ellensburg. Not all of the proposals approved have been carried out to date.
9 Campus Crier, May 6, 1966. As noticed in another connection the S.G.A. was actively involved in improvement of the intellectual atmosphere of the campus and in the expression of ideas as seen in the Speaker in the Union programs and in the Symposium for which the S.G.A. supplied a third to a half of the total cost each year.
10 Alumni Newsletter, October, 1964.
11 Editor's Comment, Inscaphe, Vol. 1 No 1 (Spring, 1961) p. 4.
12 From a conversation with Mr. Donald Cummings, faculty advisor for Inscaphe, 1961-65.
13 On the sorority issues, see the Campus Crier, December 12, 1946; January 23, 30, February 6, 1947.
14 See for example, Campus Crier, Feb. 15, 1957; April 15, May 15, Oct. 16, 1959.
15 Campus Crier, Nov. 8, 1954. Mr. Poffenroth came as head football coach in 1954.
17 Statement of Mr. Beardsley to the author, May, 1966.
18 For a list of those persons known to have received the doctorate see the Appendix. The writer is indebted to the late Dr. Ernest Muzall for preserving the copy from which the list is made.
19 From a statement by Miss Dorothy Dean, Associate Professor of Chemistry at C.W.S.C.
21 For Dr. Samuelson's account of his many years as teacher and administrator, see pp. 329.
It takes all kinds of people to make a public institution of higher learning: students, teaching faculty, administrative officers, secretaries, custodians, firemen, cooks, carpenters, electricians, painters, plumbers, and all the rest. Perhaps the most indispensable person of all is often overlooked: the long-suffering taxpayer. It is he who makes possible the entire structure of public higher education — buildings, salaries, instructional equipment, and maintenance and operations and therefore, plays the largest role in making the state colleges “go.”

Representing the taxpayers and other citizens in this as in other matters is the Legislature which enacts laws regulating the state colleges and appropriates funds for capital outlay, salaries, and operations. Several executive officers of the State government who have certain responsibilities for higher education must also be included among the people who make the colleges function properly. And, in addition to the above there are persons charged with the specific responsibilities for Central Washington State College, and these will be noted briefly.

The Trustees

The College Trustees, appointed by the Governor, serve without
prior to 1909 the Trustees were appointed for an indefinite term and were subject to removal at any time the Governor saw fit. This allowed some degree of political interference, as in 1898, when Trustees were removed and new ones appointed for the specific purpose of forcing the resignation of the Principal, Mr. P. A. Getz. In 1909 a law set the Trustees’ term of office at six years. A law of 1943 provided that they could be removed only for clearly established malfeasance or misfeasance in office.

The list of Trustees over the past sixty years includes the names of many persons. Some served for a short time only, and a few seem to have taken their duties rather lightly. It has been the custom for at least one member of the Board to be a resident of Ellensburg, and for most years that person has been chairman. One of these men was Mr. Ralph Kauffman, who in 1893-94 kept close watch over the construction of Normal Hall and otherwise assisted in the early days of the institution. Another Ellensburg Trustee who was once a member of the teaching staff and afterwards became a physician was Dr. Jabez A. Mahan who served on the Board from 1903-1914. Mr. Fred P. Wolff, (1911-1920) an Ellensburg resident, occupied the chief place of responsibility during the closing days of Mr. W. E. Wilson’s administration and the beginning of Mr. George Black’s in 1916. Still another local resident was Mr. C. P. Short, who had to make difficult decisions involving the resignation of Mr. Black in 1930 and the eventual selection of Dr. R. E. McConnell to be president in 1931.

What is probably an all-time record among state institutions in the West was set by Mr. Victor J. Bouillon of Ellensburg. He succeeded Mr. Short as Trustee in 1931, served in that capacity for thirty-three years, and was Chairman of the Board for all of that long period. Although appointment as a state college trustee is not regarded as a political plum in the usual sense, it is common for the Governor to select persons of his own party when a vacancy occurs. But Mr. Bouillon, although originally chosen by a Republican governor, was reapp-
pointed term after term by Republican and Democratic governors alike, a distinct recognition of the man and his contribution to the College and the State. The faculty members, too, expressed their appreciation of Mr. Bouillon. At a special testimonial dinner given by the local chapter of the American Association of University Professors on March 2, 1957, a scroll was presented to him which read:

To Victor Bouillon—counselor, friend, trustee extraordinary — The Central Washington College Chapter of the American Association of University Professors presents this scroll in grateful recognition of twenty-five years of devoted service. Your intelligent insight in considering our problems, your courtesy toward us as individuals and as a group, your keen wit that has enlivened our Commencements, and your unfailing integrity have been for all of us a genuine inspiration.

Another evidence of appreciation was the recommendation by a faculty committee that the new Library be named in honor of this “trustee extraordinary.” The decision to do so by the other Trustees—made without Mr. Bouillon’s knowledge—met with campus-wide approval.

The first woman Trustee was Miss Sue Lombard, prominent in Yakima civic circles, who served from 1915 to 1928. She showed great personal interest in the school and it was quite fitting that one of the dormitories built during her term of service later was named Sue Lombard Hall. Other Yakima citizens who served for over ten years on the Board of Trustees were Messrs. Ralph B. Williamson (1919-1931), Robert C. Sinclair (1933-1946), and Don M. Tunstall (1941-1957).

Prior to 1957 each of the three colleges of education had three trustees, but the law was amended that year to increase the number to five. This change was made in the expectation that rapidly rising enrollments would be accompanied by additional problems and was in line with prevailing practice elsewhere. It was to have profound significance for the College at Ellensburg, for Governor Albert Rosellini promptly named to the Board two young men—Mr. Herbert Legg, an Olympia attorney, and Dr. Roy Patrick Wahle, Deputy Superintendent of schools at Bellevue. Both were Central alumni (the first to serve as trustees) who had been student leaders and had become in the intervening years liberal and progressive leaders in public affairs. Each had kept in close touch with his Alma Mater and neither was entirely satisfied with the College as it was. Both indicated changes
that should be made. In March, 1959, Dr. Clarence Nurmi, Yakima
dentist, resigned from the Board for personal reasons after a very
brief period of service. The Governor then appointed Dr. Archie Wil-
son of Richland, a senior scientist at Hanford who held a Ph.D. in
chemistry and had been on the faculty of two middle western univer-
sities. He had also served in positions of leadership in organizations
dedicated to the protection of civil liberties. He quickly joined the
other recent appointees in pushing for changes and improvements
at the College.

Mrs. Bernadines Frick, appointed several years before, continued
her strong interest in the College although in failing health, and
attended Board meetings until shortly before her death in April, 1959.
In her place, the Governor appointed Mrs. Frank Therriault of Eph-
rata, a graduate of Whitman College who later received the M.A.
degree in biological sciences from the University of Minnesota. After
several years as a high school teacher, she became the business manager
and staff writer for the Grant County Daily Journal. She was very active
in state and regional civic and professional organizations, was forth-
right and vigorous in expressing herself, and her appointment as Trus-
tee reinforced the “yeasty” element on the Board.

Mr. Bouillon, who continued to serve as chairmain, may well have
been puzzled sometimes by the younger members. For, while they
gave diligent attention to the business and financial matters which
had been the chief concerns of their predecessors, they also showed
intense interest in the functions and the objectives of the College. They
raised questions which Trustees had not asked before, and they ex-
pected answers. They insisted upon a closer relationship between teach-
ing faculty and Trustees than President McConnell had allowed, and
in June, 1957, asked the Faculty Council to have representatives at all
Board meetings. From that time on, the Trustees frequently consulted
these representatives on matters relating to faculty welfare or morale.

The Trustees were also interested in student concerns and espe-
cially so where civil liberties were involved. On July 25, 1959, the Board
formally protested and urged the repeal of the “disclaimer affidavit”
or loyalty oath required for an application for National Defense Loans.
A number of private eastern colleges and universities had taken a
similar stand, but relatively few state institutions had done so before
Central’s Trustees acted. They also secured a similar resolution from
a joint meeting of the Trustees of the three state colleges (although
not without dissent), and that resolution was sent to Washington's senators and representatives in Congress. The resolution stated that the required oath "is not only irrelevant to the purpose of the act... it is objectionable because it will most likely reinforce the growing tendency to avoid all independent thinking and discussion about the values and goals of our nation for fear of being suspected of disloyalty."

The Trustees gave concrete evidence of their concern for freedom of discussion also. President McConnell had been opposed to political meetings on campus, but the new Trustees insisted that student involvement in political issues was a vital part of a college education and took steps to implement this concept. A resolution in May 1960 gave the new policy official status.

The connection between the expanding role of the Trustees and the sudden resignation of President McConnell late in 1959 is not at once clear from a reading of the official minutes. Prior to that time there were many references to changes of architects and the Trustees' apparent dissatisfaction with long-range planning, and it is obvious that the new Board did not allow the President as much leeway in many areas as he had formerly. It was observed by many who had known him over the years that he seemed less confident than in his earlier career and that he hesitated to make significant decisions. He seemed tired as well as perplexed. He was no longer a young man, and after having enjoyed an almost free hand in the conduct of college affairs for so many years, no doubt found it very difficult to adjust to the new regime. He had not developed a strong and loyal group of supporters among the faculty, students or alumni to whom he could turn. It was perhaps fortunate for all concerned that he accepted a position as regional representative of the U. S. Office of Education in the administration of higher education programs under the National Defense Act, and on October 23, 1959, submitted his resignation, effective on November 1 of that year. The Board granted him a two months leave-of-absence with pay, conferred upon him the status of President-emeritus, and passed a resolution of appreciation for his long period of service and his contribution to the college. There were several receptions in his honor and eloquent testimonials were given, but despite the amenities there is little reason to doubt that one more President of the College left the institution against his own desire. That the Trustees were not altogether unprepared for his resignation is suggested by their immediate appointment of Mr. Perry Mitchell
to be Acting President\textsuperscript{12} until a successor to Dr. McConnell could be found.

Mr. Mitchell graduated from the University of Washington in 1927 and in 1941 received the M.A. degree from that institution. He taught in the Renton schools between 1927 and 1932 and from 1932 to 1944 was principal of the Junior-Senior High school in that district. In 1944 he became the editor and publisher of the Renton Chronicle. In 1949 he came to Central as Registrar.

While neither Mr. Mitchell nor the Trustees expected his tenure as Acting-President to continue beyond September, 1960, it did continue for a full year beyond that time. Meanwhile, he was deeply involved in preparations for the deluge of students anticipated. Among other problems in this connection was final planning and construction of the new Library building, the Education and Psychology building, Grupe Conference Center and additional dormitories. For several years there had been a lag in construction due in part to legislative and constitutional problems of finance. The removal of obstacles by the 1959 legislature allowed such building activity as had not been seen at one time in the school's history.

A number of changes in operation and procedures were made during Mr. Mitchell's administration, among which the following are considered especially significant: the honors program was initiated although many modifications were made later. The first placement service for graduates in Arts and Sciences was set up; computing machines were secured for the offices of the Registrar and the Business Manager; closer cooperation with the City of Ellensburg regarding ordinances, regulations, and planning for future expansion was undertaken; the status of the non-teaching and civil service personnel was improved; more definite consolidation of land purchases for future building sites facilitated campus planning. Considerable progress was made towards decentralization of administration and distribution of authority among the various offices. A definite vacation plan for administrative officers was set up for the first time; a committee was appointed to study possible research projects and attempt to secure funds to carry them through; the vocational home economics program was approved; and there were new and more vigorous efforts to increase the sphere of influence of the college.\textsuperscript{11}

When Mr. Legg became Chairman of the State Democratic Party organization early in 1960, he was obliged to resign as College Trustee.
In his place Governor Rosellini appointed Mary Ellen Davis (Mrs. Frederick Weyerhaeuser Davis) of Kirkland. She was a graduate of the University of California at Los Angeles, where she majored in political science and afterwards attended law school. For a time she was news editor of the Tacoma Star. In 1960 she served as organizer and director of public information for the Legislative Interim Study of Education. She was widely known for her liberal views, particularly for her vigorous support of civil liberties. Mrs. Davis quickly acquainted herself with the College program as it was developing and devoted much time and attention to its improvement.

Meanwhile, the search for the new president encountered difficulties. The Trustees had expressed their desire that there should be wide participation by the faculty in the choice. Accordingly, Mr. Mitchell appointed a committee to determine the procedure to be used, also a Criteria Committee to set up minimum specifications for the presidency and finally a Screening Committee to examine applications and decide which seemed to meet the criteria. There were many applicants for the position of President although few were recommended by the Screening Committee for serious consideration: the Trustees reduced the list still further—to three. These three were invited to the campus in June, 1960. After one of them declined an offer, a second indicated that he would probably accept but asked for further time to consider the matter. Shortly afterward he was injured in an automobile accident, and some months later, gave a negative answer. This left everything about as it had been six months before except that it was obvious that there would be no new president by the opening of the college year 1960-61. Efforts to build a new list of candidates turned up few promising names. The Trustees redoubled efforts to find the right person. Dr. Archie Wilson, in particular, spent many weekends in this endeavor. During January 1961, the Trustees met each Saturday to discuss possibilities.

Meanwhile, one young man who had been invited to apply in 1959, had declined to be considered at that time, responded favorably to a second invitation and submitted his application early in 1961. This young man—James E. Brooks—was no stranger to Central Washington College. He had graduated with the class of 1950 with a major in geography and had gone to work for an M.A. and a Ph.D. in that subject at the University of Washington. Before he completed his graduate work he was called back to Central to serve as instructor in geography in the Spring Quarter of 1952 following the death of
Dr. Reginald Shaw, his one-time faculty advisor. After completing his work for the Ph.D., Dr. Brooks was first instructor and then assistant professor of geography at Eastern Washington College of Education at Cheney between 1953 and 1958. In 1958 he went to Portland State College as assistant professor of geography. A year later he was named assistant to the President at that institution. He came from this position to be President of Central Washington College. He was thirty-five years of age at the time. Mrs. Brooks was the former Lillian Literal, a 1950 graduate of Central. They were the parents of four children.

Dr. Brooks officially took up his duties as President on August 1, 1961, but he had spent much time in the intervening months in learning the details of his new position. It was a time for planning. The Legislature of 1961 had changed the name of the institution to Central Washington State College, thus recognizing what had long been true — that the programs at the three colleges of education included much in addition to preparation of teachers. The new President with the backing of the Trustees and the cooperation of the faculty, planned to expand still further the role of the College. The deluge of students predicted by statistical studies of population was rapidly rising and Central had neither the buildings nor the faculty to cope with it.

Many changes in the internal structure of the College were also needed if it was to keep abreast of events. It was well that the new President had tremendous energy and vitality and that he was completely dedicated to the best interests of the school as he saw them. His administrative experience had been very slight and he had much to learn. But he was eager to learn and he tried earnestly to get advice from the faculty. He asked for criticism and it soon became obvious that he really wanted it; that he sought improvement, not merely approval. It was a new experience for the faculty and an exhilarating one for those who made the most of the opportunity. The President’s Office was soon bombarded with suggestions and criticism which might well have daunted a less resilient man, but he seemed to revel in it all. As President Brooks saw things, no one had all the right answers, but he would have to be responsible for final decisions. He would make mistakes, but at least he would make them in good faith and with the best information he could get. Central Washington State College would never be the same again.

One of the first major changes made by President Brooks was to reorganize the faculty. In the early 1930’s Dr. McConnell had brought
departments in closely allied subject areas together into divisions — an arrangement not unusual and one which had much to commend it. By 1961, however, there were eleven divisions at Central varying considerably in size — from four staff members in one to forty in another — but having equal voice in the Academic Affairs Committee where many important decisions were made. A cause for dissatisfaction among the teaching staff for many years was that division chairmen were appointed by the President and could be removed only by him. Several had held their places for over twenty years; not until Mr. Glenn Hogue, Chairman of the Division of Fine and Applied Art, resigned voluntarily in 1958 did any division have a part in the choice of its chairman. Meanwhile many tensions developed within divisions and numerous resignations from the teaching staff occurred, partly at least, because of them.

The National Council of the American Association of University Professors had urged for years that teaching faculty should have a significant part in selecting administrative personnel and in determining policies. In 1959 Committee "T" of the A.A.U.P. undertook to discover what the current practices were in colleges and universities over the country and asked local chapters to cooperate in a survey of them. Accordingly, the Central Chapter Committee interviewed many members of the various divisions. The interviews reveal a very wide variation in practice. Some chairmen sought the opinions of their members on matters of common concern; some very seldom consulted anyone. One or two divisions seldom met to consider anything. The report of the local committee gave strong endorsement to the principle of elected chairmen and also urged limited terms of office so that many of the tensions and frustrations under the existing situation might be relieved or avoided in the future. At a special meeting with President Brooks the A.A.U.P. Chapter made a strong presentation in favor of elected chairmen. Two or three faculty meetings were devoted to discussion of various proposals for reorganizing the College although there was little agreement about how many divisions there should be or whether they should be eliminated in favor of departments. The President would have to decide between the several proposed alternatives or leave things as they had been for so many years.

Fortunately for the proponents of change, voluntary resignations by two or three chairmen gave the President an opening. He announced that the eleven divisions would be reorganized into six as nearly equal
in size as feasible. Furthermore, chairmen would be named only after the President had consulted with members of the divisions to learn their choice. In every case the person for whom the divisions voted was named chairman or acting-chairman. While faculty morale is not easily evaluated, this unquestionably did much to improve it.

As President Brooks acknowledged at the time, the change in number of divisions probably was not a permanent one. Within two years divisions were eliminated and the College was reorganized with departments, each department having its own chairman. The three principal instructional programs of the institution were organized under three deans: a Dean of Education, a Dean of Arts and Sciences, and a Dean of Graduate Studies. In addition, a Dean of Faculty, Dr. Charles McCann, was appointed to supervise the entire instructional program of the College. This second reorganization was much more radical than the first, and during the first year or two of its implementation many problems appeared which were not yet wholly resolved by 1966. The principle of elected chairmen (subject to approval by the administration) had been fully established, however, and many felt that this compensated for the pains of rapid readjustment.

During his first year President Brooks had his baptism of fire over issues of academic freedom. The College Trustees had announced on May 19, 1960, that the facilities of the College would "be made available for political groups and meetings when such are sponsored by student or faculty organizations, and when the meetings are primarily for the student body or faculty." The Student Government Association welcomed the announcement and undertook to set up a program to stimulate intellectual interest and discussion. In the autumn of 1961 a schedule of "Speakers in the Union" on alternate Thursday afternoons had been almost completed. Various points of view in literary, philosophical, social, economic, and political areas were to be presented, some by local faculty but mostly by speakers from other institutions or agencies.

During the planning it was suggested that since Communism was a real fact of life in the mid-twentieth century it might be examined as other current issues were to be. Proposals were made to bring in a pro-Communist speaker, to be followed a week or two later by an anti-Communist — perhaps one of the organizers of the John Birch Society who was tentatively scheduled on the year's program.

President Brooks was consulted before plans were completed, and
he gave his assent inasmuch as both sides of the question were to be presented. Eventually the students invited Mr. Gus Hall, National Secretary of the Communist Party, who was being scheduled for appearance at certain colleges and universities in the Pacific Northwest.

The announcements in the press that Mr. Hall was to speak at Central on the McCarran Internal Security Act touched off protests at first from the Ellensburg area, but later from many other parts of the State. Some of these were by editors of newspapers, many were in “Letters to the Editor” columns. Some of the protests seemed to indicate little faith in the ability of students to think for themselves and revealed perhaps unconsciously, a fear that all that had been done so carefully by parents, communities, schools, churches, and youth organizations for eighteen or twenty years to make good American citizens was about to be destroyed in one hour by a clever subversive. Others, while protesting their support of “free speech,” wished to keep this particular speaker from using State-supported facilities. Some professed fear of a deeply laid Communist plot in which college professors probably were involved.

When it became known that Hall was scheduled to speak at not one but several of the State colleges and universities, group pressures were mobilized. Several State legislators made not very subtle hints that State schools at which Hall spoke might find their appropriations affected. A few voices were raised in defense of freedom to speak on controversial subjects, and suggestions were made that Gus Hall was not Superman, and that perhaps democracy was not quite so fragile nor students quite so naive or gullible as the more frantic protesters feared, but such voices of moderation were almost unheard in the uproar.

President Brooks, in his new post only six months, was faced with a serious dilemma. On the one hand, he believed in academic freedom — which for students means freedom to hear and discuss even unpopular or unorthodox ideas; and he had sanctioned the Speaker in the Union program and the invitation to Mr. Hall. Furthermore, Dr. Brooks did not like to be pushed around by anybody. On the other hand, for the sake of the College he needed to establish firm rapport with the community and the people of the State. More and more letters and telegrams poured into his office demanding that Gus Hall not be allowed to speak! There were rumors that three bus-loads of “Freedom Fighters” from the Spokane area would descend
OF TRUSTEES AND PRESIDENTS

upon the campus to picket any meeting where Gus Hall spoke and perhaps even use violence to prevent him from speaking.

In the face of such mounting pressure and with concern for the welfare of the College, President Brooks on January 31, at a meeting attended by 450 students, explained the situation at length and asked the S.C.A. officers to cancel the engagement with Hall. They concurred, but issued a statement of their own deploring the public pressure which made the decision necessary and reaffirming their right to hear controversial speakers without outside interference. President Brooks expressed much the same attitude in his release to the press and his statements on radio and television.

