S IN THE preceding periods, the state made important educational gains during the years from 1933 to 1939. On September 1, 1934, the elementary diploma based on two years of training became a thing of the past. This was only eight years after the demise of the elementary certificate based on one year of study. The same fate overtook the life diploma on September 1, 1939. The year before, steps were taken to simplify certification by the abandonment of the Special Normal School Diploma for the three-year course, the Advanced Special Normal School Diploma for the four-year course, and the Graduate Normal School Diploma. In their place were issued a general elementary certificate based on three years of study, valid for three instead of five years, and renewable once with 15 additional hours of credit; and a standard elementary certificate to those who had finished the four-year course, good for six years, and renewable with nine additional hours. Soon afterward the latter was granted only on the basis of a degree plus experience. In 1939 the State Board of Education decided to raise the minimum requirement for
elementary teaching from three to four years after September 1, 1942.

In consequence of these changes the institution dedicated itself after 1933 to the enrichment and integration of the so-called "degree program." The legislation passed in 1937 changing the name from Bellingham State Normal School to Western Washington College of Education was a belated recognition of the change in the character of the institution that had occurred four years before. At that time the announcement was made that the College was on a four-year standard with the privilege of certification at the end of the third year, but two years earlier it was frankly stated in the catalog that those receiving certificates at the end of the third year had completed only three quarters of a unified curriculum. The fourth year was no longer considered merely an addition to a three-year course. Programs were laid out not in yearly sequences, but in terms of six large areas, namely, Background of General Education, Personal Orientation and Adjustment Curriculum Content, Professional, Special Concentration, and Free Electives.

The emphasis on general cultural development or general education was maintained throughout the period. Geography, mathematics and psychology were placed under this heading in 1937, along with the courses in science, history, literature and the fine arts previously included.

The term "special concentration" referred to two areas of special interest, academic or professional, in which the student was expected to earn a minimum number of credits. They were introduced into the curricular pattern in 1933 under the terminology of "Fields of Study" for the primary and intermediate programs and "Teaching Fields" for the junior high school. From time to time new areas of professional specialization were opened up. "Preparation of School Librarians" was added in 1933, and in 1938 a speech clinical laboratory was instituted. The latter reflected an increased awareness of the importance of speech as part of the teacher's equipment and provided opportunity for the development of special skills in remedial speech.

Even before World War II there were developments that anticipated the post-war inauguration of a full-fledged program in the arts and sciences leading to the degree of Bachelor of Arts. Actually the institution had not confined itself to the professional preparation of teachers for a good many years, but had attempted to meet the educational needs of students with a great diversity of interests. As early as 1919 there was a recognition in the catalog that not all students attended the Normal School to become teachers. This took the form of a detailed announcement of a two-year course for dietitians leading to a dietitian's certificate. In 1921 the non-professional group of students was numerous enough to warrant their classification as "non-diploma students," and by 1936 two years of work in the arts and sciences similar to that of junior colleges were being offered. A good deal of this was identical with the courses for general cultural development that had come to occupy such an important place in the professional curricula. The year 1936 also marked the establishment of a program for the training of nurses in collaboration with the two local hospitals.

II.

When the Normal School in its 34th year became to all intents and purposes a college with a full four-year program leading to a degree, President Fisher was rounding out his tenth year of service to the institution. He held his position for six years more, so that his administration became the longest in the first 40 years of the School's history. In 1933 Verne Branigin of Mount Vernon and Steve Saunders of Everett were appointed to the Board of Trustees, so that for the first time members from outside Whatcom County constituted a majority. Dr. Kirkpatrick continued to serve as chairman.
Under President Fisher's leadership the College was launched upon the most ambitious building program that had been seen thus far on the campus. Soon after his arrival in the early twenties a carefully detailed plan for expansion was worked out by Messrs. Bebb and Gould, a Seattle firm of architects, and approved by the board. This provided a guide for the development of the campus and in its broad outlines was adhered to in the construction that was undertaken during three decades. The first unit of this plan, the library, was completed in 1928, as previously noted. The second was the Physical Education Building, which was ready for use by the fall of 1935.

III.

Important as the expansion of the physical plant was, however, the major work of the institution remained in the hands of the faculty. With the trend toward differentiation of educational programs that emerged after 1933, the faculty were faced with many new problems and tasks to which they devoted their energies in the cooperative spirit that had by this time become traditional in the institution. In the depression year 1933-34 they numbered 60 and in 1938-39, 66.

In the year following the granting of the first bachelor's degrees, the institution was accredited by the American Association of Teachers Colleges. This recognition meant among other things that the faculty had reached the high standard of preparation prescribed by the association and was the culmination of a long process. As early as the teens many faculty members took leaves of absence or used their summers for advanced study. This trend continued without interruption up to World War II. In consequence, the proportion of faculty members with master's and doctor's degrees or the equivalent steadily rose.

Naturally committee work became even greater in amount and more varied in content and application than it had been before. By the end of the thirties the change in pattern was conspicuous. To be sure, the committees dealing with attendance, alumni, athletics, certificates, curriculum, health, lectures and recitals, scholarship, student affairs, student loan fund and student publications discharged functions similar to those committees set up before 1933. However, five important new committees were created. Under the New Deal in national affairs financial aid to college students from the federal government became available, so that a faculty committee on the National Youth Administration was set up. In the late thirties under the leadership of Merle S. Kuder a new program of student guidance was undertaken which led to the appointment of a personnel committee. Two other committees — comprehensive examinations and research — were closely tied in with the work of the Research Bureau, which had begun its very useful career early in the administration of President Fisher. A radio committee was launched to improve communication and mutual understanding between the College and the neighboring community.

In addition to their work on standing committees, the faculty found time after 1933 to develop their professional organizations, which took an increasingly active part in the shaping of institutional policy. In consequence of an unsuccessful campaign staged in the summer of 1938 by the Faculty Forum in behalf of a tax-limitation initiative, a divorce was effected between the faculty proper and the forum in order to allow freer scope for the latter. The social functions formerly discharged by the forum was turned over to a social committee elected by the faculty, and the forum changed its meeting time from the second to the fourth Tuesday. As a result the forum had more time to devote to professional problems and greatly increased its effectiveness.

The main social activities of the faculty and their spouses by the end of the Normal School period had been clearly defined. In the fall there was a more or less
formal banquet that included some musical entertainment and an address by the President on "The State of the Normal School (or College)." Efforts were made by the social committee to informalize the banquet so that formal dress was not mandatory, and on at least one occasion an attempt was made to turn the banquet itself into a comedy: the sequence of courses was reversed so that the dessert was served first and the soup last. Most of those present, including the spouses, entered into the spirit of the thing, but one of the trustees — a medical gentleman — pulled a long face at what he probably judged to be an insult to gastronomic hygiene. In the winter there was a genuine party, featuring fun and games, with such bucolic amusements as musical chairs and old-time melodrama. The historian recalls his first experience of this kind as the hero in a melodrama desperately attempting to circumvent the malicious intentions of a villain, realistically played by Herbert Ruckmick, toward the delicate and tender heroine, played by Ethel Church. The villain's chief weapon of aggression was a saw, which was finally wrenched from his frenzied grasp by the hero in the nick of time.

Last but not least, in the spring there was a picnic on the beach for faculty, spouses and children in the evening. The piece de resistance of this affair was salmon roasted in the sand according to a special recipe of E. A. Bond in which heated rocks of just the right temperature to produce the most exquisite of fish flavors were used.

Since 1959, the year of the Great Divide, this social program has gone with the wind. With the exception of retirement banquets, of which the most elaborate was that held for President James L. Jarrett in the spring of 1964, the faculty of the sixties and seventies have had no opportunities to enjoy the amenities of the Fall Banquet, the Winter Party, and the Spring Salmon Bake.

The wives of the faculty not only participated in the social events just described but also had an organization of their own called simply Faculty Wives. This was very informal and had no detailed program of activities, but simply brought the women together in one of their homes for conversation, knitting, crocheting, tatting, embroidery or whatever else came handy to their skilful fingers. Of the activities mentioned conversation was by all odds the most important. At first, they had no constitution or by-laws, no secretary or treasurer, no Roberts’ Rules of Order, no definite program. To be sure, they elected a president, but her sole duty was to arrange for meeting places in the homes of the members. There was also a dessert. Then a new President's wife appeared on the scene and insisted that some kind of program be presented at each meeting. Even so, the basic values and satisfactions of the organization remained intact.

The group flourished for decades to the great satisfaction of its members until the College acquired a much larger faculty with a corresponding increase in the number of wives. Four years after the Golden Anniversary one of the women on the faculty became a Faculty Wife and developed a strong interest in the organization. Having played both roles of faculty member and Faculty Wife, she felt that the scope of the organization should be extended by inviting all of the women on the faculty to join the Faculty Wives in setting up a new organization with the inclusive title "Women of Western." After considerable debate pro and con the proposal was accepted by the majority of those present and voting. Since that time the new organization has developed a program of activities that the old one did not cultivate. Now the Women of Western have a number of options, such as a spring luncheon and fashion show, a book club, a Tuesday luncheon, a morning coffee group, arts and crafts group, walking-hiking group, and gourmet and other types of dinners. In spite of all these blessings, there remain some wives who hanker after "the good old days."

