IFTY YEARS IS not a long period in the history of an educational institution, but it is long enough to bring about great changes, especially if the period be a highly dynamic one, such as the first half of the Twentieth Century. In preceding pages I have traced the more important trends in the growth of Western Washington College of Education and their relationship to educational and other developments in the state, the nation and the world. From very modest beginnings as a normal school—a single small building, a handful of teachers, a few hundred students, and a program combining secondary education with limited professional training—the institution grew and expanded so that by 1949 it had eight large and well-equipped buildings as well as several smaller structures, employed a faculty of nearly a hundred, and provided a diversified program of general and professional education for nearly two thousand students. It has shared in the progress that has transformed the State of Washington from a rough, sparsely populated, underdeveloped frontier community with low educational standards to a rich, partially industrialized commonwealth with one of the most advanced school systems in the nation. In the development of professional standards the College has been more than a sharer in progress; it has provided a goodly portion of the leadership that has been mainly responsible for the great educational gains of the last 50 years.

In this institutional history dozens of administrators, hundreds of faculty members, and thousands of students have had roles of greater or lesser importance. Many individuals have already been mentioned, but it would be impossible within the scope of this brochure even to enumerate all of the others who have served faithfully and well. Even so, it is fitting and proper in this retrospect to summarize the work of those who have devoted the best years of their lives to the institution. Presidents have come and gone, but the faculty has remained to insure continuity in the development of the educational program. In fact, several faculty members, including one still in harness, have served under all five administrations.
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Of prime importance in the program of professional education has been the work of the Department of Student Teaching, otherwise known as the Training School, the Campus School, the Training Department, or the model School. Of those who have held the position of superintendent or director special mention should be made of Henrietta J. Tromanhauser and Almina George during the early years, Gertrude Earhart, Mary E. Rich, who rounded out her career by planning and designing with her associates the modern Campus Elementary School building, Dr. Grim, who was especially active in the development of a program for the Junior High School which was organized in 1937, and Raymond F. Hawk. Among the hundred and more teachers who have served at various times in the Training School, special credit is due to Miss Montgomery, Edna Horner (later Mrs. Samson), Maude E. Drake, Rose Baxter and Lucy S. Norton, who were prominent in the first 25 years; Orpha MacPherson for her contribution to the program of rural education during the middle period; and Bertha Crawford, Belle Wallace, Mildred V. Moffatt, Eleanor Osburn, Priscilla Kinsman, Marjorie E. Dawson (later Mrs. Arntzen), Pearl Merriman, Anna J. Beiswenger, Emma Erickson, Ruth Van Pelt, E. Wilma Trent (later Mrs. Knaak), Elsie Wendling, Irene Elliott, Katherine Casanova, Evelyn Odom, Synva Nicol, Edna Channer, Vivian Johnson, Leslie Hunt, and Jean Wagner (later Mrs. Shepherd) in the last three decades.

Closely related in function to the Department of Student Teaching has been that of the Department of Education and Psychology. The pioneers in this field were Dr. Mathes, Washington Wilson and Dr. Deerwester. Among those who made valuable contributions in the field of rural education were Thomas E. Hulse, Delia L. Keeler and Edward Julius Klemme. Of special prominence after 1917 were Dr. Miller, who served as chairman for 25 years, Mr. Kibbe, Mr. Marquis, C. C. Upshall, who developed the Bureau of Research in the thirties, Paul Woodring, a specialist in psychology, J. Alan Ross, and Irwin A. Hammer, who as first chairman of the Graduate Council, was mainly responsible for launching the program of graduate study.