A number of faculty members were very much concerned with what they believed was the erosion of personal liberties in this instance. A group of ten met with the President and afterwards (with his knowledge) drew up a statement of their own. They were careful to point out that “We do not endorse either the ideology or the methods of the Communist Party, because for one thing they, like the people who protested Hall’s appearance, are also opposed to free speech.” They emphasized the fallacy “of dealing with ‘evil’ or erroneous ideas by silencing them” and argued that “the most effective way to deal with ideas we oppose, is to answer them.” Further, they said, “we have lost the chance to hear whatever Mr. Hall had to say, and, perhaps more important to all of us, have been denied the opportunity to refute any falsehoods and errors. The causes of truth and democracy have suffered, both on this campus and in the State.” The statement was signed by thirty-seven faculty people and was given to the press and broadcast over the State. The only immediately apparent result was a new outbreak of hostile “letters to the editor” and editorials, the thirty-seven signers now being the principal object of attack.

Largely because of protests and threats like those at Central, none of the State institutions allowed Mr. Hall to speak on campus. He did speak at some institutions in Oregon, however, including the University of Oregon, apparently without cataclysmic effect.

In the long run, the Gus Hall episode at Central had some very important results. The President, many of the faculty and the Board of Trustees were agreed that a definite policy regarding speakers on the campus must be adopted and publicly stated. The faculty, at the President’s urging, discussed the matter at length, but were unable to
agree on what the policy ought to be. Eventually, the Trustees themselves took the initiative and at a meeting on December 14, 1962 announced the "speaker policy" as follows:

This college functions under the philosophy that the student must understand himself, other people, and the physical and biological universe. This college not only deals with the factual and evolutionary aspects of these areas but, more important, tries to develop an understanding of their various inter-relationships. For this college to achieve these worthy objectives it must be a place of free inquiry. Without freedom to seek information in the library, in the classroom, in the laboratory in the many fields of study, and in the words of campus speakers, the objectives of this college cannot be achieved. Moreover, without freedom of inquiry true intellectual responsibility and courage can never be attained. Therefore, in accordance with this basic principle of freedom of inquiry, the Central Washington State College makes this specific statement of policy with respect to the appearance of campus speakers who are not members of the college community:

1. Any faculty or recognized student group may invite to the campus any speaker the group would like to hear.

2. The appearance of an invited speaker on the campus does not involve an endorsement, either implicit or explicit, of his views by this college, its faculty, its administration, or its Board of Trustees.20

This new policy was so broad that many of the faculty hesitated to endorse it: indeed, it was broader and more inclusive than that at any other State institution in Washington. But, despite dire predictions, the new policy did not result in extraordinary attempts of either "left" or "right" to use Central as a beach-head for their particular invasion. Freedom of discussion has been accentuated, and a wide range of speakers (including Communist) have presented a variety of views which have encouraged that intellectual ferment now regarded as an essential part of the educational process at Central Washington State College.

Another significant development in President Brooks' first year had its spiritual origin before he assumed his duties. How it began is summarized in the words of Professor David Burt:

In the spring of 1961, the campus at Central was exciting, sensitive, and very self-conscious: a new president was coming and was to be inaugurated (what auguries were here?); buildings were going up (what help would they be?); students were coming faster and faster (what would we do to, for, or...
with them?) the faculty was also growing, and it, too, was edgy with energy.

The questions became more insistent. For a long time education had been big; was it now becoming too businesslike? Was it too concerned with producing, distributing, and worst of all merely selling itself as a glamorous and efficient means of turning out functionaries? Clearly education had magic; had it any meaning? What had become of its critical function for itself and for the community? Was it so enmeshed in the separate means that knowledge had spun itself into that the common ends of men were only taken for granted, never stated except in cliche and slogans, or perhaps completely buried in faction and factitiousness? — Was it possible that, rather than having none or too few goals, neither college nor society had any room for activity that was not carefully controlled and heavily purposeful? These and other general questions were agitating many minds through the summer and fall of 1961.

Several faculty men had been especially vocal in raising such questions. Elwyn Odell was perhaps the leader of the leading spirits, among whom were also David Burt and Martin Kaatz. After much discussion among themselves and with many other faculty people and student leaders, they made a proposal to President Brooks in the fall of 1961 that the College sponsor lectures by scholars of national repute in their special fields. At about the same time the College Trustees were proposing that the new President be inaugurated with appropriate ceremonies. Dr. Brooks suggested that any such event be delayed until a program could be arranged which would be of significant benefit to faculty and student redound to the credit of the college generally.

Thus, when the proposal that the College sponsor lectures and discussions by scholars of wide reputation was presented to President Brooks, he proposed that definite plans be made for a "symposium" as an important feature of the presidential inauguration. The Student Government Association officers voiced enthusiasm and voted funds in support of the project. Students on the Symposium Committee had an important part in the over-all planning. Professors Odell and Burt sought to coordinate the ideas suggested from all sides, and the Inauguration-Symposium was set for spring, 1962.

It was agreed that classes should be dismissed during the two days of the symposium, but attendance and participation should be entirely voluntary. Although it was already late in the year, a surprisingly able group of symposium participants were secured through
heroic labors of Professors Odell and Burt. Those scholars who played a conspicuous role in discussing the symposium theme, “American Values,” included a theologian, Jaroslav Pelikan; a biologist, Ludwig Von Bertalanfy; a literary critic, Kenneth Burke; a consulting psychologist, Ira Progoff; a historian, Herbert Muller; and Harold Taylor, former president of Sarah Lawrence College who gave the inauguration address itself.

The response by the faculty, students, the community and visitors from other sections was astonishing. The public lectures were presented before capacity audiences in the Nicholson Pavilion. The colloquia and other discussions were likewise well attended. The inauguration of a president did not occur every year, nor had there ever appeared previously such a constellation of distinguished speakers at one time on Central’s horizon. Anticipation itself provided motivation, even though many students were not quite sure they understood what was being said so eloquently.

The Symposium of 1962 was adjudged a tremendous success. Plans were made for a second — in fact, a series of four were projected on “Man Thinking,” “Man Worshipping,” “Man Working,” and “Man Playing,” leading up to the seventy-fifth anniversary of the College in 1966. Besides those named above, other symposium guest leaders have been Alan Watts, Henry Nelson Wieman, Edward Joseph Shoben, Jr., Allan Temko, Frederick Rudolph, W. H. Ferry, Timothy Leary, Louis Arnaud Reid, Father Paul P. Harbrecht, Alice Mary Hilton, Robert Theobald, Paolo Soleri, Margaret Mead, Martha Wolfenstein, Max Kaplan, and Nelson Algren. George Bluestone, Stimson Bullitt, and John Gillingham have served as special commentators on particular subjects. Of the activities associated with the total program, Mr. Burt says:

Each symposium has been prepared for by an extensive program of dormitory discussions led by volunteer faculty members, by programs put on by students, faculty and community leaders, by wide distribution of books, articles, and bibliographies, and by film series. During the symposium, faculty and students have arranged fine and applied art exhibits, special films, and dramatic productions. As revelations of energy and meaning, perhaps the most impressive contributions have been the original pageant devised by the physical education department, the performance of an original opera by John De Merchant and of an original music-dance production by G. Russell Ross and Miss Mina Zenor. All of these events have
been an integral part of the symposium, particularly of the effort at a common celebration of what the college is doing, and they have, themselves, been concrete demonstrations of the freedom of critical choice and inquiry that is the college at its best.

Despite the dedicated efforts of the Symposium Committee, strong support by the President, and much effort by other faculty, administrative officers, and student leaders, no later symposium has reached the same high level of interest, participation, and enthusiasm as the first. In fact, student attendance and participation declined precipitously after 1963, and by 1965, apparently the majority of students considered the symposium period as merely two-days vacation from classes to enjoy as they pleased. The problem of how to increase attendance at the various sessions so that a majority of students would have at least some contact with the distinguished guest leaders and so more nearly justify the monetary expense as well as the two days from classes and the great amount of time and effort expended, had not been resolved as this book went to press.

There had been much discussion of the inadequacy of the “General Education” program prior to the coming of President James Brooks in 1961 and during the first year or two of his administration, a committee which was notable for changes of chairmen and membership and for wide discrepancies in philosophy attempted to bring some kind of order out of chaos. After many months of theoretical discussion as to what was meant by general education and even whether it was desirable, the committee became more practical and presented a recommended program. Unfortunately, by the time the various vested interests whose offerings were not recommended were mollified by concessions the General Education program was again a medley of compromises and, although an improvement upon the one it replaced seemed to many not enough better to justify all the time and effort expended. It did, however, assure that students had more opportunity to see a little beyond the walls of professional subjects and major and minor requirements, although possible encroachment by these requirements was a constant threat — as anyone who attended sessions of the Faculty Senate can verify. A new General Education program was under consideration in the fall of 1966.

An innovation during Mr. Mitchell’s term as Acting-President was an honors program for students of superior academic achievement, but complete details were not worked out until after Dr. Brooks took
office in 1961. After considerable discussion and some confusion at first as to objectives and means, the honors program has evolved, and as of 1966 fourteen academic departments have set up standards for graduation with honors. As outlined by Dr. Robert Yee, director since 1964,

The honors program seeks to provide to an extent not afforded by the standard course work, opportunities for close relationships between professors and students, opportunities for perceiving the manner in which various academic disciplines intersect, and opportunity for developing attitudes of responsibility in the many facets of society.

As of 1966 there was a freshmen pre-honors program and a general sophomore honors program in which special interdisciplinary seminars were conducted jointly by faculty from different departments, the students participating being exempted from certain all-college requirements. Juniors and seniors in departmental honors programs could do individual study with members of the department, take special departmental seminars and do research projects.

Many other changes came during the first five years of President Brooks' administration and it was obvious as late as the summer of 1966 that there would be more. Many changes were in the interest of efficiency and might well have come long before they did. Others were clearly due to the extremely rapid growth of enrollment and staff, but some older or more conservative members of the faculty suspected that still others were made for the sake of change itself. Resignations from administrative posts allowed much shifting of personnel and the appointment of many new persons from outside. The most notable example of this sort of thing was in student personnel services, where turnover was very rapid: as the fall term of 1966 approached, the Dean of Students, the Dean of Men, the Dean of Women, and the Director of the Union and Student Activities were all new to the campus. A new Dean of Graduate Studies and a new Business Manager were also appointed in 1966 from the outside.

The size of the teaching faculty by necessity increased rapidly, and the student-instructor ratio climbed even faster; the problem of large classes and a hitherto unknown depersonalization apparently had come to stay. Most of the new appointees were younger people — many with the doctorate, others "all butters" (i.e. all but dissertation) — a majority of whom had had little collegiate teaching experience. To a
large measure they compensated for that lack by physical vitality, resilience, enthusiasm, and the new ideas they brought to their duties.

Altogether it was an exciting five years for the faculty, although many were nonplussed by the rapidity of new developments. If some of the older or conservative members looked upon some of the recent changes as precipitous and possibly even undesirable, they may perhaps be excused; for not all the changes proved their worth and some of the innovations have been drastically modified. Unfortunately, in human affairs it is impossible to turn back to the older, simpler ways. This writer remembers with nostalgia the student body of the early and middle forties, when he knew half of the students in the College by name at least when personal contacts between students and professors were expected and usually rewarding for both. Now in his own large classes he knows the majority of those enrolled only as numbers and names on a seating chart or IBM cards. He does not know even half of the teaching faculty, and a new swarm of them come each year. The tightly-knit academic community he once knew is no more, and many of the values of such a community have gone with it. Yet, as a historian he knows that change is the essence of life and that nostalgia is not only fruitless but frequently blinding. After all there were problems and frustrations in former days too as a little reflection quickly brings to mind.

Perhaps the easiest thing a state college in Washington can do in the 1960's is to grow and to grow too rapidly in student population. Yet such a college supported by all the taxpayers cannot well close its doors against students who desire and who are academically and morally qualified for a college education. Continual expansion is probably inevitable whatever one may think of it, although, with the rise of new community colleges and a probable fourth state college, there is a possibility that the rate of acceleration will be slower than in the past decade. It is to be hoped that in this time of expansion and rapid change at least some of the values experienced in the older simpler days of small enrollments may be preserved as this College enters upon its second seventy-five years of service to the State of Washington.

1 First campus building; now called Barge Hall.
2 A list of trustees appears in the Appendix.
3 The author of a very recent history of Eastern Washington State College believes that the increase in number of trustees grew out of the difficulties at that college in 1953 and following, when the three trustees were obviously at odds with the faculty majority. See Cecil Dryden, Light for an Empire, (Cheney, Wash., 1965), p. 277.
Herbert Legg graduated with the Class of 1942 with honors. He had been editor of the 
Campus Critic in his senior year. He graduated from the University of Washington 
Law School and for some time was a member of the State Attorney General's staff.

Roy Patrick Wahle graduated in 1946 after several years of war service. He was 
the student leader most responsible for the Student Government Association and the 
Honor Principle as noted elsewhere. He secured his doctor's degree in education from 
Colorado State University in 1956.

Dr. Wilson took his M.S. and Ph.D. in chemistry at the University of Chicago in 
1950 and 1951 respectively. He had taught chemistry at Chicago and also at the Uni-
versity of Nebraska. CWCE Newsletter, Feb. 1962.

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Supplement

The Faculty 1891-1966

During Central’s first seventy-five years many hundreds of teachers have served on the staff. Some remained a short time only, most of these being young people for whom this was the first rung on the academic ladder. But from the very first years, some chose to devote their lives to teaching at this school, and special notice will be given to them. First, however, a few general statements about the faculties of the first quarter century: For many years, women teachers outnumbered men, except for the very first year, when there were two of each sex. In 1915-16 there were twenty women on the faculty and only ten men— and while this two to one ratio did not continue long, it was not until 1937 that there was a slight preponderance of men—27-26. Never again were men in a minority, and by 1965-66 they were a three to one majority.

Most of the teachers of the first decade or two had their training in normal schools of the East or Middle West and had some experience in elementary or secondary schools. Few had had graduate training as the term is now understood. Although there had been persons with
doctor's degrees on the staff — Ella Harris, John Munson, and possibly one other — there were none at the time Dr. R. E. McConnell became president in 1931. This situation was not unusual among normal schools of the time, and one may well ask whether the lack of doctorates indicated that inferior work was done. As has been shown, the institution had received many favorable notices by Eastern educators despite the relatively unadorned condition of its faculty.

It is evident too that a genuine interest by the faculty members in every student, possible in the days of small enrollment, contributed something more than books and classwork alone could do. During Mr. Wilson's years as head of the school, there were faculty meetings every Friday afternoon and in those meetings there was much discussion of individual students and their progress, (or lack of it) and of ways to encourage improvement in specific cases. Graduation in those days signified actual approval by the faculty — not merely the accumulation of credit hours.

Other matters were discussed at those weekly faculty meetings. For a time, books of a professional or inspirational nature were reviewed. Occasionally a paper was presented by one member and discussed by others, and sometimes the discussion was most lively.

An effort was made to bring outstanding educators to the campus for a series of lectures and open forums each year to keep faculty and students alike in touch with the latest developments in educational theory and practice.

At almost every point in the school's history at least one or two and sometimes several members of the staff were nationally recognized for outstanding work in teacher preparation. Moreover, one senses in the hundreds of letters preserved from the early years a consciousness of mission and a sense of dedication to teaching as a high “calling.” Perhaps these early teachers were not as “professionalized” as some of their successors and not so thoroughly acquainted with the minutiae of educational research, but they were vitally concerned with the work of training teachers for the public schools. Many of those who studied with them caught something of their spirit.

Of the many hundreds who have served on the faculty some obviously contributed more than others, yet it is probable that those who knew them best would not have agreed on any rating of them in order of merit or influence. How, then, can this historian who did not know
those who had come and gone before his arrival in 1943 select some for special mention and ignore others? Recognizing it as a very inadequate criterion and yet as a comfortably non-controversial one, he has decided on length of service as the determining factor. Those who have served on the faculty for twenty-five or more years have been chosen for autobiographical or biographical sketches, without suggesting (it is hoped!) that those of somewhat shorter tenure are any less worthy of special mention.

Some of the sketches are, of course, posthumous. Active and retired faculty members were asked either to write in the first or third person or, to provide information by interview which could be assembled by the historian in his own words. Many of the contributors were very reluctant to put themselves on record, and this writer has had to use all types of persuasion and cajolery to secure their cooperation, but in the end all in one way or another did comply. For this, the none-too-patient compiler is most grateful. Some autobiographical sketches which in their original form seemed over-long, he condensed, but he hopes he made no substantive changes. The accounts are arranged in the order in which the subjects began their twenty-five years of service to the institution.

John Henry Morgan – 1893-1916

One of the earliest long-term faculty members was John H. Morgan, professor of mathematics and for many years vice-Principal of the school. His period of service – from 1893 to 1916 – was not quite twenty-five years, but Mr. Morgan, in the author's opinion, may be considered a special case.

He was a native of North Carolina but attended Furman University in South Carolina, where he received his B.A. and M.A. degrees. Immediately upon graduation he came to Washington Territory. He taught in a Walla Walla County school for two years, was principal of the Dayton school one year, of Waitsburg schools four years, and in Ellensburg schools three years. He then served as Superintendent of Walla Walla County schools for two years and in 1888 was appointed by Governor Eugene Semple to be the Territorial Superintendent of Instruction, the last person to hold that office before Washington became a state. In 1893 he was appointed Vice-Principal of the Ellensburg Normal School and professor of mathematics.

During his twenty-three years at the school he became one of its traditions. He was an outstanding individualist who refused to be regi-
mented or "professionalized." He was also an outstanding friend and champion of students and was perhaps the most universally loved person on the campus during his period there.

Mr. Morgan was in great demand as a speaker at teacher institutes and at commencements over the State. For a number of years he was one of the managers of the State high school debates. He was a member of the State Board of Education for a time and was one of the early presidents of the Washington Education Association in its difficult pioneering years. He was also very active in civic affairs. He was a member of the City Council for several years and was elected mayor of Ellensburg in 1906. He was one of those most responsible for presenting to the agents of Andrew Carnegie the needs of Ellensburg for a public library building, funds for which Carnegie later provided.

Perhaps because of his strong individualism or possibly because he did not fit well into the educational pattern designed by President George Black, Mr. Morgan was not reappointed in 1916.

Although he had reached the age of sixty-four, he had no idea of retiring from educational work, and after an unsuccessful campaign for the office of State Superintendent of Public Instruction he became the principal of the Ellensburg High School where for many years he was affectionately known as "Pop" Morgan. After his retirement in 1929 he moved to Seattle, where he operated a newsstand.

In March 1928 the Washington Educational Journal carried an article about Mr. Morgan by Frank N. Nalder in which typical tributes of former students and others in educational circles were quoted. Excerpts from several of these follow:

He is a sage, but intensely human with his dry and keen sense of humor — He is able to get right at the heart of a proposition, and he is always the fearless champion of a principle. Mr. Morgan is one of our sturdy pioneers in education whose mature life is filled with the sweetness of youth because of his unquestionable devotion to a cause he truly loves.

His patient counsel and advice, given to multiplied numbers of young teachers, has won for him a host of admiring friends and he justly deserves the title of Educational Statesman.

Although his term of service has extended over a considerable period, his thinking and attitude are exceedingly progressive. He is as vitally interested in the newer things in educational procedure as any other leader.

In 1934 at the age of 82 this "grand old man of Education" was
the guest of honor at the dedication of the J. H. Morgan Junior High School in Ellensburg.

Mary A. Grupe — 1897-1907; 1912-1929

In the records of the Trustees of the Normal School May 22, 1897, there appears this notation, "Mary Grupe, teacher of drawing and reading elected, $800 for ten months." Thus, was introduced to Ellensburg one of the most vital and creative personalities in the history of the Normal School and one who very definitely influenced the trend of educational procedure in the region.

Mary A. Grupe was born in Peabody, Kansas, in 1873, and came with her parents to Dayton, Washington, where she graduated from high school. Having decided on teaching as a career, she entered Oswego, New York, Normal School, regarded at the time as one of the leading teacher training institutions in the country. Upon her graduation in 1897, she was invited by Principal P. A. Getz to become a member of the Ellensburg Normal School staff. The next year she became principal of the training school and introduced there many "progressive" features as early as 1900. In 1901 she entered the University of Chicago, where she studied under John Dewey, and was part-time assistant to John B. Watson, the leading exponent of behavioristic psychology. Later she studied at Columbia, where she was introduced to the educational and psychological theories of Angell, the McMurays, Miss Earhardt, and others. Probably few normal school teachers in the West at that time were as well acquainted as she with these new ideas. She was given every encouragement by Principals P. A. Getz and W. E. Wilson. The training school over which she presided was the scene of many innovations which have been described above.

In 1907 Miss Grupe left the Normal to become supervisor of the grammar grades in the public schools of Tacoma. Later she was instructor in the State Normal School at Mankato, Minnesota, and the State Teachers College at Greeley. But after Mr. W. E. Wilson had made repeated attempts to lure her back, in 1912 she returned to the Ellensburg Normal.

In this second period of her work at the Normal Miss Grupe at various times served as supervisor of the training school, director of teacher training, appointment secretary, registrar, personnel director, and head of the department of psychology. It was in psychology that she won wide recognition, both for her numerous articles published
in the professional journals and for her work in institutes and extension courses over the State.

Among Miss Grupe's special interests in psychology, mental testing was perhaps the most prominent. The Normal provided a testing laboratory for her experimental work, and the Binet tests were given as early as 1914. By 1918, perhaps earlier, she was using the Terman psychological tests. In the class in applied psychology the students were instructed in the techniques of mental testing. Miss Grupe used mental tests in the training school also, and the curriculum was modified as a result. She concluded that children varied a great deal in their readiness to read, to write, and to spell — an idea now generally accepted. Her studies of children led her to believe also that mental tests should be made the basis for special promotion in the grades.