The cultural cooperation between the College and the community of Bellingham that had been developed before 1933 was maintained thereafter. To be sure, the partnership with the Woman's Music Club which led to
Brasi reorganized itself in the fall of 1933 as a club devoted exclusively to literary interests and flourished during the remainder of the decade. Alkisiah was also very active during these years. Blue Triangle was organized in 1935 and eventually inherited the charter of the older organization that under the name of the YWCA had played a prominent role in campus life. Clubs inspired by professional and departmental interest continued to function. Future teachers found outlets in the Scepter and Shield Club (later called Kappa Chi Kappa) for women interested in the Campfire Girls program and in the Music Education Club.

Social clubs were fewer in number in the thirties than they had been in the preceding period. The Valkyries remained unchanged in name and function. The Women’s League became in 1938-39 the Associated Women Students, which developed a varied program of meetings and social activities. The Men’s Club had its ups and downs; in 1938-39 it was reorganized and renamed the Norsemen and thereafter achieved a certain stability, although its activities were more restricted than those of the AWS. In the late thirties the celebration of Homecoming became an affair of pomp and circumstance requiring the selection of a Queen Sigrid with attendant princesses. The first queen was Betty Shay, who was chosen in 1938.

The sports activities of clubs developed steadily during the thirties. The Women’s Athletic Association maintained and extended its program of diversified activity. In 1938-39 ski enthusiasts named themselves the Shusskens and began to make regular excursions to the white-clad slopes of Mount Baker.

On the twentieth College-sponsored climb of Mount Baker, July 22, 1939, the most horrifying of campus tragedies occurred. The 19 preceding climbs from 1920 to 1938 involving an estimated 1,200 students had taken place without one serious accident. Yet with no more warning than an almost inaudible “swish” on that fatal Saturday a slide enveloped the climbing party of 25
students and faculty members as they trudged beneath the "Roman Wall" on the last stage of their ascent. As it gathered momentum the avalanche gave no quarter and swallowed all the members of the group. Six students, ranging in age from 22 to 30 and including Edens Hall President Alice James and the College newspaper Editor and Manager Julius Dornblut, Jr., were swept to their deaths. The 19 survivors viewed their own escape as little short of miraculous. Of the six that did not survive only two bodies were recovered after repeated and strenuous search.

All members of the College community were overwhelmed by the suddenness and magnitude of the disaster. Memorials in both verse and prose appeared in the July 28 issue of the College newspaper, and in the course of time a more tangible and elaborate memorial was erected at the foot of Sehome Hill between Old Main and Edens Hall. This includes two semicircular rock wall structures, an area of concrete and one of grass, shrubbery, and a roughly pyramidal cluster of stones at the top of which is installed a bronze plaque.

The historian of the College must record with regret the disappearance of debate and oratory from the campus scene during the thirties. However, drama continued to flourish. There was rich Shakespearean fare, including *The Taming of the Shrew*, *Twelfth Night*, *Much Ado About Nothing*, *Julius Caesar* and *Hamlet* — the last two in modern dress. Mr. Hoppe introduced the penthouse style of production in 1935-36, making use of the Edens Hall Blue Room with the audience on all four sides of the playing space. Among the comedies thus presented were *Three-Cornered Moon*, *The Late Christopher Bean*, *Personal Appearance* and *Spring Dance*. Other productions were *Holiday*, *The Admirable Crichton*, *Death Takes a Holiday* and *Green Grow the Lilacs*. For a number of seasons College plays were performed in the Playhouse of the Bellingham Theatre Guild as well as on the campus.

Music was cultivated more systematically on the campus during this period than ever before. Donald Bushell by strenuous efforts managed to build up a College Orchestra capable of performing symphonies, overtures and suites. From 1935 until 1942 the performance of a piano concerto with a local soloist was an annual affair. Choral music also made marked progress. In 1935-36 Mr. Boson organized an A Cappella Choir which in the following years performed on a variety of occasions, notably at Christmas time. In consequence of the accidental discovery of the rare acoustical properties of the library, Christmas carols were sung there by the choir in 1938 with such beautiful effect that a Carol Program became an annual event.

During the thirties athletics also flourished. Under Coach Charles F. Lappenbush College football and basketball teams participated in an extended schedule of intercollegiate games that were arranged by the Winko League. The College gave a good account of itself all through this period, particularly in 1938, when the football team came through the season undefeated and untied.

Campus publications continued to mirror the manifold activities of College life. After the change of name from Normal School to College in 1937, dissatisfaction developed with *Northwest Viking* as the name of the weekly. Therefore, another contest was held in 1938-39, and the suggestion of *Collegian* was adopted. The *Klipsun* still answered to the name chosen in the teens. The useful publication christened *The Navigator*, which includes a great variety of information about extra-curricular activities for the guidance of new students, came to birth in the thirties. Throughout this period, as well as for several years during the previous decade, Ruth A. Burnet served as adviser to the weekly.

Thus the early College period was marked by
The first Bachelor of Arts candidates to participate in commencement ceremonies, 1948. First row, left to right: Marjorie Kingsley, Kathleen Brodahl, George Hays, Lucy Christopher, Hannah Reimer. Second row: Arnold Lahti, Robert Ingersol, James Sanford, Dick Snyder, Don Brown. Three additional candidates, Abraham A. Neighbor, Helen Castle and Donald Gooding, were eligible to participate in commencement activities with this group.

First to receive the degree of Master of Education at Western: Howard Hardy and Frances Gladwin. June, 1948.

Dr. Charles H. Fisher, President from 1923 to 1939.

Dr. William Wade Haggard, fifth president of Western, who held the reins of the institution from 1939 to 1959.

The first bachelor of arts degrees granted by Western were received by Helen Lemley, left, and Vivien Franklin in August, 1947.
Men's Residence Hall, completed in 1947.

The Arts Building, completed in 1950, marked another step in the southward movement of the campus.

The Campus Elementary School opened in 1942.

The Auditorium-Music Building was completed in 1951.

Architects Bebb and Gould of Seattle and partnerships evolving from that firm were responsible for development of the campus over a 30-year period. Bebb and Gould designed the Campus School, the Central Heating Plant and Men's Residence Hall. The Arts Building was designed by Bebb and Jones. The partnership of Jones and Bindon was responsible for the design of the Auditorium-Music Building. These buildings outlined a large open area which was to be filled in by later expansion.
continuous increase in enrollment, expansion of program and improvement in quality of education.

THE FISHER DISMISSAL

The termination of Mr. Fisher's Presidency precipitated a battle royal between the faculty, students, and alumni on the one hand and the Board of Trustees and Governor Clarence D. Martin on the other. Before the smoke cleared the "Fisher Case" had become a cause celebre not only in the state but throughout the nation and raised by anticipation the issues of academic freedom and tenure that emerged at the end of the forties in the Canwell Committee's investigation of the faculty of the University of Washington.

The struggle over the tenure of President Fisher originated in hostility toward him and the College that surfaced in Bellingham during the early thirties. The chief spokesman for this hostility were the manager and editor of the chief local newspaper, The Bellingham Herald, and the manager of the Radio Station KVOS. The general purport of the charges with which the leading news media of Bellingham assaulted the eyes and ears of the local citizenry week in and week out was the dangerously radical and subversive ideas cherished on the campus by the President and his faculty and the exposure of the students to the contamination of such ideas.

Finally in 1935 a committee of six members on Normal Protest was formed under the leadership of Frank Sefrit, the Manager and Editor of the Herald. Among the other members were Blanton Luther, Grand Dragon of the local Ku Klux Klan (the fiery cross on Sehome Hill was a nocturnal spectacle in Bellingham at this time); the Rev. John P. Macartney, Pastor of the First Presbyterian Church; Tom Chandler, retired teacher from Kansas; Dr. Donald H. McLeod, dentist and former officer of the American Legion; and A. W. Deming, prominent business man. The committee drew a list of ten charges against President Fisher and certain members of the faculty and the student body, which was submitted to the Board of Trustees with a request for a hearing "not open to the public."

To consider these charges the board held a private hearing on May 22, 1935. All three members of the board were present along with President Fisher, a court reporter from Skagit County, and the six members of the Committee on Normal Protest.

The board considered each of the charges separately and in its report of the hearing made the following comments (the charges and comments are here reduced to essentials):

Charge 1. Spokesmen for free-love, atheistic, un-American, pacifist, and subversive organizations had been invited to address the student body, while pro-American speakers were excluded.

Comment: Programs showed a variety of entertainment and instruction not subject to adverse criticism and did not advocate free love, atheism, or un-American beliefs.

Charge 2. A studied avoidance of Christian leaders and a preference for lecturers unfriendly to Christianity and American economic life.

Comment: The school transmitted to local churches information, regarding church affiliation, if any, of every student. A baccalaureate address or sermon was included in the ceremonies of the annual commencement. There was no evidence that Christianity had been discussed flippantly nor that the American economic life had been condemned by any lecturer.
Charge 3. No meetings or assembly exercises of a patriotic character and infrequent display of the flag on the campus.
Comment: A large American flag was displayed on the flagpole in front of Old Main every day from morning until evening except when it rained. Every faculty member had subscribed to the oath of allegiance to the United States. Two recent speakers had discussed patriotism.

Charge 4. An anti-American student organization which had held meetings on the campus.
Comment: There was a Social Science Club which, like all other student organizations, was under the supervision and control of a faculty adviser.

Charge 5. The student newspaper's rebukes of newspapers and magazines opposed to subversive activities and recommendations of books and magazines hostile to the home and American social customs.
Comment: The charges against The Northwest Viking were not sustained.

Charge 6. Sponsorship or encouragement of subversive speakers by faculty members and President Fisher.
Comment: See comment on Charge 1.