A background of general culture has from the beginning loomed large in the institution’s curriculum of teacher preparation. Working in the field of English have been Mittie U. Myers, Miss Sperry, Olive Edens, who by the general consent of her students was a truly inspired and inspiring teacher, Mrs. Burnet, Herbert E. Fowler, Lucy Kangley, Dr. Hicks, Dr. Cederstrom and Albert Van Aver. Classical and modern foreign languages have been taught by Edward N. Stone, Mary L. Jensen, Helen Beardsley and Anna M. Ullin. In the field of speech Frances S. Hayes, Miss Madden, Jack C. Cotton and Mr. Hoppe have made important contributions. Prominent in music have been Mabel M. Moore, Mrs. Thatcher, Mme. Davenport-Engberg, Mr. Williams, Harrison T. Raymond, Mr. Smith, Grace E. Moore (later Mrs. Kraus), Edith R. Strange, Paul Lustereram, Mr. Bushell, Mr. Boson, Miss Booth, Nan Dybdahl Wiik, Dr. D’Andrea and Bernard Regier. The arts, both fine and applied, have been cultivated by Miss Hogle, Lulu B. Dawson, Marie Carey Druse, Marguerite Landis (later Mrs. Stuart), Hazel Breakey, Hazel Plympton, John Rindal, Lyman D. Bissell, W. M. Heckmann, Mr. Ruckmick, R. D. Wilson, Charlotte B. Richardson, Charles M. Rice and Henry S. Hurd. The social studies, including history and geography, have been the provinces of Dr. Mathes, Jacob N. Bowman, Dean Bever, Miss Cummins, Thomas F. Hunt, Mr. Arntzen and Pelagius Williams. Outstanding in science have been Mr. Epy, Alexander P. Romine, William L. Moodie, Mr.Philippi, Dr. Herre, Leona Sundquist, Miss Rosene, Florence D. Johnson (later Mrs. Kirkpatrick), Ruth E. Platt and Fred W. Knapman. The four chief figures in mathematics have been Mr. Forrest, Miss Baker, Dr. Bond and Stewart A. Johnston.

Several departments have contributed to the education program by the development of certain practical skills. The art of penmanship or handwriting has been identified with W. J. Rice and Georgie P. Gragg. The pioneer work in home economics was done before 1915.
by Minerva Lawrence; since then Gertrude Longley and Linda Countryman have worked devotedly in this field. Instruction in typewriting, shorthand and office practice and also a great deal of clerical service have been offered under the direction of May Lovegren Bettman. Health and physical education have been the responsibilities of Tallulah Le Conte, Mabel Sheafer, Mr. Carver, Kathleen Skalley, Miss Weythman, Mildred Jewell and Mr. Lappenbusch.

The role of the library in the process of education has been of the highest importance throughout. For four decades and more Miss Wilson's zeal, drive and vision were mainly instrumental in the development of an increasingly effective library program, which received signal recognition in the late thirties when the Carnegie Foundation made a generous grant of funds to the College for book purchases. Prominent among other library workers have been Miss George, cataloguer; Myrtle Funkhouser and Herbert R. Hearsey, reference librarians; Miriam B. Snow, librarian of children's literature; Pearl Reese, secretary; and Mildred Herrick, the present head librarian.

A good deal of quasi-administrative activity by certain faculty members has been carried on through the years in furtherance of the educational objectives of the institution. The intricate details of programming and scheduling students were at first handled by faculty committees on advanced, secondary and elementary courses respectively, the chairmen of which were for the most part Mr. Eply, Dr. Bond, Dr. Deerwester and Mr. Bever. In the first year of Mr. Fisher's administration the responsibility for this work together with the record-keeping function of the Registrar was turned over to Mr. Bever, along with the title of dean. With the increase in enrollment and the diversification of function that occurred in the forties it was found necessary to make a new division of the work, which was shared by Dr. Kuder as coordinator of instruction and by Donald A. Ferris as registrar. Of closely related character was the personnel and guidance function, which in the first four decades was largely entrusted to the dean of women and the dean of men. Among the deans of women have been Nellie A. Gray, Exean Woodward, Adele J. Jones, Florence Johnson and Lorraine Powers. Besides Mr. Marquis, the first dean of men, there have been Loye A. McGee, Mr. Carver and C. W. "Bill" McDonald. Two deans and Dr. Kuder as director of Student Personnel occupied adjacent quarters and worked in close cooperation. Among the other administrative activities that have contributed to the efficient functioning of the institution have been those of the nurse, extension supervisor, appointment secretary, secretary to the President, accountant, and financial secretary, which have been identified in the later decades with May Mead, Mrs. Bettman, Miss Hopper, Ethel Church, Miss McKinnon and Mr. Buchanan, respectively.