In her enthusiasm for her work Mary Grupe organized many extension courses and was a stimulating influence at teachers' institutes for many years. She looked upon her experiments in psychology as important only if they led to a change in attitudes by parents and teachers. She was a vital, dynamic crusader against ignorance and prejudice and an enthusiastic advocate of the scientific approach towards human problems.

She became intensely interested in juvenile delinquency and in the analysis of its causes. She firmly believed that there were no "bad" boys and girls, but that all would respond to the right treatment intelligently applied. Many of the ideas she espoused so vigorously have long since become common currency, but Mary Grupe was in the vanguard of pioneers in modern education in the Pacific Northwest.

Throughout her long and busy career at the Ellensburg Normal School Miss Grupe found time to write numerous articles for learned journals in psychology and in education. Many of these were based on original research involving careful work in statistics. Others were designed to inspire teachers to do a better job. This, as she saw it, was the end towards which research should be directed.

Miss Grupe was described by one of her colleagues as a person who had "a gift for people, old and young alike." She believed in them, liked them, and was remarkably charitable toward human foibles. Most of all she liked children and students.

In her final illness, which followed a paralytic stroke in 1928, she used to sit by the hour near her window where she could see the stu-
John P. Munson 1899-1928

Perhaps the most renowned scholar ever associated with the institution was John P. Munson, teacher and head of the Department of Biology from 1899 until his death in 1928.

He was born in 1860 in Norway and came to Illinois with his parents at the age of four. He was educated in public schools, at a college preparatory school, at Milton College, the University of Wisconsin, Sheffield Scientific School at Yale University, and the University of Chicago — where he received the Ph.D. in 1897. For two years he taught German, pedagogy, and general sciences in an academy; in 1899 he was elected professor of biology in the Ellensburg Normal School at a salary of $1,000.

For an ambitious, eager, well-trained scientist the prospects at Ellensburg in 1899 were not promising. There was little space for a proper laboratory and little money for equipment and apparatus. Dr. Munson early learned not to depend upon legislative grants; he either personally purchased or improvised much of what was necessary to carry on laboratory work. He was handicapped by the number and scope of courses he was expected to teach — ranging, as he said, from sociology to Faust and including along the way botany, zoology, anatomy, histology, cytology, embryology, ecology, taxonomy, neurology, animal psychology, bacteriology, hygiene and sanitation, with genetics, heredity and evolution as a kind of summary of all the courses.²

Despite his heavy teaching schedule Dr. Munson soon won a reputation as an indefatigable research scholar who carried on original and important investigation in the special areas of anatomy and cytology. Many of his findings were published as monographs or articles in scientific journals.³

He was the author of many articles of more general interest also, and of a book, Education Through Nature, which was published as Volume XXI of Teachers Library in 1903. What Dr. Munson doubtless believed would be his magnus opus was a book on comparative cell studies. He had not completed it at the time of his death, and it was never published.⁴

Many honors came to Dr. Munson in recognition of his scientific re-
search. He was invited in 1907 to give two lectures at the Seventh International Congress in Boston and in 1910 went to a similar congress at Graz, Austria, to read a paper relating to the organization and polarity of protoplasm. In 1912 he was awarded the Walker first prize for his paper on the "Origin and Structure of the Yolk Nucleus" in competition with biologists over the entire country.7

Evaluations of Dr. Munson as a teacher in the classroom differ. The advanced student who was really interested in the subject found him stimulating and challenging. The ordinary students who took certain courses in biology because they were required or came at a convenient point in the day's schedule frequently found that the learned doctor was very far beyond their comprehension. Yet it was agreed that when he definitely undertook to entertain students, whether at an assembly or on some other occasion, his sense of humor was delightful. According to one student who probably expressed the feeling of many:

It is very hard to express our feelings for Dr. Munson. Upon brief acquaintance he is looked upon with awe because of his knowledge and recognition in the field of science. But who could resist his jolly chuckle and the merry twinkle of his eyes when an amusing incident occurs. Dr. Munson is so human, sympathetic and broadminded that every student feels that he has grown to be a better citizen through associating with a man of this instructor's character.8

Appreciation by another student led to a proposal and eventual decision to name the men's dormitory Munson Hall after his death in 1928.

Dr. Munson was married in 1897 to Sophia Mikkelsen, daughter of a Lutheran minister and college president in the Middle West. There were no children who survived infancy. Mrs. Munson inherited some property, and both she and her husband used excellent business judgment. Through fortunate investments they rapidly accumulated more worldly goods than fall to the lot of most professors in small institutions in the Pacific Northwest. After Dr. Munson's death in 1928 Mrs. Munson added considerably to the amount.

After her death in 1946 it became known that among her bequests for educational and charitable purposes was one of nearly $75,000 for "John P. Munson Scholarships" at Central Washington College. The scholarships were to be given to junior and senior students who met certain qualifications. The amount available depends upon the re-
turns from investments, but by the mid-sixties it was sufficient to provide annually twenty-five to twenty-eight “Munson Scholarships” of $150 each.

Clara Meisner 1906-1938

The kindergarten movement in the State of Washington owes a great deal to Clara Meisner, a member of the staff for nearly thirty-two years.

She was a native of Davenport, Iowa, and attended elementary and secondary school there. She early evinced an interest in education as a career and attended a near-by normal school. After teaching several years in Iowa she attended the Chicago Teachers College and the University of Chicago.

After teaching kindergartens in Chicago and in Indiana she came to Ellensburg in 1906 to direct the kindergarten and to teach German in the Normal School. Within a year or two she gave her entire time to kindergarten and primary work.

As has been noted earlier, a kindergarten was no new thing for the Ellensburg Normal School, for since 1897 such work had been offered. Miss Meisner enlarged upon what had been done and contributed her own ideas and plans, her vision and enthusiasm. She eagerly sought to keep in touch with the best that was being done elsewhere, and after coming to Ellensburg took time off for study at Teachers College, Columbia, where she won the Bachelor of Science degree in 1919 and the Master’s degree in 1930. She traveled widely in this country and abroad, and was particularly concerned to observe new approaches to childhood education.

At the time she began her work in Ellensburg there were few kindergartens in the State and those (except in Seattle) were privately operated. Miss Meisner believed in publicly supported kindergartens, and between 1915 and 1917 gave a great deal of time and effort to traveling over the State speaking in behalf of a bill to place kindergartens on the same basis as any other grade of the school and to provide for their support. In public statements she insisted that the kindergarten was as valuable as any other part of the school system, and should have public financial support. If it was not worth that support, she said, it should have no place in the system at all. In urging the passage of the bill, she pointed to the fact that among the states of the Union, Washington ranked forty-fifth in the proportion of children
of kindergarten age who actually were in kindergartens. Because she realized that good kindergartens would be impossible without adequately trained personnel, she was actively interested also in the passage of another law which set up standards and qualifications for kindergarten teachers and supervisors. Largely as a result of her vigorous campaigning, both bills passed in 1917 and the kindergarten movement was placed upon a firm footing.

Miss Meisner won wide recognition as a leader in early childhood education. She was frequently consulted by parents, teachers, and administrators. She was elected to offices of responsibility in state and national organizations, particularly those related to kindergartens and child education.

Through all of this Miss Meisner never lost touch with the students who were preparing to be teachers. She organized a primary education club known as Kappa Pi. As a tribute to her in recognition of her leadership, this organization some years after her death, became the Meisner Chapter of the Association of Childhood Education.

Miss Meisner was interested in social problems, too, and verses she wrote at various times indicate her strong sympathy for the economically depressed and those who suffered from any form of misunderstanding or discrimination. Her belief in human beings and deep regard for personality were contagious, and many students and colleagues learned much from her understanding, breadth of view, and compassion.

At the time the new College Elementary School building was being planned Miss Meisner suggested, among other things, that there should be a fine piece of sculpture in it. She did not live to see the completed building, but it is particularly appropriate that members of her family, alumni, friends, student organizations, staff members, and children of the Elementary school should cooperate in providing the piece of sculpture "Affection," by William Zorach, as a memorial to a friend of children and students, Miss Clara Meisner.

Henry James Whitney 1908-43

Henry J. Whitney was born in Independence, Iowa, on November 17, 1880, the third of a family of five children. He was reared on a small farm near the city of his birth, and was of some assistance to his father in the attempt to support a family of seven in the trying times of the last decade of the nineteenth century. He finished high
school in June 1900 and within a week after graduation left for Chicago where he was employed for a year.

Henry Whitney entered Northwestern University in the autumn of 1901 and received the degree of Bachelor of Science in June 1905. His major was in chemistry with a minor in zoology and one in mathematics. A side interest at the University was music, and he sang in a Chicago choir, was a member of Dean Lutkin’s Evanston chorus and also a member of the University Chapel Choir.

In the spring of 1905, he signed a contract to teach science at Geneseo, Illinois. Almost the first day he appeared on the high school campus, he met Mary Mawhinney, whom he married in August of 1907.

In the spring of 1908, Henry Whitney went to Chicago to meet Mr. William E. Wilson, principal of the Ellensburg Normal School, who appointed him to teach science and manual training. He taught these courses for a number of years and gradually entered administrative work. He took over teacher placement, extension service, and later became Registrar, Vice Principal and Dean of Instruction. He continued to teach one class until he retired in 1943.

During the summer of 1911, Mr. Whitney attended the University of Wisconsin, where he took special work in industrial arts. In 1917-1918 he was on leave to attend Columbia University Teacher’s College. For some years after that he taught a class in education.

In summarizing his years of teaching and administrative work Mr. Whitney writes:

I was always interested in students as individuals. I always had in mind helping each one select such courses as would allow for maximum personal development and satisfaction. I was interested in placing before students the better type of social, moral and spiritual environment. I believe I actually enjoyed teaching in the field of mathematics and science more than in any other field. The teaching of science enables one to present life in its broader aspects, to present living today as a continuing process.

Outside of classroom work, the greatest satisfactions come to an administrator in the doing of the work in such a way that students have a chance to develop their talents happily and to the highest degree possible. Today I look back upon the 36 years on the faculty of the Ellensburg Normal School and of the Central Washington College of Education and appreciate the opportunities which came to me to know Principal W. E.
Wilson, later President Black, acting President Selden Smyser, and then President Robert E. McConnell, also the many members of the staff and thousands of students.

Mr. Whitney was active in church and community life during his long career in Ellensburg. After his retirement in 1943 he had time for community projects and served in various positions of leadership. For several years he was a member of the Ellensburg City Council, and for some two years was chairman of that body and also Mayor of Ellensburg. More than once he has been referred to publicly as "Ellensburg's most useful citizen." He was guest of honor at the dedication of Henry J. Whitney Hall, (dormitory for men), in November, 1968.

Loren Darius Sparks 1913-1950

Loren D. Sparks was born in Plainfield, Wisconsin, and attended grade school, high school, and normal school at Stevens Point in the same State. After three years as teacher and principal in Wisconsin he came to Wenatchee, Washington, in 1909 and for a year was principal of the Lincoln School in that city. Next, he entered the University of Wisconsin and after a year's study came west again, this time to Weiser, Idaho, as principal of the high school.

After these several years of teaching experience, Mr. Sparks was appointed in 1913 by Mr. William E. Wilson, to be Assistant Principal of the training school at the Ellensburg Normal, a position which he held for the next four years. As part of his work he was directly in charge of supervision of the seventh, eighth, ninth and tenth grades. Dr. Sparks had a part in two special projects carried out in the training school during this period. One was a pageant depicting the coming of white settlers to the Kittitas Valley, the other a clean-up campaign for Ellensburg.

During the years that he was Assistant Principal in the training school Mr. Sparks was also coach of the Normal School athletic teams and handled classes in men's physical education.

Mr. Sparks entered military service in the First World War in April, 1917 and was discharged as Captain of infantry in December, 1918. He then enrolled at the University of Wisconsin in January 1919 and received the Ph.B. degree in 1919 and the Ph.M. in 1920.

He returned to Ellensburg in 1920 as assistant director of teacher training and head of the Normal training school, which in the mean-
time had become the Edison School, a part of the city school system. In 1924 he was made Director of Teacher Training. He remained in this position until 1928, when he was granted a leave of absence to study at the University of California at Berkeley. Upon his return to Ellensburg in 1929, he transferred to full-time teaching in the education division. In the summer of 1931 he completed his work for the Doctor of Education degree. In a statement made by Dr. Sparks after retirement, he made the following observations.

1. Before my arrival and during my stay it was an accepted fact that our graduates held a position of preference among the schools of the Northwest. This should be interpreted to mean in terms of education in the period which it served. We must recognize that the battle to keep an institution up to date is an ever continuous process. An institution may be up to date in period and lose that position at a subsequent period.

2. A faculty makes a college. A college is only as strong as its faculty. We have had good faculties throughout the time of my service at Ellensburg.

3. It is a recognized fact that good leadership is essential to the growth of a college but leadership without a strong faculty cannot succeed.

Mr. Sparks retired in August 1950 after thirty-six years at Ellensburg Normal School and Central Washington College of Education. After that date he spent most of his time in Arizona. For a short time he taught a course or two at the University of Arizona (Tempe). He returned to Washington after the death of Mrs. Sparks, and died at his home in Enumclaw in April, 1962.

William T. Stephens 1915-1949

William T. Stevens was born near Gallatin, Tennessee, and in his early years attended Gallatin Academy, a private school. His father was a Methodist minister as well as a physician and apothecary and it was hoped that William would also be a minister. He considered it briefly, but not very favorably, and eventually strayed over to Peabody Institute, where he trained for teaching.

He taught school near Gallatin for several years and was principal part of that time. He later entered Indiana University, and for three years was an assistant in the department of philosophy. The Bachelor of Arts and Master of Arts degrees were earned there. While at Indiana, William T. Stephens founded the educational honorary society Pi Kappa Mu and wrote the constitution for it. This organization
quickly spread over the Middle West and in time adopted the name Phi Delta Kappa. This is recognized today of course, as the professional honorary in education.

After graduation from Indiana, young Stephens spent a year at the University of Chicago, where he had courses with John Dewey. Later he attended Harvard University, where he earned a second Master of Arts degree in 1907, and also a Master of Education degree. After teaching a year at Winona, Minnesota, he moved on to the Wisconsin State Normal School at Milwaukee, where he taught philosophy and psychology for six years. After an interlude of three years spent in business enterprises chiefly of a promotional nature, he became convinced that teaching was more interesting and also more important for him.

In 1915 he applied for a position as head of the training school at Washington State Normal School in Ellensburg. Three years later he became head of the Department of Psychology and Philosophy.

In his thirty-four years on the faculty William T. Stephens had the reputation of being a dynamic, stimulating, challenging teacher. He dearly loved to use the “shock treatment” to awaken student minds. He believed that it is especially important in a democracy for people to argue and debate if they are to make intelligent decisions. Stereotyped thinking is exceedingly dangerous he believed. He especially liked to teach psychology because “it helps show how people think or why they don’t think.” He was always interested in abnormal psychology, and in 1945 took a six months leave-of-absence to study with psychiatrists in four mental hospitals in Michigan.

Mr. Stephens said that in his teaching of philosophy, aesthetics, and ethics he was a “pragmatist,” but as he saw it, subject matter is not the prime concern of the teacher of psychology and philosophy. He put it this way, “I never went into a classroom to teach information so much as to live an hour of life with students.”

Mr. Stephens was probably the most quoted faculty member on the campus. The student newspaper frequently carried a column of “Stepheisms,” and often conversation around the dining hall turned on what “Steve” had said or done that day. Many of the alumni who have forgotten most of the subject matter they studied in college still remember William T. Stephens. He reached compulsory retirement age in 1949, but he continued to live in Ellensburg until his death in 1963 at the age of 84.
Selden Smyser 1916-1942

Selden Smyser was born at Windsor, Illinois in 1870. He was educated in the public schools of the village, at an academy in Nashville, Tennessee, and at DePauw University, where he graduated in 1892. He received a master’s degree at Ohio State University in 1901 and also did graduate work for a year or more at both Cornell and Columbia Universities. He married Katherine Peet in 1904. Their children were named Martha, Hugh, John, and Katherine.

Mr. Smyser was in public school teaching and administrative work for a number of years at Mattoon, Ill.; Morris, Minnesota; and Yakima, Washington. In 1916 he came to teach at Washington State Normal School at Ellensburg, where the social sciences were his special field. During the leave of absence and following the resignation of President Black in 1930, Mr. Smyser served as Acting-President until the appointment of Dr. R. E. McConnell in 1931.

Mr. Smyser was a Fellow of the American Association for the Advancement of Science. He contributed articles on social science, and on educational and scientific subjects to magazines such as World’s Work, Scientific Monthly, Science, School and Society, and the Humanist. He was the author of Roosevelt and the Constitution, one of a series of booklets published by the American Education Press; “Social Aspects of Intelligence,” which appeared in Occasional Leaflets of the Southern California Social Science Association; and a paper — “History of Man’s learning to Think Logics: Subverbal, Verbal and Supervisoral,” which appeared in General Semantics, a volume edited by Hansell Baugh.

In reviewing his career in 1951 Mr. Smyser said:

For one who likes young people, who is attracted to the art and science of education the work of the teacher is peculiarly self-rewarding — especially under the physical and social conditions of the Valley of the Yakima and the Pacific Northwest. I have spent 43 years (8 in Yakima and 35 in Ellensburg) associated with a high level group of young people and in contact with progressive and constructive fellow faculty members, also in contact thru the mails with many of the ablest scientists and thinkers in the country.

I recognize clearly as I grow older and see more of the world as a whole, as I see it thru the eyes of many experts, that our lot in the world has been the lot of only a small fraction of even this fortunate country and of a yet much smaller fraction of the population of the world.

I am not without hope that, tho I have been retired for some
years, I may still be able to contribute toward certain advance
movements in education, common understandings and co-
operation among men.

Thus Mr. Smyser summarized, in his typically modest way, a long
and highly useful career as a teacher. Perhaps a more revealing esti-
mate by his students over the years was best expressed by the editors
of the *Hyakem* in 1933.

To Selden Smyser, whose gracious attitude, sympathetic un-
derstanding and scholarly guidance have opened to us the
broad vistas of learning, we dedicate this volume of the
*Hyakem* as one expression of our affection and admiration.

Another expression of high student esteem was the creation of
the Smyser award, a prize of $50.00 annually offered by Mr. Wroe
Alderson, a member of the class of 1923, for the best paper by a junior
or senior on some phase of social communication or relationship.

Professor Smyser retired in 1942 and lived in Ellensburg until his
death in 1957. The former library building, remodeled in the early
1960’s for the social sciences was named in his honor.

Mabel T. Anderson 1918-1963

Mabel T. Anderson was born in Rhinelander, Wisconsin. It was
there that she completed her elementary and secondary education.
Because of the death of her father during her senior year in high
school, the family moved to the state of Washington, where there
were relatives.

Miss Anderson enrolled at the State Normal School in Ellensburg
to become a primary teacher, with a major in public school music and
art. Upon completion of the two-year course she became the third-
grade teacher in the campus training school. She states that the chal-
lenge in this position soon made her aware of her need for further
education. She enrolled at Washington State College, Pullman, where
she earned a B.A. degree in education and a supervisor’s certificate
in public-school music. She studied for the master’s degree at Teach-
er’s College, Columbia University, where she worked with such out-
standing leaders as Professors Kilpatrick, Pintener, Jersild, Meek,
Gates, Hildreth, and Hollingworth.

Upon her return to Ellensburg, Miss Anderson continued to find
the third grade teaching and supervising position both interesting
and challenging. The years spent in this position, she says, offered
a splendid opportunity for growth under the stimulating leadership and vision of Dr. Loren D. Sparks and Miss Amanda Hebler, directors respectively of the laboratory school. They encouraged her in her special interest in education and intelligence testing and in experimenting with many valuable types of educative experiences for children. Together they advanced in the fields of elementary school library, lunchroom, museum, recreation, unified learning, revised report cards, assembly programs, instructional aids, democratic living, and school services - such as the post office, bank, newspaper.

It was in 1938 that Miss Anderson left her position as third grade teacher and supervisor to become a member of the Education Division. For five years she supervised students doing their practice teaching in the Ellensburg public schools. She reports that these were happy, busy years spent working with enthusiastic students and cooperative room teachers.

Because of her increasing interest in child development and reading problems Miss Anderson felt the need for further study, which she undertook during the summer of 1942 at the University of California and the following summer at the University of Chicago.

From 1943 to 1958 she taught classes in child development and various phases of elementary education; namely, general methods, directed observation, introduction to teaching, the teaching of reading and the teaching of arithmetic. From 1958 until her retirement in 1963 she taught courses in general psychology and human growth and development.

In 1938 under Miss Anderson's leadership the campus Lutheran students affiliated with the Lutheran Students' Association of America. Later she saw the need for companionship among the mature women students on campus and under her direction Alpha Omega was organized in 1954, at that time the only such organization in the Pacific Northwest.

Miss Anderson was a member of Washington Education Association and National Education Association. She was active in Administrative Women in Education and served as its state treasurer from 1961 to 1963. Among the education honorary groups of which she was a member are Delta Kappa Gamma, Psi Chi and Kappa Delta Pi. In 1963 she was awarded the "Honor Key", the highest national honor that Kappa Delta Pi bestows. She was an honorary life member of
the Washington State Council of Parents and Teachers.

In conclusion Miss Anderson observes:

No record of my experiences would be complete without reference to my mother. Friends, colleagues, my brother, and my two sisters have all been forces in my life, but it was my mother, who was with me until 1950, that exerted the greatest influence through her encouragement and assistance.

As I reflect upon the years I have been associated with Central, “the friendly college” as it is known throughout the Northwest, I consider it a rare privilege to have been a part of the expanding college whose chief function has always been to develop good citizens and strong teachers for the state of Washington.