Charge 7. Decline in attendance because of the loss of public faith in the administration of the Normal.
Comment: Attendance figures filed as an exhibit showed an increase in attendance over some years back. The school had become an accredited institution of high standing as rated by the national Association of Teachers Colleges of America. The qualification requirements of teachers had been materially raised.

Charge 8. Strife-breeding attitude and ungentlemanly conduct of President Fisher.
Comment: Strife-breeding was most prolific in Bellingham rather than in the school itself, which was caught in the crossfire of attacks by opposite factions in the community. The board could not be severely critical of Mr. Fisher as a personality capable of standing on his own two feet in this community.

Charge 9. Misapplication of students' funds.
Comment: The charge was not sustained in any particular.

Charge 10. Lack of respect for President Fisher by a large number of the alumni.
Comment: A very small minority of alumni were discontented with Mr. Fisher because some teachers and instructors had been dropped from employment by the school under the stress of financial exigency or because some had been denied privileges or benefits they claimed.

To cap the refutation of the ten charges, the board in concluding its report gave President Fisher a large measure of credit for the improvements in the program of the school and the achievement of high national standing by the institution. He was commended as an able and conscientious administrator, devoted to this position and work and cooperative in his dealings with the board and the state authorities.

Rebuffed by the board, the members of the Com-
mittee on Normal Protest in the years that followed appealed to Caesar in the person of Governor Clarence D. Martin, who had appointed two of the trustees in 1933 and reappointed Chairman Kirkpatrick in 1935 and Mr. Branigin in 1937. In effect, the committee, after attacking the President, the faculty, and the students, was challenging the authority of the board itself, the members of which were subject to summary removal by the Governor without a hearing on charges of misconduct or malfeasance.

There is no public record of the interviews between Governor Martin and the Committee on Normal Protest. The Governor apparently conducted an informal Star Chamber proceeding, listening only to the plaintiffs and not taking the trouble to confront them with any of the defendants. His one-sided hearings ran on intermittently for more than three years, during which the Normal School became by action of the Legislature a College of Education, the number of students and faculty steadily increased, and the program of the institution was extended and improved. Finally, at the beginning of President Fisher’s 16th year of service—a year during which the enrollment of 1,962 exceeded that of 1933-34 by 792—the Governor announced his decision. On September 28, 1938, he persuaded the trustees in his office at Olympia to terminate President Fisher’s services at the end of the current academic year. Two weeks later at a meeting of the board the President was informed of the decision. In the meantime he had discussed with the Governor the outcome of the conference of September 28 and was informed that opposition had developed against him in Bellingham during his 15 years at the institution and that it was time for him to move on. No other reason was ever given him by either the Governor or the trustees for his dismissal.

The campus seethed with indignation through the year. At regular and special faculty meetings from October to July the action of the Governor and the board appeared on the agenda 13 times. On October 18 a committee to determine the possibility of an investigation by the American Association of Teachers Colleges was appointed. The next day a standing Committee on Public Relations was authorized, and on November 8 its five members were chosen. In the months that followed, the committee attempted to communicate with representatives of the American Legion and other organizations with disappointing results. In the meantime the only faculty member of the American Association of University Professors inquired by a letter to the national office of the association whether the organization limited its interest to its own membership. On November 29 a letter in reply was read in a special faculty meeting to the effect that the association frequently dealt with cases outside its own membership. On February 14 the faculty voted unanimously to request the American Association of Teachers Colleges to proceed with an investigation of the College to determine whether political pressure had been and was being exerted upon the administration. On April 18 a report was given of a meeting of the trustees a week before in which President Fisher refused to resign in response to their wishes and they countered with a suggestion that his refusal might compel them to resign. There was also a report on a meeting between a committee of local citizens and the Governor on the day before from which members of the committee derived the following impressions: (1) the President should have courted the Governor's favor more actively; (2) the Governor believed that heads of colleges should be changed rather often; (3) he thought that the College could have been built up into a much larger institution; (4) and President Fisher's dismissal was part of a state-wide move to rid institutions of so-called radicals. On May 1 the faculty voted unanimously to request the board to attend the next regular faculty meeting to discuss the welfare of the College. The resulting dialogue produced no change in the situation.

On May 15 at a special faculty meeting it became clear that the faculty was getting ready to make a public
declaration on the issue of President Fisher's dismissal. Arthur C. Hicks of the Public Relations Committee introduced as an item of new business a resolution of confidence in President Fisher and his administration of the College. In the preamble of 12 points the resolution summarized the progress of the institution during the preceding 16 years; characterized the charges made by the Committee on Normal Protest and others; reported the findings of the trustees after the hearing of 1935; pointed out the difficulty that the board would encounter in finding a suitable successor to President Fisher; and affirmed the loyalty of the great majority of students, parents of students, alumni and faculty to the President. The resolution proper asserted that "the welfare of the College will be best served by the continuance of President Fisher in his position, and that a change of administration for non-professional reasons would be a serious blow to the morale, efficiency and progress of the College." The resolution was adopted with the proviso that a committee be appointed to work with Dr. Hicks on the final wording without alteration of substance and that action on the resolution be held in abeyance.

On May 24 the reworded resolution was presented at another special faculty meeting. The faculty this time authorized the committee on the resolution to communicate with the Executive Committee of the Alumni Association regarding cooperation with the faculty in support of the President. Dessie May Dunagan and Mamie Thompson, respectively president and vice president of the Alumni Association, responded on the same day with a "formal request" that the faculty make a definite statement on President Fisher's dismissal. This response was reported on May 25 at still another special faculty meeting, and a motion for final adoption of the reworded resolution was unanimously passed. H. C. Philippi, secretary to the faculty, was given sole authority to give a statement to the press that the faculty had gone on record "expressing confidence in the administration of President C. H. Fisher." In the days and nights that followed a task force of faculty and alumni mailed out thousands of copies of the Faculty Resolution, a supporting statement of the Bellingham Classroom Teachers League, and a letter of an Alumni Committee to friends of the College throughout the state.

By this time the Associated Students had gone into action. In the issue of May 19 of The Collegian appeared a tribute to President Fisher in celebration of his 16 years of service to the institution by Ralph Neal, president of the student body. On May 26, the day after the final passage of the Faculty Resolution of Confidence, the Associated Students passed their own resolution expressing "extreme disapproval" of President Fisher's dismissal, requesting a statement of specific charges against him, and "demanding his retention" until a valid case had been made against him.

By the end of the academic year the faculty, the alumni and the students had thus rallied to the support of the President. For the most part there was cold comfort from organizations outside the College. On its own initiative the Washington Education Association sent two official representatives to Bellingham to interview Board Chairman Kirkpatrick, President Fisher and the president of the Faculty Forum, which functioned as the College unit of the association. On June 13 the Executive Committee of the association reviewed the findings of its representatives and in a report that was transmitted to the faculty during the regular meeting of July 13 summarized the facts of the case, approved of the procedures for the dismissal of President Fisher, and recommended that the three colleges of education be governed by one board or more than three members "appointed for a comparatively long term and not subject to removal except for cause." In effect, the association was all in favor of locking the stable door after the horse had been stolen.

Meanwhile the war at Western had received national publicity with the appearance in Time on July 10 of a
news story entitled "I'm Agin You." Embedded in the story was a lifelike print of the highly photogenic Charles Henry Fisher with the caption "Burton Holmes was a 'Bolshevik.'" Editor Sefrit was portrayed as an arch-reactionary whose animosity toward President Fisher was stirred by the latter's remark in a club meeting in 1933: "If I had money I would invest it in Soviet bonds. They are paying 7 per cent." The charges brought by the committee on Normal Protest regarding subversive speakers were treated as ridiculous and unfounded. Time mentioned (along with Burton Holmes) U.S. Senator Robert La Follette, Lincoln Steffens, Elmer Rice and George E. Sokolsky as examples of speakers considered by the committee to be subversive. President Fisher was described as an educational progressive who during his sixteen years of service had made Western "one of the most esteemed teachers' colleges in the U.S." There was a summary of the committee's dealings with Governor Martin with their sequel — the dismissal of the President by the Trustees at the Governor's behest. The declaration by President Fisher's friends that his ouster was a flagrant case of "interference by Fascist-minded reactionaries in an American school" was quoted. Protests to the Governor by the faculty and student body, Washington's six Congressmen, the Superintendent of Public Instruction, the American Federation of Teachers, labor unions, the Seattle Post-Intelligencer — "many an educator, many a Washington Democrat" — were reported. The story included a retrospective reference to the dismissal by Governor Hartley in 1926 of President Henry Suzzalo of the University of Washington, which led to talk of impeaching that Governor, and ended with a comment on President Fisher's dismissal as "a major political issue for 1940" in the State of Washington.

After the ineffectual investigation by the Washington Education Association, a national professional body became active during the summer of 1939. The Accrediting Committee of the American Association of Teachers Colleges, in response to the faculty vote of February 14, sent two representatives to the seat of war. These gentlemen were in the state from July 30 to August 2 and interviewed President Fisher, seven members of the faculty, a representative of the Associated Student Body, the trustees, and Governor Martin. Their report as published on March 30, 1940, in School and Society, quoted the Association's Standard XII in which it was stated that "political factors should not be permitted to interfere with the efficiency of an institution"; asserted as "the indisputable pertinent fact ... that the Governor believed that President Fisher should be dismissed, participated in the discussions with the board in relation to his dismissal and agreed to the dismissal"; found fault with the system of governor-plus-board as "quite indefensible" because it made possible "gubernatorial domination in the educational policy of any or of all Washington State institutions of higher learning"; and in effect joined the Washington Education Association in recommending that a governing board be appointed of which "the term of office, tenure and authority legally vested in members should liberate them from political control." In conclusion the report affirmed that "the slightest political interference constitutes a violation of the association's accrediting regulations," but these strong words amounted to no more than an expression of opinion, no action was taken to apply those accrediting regulations to the Western Washington College of Education.