Not to be overlooked among those who have rendered valuable and faithful service to the College are Ida Powell, matron of Edens Hall; John A. Lemack, fireman; J. H. Kanall, engineer; George W. Speery, superintendent of buildings and grounds; Michael Hendershot, gardener; George A. Dack, head gardener; M. J. Grady, chief janitor; Wayne C. Ensign, custodian of buildings, and Kasper Aagaard, carpenter.

II.

Encouraging as the foregoing summary of past achievement might be considered, however, it does not justify complacency or any disposition to rest on one's oars. The tasks of the present and the immediate future are indeed challenging, not to speak of those suggested by a longer perspective. With the remarkable increase in wealth and population occasioned by the late war, the State of Washington has an accumulation of educational needs that have yet to be satisfied. The greatest of these undoubtedly is for teachers in the elementary schools. Simultaneously professional standards are being raised, so that the demand for graduate work is increasing. Similar pressures are to be found in the areas of general college and junior college work. All of these needs are
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quantitative, but analysis cannot stop with them. There is surely room for improvement in the quality of the higher education that is made available to the people of the state. To attain this purpose and to meet the other pressing demands of the time the College will need to manifest anew the pioneering, experimental spirit that has characterized its past.

FROM 1974

I.

The third quarter century of Western’s history has brought even more and greater changes than those that occurred during the first half century. By 1949 the institution, starting from scratch, had eight large and well-equipped buildings as well as several smaller structures, employed a faculty of nearly a hundred and provided a diversified program of general and professional education for nearly 2,000 students. It had shared in the progress that had transformed the state from a sparsely populated, underdeveloped frontier community with low educational standards to a rich, partially industrialized commonwealth with one of the most advanced school systems in the nation. It had been more than a sharer of progress in the development of professional standards: it had provided a goodly portion of the leadership that had been mainly responsible for the great educational gains of the preceding years.

By 1974 the college of education has become a state college with a complex of functions and a variety of programs. Those who have read the section entitled “State College” need little reminder of the growth of physical plant, faculty, and student body, the establishment of many new departments and three “cluster colleges,” the appearance on campus of many new administrative offices with their staffs, the emergence of new problems in college government, and the proliferation of new interests and activities among the students.

Since 1949 the faculty has become increasingly heterogeneous and mobile. The proportionate number of new members to their older colleagues has grown year by year because of appointment to new positions and also to a considerable extent because of the increasing number of vacancies. Partly in consequence of sheer numbers, but mainly as a result of increased specialization among the faculty there is less opportunity available to the individual faculty member to communicate with his fellow scholars and to participate in college government and the shaping of institutional policy. The role of the Faculty Meeting as one of the two forums for all of the faculty to discuss and debate matters of College policy became more and more a kind of convocation in which the President with some assistance from other administrators purveyed information that would not be readily available otherwise — information that most faculty members were ill-equipped to discuss or debate. The other forum entitled the Faculty Forum, which also served as the College unit of the Washington Education Association, was dissolved, and the Faculty Council Forum was substituted under the auspices of the Faculty Council.

As an appendage to the council the new body has not functioned with the effectiveness of the Faculty Forum. The elimination of the Faculty Forum also brought about the virtual elimination of the WEA unit on the campus. Because of these developments the individual member of the faculty must depend largely upon the Faculty Council and the College Senate for the representation and expression of his views. Thus has the participatory democracy of the New England Town Meeting virtually vanished from the scene of the campus. The change can be summed up and symbolized by the shift of meeting place for the Faculty Meeting and the Faculty Forum from the Blue Room of Edens Hall or the Campus School Auditorium to Lectures Halls 4 or 3.

Even though there has been less opportunity to
distinguish oneself in an institution as large as Western after the Great Divide and during the steadily shortening periods of service which have scattered many of the faculty far and wide, a goodly percentage of the old faculty and many highly gifted new members who entered the ranks after 1949 have made important contributions to the institution.