Nicholas Hinch 1918-1943

Nicholas Edward Hinch was born in Ontario, Canada, in 1869. After graduating from high school he attended Columbia University for one semester and then returned to Canada and took both the Bachelor of Arts and the Master of Arts degrees at Toronto, with honors in English, French, German, Italian, Spanish and history. Afterwards he taught for a time in public and high schools of Ontario, and in 1903 was appointed to the staff of the Cheney Normal School. For fifteen years he remained there, and was head of the English department for part of the period.

He was invited by President George Black to join the staff of the Normal School at Ellensburg in 1918, and after one quarter of study at the University of Chicago became chairman of the department of English and languages. In 1933 he attended the University of Washington one quarter. He was married in 1899 to Maude Williams of Kingston, Ontario. Two daughters and one son were born into the family.

At both Cheney and Ellensburg Mr. Hinch taught English, French, German, Spanish and — on occasion — Latin. He stated that he was prepared to teach Italian also, but was never asked to do so.

Mr. Hinch was known by his students as a perfectionist who would tolerate no poor work and had little respect for mediocre achievement. But those students who learned English grammar and composition under him really learned it, and later were grateful for his rigid adherence to the highest standards.

He became interested in gold mining operations during the latter
part of his teaching career, and after his retirement from the College in 1943 moved to Concomly, Washington, to develop a claim there. On December 8, 1961, news was received of his death at the age of ninety-two at Omak.

Amanda Hебeler 1924-1960

Amanda Hебeler was born to pioneer parents in the rural community of Maple Grove, Michigan. After graduation from Saginaw High School she taught three years in a rural school near her home. After graduating from the Michigan State Normal School at Ypsilanti she took a position in an elementary school at Monroe, Michigan, and then went into county normal work, first as critic teacher then as principal of the Presque Isle County Normal and the Macomb County Normal. At the State Teachers College at Mt. Pleasant she was second grade critic for one year.

Miss Hебeler’s work in the county normals and teachers colleges stimulated her desire to continue her college education. After a summer session and two consecutive years at Teachers College, Columbia University, she received her B.S. in 1924. Later she returned to continue graduate work and received an M.A. in 1927.

At Columbia University, Miss Hебeler had the opportunity to study under such educators as William H. Kilpatrick, William C. Bagley, Frank McMurray, Frederick Bonser, Lois Coffey Mossman, Milo B. Hillegus, William C. McCall, Arthur I. Gates, George D. Strayer, and Patty Smith Hill.

She came to Ellensburg in 1924 and began her work as supervisor of intermediate grades in the training school, at that time called the Edison School, with the understanding that after a year of on-campus experience she would set up student training centers in other localities.

Off-campus work at Selah began in the autumn quarter of 1925 with fifteen students, placed in different classrooms throughout the Selah district. They spent the mornings teaching and assisting the room teachers and the afternoons in conference with Miss Hебeler, planning teaching experiences, and conducting a methods course. An important part of her work was to encourage in the room teachers an interest in self-improvement.

In 1927 Miss Hебeler initiated a student-teaching program in the Ellensburg public schools which was similar to the work she had done at Selah. In 1929 she was appointed by President Black to administer
the Edison School and to direct the teacher-training work of the Normal School.  

When a new training school building was being planned in the early thirties, Miss Hebeler visited new school buildings in Washington, in the Middle West, and in California. She also consulted other school administrators and current periodicals for ideas. Of this experience Miss Hebeler says:

It was a rare opportunity and one that comes to few teachers to have a part in planning this building. For in so doing our method of procedure which included “group planning” by many staff members was as much a realization of my philosophy of education as was the inclusion of features which would permit and encourage the kind of education program which seems desirable for building good citizens in present day America.

In the summer of 1932 Miss Hebeler attended the International Conference of the New Education Fellowship Association in Nice, France. This gave her an opportunity to become personally acquainted with World leaders in education. She conducted a New Education tour of Europe under the sponsorship of the Open Road and the International Student Hospitality Association.

Other opportunities for travel and professional contacts have included participation in the Teacher Education Workshop at Northwestern University in 1941, the first clinic on teacher education at Atlanta, Georgia, in 1946, and the national planning conference on aviation education at Washington, D.C. in 1948.

George F. Beck 1925-1959

Alvord, Iowa, was the birthplace of George F. Beck, who became professor of geology at Central. His early school years were spent in Minnesota and in eastern Washington. He was the first graduate of the Marlin High School and the only graduate that year. Later he attended the University of Washington, and the State College of Washington, where he received the Bachelor of Science degree in 1931 with a major in botany. In 1947 he took the Master of Science degree in geology at the University of Washington. In addition he did graduate work at the University of California at Berkeley.  

Long before he completed his formal education, Mr. Beck began teaching. His first work was in history and music at Snoqualmie High
School in 1914. Later he taught at Moses Lake and at other places in the Columbia Basin. His last high school teaching was at Naches.

Professor Beck came to Ellensburg in 1925 to teach instrumentation in the music department and his choice of history, physical education, or science. He chose science and thus was introduced to his later career. After teaching general science for several years, he specialized in geology.

Geology was at first a hobby. In science field trips to the Vantage areas along the Columbia, he became interested in the species of stumps preserved in the lava flows. Up to that time the ginkgo tree had not been found in petrified form, but the discovery of fossil leaves in the area spurred Mr. Beck and his students to make an intensive search for the ginkgo wood, and after some years they found it. The ginkgo tree in the western hemisphere dates back to the age of the amphibians. The ginkgo stumps and logs at Vantage were buried in liquid basalt, the only region where this phenomenon has been found. The Blue Lake rhinoceros fossil — the only fossil animal found in liquid lava anywhere in the world — was verified by Mr. Beck and his students while they were hunting for the ginkgo and other woods.

As he studied the fossils of this and many other areas of the West, Mr. Beck began to describe what he found. By 1950 his articles in the scientific journals numbered sixty-three, and many more were written and published after that date. Of his many articles the two which he has regarded as most representative of his contribution to paleobotany are “Ancient Forest Trees of Sagebrush Area in Central Washington” and “Tertiary Coniferous Woods of Western North America.” Mr. Beck says that in his writings he has made a special effort to reach the interested general reader, rather than the specialist in the field of paleobotany.

He has probably the largest collection of wood fossils in the United States, especially of those of recent geological ages and is frequently consulted by other specialists in paleobotany. He was largely responsible for the movement for the Ginkgo State Park and remained active in this project until it was completed by the Kiwanis Club and the Ellensburg townspeople. He was the geologist for the C.C.C. camp from 1935-37. He has been a member of the Historic Sites Committee and for a time served as its chairman. He is listed in Who's Who in America.
Throughout the years Mr. Beck has never lost his love of music and was often heard as a cellist in string quartets. Following his retirement in 1959 he was named Emeritus Professor of Geology. He moved to Yakima and as of 1966 was giving much time to the Yakima County Historical Society Museum. The George Beck Hall — a dormitory on Central’s campus — was named in his honor in 1965.

Lillian Bloomer 1925-1960

Lillian M. Bloomer came to Washington State Normal School as a student in the summer of 1924 to specialize in education and psychology. Here she found her work very stimulating and challenging under the direction and influence of such staff members as Mary E. Grupe, Clara Meisner, Mae Picken, Wm. T. Stephens, and Loren Sparks.

After finishing her work she was invited to join the staff of the training school as fourth grade teacher in the Edison School. Loren Sparks was the very capable Director of Teacher Training; Clara Meisner, nationally known in her field, was kindergarten-primary supervisor; and Mae Picken was supervisor of intermediate grades.

Supervisors at that time guided and directed the work of student teachers in their departments and also taught classes in education. The work of the room teacher consisted chiefly of the direction and guidance of children and demonstration work for education and psychology classes, as needed.

On entering this new field Miss Bloomer said she was much impressed by the very fine modern and dynamic program in progress at that time, by the truly democratic procedures, and the quality of human relationships which permeated every phase of the program. Here she found continued stimulation and increasing satisfaction in all of her work.

During her first years in the training school, student teachers taught only one hour per day. This was later changed to half-day teaching, and more recently to the more effective all-day teaching experience. The earlier system of hourly teaching often meant that three or four young teachers were teaching different groups of children in the same classroom each hour. This increased the number of student teachers per room, often to as many as eight, ten, or even twelve per day.

As time went on, more and more of the work of the department supervisors was assigned to the room teacher as supervisor of the stu-
dent teaching program within her own room. By the time the new campus elementary school was completed in 1938, the position of room supervisor was fully established.

In summing up her years of experience as room teacher or room supervisor, Miss Bloomer says, "High sensitivity to the impact of modern research regarding child development and its implications for teaching, to the various aspects of the whole educational process, and to the cultural needs of the day has been — and is — a continuum in the thinking of those, on the campus engaged in education for children."

In 1944 Miss Bloomer gave up her work in the Elementary School and transferred to the education faculty of the College, where she taught courses relating to the future teacher's work in the classroom. She retired in 1960, and in 1966 was living in Yakima.

Harold Quigley 1925-1951

Mr. Harold Quigley, for twenty-six years a member of the teaching staff was born in the Province of Ontario Canada. He was only six months old when his family moved to Portland, Oregon, where he spent his childhood.

After graduation from high school he worked four years in the office of the Page Belting Company of Portland. His early plan was to become a physician, and he began pre-medical work at the University of Oregon. There he made an excellent academic record, sang in the Glee Club for three years, and was awarded a hundred-dollar prize for an oration. There, too, he met Katherine Northrup, whom he married later.

In the meantime, he changed his vocational plans from medicine to industrial chemistry. He discovered, however, that openings in that field were not promising in the West at that time and, because he did not wish to move elsewhere, made one more change in his senior year at Oregon and prepared to be a teacher.

After graduation in 1914 he taught school and coached athletics at Bandon, Oregon, for three years. Then in 1917 he accepted a post at the Jefferson High School in Portland as teacher of physics and coach of the track team. For seven consecutive years Mr. Quigley coached track teams that won championships. Meanwhile, he had taken up basketball and football coaching also, and in the latter he had outstanding success.
By 1925 the Washington State Normal School at Ellensburg was looking for a football coach who could produce winning teams and also teach courses in health education. Harold Quigley accepted the post, and after spending a summer in work in health education at the University of Illinois assumed the dual role. His success as a coach is referred to above, but despite his success his interest turned more and more to health education and the biological sciences. After the death of Dr. John P. Munson in 1928, Mr. Quigley taught much of the work in zoology and biology.

In 1939 he spent the summer at the University of Chicago. By this time he had accumulated many credits in graduate study but they were in various fields. Although they gave him an unusually broad preparation, they did not satisfy the requirements for an advanced degree. So, in 1945 he took three quarters of graduate work at the University of Chicago and secured his M.S. degree. He returned to study at Chicago in the summer of 1951.

In his many years of college teaching Mr. Quigley particularly liked to work with pre-medical and pre-dentistry students, who usually were of superior intelligence and recognized the importance of hard work and perseverance. He also enjoyed the orientation courses in science designed for freshmen who had little background in science and little thought of specializing in it.

Among other courses he taught were botany, ornithology, physiology, evolution, vertebrate and invertebrate zoology. Because of illness, Mr. Quigley gave up teaching in 1951. In 1954 he was made Emeritus Professor of Zoology. In 1966 one of the new dormitories was named in his honor.

Juanita Davies 1927-1965

From childhood, the West had been a land of romance and adventure, brought closer to us in Wisconsin through the summer visits of our Western cousins — cousins who proved more than adequate in heightening our desires to see it for ourselves. So after a few years of teaching in the Middle West the decision to come to teach at the Normal School in Ellensburg was not a difficult one to make.

The young cousins had not exaggerated. The friendliness of the faculty and students and townspeople confirmed all accounts of Western hospitality, the beauty of the Western scenery and the opportunities for recreation were not disappointing. Although the time for hiking,
riding, and occasional late afternoon picnics gradually became less. The memory of those first impressions has remained as some of the very happy experiences of my life here. Some of these first students and faculty have been my close friends through the years I have remained in Ellensburg.

Although the Normal School soon became a four year teachers' college the close contacts with individual students which a small college affords were enjoyable factors in my early teaching. As a teacher of individual piano students as well as regular music classes, I have been able to maintain this closer association with many of the students. The post-war years were interesting in working with more mature men students who appreciated the importance and privilege of a college education.

Being part of the steady growth of the College and of the Music Department in particular has been rewarding. One of the many enjoyable activities during my first years when the department was small was conducting a men's glee club and a women's triple trio. Members of these groups occasionally like to reminisce with me over the fun we had presenting our programs in Thorp and Cle Elum, and even in Yakima and Wenatchee.

I have enjoyed teaching in all its aspects, but one that gave special pleasure was teaching music to children in the college elementary school and the association it afforded with the teachers and director of that school. I learned more about handling and working with children from those splendid teachers than in any other way.

Teaching music affords opportunity for varied activity. Performing in concerts in Ellensburg as soloist and accompanist and throughout the Northwest in collaboration with my colleagues as well as presenting talented piano students in senior recitals has been a rewarding and enjoyable corollary to the regular teaching schedule. All this has provided opportunity for continued study and research in the music literature repertoire.

My education and training were at Ripon College, MacPhail School of Music, Chicago Conservatory, and — in summer sessions — at the Universities of Washington and Colorado, the Music Academy of the West at Carpenteria, California, and with private teachers.

I have been active in the Music Educators State and National Conferences, the State Federation of Music Clubs, and the Regional and
Washington State Music Teachers Associations. I have presented papers and clinical demonstrations at conference meetings and served as piano adjudicator throughout the State.

I have visited Europe on two separate occasions, visiting musical centers and attending national and international music festivals in Wales, Austria, and Germany. I look forward to further experiences of this kind as I plan to continue my interest and study in my chosen field.

Glenn Hogue 1927-1959

Professor-emeritus Hogue is perhaps more familiar with the changing scene on the Central Washington College campus than any person who has been connected with the institution. He was born in Ellensburg, attended the training school at the Normal, the local high school, and after two years at Williamette University returned to graduate from the Normal School. After graduating from Washington State College he came back to the Normal School as a faculty member in 1927, and taught there continuously except for three quarters — the fall of 1939, when he studied pottery in California; the fall of 1946, when he traveled over the United States; and the summer of 1950, when he did ceramic work at New York State College of Ceramics at Alfred, New York.

From his many years of observation of the institution and its work Mr. Hogue wrote:

I attended the Training School in the first years of this century and little as I knew about education, as such, I remember very distinctly my teachers and most of the pupils. The old training school was just as much a leader in the field of experimental education as is the Hebeler Elementary School today. In the old days only a very small per cent of those who attended high school ever graduated and much smaller per cent went on to college. Those who did go on were quite commonly master of the subject studied and were very able at expressing themselves through essay and oration. Education was not for everyone those days and was quite competitive on an academic level. All this seemed to produce a strong professional spirit among the students.

And in tracing the development of the Art Department Mr. Hogue observed:

In this institution fine arts was quite a prominent part of early day teacher training. Industrial arts began later, in 1910,
with the arrival of Mr. Whitney, and a shop was set up in the old heating plant which was located where the Auditorium and Industrial Arts building now stands. It was there that I began to teach Industrial Arts in 1927. Mr. Whitney had firmly established woodwork, drawing, and iron metal work before he became registrar. But we soon expanded the department to include crafts and photography.

In 1933 at President McConnell's request, fine and industrial arts and home economics were made one division with myself as chairman. I assumed this responsibility rather reluctantly but later on rather enjoyed the experience.

With this close cooperation there were many advantages, but in 1946, at my request, a separate department of home economics under Miss Helen Maehelsen's direction was instituted.

Until the increase in the number of students made it advisable to divide fine and industrial arts, there was no sharp line of demarcation. At times majors were required to take courses in both fields and some instructors taught in both areas. It has always been my belief that the difference between fine and applied arts is only the difference in media used.

I retired from the chairmanship of the division in 1958 although I continued to teach until 1959, when after 32 years on the faculty of this institution I became Associate Professor-emeritus of industrial arts.

Dorothy Dean 1928-

In 1928 I arrived in Ellensburg, impressed and a trifle apprehensive at the thought of becoming a college teacher. Though my home was in Michigan, I had just received my Master of Science degree from the University of Chicago. Previously I had taught for three years in high schools in Michigan and one year in Montana. Now I was embarking upon a new career, with no thought at that time of making it a life work. Little does one know.

It pleased me to be teaching food chemistry (my major interest) and I felt that I could cope with physiology and other somewhat related subjects. It was wonderful to be young and eager. However, as conditions changed, necessary adjustments were made in my teaching schedule and responsibilities. During the depression years when there were no faculty replacements. I was asked to teach some health education courses, which led to administrative responsibility in the women's health and physical education department. Later, when the staff was enlarged, I was able to devote all my time to the sciences. At
times I worked exclusively in chemistry; at other times I taught some biological science, chiefly physiology and anatomy. With increasing enrollment my time was then entirely devoted to chemistry.

In addition to classroom responsibilities, there were opportunities for a variety of valuable and rewarding experiences. I had my share of the usual committee assignments — Student-Faculty Welfare, Faculty Council, General Education, and Promotions and Tenure. I was also President of WEA one year, member of AAUP, member of the American Chemical Society, acting chairman of the sciences department one summer session. Of special interest to me was working with others toward the development of the pre-professional program. After laying the ground work for this phase of the curriculum, I became an advisor for the pre-medical and pre-dental students. Many of these former students are now successful chemists, doctors, and dentists. Another facet of my life at Central was close association with an interesting faculty of varied and colorful backgrounds. These fine competent people I am proud to count among my friends.

Further growth came from advanced study, travel, and attendance at numerous professional meetings. Going as a delegate to NEA in Buffalo the year that Pearl Wanamaker was elected president was an outstanding event. In 1962 Catherine Bullard and I (on sabbatical leave) took a trip around the world. Previously we had toured Mexico and South America. Two National Science Foundation grants made possible study in the newest advances of my field.

The years here have been good and have passed swiftly. I liked the school when it was small and intimate, but I can see the advantages of growth and increased offering to more students. My hope for the school is that development will continue to set goals of high scholastic achievement and yet not lose sight of individual needs.

Margaret S. Mount 1928-1963

Appointed by President George H. Black as one of two professional librarians at Washington State Normal School, Margaret Sylvia Mount came to the college as Assistant Librarian on October 1, 1928. In June, 1929, a vacancy occurred for the position of Head Librarian and Miss Mount assumed the directorship of the library from that date until November 15, 1959. At that time, in compliance with her wish to be reassigned, she assumed the duties of a newly created classification as Acquisitions Librarian from 1959 to 1961. Subsequently, under the direc-
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torship of Librarian Clarence Corchels, Miss Mount was assigned as Periodicals and Special Collections Librarian in charge of library materials located on the second floor of the new V. J. Bouillon Library building. It was her province to develop and administer the music records and scores collection, the art materials, the H. C. Fish Memorial Library of Pacific Northwest History, the map collections, the college archives, the curriculum instructional materials, and the periodicals division. As funds became available for additional professional assistants these duties were re-allocated to new personnel at which time Miss Mount was given the status of Emeritus Librarian with the rank of Assistant Professor of Library Science on October 1, 1963.

Miss Mount's professional training began in her home city of St. Paul, Minnesota, where she was graduated from Macalester College and from Macalester College Conservatory of Music. In the latter school she was a member of the piano faculty for several years. Introduced to library work as a member of the St. Paul Public Library staff for three years, she subsequently enrolled as a graduate student in the University of California School of Librarianship in Berkeley in 1927. She received a Certificate of Librarianship in 1928 and took up her duties in Ellensburg later that year. Further graduate study at Columbia University School of Library Service was done during the year 1939-40 and the summer of 1942.

During her thirty-five years of service at Central the library not only grew in number of books from 15,000 to 90,000, but by effective change in administrative practice it reflected a broader scope of service to the College. Early increase in professional staff began when a professional librarian was placed in charge of the college elementary school library. Courses in library science developed into the status of a college minor and met the requirements for trained elementary and junior high school librarians. During Miss Mount's regime, the library professional staff was enlarged from two to seven, with consequent depth and expansion of specialized services.

It has always been the philosophy of the Librarian to administer the library as a service to the institution to meet the curriculum needs of the college instructional system; to consider the quality of book selection above numerical quantity of books; to interest students in scholarship and in academic and recreational reading and to promote their intelligent use of library resources.
Miss Mount was a member of the American Library Association, the Pacific Northwest Library Association, the Washington State Library Association and the Washington State School Library Association. She was active in the local Music Study Club and Altrusa International Club. Her avocation was travel. One of her three trips to Europe was devoted exclusively to visiting various national libraries.

Leo Nicholson 1929-1964

Leo Nicholson, a native of Yakima, attended high school in that city and was on the basketball team. After graduation he went to the University of Washington where he completed the law course in 1925. During his undergraduate years he played varsity basketball for three years and won considerable recognition. After graduation from law school he decided to become a coach instead of an attorney. For four years he coached at Bothell High School and his team won ninety-one out of an even 100 games. This record was probably one of the reasons that he was appointed coach and director of athletics by President George Black in 1929.

At Central Mr. Nicholson included football coaching during his first several years and produced several winning teams. Basketball was his long suit, however, and in his thirty-five year tenure he developed nine Conference Championship Basketball teams. In January 1964 at Chico, California, he saw for the 500th time one of his college teams win over its opponent. (Losses over that long period numbered between 250 and 260). This put him in eleventh place among active collegiate basketball coaches in the nation. In March 1964 he was elected to the National Association of Intercollegiate Hall of Fame.