The failure of the American Association of Teachers Colleges to take action was in sharp contrast with the response of the American Association of University Professors. On November 29, 1938, the national office of the association had responded affirmatively to a letter of inquiry from a member of the faculty, as stated above. On June 28, 1939, a college chapter was organized by a group of the faculty to promote and encourage investigation and action by the association in response to the Fisher dismissal. Investigation began
later in the summer with the appearance in Bellingham of Professor A. J. Carlson of the University of Chicago, chairman of the association's Committee B on Freedom of Speech. Appropriately he was the house guest of the faculty member who wrote the first draft of the Faculty Resolution of Confidence. At Professor Carlson's request his host called some 20 of his colleagues who were in town to attend a meeting in which Professor Carlson was fully informed of the faculty's views on the dismissal of President Fisher. Professor Carlson also conferred with two of the trustees, Editor Sefrit and President Fisher. He interviewed several members of the faculty at the University of Washington concerning the alleged partisan control of higher education in the state, but his attempt to secure a conference with Governor Martin was rebuffed.

After careful study of Professor Carlson's findings, the association's Committees on Academic Freedom and Tenure and on Freedom of Speech made their report in the February 1941 issue of the association's Bulletin. The report contained a detailed narrative of the events leading up to President Fisher's dismissal; took sharp issue with Mr. Sefrit's editorial views on academic freedom, commented on attacks made on the College in support of Sefrit's views by members of Pro-America, the Ku Klux Klan and the American Legion; gave high praise to the program of public lectures conducted on the campus between 1932 and 1935 and sharply refuted the attacks made on the lectures by the Committee on Normal Protest; characterized President Fisher as "an old-style liberal" who understood and believed in academic freedom and freedom of speech as principles "essential to the advancement of truth"; and condemned "the efforts of Mr. Sefrit and others to control the expression of ideas in public lectures at the College and in the classroom" as "contrary to the principles of academic freedom and freedom of speech which are a part of our American tradition." The acquiescence of Governor Martin and the trustees in these efforts was branded as "detrimental to the welfare of Western Washington College of Education, of higher education in general, and of the public interest of the State of Washington." After praising President Fisher for his professional competence, the report chimed in with the recommendations of the Washington Education Association and the American Association of Teachers Colleges that legislation to eliminate political interference with and control of higher education in the State of Washington be enacted in the near future.

However, the university professors were not ready to cease and desist with the publication of the report of Committees A and B. The next step was punitive and was taken in December of the same year with a formal censure of the administration of Western Washington College of Education. In the February 1942 issue of the Bulletin the institution was first included in the List of Censured Administrations and the College's chapter of the association made sure that the trustees knew about this action by presenting them with complimentary subscriptions to the Bulletin. For two years they were reminded by the quarterly issues of this periodical that a prestigious national organization of college and university teachers condemned their dismissal of President Fisher.

Members of the faculty participated in attempts at the Legislatures of 1941 and 1943 to secure an amendment of the law regulating the tenure of Boards of Trustees that would protect them from the exercise of political pressure and dictation by the Governor. To the great disappointment of the forces of higher education in the state these efforts, after some encouragement in the Legislature, proved abortive.

In February, 1944, the College appeared for the last time on the List of Censured Administrations. In the opinion of faculty members of the College Chapter of the University Professors the dropping of Western from the list in succeeding issues of the Bulletin was premature, and when Dr. Hicks was elected to the National Council of the Association he was instructed to
lodge a protest at the meeting held in 1945. This protest was received with both surprise and sympathy by the council, but it was finally decided not to recommend a reimposition of censure pending a resurgence of pressure upon and interference with the administration of the institution. Fortunately, since 1945 there has been no such resurgence, and no Governor since 1939 has ordered a governing board of any college or university in the state to dismiss its President, even though the law governing the tenure of such boards has remained unchanged.

In the spring of 1968, some four years after the death of Mr. Fisher, occurred the Dedication of a Fountain in the Square, which was financed by donations from his friends, supplemented by a matching fund from the Western Washington State College Foundation. Attending the ceremony were Mr. Fisher’s four children with their spouses together with representatives of the College community past and present. On the plaque installed in the rim of the Fountain is the following inscription:

In Memoriam
Charles H. Fisher
President of the College
1923-1939
from
Alumni, Faculty, Family
and Other Friends
May 25, 1968

WAR AND PEACE

WORLD WAR II was in the long run the cause of even more far-reaching changes in the program and character of the institution than those which followed World War I. To be sure, some of the developments were matters of adjustment to the pressures of war itself and were therefore transitory. The return of the G.I.'s at war's end produced a special set of problems that loomed large in the late forties and the early fifties. However, the most portentous challenge for the institution after mid-century was to arise from the extraordinary upsurge in the birth rate—the so-called “Baby Boom” —which in the sixties and seventies all but overwhelmed Western's capacity to expand the physical plant, faculty and educational programs to meet the needs of the hordes of students that deluged the campus in ever-mounting waves of enrollment from one fall quarter to the next.

I.

The outbreak of war soon affected the program of teacher education in the state of Washington. The minimum requirement of four years of preparation for elementary teaching which the State Board of Education had decided to put into force in September, 1942, was temporarily abandoned. During the war years and after, those who had completed three years of study received War Emergency Certificates good for the duration of the emergency and three years beyond that. Yet within two years following V-J Day the College was responsible for issuing only one certificate — the three-year elementary based on four years of preparation. Twenty-one years before the Normal School was issuing six types of certificates — four based on one, two, three and four years respectively, another on a one-year course for university and college graduates, and the life diploma.

The program of General Education was maintained and developed during the forties and fifties. In 1943 the liberal character of this phase of teacher education received particular stress. By the end of the fifties the General Education courses accounted for 73 credit hours, that is, something over one-third of the total number of units required for graduation. In addition to the courses mentioned in earlier chapters, English
composition, speech, library, human biology and hygiene, and physical education — formerly listed under the heading of "Personal Orientation and Adjustment" — were designated as requirements in General Education. In the course of time the Curriculum Committee became dissatisfied with the program, which had in recent years developed by a process of accretion and consisted of a large number of separate courses, each offered by a given department. Finally in 1958 a subcommittee was appointed under the chairmanship of Frank D'Andrea to make a thorough study of General Education and to construct a new and better integrated pattern for it. The work of this subcommittee was to bear fruit in the sixties.

During the forties the concept of Special Concentration in the education of teachers was extended and implemented. In the 1947 revision of the professional curriculum opportunity was provided for greater specialization in the fields of art and music. In 1941 the program of special training for school administrators was refined and enriched, and in the following year courses in "special education" were introduced to complete a pattern of training for remedial specialists in accordance with requirements set up by the State Department of Education for the credential in that area.

Of special significance was the development of Curriculum Workshops in the forties. Under the leadership of Paul R. Grim, who had made a special study of workshop procedures and techniques, a Junior High School Curriculum Workshop was opened for experienced teachers in the summer of 1941. Problems of curriculum construction for the teacher's own school were attacked under the guidance of faculty members in the areas of English, mathematics, social studies, science, industrial arts, the fine arts, and visual aids. In the following summer an Elementary Curriculum Workshop was added, and attention was given to the areas of physical education, the primary curriculum, and the intermediate curriculum along with those listed above.

The impact of World War II upon the professional program of the College was manifested in the encouragement of acceleration in order to compensate in a measure for declining enrollment, the establishment of certain wartime extension courses and of short refresher courses in the Summer Session, and the acceptance of the in-service training program — in the form of extension workshops, for instance — as a basic responsibility of the institution. This latter trend was projected into the postwar years.

A further enrichment of the summer program came with the inauguration of a series of summer conferences by President Haggard in 1940. The first of these had for its theme "The Revision of the Curriculum" and included among its participants Dean Grayson K. Kefauver of the School of Education at Stanford University as well as representatives of the Northwest Regional Council. In the years that followed the College featured conferences by Paul R. Hanna of Stanford University on "The School and the Community"; Stephen M. Cory, Director of Laboratory Schools, University of Chicago, on "Making Educational Experiences Meaningful"; President Ernest O. Melby of the University of Montana on "The Schools After the War"; Ralph W. Tyler, Chairman of the Department of Education, University of Chicago, on "Evaluation of Education in War and Peace"; W. D. Armentrout, Vice President of the Colorado State College of Education at Greeley, on "Sound Educational Concepts in War and Peace"; Hollis L. Caswell of Teachers College, Columbia University, on the question, "Can the Curriculum of Our Schools Be Modernized to Meet the Conditions and Needs of Our Time?"; Harold Benjamin, Dean of the College of Education, University of Maryland, on "Educational Foundations of a World Community"; Paul Misner, Superintendent of Schools of Glencoe, Illinois, on "Educational Leadership in School-Community Relations"; S. M. Brownell, Professor of School Administration, Yale University, on "Emerging Practices in Education"; Harold C. Hunt,
General Superintendent of Chicago Schools, on "Public Relations in Education"; Dean Eldridge T. McSwain, College of Education, Northwestern University, on "Progress in Education — An Answer"; President Ralph W. McDonald, Bowling Green State University, on "Strengthening the Moral Fiber"; Karl W. Bigelow, Professor of Education, Columbia University, on "Planning for Adequate Education in the School District"; Kimball Wiles, Chairman, Division of Secondary Education, University of Florida, on "Human Relations in School Administration"; Earl C. Kelley, Professor of Secondary Education, Wayne University, on "Method and Philosophy for Today's Schools"; Dean Walter W. Cook, College of Education, University of Minnesota, on "Teachers for the Modern School"; Ralph W. Tyler, Director, Center for Advanced Study in the Behavioral Sciences of the Ford Foundation, Stanford University, on "Learning Through Problem-Solving"; John H. Fischer, Superintendent of Public Instruction, Baltimore, on "A Good Personnel Program for a School District"; and Sidney Hook, Chairman, Department of Philosophy, Yale University, on "The Bases of Education." Other conferences on problems of interest to teachers, parents, and administrators have been held either in conjunction or in close sequence with those listed, so that the conference program has made a distinctive contribution to students on the campus during the summer sessions.