Many of the old and the new faculty and staff members have already been mentioned. Of the old, a considerable number continued to serve for shorter or longer periods after the Golden Anniversary. Among these were Dr. Hawk, Miss Kinsman, Miss Merriman, Miss Elliott, Miss Casanova, Miss Odom, Miss Nicol, Miss Channer, Miss Vivian Johnson, Miss Leslie Hunt, Mrs. Shephard, Dr. Woodring, Dr. J. Alan Ross, Dr. Hammer, Mrs. Burnet, Dr. Kangley, Dr. Hicks, Dr. Cederstrom, Dr. Van Aver, Miss Ullin, Mr. Hoppe, Miss Strange, Mr. Lusterman, Miss Booth, Mrs. Wiik, Dr. D’Andrea, Mr. (now Dr.) Regier, Miss Breakey, Miss Plympton, Mr. (now Dr.) Rice, Miss Cummins, Thomas F. Hunt, Mr. Arntzen, Miss Sundquist, Mrs. Kirkpatrick, Miss Platt, Mr. (now Dr.) Knapman, Dr. Johnston, Miss Gragg, Miss Countryman, Mrs. Bettman, Mr. Carver, Miss Weythman (now Mrs. Van Wickle), Mr. Lappenbusch, Mr. Hearsey, Miss Snow (later Mrs. Mathes), Miss Reese, Miss Herrick, Dr. Kuder, Mr. Sperry, Mr. Ensign and Mr. Aagaard.

In the listing of the faculty for 1942-43 (in the Catalog for 1943-44) appeared for the first time the title emeritus in recognition of long and honorable service to the institution. Only one individual, namely, Irving E. Miller, was so listed. Of course faculty members had retired before Dr. Miller took this step, but the Board of Trustees did not formulate rules and regulations for retirement until March 19, 1941. At the meeting of that date, 67 was the age fixed for mandatory retirement from the year 1945 and thereafter. A schedule was adopted specifying 70 as the mandatory retirement age for 1942, 69 for 1943, and 68 for 1944. Re-employment of any retired administrator, faculty member, or other employee was permitted, however, “upon such terms and under such conditions as agreed upon by all parties concerned.” In spite of this concession, nevertheless, retirement or emeritus status came to mean the termination of a faculty member’s full participation in the activities of the College. By 1959-60 the list had grown to 11, including Dr. Haggard, president emeritus of the College. By 1972-73 the 34 emeriti listed include 25 of those who continued to serve the institution after the Golden Anniversary. Two of the latter — Leslie Hunt and Albert Van Aver died in harness; death has also claimed seven others, who bore the beloved names of Burnet, Kangley, Ullin, Hoppe, T. F. Hunt, Arntzen, Bettman and Carver.

Of the new faculty who have come to Western since the late forties, their very numbers preclude the possibility of doing justice to them and their contributions to the development of the College. Bearnice Skeen and Elsie Gregory rendered yeoman service to the program of student teaching and the work of the Campus School. After the establishment of psychology as a department separate from education, there was a merger of education with the Department of Student Teaching under the name of the Department of Professional Education. Later the adjective was dropped, and the Department of Education developed new programs for both the theory and practice of teaching to meet the rapidly changing needs of the common schools of the state. Effective leadership in fulfilling these tasks was forthcoming from Vernon F. Haubrich, Ralph Thompson and Elden A. Bond, as well as the incumbent Herbert Hite. Meanwhile J. Alan Ross, who had joined the faculty in 1942, had to deal with an increasing demand of graduates for the degree of Master of Education, while in the early sixties he was obliged to undertake the responsibility of leadership in the development of the degrees of Master of Arts and Master of Science. Eventually he was given the title of dean of Graduate Studies and of the Summer Sessions. Finally he was relieved of the latter responsibility and achieved the status of dean of the Graduate School.
In the Arts and Sciences the College has greatly amplified its offerings for the benefit of those wishing to prepare themselves for careers other than teaching and also for students in Teacher Education. After serving as chairman of the English Department for 29 years, Dr. Hicks was succeeded in this office by Edwin R. Clapp, Robert D. Brown, James H. O'Brien (acting chairman), and Robert F. McDonnell. George Becker will take the helm in the absence of Dr. McDonnell during the Anniversary Year. After the retirement of Miss Ullin in the early fifties, the Department of Foreign Languages was first chaired by Eleanor King and then by Walter L. Robinson. The Department of Speech has expanded greatly since the Golden Anniversary, and after the retirement of the beloved Victor H. Hoppe in the early fifties, Sene R. Carlile, Dr. Brewster and Arthur L. Solomon were in turn called to the leadership of the department. Dr. D'Andrea remained chairman of the Music Department well into the sixties and was succeeded by Charles M. North and Philip Ager. The Art Department thrived under the leadership of Miss Plympton until her retirement in 1962 and carried on thereafter with Homer A. Weiner and David F. Marsh. A great development of the Industrial Arts program occurred after the completion of the Arts Building under the leadership of Dr. Rice, P. H. Atteberry and Sam R. Porter, under whose chairmanship the name of the department was changed to Technology, which was considered more aptly descriptive of the scope of the program than the old one.