But despite the fact that he liked to win and tried hard to win, “Nick” never lost his sense of proportion. Basketball he told his men many times was “after all, only a game.” He demanded of the men on his teams that they take their academic work seriously and he did not ask his colleagues to show them any special consideration.

During nearly all those thirty-five years he was also chairman of the division of health and physical education and director of athletics. At one time or another he coached every major sport, except baseball.

“Nick” was also active in many regional and national athletic organizations. He was at various times president of the WINCO Con-
ference, of the Evergreen Conference, of the State Coaches Association, and of the State Association of Health, Physical Education and Recreation. He occupied several positions of leadership including District chairman for several years, member of the Executive Board for ten years, and president of the National Association of Intercollegiate Athletics. He was also actively engaged in such local organizations as Rotary Club, the YMCA Board, the Ellensburg Park Board, and Little League Baseball.

In 1958 he spent part of the year in Malaya as athletic and physical education consultant and advisor under the auspices of the U. S. State Department.

Along the way Mr. Nicholson at various times attended Graduate Schools at Michigan University, the University of Southern California, and Columbia. He resigned as division chairman in 1962 and for health reasons gave up his work as basketball coach at the end of the academic year 1963-64. His son, Dean Nicholson, took over that side of his work.

During the 1950's Leo Nicholson was much involved in plans for the new gymnasium and athletic pavilion. He and other members of the division worked closely with the architect in designing a distinctive and functional physical education plant. At the dedication of this building in February 1960 it was announced that the Trustees, acting upon the suggestion of a faculty committee, had officially named it the Leo Nicholson Pavilion. As this was the first time that a building at Central had been named for a person still active on the staff, it was regarded as a very special honor.

(NOTE: Leo Nicholson died in Laguna Hills, California, Sunday, June 11, 1967.)

Mary Simpson 1929-1963

Babe, Toots, Dimp, Sister, Simpy — I learned that my name was Mary when I entered the first grade at Emden, Illinois at the age of five.

Elementary school and high school were completed in Illinois and Missouri. As a youngster of sixteen years of age, finding myself on my own economically, I began teaching in a one-room rural school in Missouri. I needed to pass state examinations, as that was the method of certification at that time, and somehow I did. My first school consisted of sixteen pupils in grades one through eight. I rode horseback from my parents' home near Fulton, Missouri, where they were "land
poor." While at that school and two others in rural areas during the next four years I served not only as teacher but as substitute minister, mid-wife, marriage counselor, and pallbearer, as I moved about on foot and horseback. I lived with the people and experienced their lives and loved it. I still have contact with my former pupils after over 40 years.

Experiences and education of the teacher, "Miss Mary," continued. I became a teacher in the elementary school of Wood River, Nebraska. After four years of teaching there I resigned to complete my college education.

Leaving the flatlands of the Middle West and enrolling at the University of Colorado, I experienced valuable courses and worthwhile experiences as a member of Rocky Mountain Climbers Club and a student in science. I learned much of people and also much of science as I lived in tents, slept on pine boughs, and received college credit as I climbed and explored glaciers and crevasses.

My degrees were obtained at Colorado State College, Greeley, Colorado, where I transferred to finish my education for teacher training. The time spent there was rugged and valuable. With the help of $1200 I had borrowed and by working in the College Book Store I was graduated, and somehow with honors. Encouragement from teachers means a lot, and I'll always remember the faith that Dr. William Armentrout in education and Dr. Frank Jean in science had in me and the marvelous courses they taught. Later in my graduate years Dr. Paul McKe, my graduate advisor and with whom I did research, and Dr. George Frasier, the president of the college, who knew his graduate students as individuals, were a real source of inspiration.

My first college teaching was at Western State College, Gunnison, Colorado. There I taught in the Training School and college classes for two years. I was invited back to Greeley on an assistantship and during the next two years I completed work for the Master of Arts degree. I took one quarter off during this time to fill a college vacancy at Western State Teachers College at Commerce, Texas. I also taught a summer session at Eastern State College at Billings, Montana, and later a summer session at Seattle University.

Even after the years intervening since my experiences on the top of Colorado mountains and on glaciers and in bergschrunds, mountain
climbing was not out of my system. On receiving my M.A. degree I chose the state of Washington in 1929 over offers from Michigan, Montana and Utah. I intended to stay a year or so and go back to the Middle West. I did not get to the top of Mt. Rainier, but I did fall in love with the Far West and the State of Washington. Here I found ample opportunity for recreation, including fishing to which I had become a dedicated enthusiast. The college offered not only a friendly atmosphere, but opportunities to grow and teach in the speciality of my graduate years, the teaching of reading and language arts. I could keep in contact with the public schools through field visitation and numerous workshops. I could introduce new courses, as I did in Children’s Literature and Child Dramatics. I have been happy to see my former students specialize in these areas, receive doctor’s degrees and publish materials. I have been able to take time off to further my education by studying at Teachers College, Columbia University, and Syracuse University.

I feel fortunate in being instrumental in bringing Delta Omicron Chapter of Kappa Delta Pi, national honorary, to this campus. I have served as state president of International Association for Childhood Education and also as state president of Administrative Women in Education. As a citizen of the Ellensburg community I am a charter member of the National Altrusa Club and past president of Ellensburg Chapter. I came to this institution and this town in 1929. Now in 1965 I can say happily that it was the right decision.

Donald H. Thompson 1929-1963

The Thompsons and their three sons arrived in Ellensburg just ahead of the depression of 1929. Although salaries were cut twenty-five per cent the next year, the college proved to be a good place to work and enjoy life. The enrollment was not too large for the staff; there were championship athletic teams; the faculty was small enough to be entertained at bridge in private homes. The College maintained a fine food shop for the public and faculty entertainment. Faculty members borrowed the school Buick for trips to town. The philosophy of Dewey and his cult prevailed; every summer noted educators from the East came to the campus to arouse the academic faculty. Living was gracious. Why a big university?

This emeritus teacher taught forty-five years in the schools of Washington – ten years in the district schools and thirty-five here at Central. Many years were devoted to teaching several classes at the Col-
lege and supervising in the Morgan Junior High School (my good health must be attributed to walking up three stairways at Morgan and several trips afoot to the College each day). Each student teacher had two quarters of student teaching. Great credit and thanks should go to the teachers in the Ellensburg public schools who gave great effort without pay from the College to the cadet teachers.

This emeritus teacher graduated from the Sunnyside (Washington) High School, Whitman College, Stanford University and attended the Universities of Oregon, Columbia, and California.

In these days of retirement Mrs. Thompson and I appreciate the many courtesies given us by the College. Teaching at Central was a good experience, with freedom and lack of interference in our activities. It must have been a good environment for our three sons, who are successful in their professions.

Harold E. "Pete" Barto 1932-1961

The letter of appointment that brought me to Central read, in part: "At a meeting of the Board of Trustees on May 2 (1931) you were appointed to a position of instructor in physical education and history... beginning September 1." My work in physical education from September to June consisted of helping Leo Nicholson with his coaching duties while my history assignment for the same months entailed the teaching of 8 hours of history per quarter. During the summer quarter my full time was devoted to teaching 15 hours of history.

In the summer of 1936 arrangements were made whereby it was possible for me to complete the requirements of an M.S. (Ed.) degree at the University of Idaho.

The autumn of 1939 found me giving full time to the teaching of history. A leave of absence during the summer of 1940 permitted me the opportunity to visit Japan, Korea, Manchukuo, Tientsin, Peking, Dairen, Tsingtao, and Shanghai. In 1940 it became my lot to assume the title and duties of Director of Student Employment and teach five hours of history per quarter.

Mr. Henry Whitney's position as registrar was offered to me when he retired in June 1942. It also included the teaching of 5 hours of history per quarter. The teaching was the only phase of the combined work that was ever found to be enjoyable. Therefore, as World War II drew towards its close, and more students began to appear on the
campus, a request was made by me to be relieved of my duties as registrar and be given a post of full time teaching in history. This ideal situation was almost achieved in 1946 even though I was appointed at the same time to be Chairman of the Division of Social Sciences and was required to give much attention to the duties of that position. Early in the spring of 1947, following a three month's illness, an urgent request was made by me to be relieved of all administrative duties. Dr. Harold S. Williams became division chairman in the autumn of 1948, and my work following that date consisted entirely of classroom teaching, mostly history.

Promotions, none of which were ever requested by me, moved me from Instructor to Assistant Professor in 1935; to Associate Professor in 1936; and to Professor in 1943. My writings consisted of several articles of state and national journals plus A Study Guide With Exercises entitled Washington: Its History, Government, Industries, and Resources and a textbook entitled History of the State of Washington. The two latter publications were in collaboration with Dr. Catherine Bullard of the Division of Language and Literature.

In February 1948 the Washington State Historical Society elected me to its Board of Curators. This post was held continuously until my voluntary resignation in December 1962.

The Northwest History Conference honored me with a Certificate of Special Recognition and Appreciation at its annual banquet at Walla Walla in April 1961. Eight of these certificates were given to teachers of history in Oregon, Washington, British Columbia, Idaho, and Montana.

To this teacher, history was strictly a utilitarian subject. To learn historical facts isolated from their application and interpretation to daily life made about as much sense as learning all of the numbers in a telephone book. Historical facts were to be "analyzed" and not annalized." The many uses of history are far too numerous to be recorded here. Thus, a few illustrations will suffice.

One learns from history that humans and organizations accumulate abuses that they find too convenient to dispense with. This is true in business, education, religion, trades, and professions.

Marking or grading was never done on a curve. Each student competed against an arbitrary standard set for a given grade. Thus the grade that one student received did not affect the grade of any other
student in the class. Blue books and essay type quizzes and examinations were employed.

The opportunities to teach the by-products of history were legion. Some of them were: promptness, neatness in person and work, courtesy, honesty, tactfulness, respect for the views of others, courage, basic elements of health, and scores of others.

Students who were "grade conscious" and unhappy with any grade below an A were advised to study their professor more diligently than they studied the assigned readings. By doing so they could be assured of a higher grade with less effort expended.

(NOTE: Professor Barto resigned from the college staff in 1961 for health reasons. He lived in Ellensburg until his death in September 1963 at the age of 67.)

Kenneth Courson 1932-1966

Kenneth Courson, business manager of the College for thirty-four years, has often said that he was "not one of the faculty." Regardless of technical distinctions, he has been regarded as a colleague in fact, and rightly belongs among the faculty. Has he not said on innumerable occasions when commenting on the length of teaching faculty vacations, "How I wish I had learned to teach"?

Mr. Courson is a native of Iowa, who in 1909 at the age of nine moved west with his parents to Boise. The next year his family took over a cattle ranch in an isolated spot forty miles west, but after several years returned to Boise. Ken worked at various jobs, including one in an automobile accessories store. At an older age than most students he enrolled in Oregon State College in 1926, where he earned a large share of his expenses by working in the business office, and graduated in 1930 from the School of Business Administration with a major in accounting and membership in Alpha Kappa Psi, the business administration honor society.

After graduation, Ken Courson was employed as a credit manager in Portland for eighteen months and was then invited back to Oregon State College as auditor and budget officer.

In 1932, he came to Central to be the business manager. By that date the institution was in serious financial difficulties, as noted elsewhere, and it was two years before its outstanding bills were paid.
For several depression years he was the State representative for all five of the institutions in negotiations with the National Youth Administration office in San Francisco and made frequent trips to that city.

The Normal School business office staff at the time he came in 1932 included only himself, Mr. T. A. Clemen, accountant, and a half-time secretary. Looking back, Ken says that the close relationships with the students and the faculty people were most satisfying in those days before the school began to expand so rapidly. Despite occasional nostalgia for the older, simpler days, he was deeply involved with budgets, building plans, and new methods for financing construction during the great expansion of the institution since World War II. A comparison of the budgets during the first years of Mr. Courson’s service with that of his last will suggest the increasing complexities of the Business office while Mr. Courson was Business Manager, for in 1932-34 the total appropriated by the Legislature for all purposes was $239,000 for two years, the appropriation for 1965-67 totaled $9,759,000 for salaries, wages and operations, an increase of about 4,000 per cent! And the 1965-67 figure given does not include the funds for construction of dormitories and other buildings financed by bond issues amounting to over $10,000,000, also handled by the Business office during those same two years. In 1965 the office had twenty-two full-time people on its staff, in addition to those at the bookstore and auxiliary services office. Yet the man who handled these millions of dollars (and only infrequently had a dime in his pocket for coffee!) was seldom too busy to talk with faculty people and others with problems.

Although he had not reached retirement age, he decided to resign as of June, 1966.

(Note: One of the “high rise” dormitories was named in his honor at the 1966 commencement.)

E. E. Samuelson 1932-

My assignment at Central Washington State College began on June 6, 1932 and has continued uninterruptedly since then — a period of more than thirty-four years. My first job assignment was Director of Student Personnel Services and Research, Placement Director and Chairman of the Division of Education, Psychology, and Philosophy. To the observation that this was a large order I can only say that the Ellensburg State Normal School of that time was a small institution, numbering less than 350 students.

I held the position of Division Chairman for fifteen years, leaving
this post in 1947 to devote more time to placement and student personnel services. By that time the college had received a new growth impetus from the return of World War II veterans and numbered almost 1500 students. During World War II, incidentally, I also served as Acting Dean of Men for several years, but men students at that time were few.

The position of Director of Placement occupied the large proportion of my energies and working time from 1932, when there were less than 100 graduates each year, until 1957, when the number had trebled. By that date it was evident the placement function had become a full-time job in itself, and with increasing enrollment the personnel work needed my entire time.

Thus, in 1957 a separate placement office with its own director was created, and my title was changed to Dean of Students. Between 1957 and 1965 I concentrated on the duties of this office which greatly increased during the period when the college enrollment grew from about 2,000 to more than 3,500. Other duties were added from time to time; for example, five summers ago I served for a time as Acting Dean of Graduate Studies. I have also served for several years as Foreign Student Adviser and during two recent years — 1962-1964 — I was director of the college financial aids program. I have also taught several college classes during the academic years and have served as research adviser to a good many graduate students. I resigned from my position of Dean of Students as of September, 1964, to devote full time to teaching courses in psychology and education.

I was born in Port Wing, Wisconsin on November 20, 1898. I was educated in the Port Wing public schools, and had the distinction of being one of the first two high school graduates — in 1916. I then attended Superior (Wisconsin) State Normal School for two years, graduating from the two year grammar grades program in June, 1918. My first teaching assignment was in the seventh and eighth grades at Prentice, Wisconsin. However, I resigned that position to join the Student Army Training Corps at Superior Normal School on September 30, 1918. Two months later World War I was over, and I was mustered out on December 13, 1918.

For several years thereafter I taught in Wisconsin public schools — in Ondossagon, Port Wing, Cable and Janesville. Following two years as elementary principal in Port Wing, I left my teaching position to complete my B.A. degree requirements at Milton College, Wisconsin,
graduating in 1925. At Janesville, Wisconsin I served as Junior-Senior High School Vice-Principal from 1925 to 1929. Then came three years of graduate work at the University of Wisconsin where I received the Master of Arts degree in 1930 and the Doctor of Philosophy degree in 1932. Finally, the position at this college and the long stretch of time on the job since then.

Long ago I decided I wanted to become a teacher, though I can remember once being quite positive I would become the president of the United States some day! Father wanted me to become a preacher and reared me with this in mind — that is, when he didn’t need me at home for the farm work — but he died when I was sixteen and Mother saw to it that I went on to normal school. Three of my early teachers — Ann McGillin Daly, A. Lester Pierce and William O’Connell — stand out as major influences in shaping my professional career.

I am proud to be associated with Central Washington State College because it has helped me to achieve my lifetime ambition to work with young people who, in turn, have gone out as teachers to work with other young people. I have always been closely wrapped up in the lives and ambitions of young men and women and I think the greatest reward I’ve received has been to see so many grow up to become useful citizens, who, from time to time, return to the campus to renew school ties. Even children of former students now help to remind me of the long tradition.

Edmund L. Lind 1936-1964

Edmund L. Lind was born in Illinois of Swedish parentage, and grew up in Crawfordsville, Indiana. While still very young he was employed at a local mill in wire-drawing in which he became skilled and which helped finance his high school and college education.

At the Crawfordsville High School, superior teachers in public speaking, mathematics, and physics helped set the pattern for his later life interests. A four-year scholarship to Wabash College tipped the balance to chemistry, although earlier plans had been for engineering. Important college side-interests were inter-collegiate debate and editorship of the “Wabash,” the college literary monthly. Here also developed an absorbing interest in teaching, and here were earned membership in Tau Kappa Alpha, honor forensic national, and Phi Beta Kappa.

Edmund Lind did his graduate study at the University of Chicago, where he completed a doctorate in physical chemistry under a Gus-
tavus F. Swift grant, and received Sigma Xi honors. In 1932 he married Ethel Everett, also Ph.D., physical chemistry, Chicago. Twin daughters, Nancy and Karen, comprise the rest of their family.

Following graduation from Chicago, Dr. Lind joined the research staff of the Pure Oil Company, where he served for a number of years until called to Central to be Chairman of the Division of Science and Mathematics in 1936. His students have frequently commented that his practical background in industrial research and other scientific activities helped give them a broad picture of chemistry and of its significance to them.

Among these other activities should be listed a long career as a reserve officer in the Chemical Warfare Service, and the Chemical Corps, and active duty with CWS in World War II, in which he directed a chemical inspection organization extending from Boston to San Francisco. This work kept him in close touch with the chemical industry. On his return to campus, he was able to vitalize his teaching with exhibits and discussions of chemical processes personally observed.

One facet of this World War II work led Dr. Lind to an expanded interest in nuclear chemistry and defense. He was called into service in the Korean war to write and edit Army and Air Force manuals in this area, and participated in one of the Nevada atomic bomb exercises.

Dr. Lind spent the summers of 1954 and 1956 doing isotope research with AEC at its Argonne National Laboratory, and reported a part of this work at a meeting of the American Chemical Society in San Francisco. A sabbatical leave in 1962-1963 was spent with AEC at Oak Ridge, Tennessee, and has resulted in several publications and a paper given at the ACS meeting in Chicago in 1964.

Through this research in radiochemistry, Dr. Lind was able to have Central licensed by AEC for possession and use of radioisotopes and was awarded a substantial grant in 1960 for purchase of necessary equipment for a radiochemistry program at the college.

Dr. Lind's researches have been published in the Journal of Chemical Physics, Journal of Colloid Science, Journal of the American Chemical Society, and Journal of Chromatography.

At Central, he served as president of the WEA unit; was a charter member and president of the AAUP chapter; chairman of the Faculty
His off-campus activities included long-time membership in Rotary International (past local president), and membership on the Board of the local Chamber of Commerce. He was an ardent fisherman in county waters and hunted pheasants and ducks in earlier years. Traveling has become a major interest with Dr. and Mrs. Lind in recent years. In 1964, he requested retirement, and at the June convocation, Central’s Science Building, which he had helped design and promote, was renamed the Lind Science Hall.

Asked how he has seen his assignment at Central through the years, Dr. Lind replied “as a challenge and opportunity to teach enthusiastically and effectively; as a mandate to build an enthusiastic and competent staff; as a duty to students to make available the best in equipment and building facilities. Through the years we have held for high standards of student ethics and achievement. We have had some reward, I feel, in the success of our graduates in teaching, in medicine, dentistry and other professions, and in the graduate schools of the country.”

Catherine Bullard, 1937-62

Catherine Bullard was born into a minister’s family at Ashland, Missouri. After completing elementary school and high school she attended Stephens College for two years and graduated from Rio Grande College in Ohio. Later she received the B.S. and M.A. degrees from the University of Minnesota, and in 1940 was awarded the Ph.D. by that institution. Between 1925 and 1931 she had been a high school teacher of English in Missouri, Iowa, and Ohio. In 1931 she became Dean of Women at Concord State Teachers College in West Virginia. In 1934 she became head of the English department at the University of Minnesota High School, where she served until 1937.

Miss Bullard came to Central as assistant professor of English in 1937. She was promoted to associate professor in 1943 and to professor in 1945. During the war-time absence of Dr. Donald McCrae, Chairman of the Division of Languages and Literature, she was named Acting-Chairman; when Dr. McCrae decided not to return to Central she was appointed Chairman, a position she held until her resignation in 1962.

During her years at Central, Dr. Bullard contributed articles to sev-
eral national professional journals including School Review, Teachers College Record and the N.E.A. Journal. She was the author of a book entitled Review Exercises in Fundamental English published in 1952 and was co-author with Professor Harold Barto of History of the State of Washington, a secondary school text published in 1947 and in 1953.

In the dedicatory preface to the Hyakem (the College yearbook) of 1960 the editors wrote:

Dr. Catherine Bullard has one primary purpose in all her actions at Central — to prepare students to be good teachers of English and literature. As chairman of the division of language and literature she continually strives to improve the courses offered at Central. New courses and new subjects are constantly being introduced while standard courses undergo revision.

In the classroom, Dr. Bullard again works towards preparing a student for teaching. Early in her career Dr. Bullard spent several years teaching high school in the Middle West. This actual experience with high school students enables Dr. Bullard to draw certain conclusions as basis for her theories.

Besides being interested in preparing students to be good teachers, Dr. Bullard also takes an actual interest in the students themselves. Aside from being Chairman — Dr. Bullard is a distinct and interesting person. Dr. Bullard enjoys entertaining in her home and frequently has informal dinners for students, visiting lecturers and faculty members. She also enjoys gardening. Travel is another of her hobbies.

To Dr. Catherine Bullard, administrator, instructor, adviser, author, friend and person to whom this 1960 Hyakem is dedicated.

Miss Bullard resigned from the Central faculty in 1962. After that she taught at Wisconsin State Teachers College at River Falls for a year and then retired to California. In 1964 she was named Professor-emeritus.