A new phase in the development of the professional program was inaugurated in the spring of 1947 when the Legislature authorized the College to engage in graduate work and to grant the degree of Master of Education. A Division of Graduate Study was immediately organized, a Graduate Council was instituted, and an Administrative Committee chaired by Irwin A. Hammer was empowered to handle the details of the program. In the following summer a carefully planned program of advanced study in the field of elementary education was launched. In the spring and summer of 1948 the first two candidates completed their work and received the advanced degree. These were Frances Fitch Gladwin and Howard Hardy; their theses were entitled respectively An Investigation of the Effectiveness of Certain Procedures and Materials in Remedial Reading; and An Analysis of Teachers' Attitudes Toward Administrative-Supervisory Practices. In 1949-50 the Graduate Program was brought into relationship with the Principal's Credential and expanded three years later by the introduction of Option II, which does not include the requirement of a thesis or research project. While the Master's program was designed for those who had clearly displayed superior qualifications in the profession, there was some suggestion that a fifth year be added for basic elementary certification in order to establish parity between the standards for teaching in the elementary and the secondary schools.

The first step toward the realization of such parity was taken in 1949 by the Legislature, which expanded still further the functions of the College in the area of teacher preparation. On February 23 a bill was passed that authorized all five institutions to train teachers for all levels of the common schools. In consequence the College devoted a good deal of energy to the formulation of plans for a program that would meet the needs of those who expected to teach in the senior high school. The challenge of this new responsibility was recognized as great: it was to create a curriculum for the secondary school that would function not less effectively than the College's curriculum for the elementary school, which evolved over a period of 50 years.

As a logical consequence of the Legislature's enactment of 1949, the State Board of Education in the following year decided to introduce the General Certificate — Provisional and Standard — in replacement of the separate Elementary and Secondary certificates. The Provisional General Certificate was to be issued on the completion of the four-year course leading to the Bachelor of Arts in Education; the Standard General Certificate was to be earned by a fifth year of study.
Hence, the College in the year 1950-51 altered the pattern of student teaching to provide experience at both elementary and secondary levels: the eight-hour course, which was shifted from the senior to the junior year, was to prepare the student for teaching at the level of his second choice; the 16-hour course in the senior year was to provide a richer experience at the level of the student's preference.

In 1951-52 the College launched the Fifth Year Program for graduates who wished to qualify for the Standard General Certificate. In-Service Field Work, the so-called "Follow Up Program," was elaborated in the succeeding years for the special benefit of those holding Provisional General Certificates, especially in the planning of individual programs for the fifth year.

In addition to these extensions of the teacher education program, the institution during this period was authorized by the state to shoulder a major new responsibility that eventually would change the Western Washington College of Education into a state college. The 1947 Legislature did not content itself with authorizing the College to initiate a graduate program, which was after all an expansion of the teacher training function undertaken by the institution in 1899. The act that gave the College authority to grant the Bachelor of Arts degree carried the implication of a new function, that of the College of Arts and Sciences.

To be sure, this function had already been partially fulfilled since 1932 by the offering of courses for "non-diploma students," already described in the chapter entitled "Ante Bellum." Further steps in this direction were taken during the years that followed. Just before World War II the College introduced a course in aeronautical training in cooperation with the Civil Aeronautics Authority; after the outbreak of hostilities offerings in mathematics, science and industrial arts were expanded under the stimulus of participation in the academic programs of the Navy, namely V-1, V-5 and V-7. In 1943 the pre-professional programs in journalism, engineering, law, home economics and other fields were defined in detail.

During the war period the proportion of non-diploma students in the student body greatly increased, and a large proportion of the veterans who began enrolling in the fall of 1945 had vocational aims other than teaching. Thus the stage was set for legislative action in 1947 on the proposal that the Colleges of Education be authorized to offer four years of work in the arts and sciences leading to the B.A. degree. In response to this challenge the College established in the same year a Junior College Division of Studies and initiated a program of studies with carefully planned majors and minors for four-year students in the arts and sciences. In 1948 and 1949 this program was refined and expanded.

Hence the Western Washington College of Education in its 50th year was no longer a single-purpose institution. The education of teachers and administrators was still its primary function, but the functions of the junior college and the college of arts and sciences had been firmly established and, because of the large numbers of students involved, had come to play an important role in the service rendered by the College to the state.

II.

The President of the College during this period of momentous changes was William Wade Haggard, who succeeded President Fisher in the fall of 1939. Dr. Haggard's experience had included teaching and administration in secondary schools and summer instruction and lecturing in Central Michigan State Teachers College, the University of Wisconsin and Purdue University. Before coming to Bellingham he had been in charge of a combined high school and junior college in Joliet, Illinois, with an enrollment of about 4,000 students. There were some changes in the composition of the Board of Trustees during the period. Two vacancies
occurred during the forties. By 1945 Dr. Kirkpatrick, who had continued to serve as chairman, had rounded out his quarter century on the board and Mr. Saunders had resigned, so that Governor Wallgren appointed two new members, that is, Violet Boede of Orcas Island and Joseph T. Pemberton of Bellingham. Branigan became chairman of the new board. In 1949 Mr. Burton A. Kingsbury of Bellingham was appointed to succeed Branigan as trustee and chairman; the next year Donald Eldridge of Mount Vernon was chosen to fill out the unexpired term of Mr. Pemberton; and in 1951 Harry A. Binzer of Bellingham replaced Mrs. Boede. In 1957 the number on the board was increased from three to five: Mr. Eldridge continued to serve; Mr. Pemberton was appointed for the second time and became chairman; and David G. Sprague of Seattle and Bernice M. Hall and Marshall Forrest — both of Bellingham — were named as new members.

The building program launched in the twenties and continued in the thirties was accelerated in the next decade. Seven years after the completion of the Physical Education Building — that is, in 1942, the Campus Elementary School opened its doors to students, and in the fall of 1947 the College was able by means of the handsome Men's Residence Hall (now called College Hall and used for other purposes) to provide for men the same sort of accommodation that had been available for women since 1921. At the same time a modern heating plant of attractive design came into operation. In the first post-war year additional housing facilities for women were provided through the acquisition of Senior Hall on Garden and Chestnut streets, and in 1946-47 16 buildings from the Federal Government's supply of war housing were acquired for the accommodation of married veteran students.

The fifth decade closed with two major projects in progress — the Auditorium-Music Building and the Arts Building. The latter, completed in 1950, provided full modern facilities for instruction in industrial arts and the fine arts. It housed a large general shop, laboratories for woodworking, metals, electricity, drawing, printing and photography. There were also offices, display and conference rooms, classrooms, and an ultra-modern studio gallery for exhibits, with specialized rooms adjoining for ceramics, design, drawing and oil painting. The other new building, which was ready for use in 1951, included an auditorium seating 1,200, facilities for the accommodation of 300 more, rooms for ensemble, chorus, band and orchestra work, individual practice rooms, a music library and offices. A pipe organ planned as a memorial to the students and alumni who lost their lives in World War I and II became a special feature of the auditorium. The memorial, which is installed near the right rear entrance to the inner lobby of the auditorium, reads as follows:

Western Washington College of Education
War Memorial
The Organ in This Auditorium
is Dedicated to the Memory of
the Students of this College
Who Gave Their Lives for Our
Country
1941-1945

The expansion of program, plant and faculty after 1933 and the inflation caused by war made increased appropriations from the Legislature necessary. In 1947 the College was supported for the first time by a biennial budget for more than a million dollars, the sum needed for salaries, wages and operations. The appropriation of $40,000 in 1895 and that of $33,500 in 1899 were in striking contrast to the $1,095,000 required by the College during the last two years of the forties.

Further acceleration of the building program occurred during the fifties. In 1955 Edens Hall North, in 1956 Highland Hall, and in 1959 the Viking Union were completed. Before Dr. Haggard retired in the latter year the construction of the William Wade Haggard Hall of Science was well under way.

III.

Meanwhile the role of the faculty in College affairs had become more important in curriculum, administration, and the government of the institution. To be sure, the faculty became considerably smaller during the war years, when 11 were granted leaves of absence for service in the armed forces or for civilian war work, and those who remained were mainly concerned with preserving the educational program that had been achieved by vigorous effort during the twenties and thirties. After V-J Day, however, some of those on leave returned, replacements were found for those who did not return, and new positions were filled, so that in the fiftieth year 93 men and women were hard at work on the most diversified program of instruction and administration that the institution had yet seen. Ten years later the number had grown to 150.