Mr. Arntzen continued to administer the complex Department of Social Studies until 1960, when a process of fission began. Chairmen for the new departments were appointed as follows: Keith A. Murray for History; Erwin S. Mayer for Economics, Business, and Government; Howard J. Critchfield for Geography; Herbert C. Taylor, Jr., for Sociology-Anthropology; and Manfred Vernon for Political Science. The separation of psychology from education made possible the linkage for curricular purposes of this new department with that of Sociology-Anthropology as Behavioral Sciences. Charles W. Harwood became the first chairman of the Department of Psychology.

The so-called “hard sciences” — to distinguish them from Social and Behavioral Sciences — until 1960 constituted the one Department of Science. At first physics and chemistry were united in one department under the chairmanship of Fred W. Knapman. Later the process of fission was repeated with the appointment of Raymond R. McLeod as chairman of physics and of Andrew J. Frank as chairman of chemistry. In the meantime geology had been given the status of a single department with the appointment of Robert Cristman as chairman. He was succeeded by Don J. Easterbrook. Miss Sundquist, who eventually was honored with the rank of Distinguished Service Professor of the College, retained part of her responsibility to the old Department of Science by serving as the first chairman of the Department of Biology. After her retirement in the early sixties Alfred Carter Broad became her successor. Mathematics, a discipline of the highest importance for the “hard sciences,” came under the chairmanship of Harvey M. Gelder after the departure of Dr. Johnston. In the early sixties Dr. Gelder resigned his chairmanship and was succeeded by Joseph Hashisaki. Closely related to mathematics is the work of the Computer Center under the direction of Robert E. Holz, who has recently been succeeded by Melvin Davidson. With the advent of President Jarrett in 1959 a Department of Philosophy was established with the President himself as chairman. In 1962 Stanley Daugert succeeded Dr. Jarrett in the chairmanship.

Those departments dedicated to the development of practical skills have not been neglected, although no one on the faculty has taught the art of penmanship or

\[11\] In the spring of 1965 at a meeting of the Pacific Northwest Historical Conference, Dr. Murray received an Award of Merit.
handwriting since the retirement of Miss Gragg. The Department of Home Economics has expanded its program, staff and physical facilities under the vigorous leadership of Dorothy E. A. Ramsland. The courses in typewriting, shorthand and office practice offered on a small scale by Mrs. Bettman for many years have been expanded into a curriculum of Business Education in the Department of Economics and Business by Harold G. Palmer since his arrival in 1956. The two departments of Men's and Women's Physical Education, with programs in athletics, health education and recreation, necessarily were in close collaboration with each other. The Men's Department was chaired in the fifties and the early sixties by Raymond A. Ciszek, who was succeeded by William A. Tomaras. The Women's Department, after the retirement of Miss Weythman, was chaired by Margaret Aitken. In the seventies, after a good deal of controversy, the two departments became one with Dr. Aitken as chairman.

The role of the library has become even more important than it was in 1949 because of the development of graduate work and the increasingly diversified needs of a rapidly growing student body. Howard F. McGaw succeeded Miss Herrick as director of the library in 1963 and saw the library through its first period of growing pains in the building of an addition to the original Romanesque structure completed in 1928. In the seventies, after W. Robert Lawyer had succeeded Dr. McGaw as director, another and larger addition was constructed. Mr. Hearsay by this time was associate director, and Raymond G. McInnis, who joined the staff in 1965, was head reference librarian. Mrs. Mathes (formerly Miriam Snow) and Dr. McGaw were in the late sixties transferred to the Education Department to teach courses in library science.