"NOTE: Much of the above sketch was prepared from information in Who's Who Among American Women (Chicago, Marquis Who's Who Inc. 1959) and from the 1960 Hyakem, works to which Miss Bullard referred the author).

Helen M. Michaelson 1937-

Prior to the time when I first enrolled at the University of Washington, I enjoyed many happy years in Odessa, a small town in eastern Washington where I attended grade school and high school. In my home environment I was influenced by a grade school teacher
who taught us his code of fair play; by a debate coach; and, of course, by my parents and grandparents — all, to me, the most delightful people in the world.

At the University of Washington, I recall especially Dr. Clark, Greek literature; Dr. Gowan, Chinese History; and that amazing pioneer in Home Economics there, Miss Effie I. Raitt. Also from the University of Washington there were Dr. Jennie I. Rowntree, Grace G. Denny, Blanche Payne, and Martha Dressler who were memorable. I graduated, *cum laude*, from the University, with a B.S. in Home Economics, August 1933. I also met the requirements for a five year normal diploma. During my undergraduate years I was elected to Phi Beta Kappa; an associate of Sigma Xi; Delta Phi, Honorary Forensic; and Omicron Nu, Home Economics honorary. I was active in the Athena Debate Club and was a member of the University Varsity Debate Team. I was affiliated with Alpha Delta Pi and served as President.

Other teachers and minds in the education field who have influenced me have been our own Mr. Smyser, Margaret Coffin Holmes, and Dr. R. M. Shaw; and from other schools Dr. Lydia Roberts, Dr. Dorothy Lee, Dr. G. G. Sedgwick, Dr. Max Savelle, Dr. Aubrey Castell, Dr. Carl E. Schorske, and Dr. James M. Cline.

My teaching experience began in Ridgefield, Washington, at a salary of $840 paid in warrants which could not be negotiated at par and less than two-thirds of what my salary had been three years previously when I resigned from a business position to return to the University; yet, even during those depression years, when I was asked “Do you think it pays to go to college?” I could promptly, honestly, and enthusiastically reply, “Oh, yes! Yes, indeed!” During my second year of teaching at Kennewick, Miss Raitt wrote to me urging me to return to the University for advanced study. Had it not been for part-time student employment and living in her home, I could not have done so.

Requirement for a M.S. in Home Economics degree were completed in August, 1937, and I came to Central Washington College of Education that fall as an instructor in “household arts” in the Fine and applied Arts Division. There were no other staff members in household arts at that time and my teaching assignment that first year was half-time only. President McConnell indicated a desire to develop the home economics field and I was charged with that assignment. By 1947 home economics was made a separate division. We
then began to move in the direction of meeting State and Federal requirements as a teacher-training center for the vocational homemaking program. Requirements were met by 1960 and approval was given in October of that year.

Among other professional activities off-campus during my first twenty-five years at Central, I have served on the Washington State Nutrition Council; on the Pacific Northwest Council on Family Relations; as State President of the Washington Home Economics Association, and as its counsellor; as Chairman of the Elementary, Secondary and Adult Education Department of the American Home Economics Association, and as a member of the Executive Board of the American Home Economics Association for three years. I was co-chairman of a Nutrition Workshop which culminated in the publication of the pamphlet *Health and Nutrition in the Elementary Grades*; and was a member of accreditation teams when visitations were made to Seattle Pacific College and Montana State College. Many talks to professional and non-professional groups were given; extension classes were taught in Wenatchee and Yakima; numerous state, regional, and national conferences and conventions, and one international conference, were attended.

Post-graduate work was taken intermittently, totaling eight quarters. Institutions attended were: Iowa State University, University of Minnesota, University of Wisconsin, the University of Chicago, Indiana State College, University of California, and Pennsylvania State College.

Travel included a summer in the Orient, with a week in Peking; a visit to Quebec and a trip up the St. Lawrence River; visits to New York, Washington D. C., Atlantic City, South Central and Southwestern United States; and several trips to the Canadian Rockies.

Alva E. Treadwell 1937-

I was born and raised in Ritzville, Washington, proudly known at that time by the natives, at least, as the “Bread Basket of the World,” since the only product of the area was wheat.

My father was a photographer and sign and scenic artist, having moved to Ritzville in 1902 from Kansas. He was quite musical, as was my mother, and had since youth told his friends he was going to raise a family orchestra — which he did. Our family orchestra started playing what we called Red Cross Benefit Concerts during the First World War.
and shifted into playing for dances when I was a freshman in high school. During my junior year we stopped at Ellensburg and played for dances and for the First Rodeo. We liked the place and decided to make it our home.

At the Ellensburg High School I became well acquainted with Hal Holmes both as a teacher of history and civics and as my coach in track. Paul Johnson was superintendent of schools in Ellensburg during my senior year, and "Pop" Morgan was principal of the high school. Both of them became very good friends of mine — in fact when I left for Washington State College, Mr. Johnson told me when I graduated he would have a job for me.

About a week before graduation, I received a letter from Mr. Johnson, who had since become superintendent at Bainbridge Island, in which he asked "What can you teach?" I replied that my certificate said "commercial and music." Although I had an offer from a major oil company about the same time I received a contract, I chose teaching.

At Bainbridge Island I organized the first high school band, starting with one boy who had a trumpet. By the middle of basketball season, we had a band in the gym. It wasn't too good, of course, but it was "loud"; so they liked it.

For the next three years, I was principal of the high school at Moxee, Washington, and spent the three summers going to school at Washington State College in Pullman, where I received a Master's degree in 1933. Later that year I went to Yakima as head of the Commercial Education Department of the Senior High School. After two years there, I was "drafted" to become an accountant for liquidation of a bank in Yakima where I worked until the assets were liquidated and the job was completed. However, I was not completely sold on banking as a profession for me; so I decided to go back to teaching and spent all my spare time and week-ends studying accounting.

From the bank in Yakima, I went to Walla Walla, where I taught for one year, mostly bookkeeping and business law. In the spring of 1937 I got a call from Ellensburg saying that they wanted to start a business education program at the College and wished to talk to me about it. I accepted the position and moved to Ellensburg that fall.

When I arrived at Central, the total commercial equipment consisted of eight typewriters. Since we started with quite a program, I found myself teaching practically everything in the commercial field, includ-
ing typing, shorthand, accounting, business law, business arithmetic, business correspondence, business statistics, economics, and during World War II even sociology and geography to the Army Air Corps cadets. I also continued to study accounting through a correspondence school, using all my spare time and week-ends, and was successful in passing the examination and receiving my certificate as a Certified Public Accountant in May of 1939.

The business education department has wandered all over the campus — at first my classes were held in the Classroom Building and the Administration Building. As we grew, we expanded into various buildings where there were vacant rooms — the Music Building, Industrial Arts Building and then the Science Building. When the heating plant got a new building, the old carpenter shop was remodeled for us, and we were in that building temporarily for ten years. Then the contractors who built the new Library needed our space, so we moved north across the tracks to the old commissary which was fixed up temporarily for us. Finally after about twenty-six years, it looks like we will have a permanent "home" — the second floor of the former library building. It's beautiful, and we're keeping our fingers crossed. It will take an earthquake to move us again.

(Editor's note: They now occupy the second floor of the former library — now called Smyser Hall.)

I have enjoyed my work at Central, and if I had it all to do over again, I think I would follow the same course.

Wayne Hertz 1938-

I was born in Kankakee County, Illinois, and spent my early youth on various farms within the County until 1918, when my father purchased his own land near Momence, Illinois. Although I value most highly the life one leads as a farmer, I knew very early that it was not for me. Music had played so much a part of my early years through the study of the piano from about 8 years of age on, and through the purchase of a trombone when I was 13, that it was inevitable that I continue the study of music beyond high school. However, there was no money available with which to go to college when I graduated from high school, so it became necessary for me to stay home for two years before taking off. Finally, in 1927 I enrolled at the University of Illinois, not as a music major, but as a mathematics major. At this particular time in history, thousands of musicians were without employment with the advent of "sound" movies, and there seemed to be no
future in following music. After two years in mathematics, I succumbed to my real love, music, and began more serious study of it, graduating from the University of Illinois in 1932 — the depth of the depression.

Since teaching jobs were very scarce, I found myself without one the fall of 1932; so I decided to go back to the University and pursue another bachelor's degree. However, a position did open in West Aurora, Illinois, Public Schools in February 1933, and I was most fortunate to land it. Although my undergraduate degree was in voice, my first teaching experience was in instrumental music with only a small amount of vocal music involved. After two and a half years of this type of schedule, a new principal offered me straight vocal music in the high school, and for three more years I taught high school vocal and supervised the vocal music in the elementary schools. During these years I had been attending Northwestern University night school and summer sessions and I received my M. Mus. the summer of 1938.

Besides the constant interest and encouragement of two wonderful parents, one man stands out as my greatest influence and inspiration. I wish to give the utmost recognition to Dr. Raymond F. Dvorak, now Director of Bands, University of Wisconsin; but when I was a student at Illinois, he was Assistant Director of Bands and Director of the Men's Glee Club. His devotion to teaching, his amazing sense of humor, and his compassion for and loyalty to students have been exemplary.

The chance to teach on the college level presumably runs through the mind of every public school teacher. When the opportunity came for me to come to Central in 1938, I was eager to take advantage of it — especially since the salary was about one-fourth more than I was making. At that time in the history of Central we trained elementary teachers only. The Music Department numbered four on the staff, three of us new that fall — myself, Cloice Myers, band director, and Milton Steinhardt, orchestra director. Miss Juanita Davies, pianist, was the only teacher who had been on the staff previously. From four members, the staff has grown to one of fifteen at the present time. Throughout the past 27 years I have been director of the choir as well as chairman of the department. In 1948 the concert choir adopted as its official name “The Central Singers,” which group has made yearly tours of the Northwest with one trip to Chicago in 1954 to appear before the Music Educators National Conference.

In 1946-47 I took a year's leave of absence to attend New York University to start work on my doctor's degree. After quite a number of
years, and many trips to New York, I finished the degree of Ed. D. in Music Education.

Basic in the philosophy of the Music Department has been the training of music teachers for the many types of music positions in public and private schools, as well as proficient performers. Both the study about and the performance of music are the sternest of the academic disciplines. Music combines the persistency of self-improvement with the ever-searching for more and more knowledge. Through performance, it may contribute to the cultural levels within the college, the community and the state. Individual and group performances of the Music Department, both students and faculty, are of the highest calibre, and through the combination of excellent performance and superior teaching, the Department has gained considerable attention.

Ernest L. Muzzall 1938-1964

The first years of my life were spent in the small city of Grand Haven, Michigan, near which my father operated two farms. Our family was a large one with widely varying interest, the most important of which was the education of the young ones as they came along. My mother was a teacher at the time of her marriage and she continued to have a keen interest in the schools and education throughout her long life. This interest may well have been a determining factor in my selection of an occupation. She had a firm belief in the educability of young people if given interested and capable teachers.

Over several generations, our family thrive on pioneer life in the states of New York, Indiana, Michigan, and finally in Washington, where my father moved his family in 1907. I attended grade and high school in Everett and Oak Harbor, completing high school in 1917.

After serving in the Army during World War I, I entered Washington State University, where I earned bachelor's and master's degrees with concentrations in English, social studies, and education. Here I came under the influence of several exceptional teachers in the persons of Dr. A. A. Cleveland, dean of the school of education, Dr. Aubrey Douglass, Dr. C. W. Stone, and Dr. W. H. Burton. Cleveland and Douglass had taken their doctorates under the direction of the famous G. Stanley Hall at Clark University. Stone had worked with Thorndike and Dewey at Columbia. Douglass and Burton became widely known as authorities in the fields of secondary education and the supervision of instruction respectively and each published numerous textbooks. All
of these men were interesting and stimulating teachers. They made it a practice to maintain a close acquaintance with their students both while they were in college and later on in their careers.

My teaching experience began in the Garfield High School in Whitman County, where I served as history teacher, athletic coach, and high school principal. It was a somewhat rough introduction to the teaching profession although a very rewarding one. After two years I was appointed superintendent and served for ten years as district school superintendent at Ritzville and Toppenish. During these years I became acutely aware of the deep commitment on the part of most parents to the education of their children.

During these years I managed to work in several periods of graduate study at Stanford University. Stanford was an exciting place to be at that time what with the research and writing of such men as Almack, Terman, Sears, Davidson, Proctor and Hannah under the leadership of the famous E. P. Cubberley. Best of all, these were inspiring teachers. By 1938 I had completed the basic requirements for the doctorate in educational administration.

While in public school work I became very aware of the great variability in the quality of teacher preparation. One had to be very unperceptive not to become conscious of the fact that knowledge alone was not enough to make a successful teacher. I became impressed with the quality of work being done at Central and so was happy to accept an invitation from President McConnell in the summer of 1938 to take an assignment as director of public service and professor of education. It was intended that much of my time was to be used in improving the lines of communication between the college, the public schools, and the general public. For thirteen years I served on the Higher Education Commission of the Northwest Association of Secondary and Higher Schools. In 1942 I became director of instruction, in which position I continued through 1953. By the latter year the graduate study program which had been included in my assignment, required the services of a full-time person, and I became Director of Graduate Studies while Dr. Wesley Crum became Dean of Instruction. I found much at Central to like — a fine instructor-student relationship, an intimate association among the faculty, and an exceptionally rewarding relationship with the public schools.

During these twenty-six years I have been impressed by the great usefulness of the college as reflected by the contributions of its grad-
uates. My greatest desire has always been that a kind of teaching and learning situation could be developed at Central which would challenge the best capabilities of our young people and at the same time encourage the development of an outstanding faculty. It has been pleasing to note the growth of our faculty in breadth and in depth as our faculties have expanded. My most fervent hope and wish is that we, the faculty, will not lose our concern for the individual student and his welfare.

(NOTE: Dr. Muzzall died August 21, 1966. One of the "high rise" dormitories was named in his honor at the 1966 commencement.)

Reino Randall 1938-

I came as a student to the Ellensburg Normal School and graduated from Central Washington College of Education during the Great Depression. After teaching art for two years in the Wapato Junior High School at a salary of $72 per month, and enjoying full course dinners for 50 cents each, I decided to go east to try to improve my fortune and education. In the fall of 1937 I enrolled in Teachers College, Columbia University. It would have been impossible for me to consider such a long trip if hitch-hiking had not been allowed, and if my good friend and former teacher Hal Holmes had not secured a job for me on the Coffin sheep train which left Brewster for St. Paul each September. I arrived in New York, smelling like sheep, with $200 in my pocket, and a job washing dishes at the International House where I stayed. The second semester I received the Arthur Wesley Dow Scholarship which helped with the finances, but I still had to wash dishes.

Upon graduation from Columbia with my master's degree I took a position at Gloversville, New York, as head of the Art Department in the high school, which had an enrollment of about one thousand at that time.

Returning to Ellensburg during the summer of 1938, I married Naomi Edwards, a Central alumna. On the day that we were to leave for Gloversville, Dr. McConnell called and asked if I would accept a position at the College. I accepted. At that time Mr. Glen Hogue was chairman of the Department of Art, Industrial Art, and Home Economics and it was he who gave me many opportunities to contribute to the building of the present Art Department.

At the beginning of World War II, I served as an instructor one year in the health and physical education program for the Air Force Cadet
Group which was stationed at Central. Later I went to the B-29 Super-
fortress School, the AAF Technical Training Command B-29, as an
instructor assigned to prepare visual aids and mock-ups for the train-
ing of the flight crews of the B-29.

In 1942 I received an American Institute of Architects grant to at-
tend the summer session at the University of Oregon. I again attended
Columbia Teachers College during the summer session of 1948 and
during the summer of 1953 was enrolled at Fresno State College in
California.

During the summers of 1950 and 1951 I taught at Teachers College,
Columbia University in New York, and conducted workshops at New
York University. Since then I have taught summer classes at Fresno
State College, Toledo Museum, The University of Hawaii, the Hono-
lulu Academy of Arts, and the University of Montana. During the sum-
ners of 1957 and 1958 I conducted art tours in Europe.

I have been an active member of the National Art Education Associ-
ation, having been chairman of the art workshops for the St. Louis Na-
tional Convention and the chairman of the Film Production work-
shop at the Temple, Arizona meeting. In Washington I have been presi-
dent of the Washington Arts Association and have been an active
member of the Northwest Craftsmen Designers Group, and on the
Council for the Pacific Arts Association. In 1960 I was asked to serve
a four year term on the newly created Washington State Arts Com-
mission by Governor Rosellini. In 1964 I was appointed to another four-
year term and have recently been asked to serve on Governor Evans’
"Design For Washington" Congress.

Since 1939 I have written eleven articles for national magazines
and with Edward Haines, a colleague, have co-authored two books:
Bulletin Boards and Display, and Design in Three Dimensions. I have co-
produced five art films with Frank Bach, another colleague. One of
the two films which I produced alone won the Chris Award for film
production at the Columbus Film Festival in 1957. I now have a 20
minute film, Mexican Ceramics, which was shot as a result of a study
of Mexican Folk Art which I conducted while on sabbatical leave in
Mexico in 1964-65.

Since 1951 I have exhibited at the Northwest Craftsmen Exhibition
in Seattle and in 1953 and 1954 won awards in the decorated fabric di-
vision. That same year I received second award in the same division
at the International Textile Exhibition in North Carolina.
My association with Central has been a long and enjoyable one. In 1930 as a student on this campus of 250 I found lasting friendships and the desire to explore and grow. I sincerely believe that the small but excellent faculty at that time formed for me the philosophy that to teach is a dignified and rewarding profession and, above all, the welfare of the student should always be of first importance. I have tried to adopt this philosophy in my own teaching, and I feel that my greatest satisfaction is in seeing so many of our former art students in such responsible positions throughout this state and on the Pacific Coast, and as counting many more as friends.

George L. Sogge 1938-

Arriving as I did from the green hills of Wisconsin, I found a great contrast here. It was September, 1938, and the Valley looked dry, the hills barren, their lower slopes covered with sagebrush and bunchgrass. But the air was light, the feeling of breadth and openness was invigorating, and the expansive view of mountains all around gave me a feeling of exhilaration. I walked up Third Street from the N. P. Station, thinking, this was truly a Western town, almost like the movies, and had my first meal at the New York Cafe. It was both puzzling and amusing to find this strangely named Chinese Restaurant here.

Ellensburg itself, small as it was, seemed to be almost an ideal community. The pace was certainly slower than any I had been used to, but this was good. It gave people more time to know each other, and their friendly interest in a newcomer was a pleasant surprise to me. The city schools seemed to be well run, the College relationship with townspeople seemed cordial, and certainly the whole community benefited from the presence of the College in its midst.

I found the faculty a closely-knit group of surprisingly able, interested, well-informed and well-educated individuals. In fact, individuality was a marked and cherished quality among them. It seemed to me that everyone was out-spoken in a good humored way. Idiosyncracies were appreciated and enjoyed, special abilities admired, shortcomings carefully noted but not held against anyone. There was a feeling of pleasure and accomplishment in teaching. Faculty activities were frequent, discussions amusing and wide-ranging.

The students seemed surprisingly young. They were less reserved than any I had known, more friendly and informal. Since this was toward the end of the Great Depression, the students who came here were doing so at considerable financial sacrifice to themselves and
their families. Because everyone was relatively poor at the time, and
a college education was a hard-won prize, we had some unusually
competent students at Central. They were hungrier, and for that
reason they worked harder, and were surer of their goals. They placed
less value on the social prestige of attending a big college or university,
and more value on the best education they could get for the money
they had. An unusually large number of them went on to graduate
work and professional training in other schools, and their success in
their chosen fields is evident today.

Today’s rapid growth in enrollment presents a problem of direction
or course for the college. Our students have better academic back-
grounds from high schools, and our growing faculty reflects the same
trend in its years of academic training. The same situation exists on a
relative basis in all the other colleges in the country. Hundreds of
similar colleges have ambitions toward university status, with its re-
search programs, graduate training, and pressure for faculty publica-
tion. One result might very well be a lessening of concern for under-
graduate education. Our major emphasis should be on providing the
best possible undergraduate education for students who will in turn
become the best qualified teachers, the kind that every parent wants
his child to study under. Central’s unique contributions have been
great. On the right course, we should be able to make the most of our
considerable potentialities.

W. W. Newschwander 1939-

Although I first came to Ellensburg as a small boy in 1912, when
my father was the bookkeeper in Ellensburg’s woolen mill, it was
after an absence of many years that I returned in 1939 as an instruc-
tor of physical science. At that time physics and chemistry were taught
on the second floor of the Industrial Arts Building. The biological sci-
ces were taught in the Classroom Building. Our staff consisted of Dr.
Edmund Lind in chemistry, George Beck in geology, Henry Whitney
in mathematics, and Harold Quigley and Dorothy Dean in the bi-
ological sciences.

I knew that at the time there was not a need for a full-time chemist,
but felt that quite soon this would change, and that teaching a mathe-
matics or physics class in the meantime would do no great harm, but
it was not until the school year 1962-63 that I finally became a full-
time teacher of chemistry. In the meantime I had taught four physics
courses, twelve different mathematics classes, seven different aviation

345
classes, classes in survey of physical science, survey of biological science, various elementary science education classes, astronomy, meteorology, and at one time or another all of the offerings in chemistry. This makes professional competence difficult to obtain.