In the decade following the Golden Anniversary the College, in consequence of the evaluations made in 1952-53, maintained its status of accreditation by the Northwest Association of Secondary and Higher Schools, and by the American Association of Colleges for Teacher Education or the National Council for the Accreditation of Teacher Education. By 1953 Western had achieved a place on the list of approved colleges and universities of the American Association of University Women.

Committee work continued to demand a considerable share of the time and energies of the faculty. Soon after the coming of President Haggard a Public Relations Committee was appointed to enlarge an area of activity in which a Radio Committee was already engaged. In the fall of 1946 the parking of faculty automobiles on campus was considered to be a problem serious enough to warrant the appointment of a committee. In the years that followed the activities of this body were enormously increased and were to lead in the seventh decade to the creation of the administrative unit called “Safety and Security.” In the three years following the end of the war the Personnel Committee dedicated itself to the shaping of a program of student counseling, which was initiated in the fall of 1958 by the appointment of 30 faculty members to serve as advisers to all freshmen and transfer students. Two years later a program of Academic Counseling for sophomore and upper division students was instituted as an extension of the service rendered to freshmen and transfer students. These counseling programs were indicative of the deeply rooted Western tradition of concern for the student as an individual. Academic counseling was only one of the services rendered in increasing measure during the decade by the Dean of Students and his subordinates, the Psychological Services section of the Bureau of Research, and the faculty in general. It was therefore not an exaggeration to call Western a college with a heart as well as brains. In the early fifties the appointment of an extension committee was indicative of the College's increasing concern with adult education, which was to lead in the early sixties to the establishment of the Center for Continuing Studies.

The College chapter of the American Association of University Professors, which had been established in the
summer of 1939 on the occasion of the dismissal of President Fisher, became during the forties and after an active force for institutional change. The chapter soon devoted itself to studies of college government and administration and of salary policy. The results of its investigations in the latter field were turned over to the Faculty Forum, which in turn established a salary committee that worked with great effectiveness to secure salary adjustments in 1947.

The year 1947 was indeed for the College an *annis mirabilis* — the year in which the Legislature authorized the College to grant the degrees of Master of Education and Bachelor of Arts and appropriated for the faculty the largest salary increase in the history of the institution. This had been overdue for a long time. In 1946 the salaries of the faculty ranged from $1,888 to $3,997 with a median of $3,080 and an average of $3,061. Under the chairmanship of Edward J. Arntzen, the Faculty Forum Salary Committee drafted a set of proposals and authorized him and Dr. Hicks to present these to the faculties of the sister colleges at Ellensburg and Cheney. On March 22, 1946, the Bellingham representatives attended two meetings in Ellensburg. At the first of these the entire Ellensburg faculty and a representative from Cheney were present; they gave careful attention to the report and recommendations of the men from Bellingham and engaged in lively discussion. At an evening meeting attended by a committee from the Ellensburg Faculty and the representatives from Cheney and Bellingham, they agreed to re-write the Bellingham report as a joint report which would be presented to the Joint Boards of Trustees and Presidents at their March 30 meeting in Seattle. At this time the proposal was for a 13½ per cent increase plus a $100 yearly increment which would produce a total increase of $550 for each faculty member.

On March 29 representatives from the three colleges met in Seattle to discuss the revised report and to complete plans for the meeting with the joint boards the following day. The report was received very favorably by the nine trustees, all of whom were impressed with the urgency of the problem, which they agreed should be presented to the Governor at the earliest opportunity.

The work so promisingly begun was vigorously continued at all three institutions. By the end of the calendar year the Bellingham Salary Committee had raised its sights and recommended that the faculty be paid on a nine months’ basis — to parallel the practice at the University of Washington — and be compensated in addition for the Summer Session. This strategy to maximize salary increases was approved by the faculty so that the administration was requested to seek first a 36 per cent increase in regular salaries for nine months and then to request additional money for summer school teaching.

*Mirabile dictu* the strategy resulted in a glorious victory in the Legislature of 1947, which was celebrated in a genial banquet held in Edens Hall on March 17. To be sure, one of the trustees was so overcome and shocked by the size of the increase in faculty salaries that he lugubriously intoned during the period of speechifying a quotation from *Job*: “The Lord giveth and the Lord taketh away.” Such a discord, however, did not seriously jar the harmony of the evening nor lessen the disposition of the faculty to bless the Legislature for its generosity.

The year 1947 also turned out to be when the faculty settled a question that had aroused heated controversy over a period of 12 years, namely, the wearing of academic regalia by the faculty at Commencement. The issue could not be ignored after the institution began to award the degree of Bachelor of Arts in Education in the summer of 1933. By May, 1935, it had become a burning one. After prolonged debate a vote was taken in which the majority declared its opposition to caps and gowns. Five years later the question was raised again and occasioned even more prolonged and heated argument. Finally, at the meeting
of March, 1940, the faculty voted by secret ballot and again rejected caps and gowns. This time, however, the majority was smaller than the one of 1935. Hence the issue was not surprisingly resurrected in the second post-war year, and at last in February, 1947, another secret ballot committed the College to all of the pomp and circumstance of the traditional Commencement. Nothing like the graduation exercises of 1947 had previously been witnessed on the campus.

Faculty opposition to academic tradition continued, however, in another area, namely, the system of academic ranks. A certain pride was taken in the fact that all teaching members of the faculty except department chairmen were entitled instructors. Nevertheless the investigations and recommendations of the Salary Committee of the Faculty Forum which resulted in very gratifying salary increases demonstrated a close relationship between academic ranks and salary policy. Hence, two years after the famous victory in the Legislature of 1947 the faculty responded favorably to the proposals of the Faculty Forum that a salary policy and a system of academic ranks be instituted. The administration of the ranking system was left for the time being in the hands of the President, but the time was to come in the seventh decade when the faculty would undertake the delicate business of making decisions on the promotion and tenure of its own members.

In the meantime the ranking system put a premium on the acquisition of the Doctorate. Up to 1949 the number of those possessing this degree remained small. In 1933-34, which was the year following the granting of the first degrees of Bachelor of Arts in Education, only four of the 60 members of the faculty had acquired it—approximately 7 per cent. By 1939 a modest increase had occurred: nine doctorates in a faculty of 66 brought the percentage to nearly 14. During the year of the Golden Anniversary 16 doctorates in a faculty of 93 raised the percentage only slightly to about 17. After the establishment of the ranking system—that is, during the fifties—there was a marked acceleration. During the last year of Dr. Haggard's administration 55 doctorates in a faculty of 150 boosted the percentage to roughly 37.

The AAUP Chapter and the Forum also collaborated in the shaping of a proposal to secure more effective participation by the faculty in the formation of institutional policy. The basic idea of this proposal was stated as early as the faculty meeting of May, 1942, in which Mrs. Burnet, in discussing the role and functioning of faculty committees, suggested that "in a new scheme of things possibly one committee elected by the faculty could have as its function the consideration of special problems." Although her views met with general approval from her colleagues, the need for a committee elected by the faculty was not strongly felt at that time. Three years later there was a consensus among the faculty that some representative body was needed to improve communication with the President. Therefore the Chapter-Forum proposal, which provided for the election by the faculty of six members to serve with the President on a Faculty Advisory Council, was submitted to the faculty in the spring of 1945 and adopted.

Elections of council members were held before the end of the academic year, and the first meeting took place on July 5. Thereafter to the end of the fifties the council chairman presented reports of its deliberations and recommendations to the regular faculty meetings. In addition, the council with faculty authorization undertook the compilation, mimeographing, and distribution of a Faculty Handbook for new members, the first edition of which was published in July, 1946. It was in the council meeting of May, 1947, that initial plans were made for the celebration of the fiftieth anniversary of the college. In November, 1949, an important new committee was first suggested in a council meeting. This was the Long Range Planning Committee, which the council expected "to make studies of population prospects for 1962, the nature of the needs in terms of personnel, equipment, and buildings that would be
created by increased enrollment.” This suggestion was promptly acted on by the President, who announced the creation of the new committee under the chairmanship of Dr. Ross at the next faculty meeting. The responsibilities of this body were multiplied as the years passed and in the sixties required the establishment of the administrative office of Campus Planning.

The council also exercised effective leadership in the determination of institutional goals and their implementation. This leadership was of special importance when there was disagreement between the President and the Board of Trustees over these goals. In the late fifties a majority of the new board of five members, four of whom were appointed by Governor Albert Rosellini in 1957, were convinced that the College should reduce its commitment to teacher education and develop into an institution with major emphasis on the arts and sciences. There were even rumors that the board wanted Western to become “the Harvard of the West.” At this juncture neither the faculty nor the President were willing to liquidate or water down the professional function of the College. During the board’s first year of service the issue was joined over the promotion of Pat Atteberry, chairman of the Industrial Arts Department, to the rank of full professor. A majority of the trustees took the position that this department was peripheral and ancillary to the main function of the College and that no member of it should hold the highest academic rank. On May 7, 1958, a special faculty meeting was called by the President upon recommendation of the council to discuss the board’s opposition to the promotion of Dr. Atteberry. It was explained to the faculty by the President and the council chairman that the board’s views were altogether inconsistent with the principles set forth in the Faculty Handbook. After considerable discussion the faculty by 104 to 1 voted to approve a motion to “oppose the promotion of faculty members on the basis of disciplinary affiliation rather than on the basis of individual merit.” In the face of such monolithic resistance by the faculty the board acquiesced in the promotion of Dr. Atteberry, but four years later the same battle had to be fought again over the promotion of Ray Schwalm of Industrial Arts and Harold Palmer of Business Education, with a different President aligned as before with an all but unanimous faculty against a majority of trustees.