At the end of my first year I arranged to continue my research at the University of Washington. When barely settled in my laboratory, I received a telegram from President McConnell asking me to return to Ellensburg. The College had just been awarded a contract by the Civil Aeronautics Administration to give flight and ground school training to fifteen students, and it was decided that I was to teach the ground school classes. I knew nothing about aviation, but this was the situation on a hundred other campuses. There were very few certified instructors, and the next year was spent in cramming for examination. I passed civil air regulations on my second try. The aviation program at Central continued during the academic year, and I taught it as an overload in addition to my regular three classes per quarter. In my spare time I studied and passed federal examinations, one at a time, for six more certificates. These were for navigation, meteorology, airplane structures, engines, parachutes, and the theory of flight.

Later, as the CAA program expanded it became necessary for me to work full-time in it. I passed my examinations for flying and (except for the students) received the first private pilot’s license in the community. Later I became coordinator of our program, and I believe that at one point there were five full-time instructors teaching our ground classes. At the peak of the program there were forty-five students in classes leading to the private pilot’s license and fifteen students in the advanced class. About 1943 this program came to an end, but we were rather proud of our contribution to it. During the last year the Central students achieved the highest averages in the Fifth Region in all subjects of the government administered examinations.

Although I had my doctorate when I arrived in 1939, I have in a sporadic fashion continued my formal education. During 1944-46 I attended evening classes at the University of California, Berkeley. I spent the summer of 1955 at the University of Minnesota. The summer of 1961 was spent at Emory University in Atlanta. That September I attended the Infra-red Spectroscopy Institute at Fisk University. The school year 1961-62 was spent at Clark University and the Worcester Foundation for Experimental Biology at Worcester, Mass. I received my post-doctoral diploma from Clark in June of 1962.
Although my graduate work was in physical and theoretical chemistry, my major responsibility since the war has been organic and biological chemistry. More recently I was asked to teach courses in physical chemistry. Going back into physical chemistry was not easy, for it has been 25 years since I took my doctoral examinations, and the science of physical chemistry has not been standing still. Every thirteen years the literature doubles. When I was in graduate school, quantum mechanics was a long-haired subject taught to the graduate students in physics. Now quantum mechanics comprises a major portion of the senior course in physical chemistry.

Sarah (Edna May) Spurgeon 1939-

I was born in Harlan, Iowa, daughter of Emily Wyland and George Rolla Spurgeon. I lived in Iowa until 1939 except for a brief period in Salt Lake City and in Alexander, Idaho.

In 1939 I came to Central to work in the art department. In 1942 I quit Central to save the country by working as a production illustrator at Boeing Aircraft Company. After the country was saved I returned quite happily to Central and have been here ever since.

My advanced study was done at the University of Iowa, at Harvard, and at Grand Central Art School in New York.

My travels consist of one summer in Mexico and two summers in Italy.

Before coming to Central I taught at the University of Iowa and at Buena Vista (Ia.) College.

I worked as a painter with Grant Wood on the P.W.A.P. during the bad old depression days. This experience is recorded on tape in the Archives of American Art in Detroit.

Teaching and painting have been my professional interests. Certain facts regarding these matters can be found in Who's Who in American Art and Who's Who in American Women.

Works publicly owned or done for the public include:
Mural — Ginkgo Museum, Vantage, Washington
Mural — University Experimental School, Iowa City
Tile — Hiebeler Elementary School, Ellensburg
Memorial Plate — Wedgewood — University of Iowa
Currently (1965) I am completing a portrait of Professor George Beck for Beck Hall, C.W.S.C., Ellensburg.

My legal name is Edna. Sarah is my professional name; I changed my name when I was in college (as who hasn't). At Boeing they don't call it a professional name, they call it an alias. It is fun having an alias. But I find that if I wish to cash a personal cheque 3000 miles from home the phrase "professional name" goes over better than the word "alias."

My best art teachers were Mr. George Oberteuffer and Mr. George Bridgeman, both of Grand Central Art School in New York. Yes, it is in Grand Central Station—the attic over the main concourse.

Elwyn H. Odell 1941-

When I joined the faculty in 1941, I had had two years experience as a graduate assistant at the University of Southern California, and one year as a part-time instructor at Westmont College in Los Angeles. During my first year at Central Washington State College, I completed the doctoral dissertation, and was granted the Ph.D. degree in September, 1942. Eighteen months after joining the faculty, I entered the United States Navy, serving three and one-half years, divided equally between duty in the South Pacific and in the United States, and returned to the campus in the fall of 1946.

Since my return, one of my major interests has been to find ways through which students may become more immediately related to the world in which they will live as adults—both in the local and national community, and in the world at large—than is usually possible in the classroom. This interest has been implemented in a variety of student activities. One was the establishment of Young Republican and Young Democratic clubs, which have now functioned for many years, not only on the campus, but in the political community at large.

Closely related to the establishment of the political clubs was the introduction of the quadrennial mock political convention on the campus in 1960, and sponsorship of the Citizenship Education Project, whose purpose is to stimulate student interest in politics. Founded in 1951, and endowed in part by the Ford Foundation, the Citizenship Education Project has introduced many students, in this state and throughout the nation, into the world of politics through such things as political workshops on the campus and legislative seminars in Olympia during sessions of the legislature. I have been a member of
the Board of Directors of the regional (Washington-Northern Idaho) organization since its founding. My own participation in politics at the local and state levels has also made it possible for me to provide students with opportunities to learn directly about government and politics.

Helping students to relate more meaningfully to world affairs has been another of my concerns, and this, too, has been reflected in student activities. The first West Coast Model United Nations for college students was held in 1950, and students of Central were among those from three colleges in the state who first participated in this program. This College has been represented annually ever since. Students of Central have since 1957 also conducted the first annual college-sponsored high-school model United Nations in the state. As many as 500 high school students have participated, and they have represented high schools in virtually every part of the state.

Other activities in whose beginning I was privileged to have a part were the publishing of *In scape*, a campus magazine, the Speaker-in-the-Union program, and the inauguration of the symposium series on American values in 1962.

The chief purpose I have had in encouraging activities of this kind has been to help students to begin to engage the world realistically while they are on campus, so that as they assume the responsibilities of adults and citizens, they may feel a little less that they are entering a strange land.

Ruth Woods 1941-1960

I came to Central in 1939 as a student to complete my college training. I had already taught for eight years on the elementary level. Much of this teaching took place in one and two room rural schools.

Teaching as many as sixty classes a day gave no opportunity to plan seatwork for these children. However, the children themselves took advantage of a situation not too generally recognized. The slower pupils, and those who had missed work, or had failed to understand it, listened to the classes below them. They received understanding of the work they had been through, but more important, gained a feeling of success through this understanding. The children who learned quickly and needed a challenge listened to the classes ahead of them, and so were able to progress according to their ability, even graduating in fewer years than the regular course required.
These eight years of teaching were followed by twenty years of homemaking. Then at Central I became simultaneously student and teacher. The year 1939 brought an upsurge of nursery schools. Ellensburg, as a defense area, fostered a nursery for needy children. So, I became a teacher as I pursued my studies.

This nursery as set up followed a program much like that of the nurseries later organized under the national anti-poverty program. It began at nine in the morning and continued until three in the afternoon. The children ranged in age from one-and-a-half years to kindergarten age. They were brought to the nursery in buses. They were given play periods indoors and out, including sand and water play, group play, walks, nature study, care of pets, creative play in dance, rhythm, and dramatics. The music was both singing and listening. The art included finger painting, easel painting, and clay modeling. There were stories and library time. Mid-morning snacks, lunch time, and naps completed the day.

The government nursery was followed by a private nursery, sustained in part by tuition fees, in part by the College. I taught in that nursery school also. By the time it was discontinued, I had earned a master's degree in education, and was transferred to the teaching staff of the College. Here I taught classes in education and supervised student teachers. I feel very fortunate to have had the training and opportunity to teach at Central. The years could not have been more pleasant.

In 1959 I retired from teaching and am living at Rockwood Manor in Spokane, a retirement home. I still teach part-time, and am very busy carrying out projects I have long wanted to find time for.
In 1917 he was married to Miss Sue B. Slusser, a graduate of the Ellensburg Normal School. They became parents of three daughters.


17 This was J. H. Morgan who had earlier served many years as vice-principal and professor of mathematics at the Normal School.
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II. Newspapers
Ellensburg Capital, 1887-1910
Ellensburg Record, 1909-1966 (also called Record Press, Evening Record)
Ellensburg Localizer, 1889-1909
Ellensburg Dawn, 1895-1899
Washington State Register (Ellensburg) 1892-1895
Files of clippings from out of town newspapers (Seattle, Portland, Tacoma, Yakima, Wenatchee, Spokane, Centralia, etc.) 1898-1951, in the college archives. (Incomplete for most years.)

III. Manuscript records, minutes, correspondence, etc.
Record of the Proceedings of the Board of Trustees of the Washington State Normal School, 1891-1937.
Minutes of Faculty Meetings, 1891-1916.
Minutes of the Faculty Meetings, 1931-1959.
Files of Correspondence in the President’s Office (principally related to the faculty, administrative offices, building details, budgets, etc.) 1931-61.
The John P. Munson papers, including correspondence, personal data, manuscripts, notes, published monographs, etc. of Dr. John P. Munson, Professor of Biology, 1899-1928.
Minute books and secretaries’ records of student organizations, including the Crescent Literary Society, 1891-1916; Eclectic Literary Society, 1891-1914; Y.M.C.A. 1892-1899; Y.W.C.A. 1896-1914; the Student Body 1908-1916; The Associated Students 1910-1942; the Student Government Association 1942-1965; the Honor Council 1942-1965; the Herodoteans (history honorary) 1923-1966.
Files of Correspondence in college archives and library storage, (principally relating to the faculty and administrative offices, 1891-1931)
Records of the Ellensburg City Council, 1889-1894.
Minutes of the Joint Board of Trustees, Eastern, Central, Western Colleges, 1957-1966.

IV. Normal School and College Publications
Washington State Normal School Catalog, 1892-93 to 1936-37.


“Extension Service,” *W.S.N.S. Quarterly Bulletin*, XII, No. 2 (September, 1920)

“Amanda Hebeler, Student Teaching in an Affiliated Public School Training Center,” *W.S.N.S. Quarterly Bulletin*, XX, No. 3 (October, 1927).


V. Local Student Publications

The *Campus Crier*, 1927-1965 (weekly newspaper).


The *Kooltuu Yearbook*, 1907-1918.

The *Normal School Outlook*, 1899-1906 and 1913-1914.

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VI. Books


VII. Periodicals


*Bulletin of the American Association of University Professors*, XXIV, No. 4 (October, 1940), XXXIV No. 2 (Spring, 1948).


## Appendix

Central Washington State College Trustees 1891-1966  
(Arranged alphabetically)

<table>
<thead>
<tr>
<th>Name</th>
<th>Terms</th>
<th>Name</th>
<th>Terms</th>
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<td>Mahan, Dr. Jabez</td>
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<td>Agatz, Fred W.</td>
<td>1891-1893</td>
<td>Newland, Dr. T. J.</td>
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<td>1904-1911</td>
<td>Nickeus, Johnson E.</td>
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<td>Nurmi, Clarence O.</td>
<td>1958-1959</td>
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<td>Bolin, Herald E.</td>
<td>1934-1940</td>
<td>Panattoni, Joseph</td>
<td>1985-</td>
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<td>Bouillon, Victor</td>
<td>1932-1965</td>
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<td>Short, Cideon F.</td>
<td>1920-1931</td>
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<td>Davis, Mary Ellen</td>
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<td>Sinclair, Robert C.</td>
<td>1933-1946</td>
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<td>Frick, Bernadines</td>
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<td>Theriault, Selma</td>
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<td>Gilliam, M.</td>
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<td>Tunstall, Don M.</td>
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<td>Wager, Eugene E.</td>
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<td>Wahle, Roy P.</td>
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<td>Warner, Clyde V.</td>
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<td>Legg, Herbert H.</td>
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<td>1919-1931</td>
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<td>Wilson, Archie S.</td>
<td>1959-</td>
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<td>(Mrs. Frank Horsley)</td>
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<td>Wolff, Fred P.</td>
<td>1911-1920</td>
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# APPENDIX

## Former Trustees of Central Washington State College

Arranged according to number of years service

<table>
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<th>Year</th>
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<td>Sinclair, R. C.</td>
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<td>Short, Gideon P.</td>
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<td>Mahan, Dr. J. A.</td>
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### Central Alumni Known to Have Received the Doctorate 1940-1961

From a Report by the National Academy of Sciences —
National Research Council

Roster of B.A. Central Washington College graduates who have earned the Ph.D. or Ed.D.

<table>
<thead>
<tr>
<th>Name</th>
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<th>Institution</th>
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<tr>
<td>McCollum, Ivan N.</td>
<td>1930</td>
<td>1940</td>
<td>Colorado S.C. (Greeley) Ed.</td>
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<tr>
<td>Sandin, Adolph A.</td>
<td>1933</td>
<td>1944</td>
<td>Columbia U. Ed.</td>
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<tr>
<td>Dickson, George Edmond</td>
<td>1940</td>
<td>1949</td>
<td>Stanford U. Ed.</td>
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<td>Larkin, Joseph D.</td>
<td>1940</td>
<td>1949</td>
<td>Stanford U. Ed.</td>
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<tr>
<td>Howard, A. H., Jr.</td>
<td>1941</td>
<td>1950</td>
<td>U. of Chicago Ed.</td>
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<tr>
<td>Maib, Frances M. Bishop</td>
<td>1935</td>
<td>1950</td>
<td>U. of Washington Ed.</td>
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<td>Pettit, Maurice L.</td>
<td>1939</td>
<td>1950</td>
<td>U. of Washington Ed.</td>
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<td>Whitfield, Raymond P.</td>
<td>1942</td>
<td>1950</td>
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<td>Blood, Don F.</td>
<td>1946</td>
<td>1951</td>
<td>Iowa State U. Ed.</td>
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<td>Hall, Jack V.</td>
<td>1944</td>
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<td>Miller, Elbert E.</td>
<td>1940</td>
<td>1951</td>
<td>U. of Washington Geog.</td>
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**Central Alumni Known to Have Received the Doctorate**

<table>
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<th>Name</th>
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<td>1952</td>
<td>U. of Washington</td>
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<td>Cappa, Dante</td>
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<td>Orendorf, Harold</td>
<td>1939</td>
<td>1954</td>
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<td>Anson, Ruth E.</td>
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<td>Clark, Alden B.</td>
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<td>Hofstrand, John M.</td>
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<td>Whittner, Robert L.</td>
<td>1941</td>
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<td>1941</td>
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1 Information for more recent years is incomplete.

2 Courtesy of Dr. Ernest Muzzall.
APPENDIX

Presidents of the Associated Student Body 1908-42

<table>
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<th>Year</th>
<th>Name</th>
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<td>1918-19</td>
<td>Mertice Towne (Miss)</td>
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<td>Newton Henton</td>
<td>1919-20</td>
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<td>Leroy A. Rogers</td>
<td>1920-21</td>
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<td>1908-08</td>
<td>Bertha E. McCue</td>
<td>1921-22</td>
<td>Willis Rambo</td>
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<td>Bertha Eisdon</td>
<td>1922-23</td>
<td>Jack Robinson</td>
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<td>1909-10</td>
<td>Wanda O. Hiburger</td>
<td>1922-23</td>
<td>Wroe Alderson</td>
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<tr>
<td>1909-10</td>
<td>Vivian Hulbert</td>
<td>1923-23</td>
<td>Keith Seymour</td>
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<tr>
<td>1909-10</td>
<td>George Gevin</td>
<td>1924-25</td>
<td>Mitchell Angelet</td>
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<tr>
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Presidents of the Student Government Association

*1942-43 Roy Patrick Wahle 1952-53 Dean Thompson
*1942-43 Jay Longeward 1953-54 A. (Bud) Neibergal
1942-43 Shirley Dickson 1954-55 Bruce Ferguson
1942-43 Shirley Dickson 1955-56 Walford N. Johnson
1943-44 Shirley Dickson 1956-57 Jack Lybyer
1944-45 Barbara Howard (Defoe) 1957-58 George Carberry
1945-46 Maxine McCormick 1958-59 Dave Perkins
1945-46 (Tares) 1959-60 Don Knowles
1946-47 Gene Craig 1960-61 George Selig
1947-48 Donald Dowie 1962-63 Mick Barrus
1948-49 Dean Nicholson 1963-64 James M. Mattis
1949-50 Al Adams 1964-65 Jim Fielder
1950-51 Len Oeber 1965-66 Roger Gray

* Until inducted into the armed services.
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*Incomplete data
### ACADEMIC BUILDINGS:

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<td>State Owned Frame Dwellings</td>
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### APARTMENT HOUSES

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### GROUP DWELLINGS

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### AUXILIARY SERVICE BUILDINGS

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THE FIRST SEVENTY-FIVE YEARS

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DORMITORIES

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(Note: The above tables are by courtesy of Dr. Daryl Basler, Director of Institutional Research from October 1, 1964 to September 1, 1966.)

Principals and Presidents of The Washington State Normal School
and Central Washington State College

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<td>James E. Brooks</td>
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362
# INDEX

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<td>Alumni, 57, 116, 163, 179, 261, 269</td>
<td></td>
</tr>
<tr>
<td>Alumni Newsletter, The, 267</td>
<td>269, 270</td>
</tr>
<tr>
<td>Anderson, Lucy</td>
<td>34</td>
</tr>
<tr>
<td>Anderson, Hall</td>
<td>220</td>
</tr>
<tr>
<td>Anderson, L. R.</td>
<td>167</td>
</tr>
<tr>
<td>Anderson, Mabel</td>
<td>220, 308</td>
</tr>
<tr>
<td>Anderson, Tom</td>
<td>268</td>
</tr>
<tr>
<td>Angel Flight</td>
<td>240</td>
</tr>
<tr>
<td>Anshutz, Herbert</td>
<td>237</td>
</tr>
<tr>
<td>Army Air Force Cadets</td>
<td>195, 197</td>
</tr>
<tr>
<td>Arnold Air Society</td>
<td>240</td>
</tr>
<tr>
<td>Art Club, The</td>
<td>189</td>
</tr>
<tr>
<td>Art, Department of</td>
<td>78, 91, 135</td>
</tr>
<tr>
<td></td>
<td>143, 318</td>
</tr>
<tr>
<td>Arthur, E. J.</td>
<td>58</td>
</tr>
<tr>
<td>Arts, Master of</td>
<td>249</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>224</td>
</tr>
<tr>
<td>Associated Student Body, 178, 179, 180, 183, 194</td>
<td></td>
</tr>
<tr>
<td>Associated Student Body Pavilion, 176, 207</td>
<td></td>
</tr>
<tr>
<td>Associated Women Students, 187</td>
<td></td>
</tr>
<tr>
<td>Association for Childhood Education, 188</td>
<td></td>
</tr>
<tr>
<td>Athletics, 97, 173, 267</td>
<td></td>
</tr>
<tr>
<td>Athletic field</td>
<td>174, 175</td>
</tr>
<tr>
<td>Audiovisual Education</td>
<td>246</td>
</tr>
<tr>
<td>Ayers, Bessie</td>
<td>77</td>
</tr>
<tr>
<td>Ayers, Fannie A.</td>
<td>77</td>
</tr>
<tr>
<td>Baby Derby</td>
<td>202</td>
</tr>
<tr>
<td>Bachelor of Arts degree</td>
<td>167</td>
</tr>
<tr>
<td>Bachelor of Arts degree in Education</td>
<td>162, 164</td>
</tr>
<tr>
<td>Bach, Frank</td>
<td>343</td>
</tr>
<tr>
<td>Bakke, Wilhelm</td>
<td>232</td>
</tr>
<tr>
<td>Barge, Benjamin Franklin, 9, 15, 16, 20, 22, 34, 84, 116, 150</td>
<td></td>
</tr>
<tr>
<td>Barnes, S. W.</td>
<td>30, 43</td>
</tr>
<tr>
<td>Barto Hall</td>
<td>220</td>
</tr>
<tr>
<td>Barto, Harold “Pete”</td>
<td>175, 220, 223, 242, 326, 334</td>
</tr>
<tr>
<td>Baseball</td>
<td>102, 177</td>
</tr>
<tr>
<td>Basketball</td>
<td>98, 176, 268</td>
</tr>
<tr>
<td>Women, 97, 177</td>
<td></td>
</tr>
<tr>
<td>Intramural</td>
<td>97</td>
</tr>
<tr>
<td>Bassetti and Morse</td>
<td>217</td>
</tr>
<tr>
<td>Beamer, Adrian</td>
<td>234, 267, 268</td>
</tr>
<tr>
<td>Beardsley, Eric</td>
<td>268</td>
</tr>
<tr>
<td>Beatty, Hubert</td>
<td>169</td>
</tr>
<tr>
<td>Beck, George</td>
<td>208, 220, 238, 244, 312, 345, 348</td>
</tr>
<tr>
<td>Beck Hall</td>
<td>220, 314</td>
</tr>
<tr>
<td>Bemiss, D.</td>
<td>36</td>
</tr>
<tr>
<td>Berg, Walter</td>
<td>242</td>
</tr>
<tr>
<td>Bibbs, Thomas</td>
<td>173</td>
</tr>
<tr>
<td>Bible Study</td>
<td>83</td>
</tr>
<tr>
<td>Bird, Herbert A.</td>
<td>239</td>
</tr>
<tr>
<td>Black, George</td>
<td>70, 82, 84, 115, 120, 129, 136, 138, 139, 140, 145, 148, 163, 170, 173, 180, 229, 275, 296, 304, 307, 310, 311, 320, 322</td>
</tr>
</tbody>
</table>
Cadet Glee Club, 240
Campus Club, 240, 261