By this time, however, it had become clear that the faculty needed a larger, more representative, and more independent body to speak and act for it in dealings with the administration and the formulation of College policy. Hence the chapter of the AAUP in the late fifties directed its attention to this problem, drafted a proposal for the reorganization and enlargement of the council, and submitted it to the faculty for consideration. The outcome was a change in the spring of 1959 to the name “Faculty Council” (the term Advisory was deleted to indicate that the new body would not include the President as an ex-officio member), provision for the election of at-large members by the whole faculty and of area members by groups of related departments, and the creation of an executive committee to deal with the council’s agenda, grievances, and other matters.

Meanwhile, the Faculty Forum, which had played a dominant role in the institution of a salary policy in 1949, continued to serve as a critically important sounding board for the expression of faculty opinion during the whole period. To render the organization still more effective the forum in 1957 authorized a committee to draft a proposal for a new constitution. The committee in due time submitted a draft that provided for the liberalization of the rules for membership and other changes. This was accepted by the forum, with the result that a much larger proportion of the faculty became forum members than was the case during several years preceding 1957.

A major concern of the forum during the fifties was the development of a policy for sabbatical leaves of absence. By 1953 the forum had formulated a proposal,
submitted it to the faculty, and secured their approval. The Faculty Council supported the case for sabbaticals by inserting into the Faculty Handbooks of 1953, 1955 and 1957 a pointed reference to the forum's proposal and the faculty's approval, followed by the explanation that the administration had no provision in the salary budget for implementing it. At last, on December 10, 1959, the trustees adopted a policy for sabbaticals: such leaves of absence could be taken for one, two, or three quarters; no more than three quarters could be allowed for sabbatical during a seven-year period; no faculty member who was granted a sabbatical could accept full-time employment elsewhere; he was to return to Western for at least one full year of service to the institution after the expiration of the sabbatical; he was to receive one-half of his regular salary during his absence. All applications for sabbaticals were to be examined and approved by the Executive Committee of the Faculty Council. These provisions were modified by the board on June 14, 1963, by increasing the sabbatical payment to three-fourths of the regular salary and by requiring from each beneficiary of a sabbatical a summary of his endeavors while he was on leave.

While the faculty was becoming more active in the fields of professional welfare and institutional policy, the higher values of the intellect were not neglected. In April, 1942, the men of the faculty organized a Discussion Club. At the first meeting a paper on "Literature and War" was read and discussed. In taking all knowledge for its province the club ranged freely over many subjects, from the atom to the soul. Its meetings were vastly stimulating to its members and encouraged an interchange of ideas and a meeting of minds that influenced unobstrusively the philosophy and program the institution. Sad to say, after a history of more than 22 years, the club in December, 1964, held its last meeting, which was devoted to the presentation and discussion of a paper on "English Dialects and the Class System."

Also during the War Nora B. Cummins and Dr. Hicks initiated in cooperation with Radio Station KVOS a series of round table discussions on the general theme of "The War and the Peace." Participants included citizens of Bellingham as well as other members of the faculty, with Miss Cummins and Dr. Hicks alternating in the role of moderator. The aims of the series were to supply facts and generate thinking about the political, social, economic and ethical problems that arose from World War II and to consider the possibilities for the reordering of relations among the nations of the world during and after the processes of peace-making. "The War and the Peace" was also an illustration of the ways in which the College and the community might work together in a constructive fashion for the achievement of worthwhile ends and purposes. In all likelihood the program had some impact on public opinion in Whatcom County that led after October 24, 1945, to the establishment of a local chapter of the United Nations Association, which has supported for three decades the peacekeeping and humanitarian activities of the UN.

The College continued to support through the forties and fifties the Bellingham Civic Music Association, which Mr. Boson had promoted in the previous decade. Among the artists and groups that performed were Arthur Rubinstein, Fritz Kreisler, Issac Stern, Alexander Brailovsky, Mischa Elman, Jussi Bjoerling, Joseph and Rosina Lhevinne, the Vancouver, San Francisco and Minneapolis symphony orchestras, Dorothy Waranskjold, Sylvia and Benno Rabinof, Lubuschtz and Nemenoff, Benno Moiseiwitsch, William Warfield, Ferrante and Teicher, the Eger Ensemble, Jakob Gimpel, the Loewenguth String Quartet and Fredell Lack.

During the late forties and in the fifties a professional touring group called the Civic Drama Guild, comparable with the Moroni Olsen Players of the twenties, gave on or off the campus excellent productions of such plays as *The Heiress*, *Jenny Kissed Me*, *Be Your Age*, *Mr. Roberts*, *The Fourposter*, *The Letter*, *Staalag II* and *All My Sons.*
The cooperation between the College and the local community in the field of drama was also maintained in such productions of the Bellingham Theatre Guild as *The Cenci*, *Winterset*, *An Enemy of the People*, *Jane Eyre*, *Outward Bound*, *My Sister Eileen*, *Room Service*, *The Petrified Forest*, *The Male Animal*, *Come Back, Little Sheba*, and *The Children's Hour*.

The Students' Artist and Lecture Series continued in the forties and fifties to bring gifted performers and stimulating speakers to assemblies attended by both students and faculty.4

The Art Department developed through the period its program for the public display by distinguished American and other artists in the Studio Gallery, including an exhibition from the Robinson Galleries in New York City of sculpture in limited editions by 11 artists; original prints by 41 artists; sculpture by V. Claflin Pratt and Dudley Pratt; a collection of water colors, pencil drawings, block prints and sun etchings by Elizabeth Colborne; water colors by Vanessa Helder; 50 prints by 50 American artists, assembled by the American National Committee of Engraving; original etchings and drawings by Helen A. Loggie of Bellingham; water colors by Annette Edens, also of Bellingham; etchings and drawings by Kerr Eby; paintings by H. B. Schletter, a southern artist; paintings by the faculty of the Art Department — Hazel Breakey, Hazel Plympton, Ruth Kelsey and Miriam Peck; display of etchings and prints by American Graphic Artists; ceramics by Louis Mideke of Bellingham; paintings by Carol Batdorf and Jane Hamilton Hovde of Bellingham; a collection of Japanese pottery; oil paintings by Harold Wahl of Bellingham; Japanese paintings of the Toyahama Lower Secondary School, sent to Dr. Alan Ross in appreciation of his professional services to the schools of Japan in 1952; Folk Art of Japan displayed in connection with a conference of the Washington Art Association held in Bellingham; 16 wood carvings by J. Goethe; 20 paintings by Jane Hamilton Hovde, the outcome of a sojourn in Italy, sponsored by the Bellingham Creative Arts group

of the Association of University Women; Mexican Art Show staged by Ruth Kelsey, and several exhibits by the Bellingham Art League.

In the fall quarter of 1949 Laurence W. Brewster of the Speech Department launched a radio program of readings entitled "Poets and Poetry" by a member of the English Department, which was continued with two intermissions until the summer of 1961.

Many of the faculty were drawn into the activities occasioned by the celebration of the 50th academic year of the College, that is, 1948-49. A Golden Anniversary Committee, chaired by Nora B. Cummins of the Social Studies Department, undertook the tasks of planning, supervision and cooperation with alumni, students and community leaders. During the year a history of the College entitled The First Fifty Years was produced by a sub-committee chaired by Dr. Hicks and published as a College Bulletin. Mr. Hoppe was persuaded to write a dramatic revue called Calvalcade of Years, which ended with a song especially composed for the occasion by Dr. Bernard Regler. This was skillfully directed by Dr. Brewster and was performed before a warmly enthusiastic audience on the evening of May 20, 1949. The celebration came to a climax the next evening with a gala dinner in the Crystal Ballroom of the Leopold Hotel, which was attended by students, alumni, faculty and friends of the College. The highlights of this affair were the appearance and remarks of Mr. Fisher — the only surviving ex-President — and Dr. Haggard's address on the future of the College. The College Catalog at the end of the anniversary year for the ensuing year 1949-50 was entitled the “Golden Anniversary Catalog” and had an appropriately glittering cover.

IV.

Variations in the size and structure of the student body were more marked in the forties and fifties than in any other period in the history of the institution. The effect of World War II on the student body was almost immediately apparent. There were moderate decreases between 1939 and 1941, but thereafter the enrollment fell steeply to 197 in the spring quarter of 1944 — a figure below that for the opening first semester that began in September, 1899 — and to 597 for 1943-44, the lowest annual total since 1911-12. The main factor in this decline was the induction of 815 students, including a number of women, into the armed forces. This was almost seven times the figure of those who were in uniform during World War I. The number of casualties was proportionately even higher, since 38 students of the College died in the service of their country during the forties. In the last war the downward trend of enrollment was reversed, and after V-J Day there was a rapid increase which brought the total in 1947-48 to 1,996, the largest enrollment in the history of the institution except for the three years from 1923 to 1926. The trend continued into the Golden Anniversary year, during which 2,275 students were enrolled, exclusive of correspondence and extension students.

The pre-war trends toward increase in the proportion of upper division students and of men were reversed by the war, which reduced the number of students engaged in preparation for teaching and drew a large majority of the men into the armed forces. After the war another reversal took place which reduced the preceding disproportion between the numbers of underclassmen and upperclassmen and gave the men a majority for the first time. The latter result was brought about chiefly by the influx of veteran beneficiaries of the so-called “G. I. Bill.”