Campus Crier, The, 145, 175, 177, 178, 179, 183, 191, 201, 202, 203, 262, 266

Campus Day, 108
Canwell, Albert, 168
Capek, Samuel P., 117
Capital, The Ellensburg(h), 4, 8, 9, 13, 21, 26, 27, 28, 35, 36, 42, 43, 51, 52, 53, 54, 55, 85, 87, 93, 102, 113, 120, 121

Carillon, 261
Carlson, William, 216
Carmody, Courtland, 270
Carmody Hall, 211
Carstensen, Vernon, 242
Cartwright, Elizabeth, 97, 100

Claxton, Philander, P., 116, 131, 162

Central Singers, 339

Cheska, Alice, 234

Christianson, Bert, 238
Christmas in the Union, 261

Civilian Pilot Training Unit, 195

Classroom management, 223

Clemen, T. A., 329

Clubs and Honorary Societies

Alpha, 102

Alpha Omega, 309

Alpha Phi, 189

Alpha Zeta Chi, 188

American Chemical Society

Student Affiliate, 265

Arnold Air Society, 240

Art Club, The, 189

Association for Childhood Education, 188

Cadet Glee Club, 240
Campus Club, 240, 261
Commercial Club, 127
Cosmopolitan Club, 111
County Clubs, 111

Crescent Literary Society, 96, 97

“Crimson W” Club, 185

Delta Omicron, 189, 325

Eclectic Literary Society, 96, 97

Faculty-Senior Club, 126

Fugay, 102

Future Teachers of America

Smyser-Whitney Chapter, 188

Gamma Tau, 265

Herodoteans, 185, 186, 193, 257

Hi Hu Hee Hee, 188

Honor societies, 264

Intercollegiate Knights, 187

Lyoptians, 187

Kappa Pi, 188, 189, 302

Kelly’s Angels, 240

Knights of the Claw, 187

Madrigal Club, 238

Maskers and Jesters, 189

Meiners Chapter of the Association for Childhood Education, 188, 302

Men’s Ensemble, 238

Men’s Glee Club, 112

Music Club, The, 188

Outsiders, 185

Phi Epsilon Kappa, 265

Pi Omega, 186

Psi Chi, 264

Sigma Mu Epsilon, 188

Sophomore Service Society, 187

Spear and Grail, 185

Speech and Hearing Association, 265

Spurs, 187, 257

Spook, 102

Student Association, 103, 145

Student Government Association, 181, 182, 196, 203, 213, 219, 259, 261, 263, 266, 283

Student National Education Association, 189

Three Minute Club, The, 111

Trailblazers, 185

Treble Clef Club, The, 111

Whitbeck Club, 189, 265

Women’s Athletic Association, 138, 186

Women’s Ensemble, 238

Women’s Recreation Association, 186

365
<table>
<thead>
<tr>
<th>Name</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y. M. C. A.</td>
<td>110</td>
</tr>
<tr>
<td>Young Democrats, 258, 348</td>
<td></td>
</tr>
<tr>
<td>Young Republicans, 258, 348</td>
<td></td>
</tr>
<tr>
<td>Y. W. C. A., 110</td>
<td></td>
</tr>
<tr>
<td>Code of Personnel Policies and Procedures, 159, 246, 333</td>
<td></td>
</tr>
<tr>
<td>Coffin, Margaret (Mrs. Hal Holmes)</td>
<td>271, 335</td>
</tr>
<tr>
<td>College Auditorium</td>
<td>(McConnell Aud.) 207</td>
</tr>
<tr>
<td>College Bookstore</td>
<td>213</td>
</tr>
<tr>
<td>College Elementary School, 153, 208, 229, 302</td>
<td></td>
</tr>
<tr>
<td>Collins, Arthur J., 82</td>
<td></td>
</tr>
<tr>
<td>Colonial Ball, 185, 200</td>
<td></td>
</tr>
<tr>
<td>Commencement, 21, 96, 203</td>
<td></td>
</tr>
<tr>
<td>Debating, 112</td>
<td></td>
</tr>
<tr>
<td>Delta Omicron, 189, 325</td>
<td></td>
</tr>
<tr>
<td>DeMerchant, John, 283</td>
<td></td>
</tr>
<tr>
<td>Department system, 283</td>
<td></td>
</tr>
<tr>
<td>Dewey, Henry B., 56</td>
<td></td>
</tr>
<tr>
<td>Dickey, Colma, 91</td>
<td></td>
</tr>
<tr>
<td>Dillard, David P., 250</td>
<td></td>
</tr>
<tr>
<td>Division chairmen, Selection of, 282</td>
<td></td>
</tr>
<tr>
<td>Dean, Dorothy, 243, 319, 345</td>
<td></td>
</tr>
<tr>
<td>Dean of Arts and Sciences, 283</td>
<td></td>
</tr>
<tr>
<td>Dean of Education, 283</td>
<td></td>
</tr>
<tr>
<td>Dean of Faculty, 283</td>
<td></td>
</tr>
<tr>
<td>Dean of Graduate Studies, 283, 290</td>
<td></td>
</tr>
<tr>
<td>Dean of Men, 272, 290</td>
<td></td>
</tr>
<tr>
<td>Dean of Students, 273, 290</td>
<td></td>
</tr>
<tr>
<td>Dean of Women, 271, 290</td>
<td></td>
</tr>
<tr>
<td>Deans, 271</td>
<td></td>
</tr>
<tr>
<td>Commons, 213</td>
<td></td>
</tr>
<tr>
<td>Correspondence courses, 137</td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan Club, 111</td>
<td></td>
</tr>
<tr>
<td>County Clubs, 111</td>
<td></td>
</tr>
<tr>
<td>Courson Hall, 220</td>
<td></td>
</tr>
<tr>
<td>Courson, Kenneth, 198, 220, 328</td>
<td></td>
</tr>
<tr>
<td>Craig, David Sheets, 123</td>
<td></td>
</tr>
<tr>
<td>Craig, Gene, 269</td>
<td></td>
</tr>
<tr>
<td>Criteria Committee, 280</td>
<td></td>
</tr>
<tr>
<td>Crum, J. Wesley, 217, 223, 226, 247, 258, 341</td>
<td></td>
</tr>
<tr>
<td>Crescent Literary Society, 96, 97</td>
<td></td>
</tr>
<tr>
<td>&quot;Crimson W&quot; Club, 185</td>
<td></td>
</tr>
<tr>
<td>Cross, A. J. Foy, 160, 247</td>
<td></td>
</tr>
<tr>
<td>Curriculum, 16, 17, 63, 67, 73, 117, 128, 124, 132, 139, 140, 145, 152, 163, 166, 171, 191</td>
<td></td>
</tr>
<tr>
<td>C.W.A. aid, 90</td>
<td></td>
</tr>
<tr>
<td>Dallas, James, 98, 99</td>
<td></td>
</tr>
<tr>
<td>Dancing (social), 106</td>
<td></td>
</tr>
<tr>
<td>Davies Hall, 220</td>
<td></td>
</tr>
<tr>
<td>Davies, Juanita, 220, 238, 239, 316, 339</td>
<td></td>
</tr>
<tr>
<td>Davis, Mary Ellen (Mrs. Frederick W.), 280</td>
<td></td>
</tr>
</tbody>
</table>
Elworthy, Minerva, 271
Enabling Act of 1889, 1, 2
English, Department of, 73
Enrollment, 13, 27, 52, 66, 68,
125, 129, 136, 145, 148, 165,
173, 190, 212, 219, 226, 329,
330, 344
Erickson, Don, 217
Erickson, Edward K., 220, 249
Erierson, Jon, 237
Eswin Club, 185
Eswin Hall, 126, 143, 185
Evans, Governor Dan, 343
Evergreen Conference, 267
Extension Bulletin, The, 136
Extension courses, 68, 118, 136
Extension services, 249, 311
Faculty Council, 159
Faculty Forum, 158
Faculty-Senate, 160, 289
Faculty-Senior Club, 126
Faculty Welfare Committee, 158
Fadenrecht, George, 246
Fair, Eugene, 171
Ferry, Elisha P., 1
Ferry, W. H., 283
Fetter, George, 242
Fine and Applied Arts, Division of,
239, 323
Fish, Herbert C., 186, 241, 321
Fisk, Robert, 272
Flight, 200
Focht, Harold W., 117
Food Shop, 148
Football, 99, 102, 173, 175, 267
Forsythe, Elaine, 242
Fowler, A. O., 29
Fraternities, Issue of, 267
Frazee, John, 75
Free Speech, Issue of, 284
Frick, Bernadines, 277, 356, 357
Frink, J. M., 21
Fugay, 102
Funderburk, Robert, 243
Future Teachers of America,
Smyser-Whitney Chapter, 188
Gamma Tau, 265
Garver, Robert, 101
Gaskell, William, 231
Gehrman, Agnes M., 169
General college program, 166
General education program, 289
Getz, P. A., 36, 49, 53, 61, 82, 86,
105, 112, 150, 275, 297
G. I. Bill, 202
Gibson, Rhea, 245
Gilliam, M., 8
Glyndau Hall, 267
Golden, Odette, 237
Golf, 177
Goodman, Leo, 163
Gorchels, Clarence, 246, 321
Goss, Jean, 14
Graduate study, 248
Graves, C. B., 12
Grey Gowns, 271
Grubb, Stephen D., 5
Grupe Conference Center, 215, 279
Grupe, Mary A., 49, 54, 73, 82, 87,
138, 186, 297, 314
Haines, Edward, 343
Hall, Gus, 294
Hammond, Kenneth, 250
Harbrecht, Father Paul P., 288
Harris, Ella L., 55, 74, 294
Hartley, Roland, 143, 144, 145,
150, 151, 163
Haruda, Joseph, 239
Hatfield, Mr., 44
Health and Physical Education,
Department of, 79, 137, 214, 233
Heating Plant Building, 58, 75,
80, 82
Hebeler, Amanda, 130, 134, 189,
197, 208, 230, 309, 311
Hebeler Elementary School, 231,
252, 318
<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literature, Division of</td>
<td>236</td>
</tr>
<tr>
<td>Lasso, Joseph</td>
<td>269</td>
</tr>
<tr>
<td>Leaf, Grace</td>
<td>245</td>
</tr>
<tr>
<td>Leary, Timothy</td>
<td>288</td>
</tr>
<tr>
<td>Lechner, H. J.</td>
<td>82</td>
</tr>
<tr>
<td>Legg, Herbert</td>
<td>276, 279</td>
</tr>
<tr>
<td>Leonard, B. A.</td>
<td>174, 176, 272</td>
</tr>
<tr>
<td>Library</td>
<td>18, 38, 84, 135, 136, 143, 171, 216, 217, 245, 276, 279, 321 (See also Bouillon Library)</td>
</tr>
<tr>
<td>Lind, Edmund</td>
<td>208, 244, 331, 345</td>
</tr>
<tr>
<td>Lind Science Hall</td>
<td>208</td>
</tr>
<tr>
<td>Lindquist, Adolph “Swede”</td>
<td>174</td>
</tr>
<tr>
<td>Lister, Ernest</td>
<td>141</td>
</tr>
<tr>
<td>Literal, Lillian (Mrs. James Brooks)</td>
<td>281</td>
</tr>
<tr>
<td>Localizer, The Ellensburg (h)</td>
<td>7, 26, 28, 29, 52</td>
</tr>
<tr>
<td>Location of Normal School</td>
<td>3, 4, 28, 53</td>
</tr>
<tr>
<td>Lombard, Sue (Horsely)</td>
<td>144, 276</td>
</tr>
<tr>
<td>Lombard Hall</td>
<td>144, 148, 154, 195, 276</td>
</tr>
<tr>
<td>Low, Alice</td>
<td>271</td>
</tr>
<tr>
<td>Lowe, Donald</td>
<td>269</td>
</tr>
<tr>
<td>Lyceum courses</td>
<td>136</td>
</tr>
<tr>
<td>Lynn, Bob</td>
<td>177</td>
</tr>
<tr>
<td>Mabee, George</td>
<td>175</td>
</tr>
<tr>
<td>Madrigal Club</td>
<td>238</td>
</tr>
<tr>
<td>Mahan, Jabez A.</td>
<td>18, 22, 39, 75, 275</td>
</tr>
<tr>
<td>Manual Training, Department of</td>
<td>80</td>
</tr>
<tr>
<td>Marquis, Elvira</td>
<td>18, 21, 22, 39</td>
</tr>
<tr>
<td>Marquis, Lila</td>
<td>90</td>
</tr>
<tr>
<td>Martin, Clarence D.</td>
<td>153, 154, 163</td>
</tr>
<tr>
<td>Maskers and Jesters, The</td>
<td>189</td>
</tr>
<tr>
<td>Mathematics, Department of</td>
<td>76</td>
</tr>
<tr>
<td>Mathewson, Mary</td>
<td>237</td>
</tr>
<tr>
<td>Mayberry, Marshall</td>
<td>244</td>
</tr>
<tr>
<td>McCabe, Helen</td>
<td>234</td>
</tr>
<tr>
<td>McCann, Charles</td>
<td>283</td>
</tr>
<tr>
<td>McConnell Auditorium</td>
<td>207</td>
</tr>
<tr>
<td>McConnell, Robert E.</td>
<td>152, 154, 163, 167, 170, 189, 190, 191, 197, 206, 208, 213, 226, 239, 245, 249, 266, 275, 277, 278, 281, 294, 304, 307, 319, 335, 341, 342, 346</td>
</tr>
<tr>
<td>McFarlane, Dorothy</td>
<td>125</td>
</tr>
<tr>
<td>McGiffin Manor</td>
<td>267</td>
</tr>
<tr>
<td>McGraw, John H.</td>
<td>25, 26</td>
</tr>
<tr>
<td>McRae, Donald E.</td>
<td>236, 333</td>
</tr>
<tr>
<td>Mead Court</td>
<td>212</td>
</tr>
<tr>
<td>Meany, Edmund</td>
<td>116</td>
</tr>
<tr>
<td>Mehner, H.</td>
<td>75</td>
</tr>
<tr>
<td>Meisner Chapter of the Association for Childhood Education</td>
<td>188, 302</td>
</tr>
<tr>
<td>Meisner, Clara</td>
<td>69, 74, 91, 220, 301</td>
</tr>
<tr>
<td>Meisner Hall</td>
<td>220</td>
</tr>
<tr>
<td>Men’s Ensemble</td>
<td>238</td>
</tr>
<tr>
<td>Men’s glee clubs</td>
<td>112</td>
</tr>
<tr>
<td>Michaelsen, Helen</td>
<td>235, 264, 334</td>
</tr>
<tr>
<td>Middleton Manor</td>
<td>267</td>
</tr>
<tr>
<td>Miller, Lt. Col. Jerry D.</td>
<td>240</td>
</tr>
<tr>
<td>Military Ball</td>
<td>240</td>
</tr>
<tr>
<td>Mitchell, Perry</td>
<td>216, 278, 289</td>
</tr>
<tr>
<td>Model School</td>
<td>18, 86</td>
</tr>
<tr>
<td>Model United Nations</td>
<td>256, 349</td>
</tr>
<tr>
<td>Moe, Lawrence</td>
<td>230</td>
</tr>
<tr>
<td>Mohler, Samuel</td>
<td>159, 242</td>
</tr>
<tr>
<td>Mohler, Mrs. Samuel</td>
<td>246</td>
</tr>
<tr>
<td>Montgomery Hall</td>
<td>211, 212</td>
</tr>
<tr>
<td>Montgomery, Hamilton J.</td>
<td>210</td>
</tr>
<tr>
<td>Moore Hall</td>
<td>220</td>
</tr>
<tr>
<td>Moore, Jennie</td>
<td>220</td>
</tr>
<tr>
<td>Morgan, John H.</td>
<td>22, 40, 49, 68, 76, 103, 115, 295, 337</td>
</tr>
<tr>
<td>Mount, Margaret</td>
<td>216, 245, 320</td>
</tr>
<tr>
<td>Mundy, Sidnie Davies</td>
<td>237</td>
</tr>
<tr>
<td>Munro, Douglas</td>
<td>196, 210</td>
</tr>
<tr>
<td>Munro Hall</td>
<td>211</td>
</tr>
<tr>
<td>Munson Hall</td>
<td>144, 154, 197, 203, 210, 211, 300</td>
</tr>
<tr>
<td>Munson, John P.</td>
<td>76, 144, 242, 243, 294, 299, 316</td>
</tr>
</tbody>
</table>
Music Club, The, 188
Music, Department of, 77, 135, 217, 237
Muzzall, Ernest, 196, 198, 220, 223, 247, 249, 340
Muzzall Hall, 220, 342
Myers, Cloice, 238, 339

NAIA District I Championship, 268
Name change from Normal School to Central Washington College of Education, 164; to Central Washington State College, 281.
Nash, John, 26, 29, 30
Naumann, Theodore, 231
Nesbit, J. W., 88
New Gym, 176, 207
New Heating Plant Building, 141, 209
Newland, T. J., 8, 30
Newschwanter, William, 196, 244, 345
Nickens, Johnson, 43, 356
Nicholson, Dean, 268
Nicholson, Leo, 174, 175, 198, 233, 268, 322
Nicholson Pavilion, 214
Normal Club House, 55, 69
Normal Outlook, 80, 85, 90, 97, 98, 102, 107, 110
Normal School, Establishment of, 5, 7
Opening of, 8, 12
Norris, Fannie C., 9, 18
North Hall, 213
Nurmi, Clarence, 277
Nursery School, 191, 250, 350

Oakland, Erding, 270
Odell, Elwyn, 243, 256, 287, 348
Oeber, Leonard, 269
Off-Campus Girls' Club, 187
Ogburn, William F., 123
Olinger, Miss, 85
Olson, Virgil, 242

Oppeleman, Dan, 227
Orchestra, 111
Organizations, see clubs
Ormsbee, Eugene, 124, 125
Ottaino, Giovanni, 78, 111
Outlook, The, 96, 102, 107, 183
Outsiders, The, 185

Partridge, Lyman, 237, 272
Patriotic League, 125
Pelikan, Jaroslav, 288
Peterson, Rich, 269
Petitt, Maurice, 215, 272
Phi Epsilon Kappa, 265
Philosophy, Department of, 227
Physical Education, Department of, 79, 137, 214, 233
Picken, Mae, 314
Pi Omega, 186
Poffenroth, Albert (Abe), 234, 267
Porter, Sue Bannon, 85
Potter, J. B., 100
Powers, H. H., 123
Pre-professional courses, 166, 202, 320
President's Council, 260
President's Home, 141
Price, E. C., 27, 29, 30
Proudfoot, Mary, 78, 91
Progoff, Ira, 288
Psi Chi, 264
Psychology, Master of, 227
Psychology program, 227
Psychology, Sociology and Pedagogy, Department of, 82, 135 or Psychology and Education, Department of

Publications, Student
Campus Grier, The, 145, 175, 177, 178, 183, 191, 201, 202, 213, 262, 266
Edison News, 229
Flight, 200
Hyakem, The, 108, 176, 177, 179, 184, 186, 263, 308, 334

370
Smith, The Rev. A. K., 100
Smith, Angeline, 271
Smith, J. Allen, 123
Smithson, John H., 25
Smyser award, 308
Smyser Hall, 218, 308, 338
Smyser, Selden, 124, 151, 218, 242, 304, 307, 335
Sneak Day, 178
Snyder, Harley, 238
Social Sciences, Division of, 218, 241
Sogge, George, 232, 344
Soleri, Paolo, 288
Sophomore Service Society, 187
Sororities, Issue of, 266
Sparks Hall, 220
Sparks, Loren D., 99, 101, 125, 130, 139, 173, 187, 220, 230, 247, 272, 304, 309, 314
Speaker in the Union, 258, 283, 349
Spear and Grail, 185
Speech and Hearing Association, 265
Spurgeon, Sarah, 196, 232, 347
Spurs, 187, 257
Social Science, Department of, 124
Spooday, 102
State Board of Higher Education, 66, 83
State Department of Efficiency, 149
Steinhardt, Milton, 339
Stephens Hall, 219, 304
Stephens, William T., 219, 305, 314
Steward, Ann, 22
Stinson, Dean, 218, 272
Strayer, George D., 168, 311
Strayer Report, 168, 182
Student Association, 145
Student life, 95
Student body, 103
Student Government Association, 181, 182, 196, 203, 213, 219, 259, 261, 263, 266, 283
Student Lounge, 180
Student Opinion, The, 107, 180, 183
Student Personnel, Director of, 273
Students' Day, 108
Students National Education Association, 189
Student teaching, 19, 87, 89, 92, 130, 132, 228, 311
Student Welfare Committee, 182
Summer session, 67, 70, 125
Survey of State Institutions, 115, 162
Sweezy Day, 261
Swetman, Ralph, 130
Swimming, 263
Swiney, Earle, 77
Symposium, 287, 349
Taylor, Harold, 288
Teachers, qualifications of, 3
Temko, Allan, 288
Tennis, 102, 177, 268
Theriault, Mrs. Frank (Selma), 277
Thomas, Evelyn, 78
Thompson, Donald, 247, 325
Thompson, Mel, 267
Theobald, Robert, 288
Three Minute Club, The, 111
Tobin, Louise, 236
Tomlinson, Jack, 175
Toner, W. A., 154
Track and field, 102, 177, 268
“Trailblazers”, 185
Training school, 18, 53, 56, 83, 86, 88, 90, 116, 130, 171, 207, 298, 312, 314, 318
(See also Model School)
Treadwell, Alva, 243, 336
Treble Clef Club, The, 111
Tri-Normal Championship, 174, 175, 177
Tri-Normal League, 177
Young Democrats, 258, 348
Young, Esta, 262
Y.M.C.A., 110
Young, R. C., 167
Young Republicans, 258, 348
Young's Hospital, Mrs., 126
Y.W.C.A., 110
Zenor, Mina, 288