The presence on the campus of many students with military experience who were beneficiaries of the G. I. Bill generated interest in the organization called World University Service, which was established after the war to collect funds to support needy students in countries ravaged by the conflict. Student activities in behalf of WUS became an annual affair in the post-war years and included the presentation of programs or “happenings”
for entertainment in which faculty members as well as students were participants, sales of food and other commodities, direct appeals for financial contributions, and ebullitions of humor and high spirits that used to be called “high jinks”. The zeal, energy and generosity shown by students in this enterprise were highly creditable and undoubtedly strengthened the awareness of community, not only with each other but also with students in other lands.

Student enrollment in the fifties was less subject to fluctuation than during the forties. Increases during the first two years of the decade brought the annual total up to 2,708. In 1951-52, after the outbreak of the Korean police action, the enrollment dipped to 2,345 and did not reach a figure higher than that of 1950-51 until 1953-54. After that year increases occurred year after year until 1958-59, which established a new high, that is, 4,505. (This figure, unlike the enrollment totals previously reported in this history, does not exclude duplicate names from the Summer Session.) During the fifties there was a corresponding increase in the number of degrees awarded — from 197 in 1948-49 to 503 in 1958-59. A breakdown of these figures shows an increase from 166 degrees of Bachelor of Arts in Education to 370, from two degrees of Master of Education to 41, and from 29 degrees of Bachelor of Arts (involving the Arts and Sciences Curriculum) to 92. By the end of the decade the College from 1945 on had experienced the longest period of sustained growth and progress in its first 60 years.

During the forties and fifties student organizations flourished as they had before the war. To be sure, there were losses as well as gains. Among the former may be reckoned the demise in the middle forties of the literary clubs which had been so prominent in the life of the school in the early period. Vanadis Bragi, which had been reorganized in 1933, suffered a decline in interest and membership, so that by war's end there was no sign or vestige of a literary club on the campus. Aside from campus journalism, literary activity was confined to a quarterly mimeographed publication, The Writer, supervised by James O'Brien and Moyle Cederstrom of the English Department. In the fifties a new literary group called the Critics Club appeared under the sponsorship of Albert Van Aver.

To compensate for the losses of the war period, there was a remarkable development of religious groups during the forties. In 1939 the College Christian Fellowship made its appearance and began to hold regular and frequent meetings for devotion and Bible study. In 1947-48 a broader program of campus religious activity was worked out in cooperation with the Bellingham Council of Churches, whose representative, Sybil Tucker, devoted a part of her time to consultation with students on religious problems. By the end of the school year a United Student Christian Council had been set up both to coordinate the activities of denominational groups such as the Wesley Club, the Canterbury Club and the Westminster Fellowship and to carry on a program of religious fellowship, devotion and service for the benefit of all interested students. In the early fifties a center at 530 North Garden was organized for a more systematic program called the United Student Christian Foundation. At this location the USCF and its successor entitled the Campus Christian Ministry carried on broadly interdenominational work through the sixties and into the seventies, when a new facility near Highland Drive was constructed. Another religious group called the Intervarsity Christian Fellowship, avowedly non-denominational, became active in the fifties.

New clubs inspired by professional departmental interests sprang up after 1939. Future teachers found another outlet in the Association of Childhood Education. Other groups concerned with teaching were the Educational Forum, Kappa Delta Pi and Future Teachers of America. New art and home economics groups appeared under the names of Paletteers and Colheconomists. Other departmental interests were represented by
the Philosophy-Psychology Club, the Press Club, the Camera Club, the Social Science Study and Action Club, the Science Club, Der Deutsche Studentenverein, the Industrial Arts Club, and an honorary for industrial arts students called Epsilon Pi Tau.

Some distinctive additions to the class of social clubs and activities were made during the war and post-war years. In 1940 was held the first Publications Prom, which under the management of the staffs of the College paper and the annual became the most elaborate social affair of the college year. In the first post-war year a veterans club, the Manca, made its appearance along with an organization of Veteran Students’ Wives. Another veterans club appeared later under the name of the Wesvets. A small, non-gregarious group launched the Chess Club. In the later forties the Off-Campus Women were organized. About the same time a co-educational club called the Helmsmen was founded with the aim of stimulating school spirit.

The sports activities of clubs continued into the forties and fifties. In 1941-42 the Women’s Athletic Association became the Women’s Recreation Association and under the new name developed further its program of diversified activity. Of similar purpose was the Rheba D. Nickerson Club. Swimming aficionadas called the Blue Barnacles began to give public exhibitions of their grace and skill. Dancing of various kinds was cultivated by Square and Circle and Orchesis. The male students formed their own Health, Physical Education, and Recreation Club.

While debate and oratory remained in abeyance during the forties, these activities were revived in the fifties and gave the impetus for the formation of two clubs called Phi Lambda Theta and Pi Kappa Delta. In the forties the neglect of forensics was in some measure compensated by the development of radio programs originating in the College studio. These furnished the stimulus for the organization of the Radio Club. Dramatic activity was maintained during the war, expanded afterwards and furnished the motivation for the formation of the clubs called Thespians and Theta Delta Phi. Mr. Hoppe continued the penthouse style of production that he had introduced in 1935-36 in performances of Petticoat Fever, You Can’t Take It With You, Bachelor Born, George Washington Slept Here, The Male Animal, Brief Music, Junior Miss, Blithe Spirit, and Dear Ruth. In 1943-44 a Minstrel Show featuring a burlesque version of Uncle Tom’s Cabin gave the student body, largely feminine, a tonic experience of hilarity which was very welcome in that gloomy time. Other productions, some of which were directed by Laurence Brewster or William Gregory after Mr. Hoppe’s retirement in 1952, were Our Town, Prologue to Glory, The Barretts, The Corn is Green, The Skin of Our Teeth, She Stoops to Conquer, I Remember Mama, The Hasty Heart, High Tor, Liliom, Boy Meets Girl, The Happy Hypochondriack (Moliere’s Le Malade Imaginaire), The Merchant of Venice, The Torch-Bearers, The Devil’s Disciple, The Father, the Jean Anouilh version of Antigone, Under the Gaslight, Dark of the Moon, Macbeth, and three productions of drama with music — Dido and Aeneas, Trial by Jury and Of Thee I Sing.

The war caused a drastic reduction in musical activities on the campus. Decline in enrollment forced the dissolution of the College Orchestra, but after the war its place was taken by the Bellingham Civic Symphony Orchestra, directed by Frank D’Andrea and composed of players from the local community and the College. Within a few years the Civic Symphony built up a repertory of standard orchestral works. A String Orchestra was also formed. In the fall of 1947 Don C. Walter, a band specialist, revived the College Band and thereafter made it an important factor in campus life.

The program of choral music was expanded after the war. With increased enrollment, Mr. Regier was able to build up a diversified program of choral activities, including not only a large Concert Choir (which performed in many communities outside Bellingham while on tour), but also a Male Quartet and a group of mixed
voices called the Voc collegians. At the same time Miss Mira Booth developed a Nonette of women's voices that was heard in many programs. Other vocal groups appeared under such names as Viking Choraleers, Men's Glee Club, and the Vikordettes.

Athletics, like music, suffered a decline because of the war. Football was suspended from 1943 to 1945, but in 1946 practice was resumed and a regular schedule of games carried through. After the war interest in track, basketball, baseball, golf, tennis and swimming was revived on the campus, and intercollegiate competition was lively. Mr. Lappenbusch resumed his role of football coach, which he had so brilliantly sustained before the war, and C. W. McDonald loomed large on the campus scene in 1946 as both dean of men and basketball coach. College golf teams trained by S. E. Carver won the championship 11 times between 1937 and 1949 in a league of five schools, and College tennis teams more than held their own among their competitors in the Evergreen League — the successor in 1947 of the old Winko League. Skiing first appeared in 1949 on campus as an intercollegiate team sport. Intercollegiate sport did not prevent the development of an active program of intramural sports activity, which became in the course of time not strictly intramural when it became competitive with a similar program at the University of British Columbia.

Campus publications continued to reflect the ongoing concerns and activities of the academic community. Mrs. Burnet, already adviser to The Collegian, was in the forties given general responsibility for the supervision of student publications, including Klipsun and The Navigator. She was succeeded in the early fifties by Melvin A. Allan, who as a student in the thirties had edited The Northwest Viking. After Mr. Allan became Appointment Secretary, James H. Bliss was given the assignment of Director of Student Publications.

Thus the broad pattern of institutional experience in the fifth and sixth decades repeated with variations that of the first four. The student population fell and rose and fell as before, although the period ended with a second upward curve on the graph of enrollment. World War II had disruptive effects even more serious than those of World War I and the Great Depression, but the College met this third ordeal with the same resiliency as before and immediately after the end of hostilities resumed the role of educational pioneering. Fourteen years later the institution had formulated a four-year curriculum for teachers in the secondary schools, developed a fifth year of preparation for teaching at both elementary and secondary levels, greatly expanded its offerings in the four-year course in the arts and sciences, and refined and enlarged the graduate curriculum in education. With a mounting and increasingly diversified enrollment, the College in 1959 was at the threshold of a period that brought even greater and more dramatic changes than those which had occurred since 1939.
THE FACULTY OF 1948-49


The college band, under the direction of Don C. Walter, and the choir, directed by Bernard Regier, were examples of increased musical activity during the fifties.