The increase in the number of administrators with their specialized functions has been discussed in the chapter entitled "State College." Mr. Ferris remained as registrar through the fifties, but in the early sixties he became the coordinator of space and schedules, then coordinator of instructional programs in the Department of Education, and is now in charge of Teacher Advise­ment and Certification. His successor as registrar was William J. O'Neil, who had previously served as assistant registrar and admissions officer. The latter position was held by Eugene Omey, who later became registrar, when O'Neil was appointed assistant to the vice president for academic affairs. The functions of coordinator of instruction that were performed by Dr. Kuder in the late forties were merged with those of dean of students, and the earlier title was dropped. Dr. Kuder remained in the latter office until the late sixties and was succeeded by James H. Hitchman, who after a short time gave up his deanship and joined the faculty of the History Depart­ment. C. W. McDonald, who had been Dean of Men since the late forties, was invited to serve as dean of students — at first temporarily and soon after on a regular basis. During this period Lorraine Powers remained dean of women until the end of the sixties. She was succeeded by Mary R. Robinson. Finally the titles of dean of men and dean of women were dropped, and each administra­tor was called associate dean of students and thus placed under the authority of the dean of students. The first director of Student Activities was Harold A. Goltz, who came to Western in the fifties, became assistant to the President in the early sixties, and then undertook the arduous duties of director of Campus Planning. After Mr. Goltz the directors of student activities have included Richard C. Reynolds and Kathryn J. Burke. In recent years the pressure of enrollment has made necessary an office for Housing, the director of which is Gerald W. Brock. For College-owned housing there has recently been instituted an office of Residence Hall Programs, now under the direction of Keith L. Guy. In accordance with its traditional concern for students in

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12In 1967 Stanley Le Protti received an award of $1,000 from the President's Council on physical fitness and the National Junior Chamber of Commerce. He was one of twelve invited to the White House and one of three to receive the $1,000 cash prize. He lunched with President Johnson on the occasion.
need of money the College established an office for Financial Aids, the first director of which was William T. Hatch. Concern for the health of students is another tradition of long standing at Western. Before the Great Divide, after the retirement of the efficient and kindly Miss Mead, Elmina Boothby, Christine Cottrell and Viola Summers took up the responsibility for the health of students and made the most of the limited accommodation and facilities that were available. To meet the health needs of increasing numbers of students the College in recent years has expanded its accommodations for Health Services, which in the last few years have been under the direction of a physician. John Mumma served several years as college physician or director of Health Services. He has been recently succeeded by Kenneth I. Jernberg, who has the assistance of two other physicians.

A landmark in the history of the College was the appointment in the fourth year of Dr. Jarrett’s administration of the first academic dean, who was expected to exercise supervision over the undergraduate curriculum and the teaching faculty. Dr. Jarrett appeared to be of two minds regarding such an officer and did not make the offer to Harold Chatland until after a number of promising candidates had been invited to the campus and exposed to the faculty for their consideration. As it turned out, Dr. Chatland found the mare’s nest of the three autonomous councils, together with the President’s reluctance to grant the dean a large enough jurisdiction within which to operate effectively, to be a problem far more difficult to solve than any of those which he had confronted as a mathematician. By the end of the calendar year 1964 he was through, and someone to fill his place was desperately needed. Unhampered by the presence of Dr. Jarrett, who had resigned his position as President as of the end of the academic year 1963-64, and bracing himself to deal with a formidable array of problems, Ralph Thompson of the Education Department was persuaded to accept the position of acting academic dean for the Winter, Spring, and Summer Quarters of 1965 on the understanding that the committee would find a willing soul to take the position on a regular basis. In due course, Charles J. Flora, a promising young biologist on the Faculty of Western, was chosen in preference to any candidates from off-campus who were available and took up the duties of his office at the opening of the fall quarter of that year. After Dr. Flora’s appointment to the office of Acting President in 1967, the deanship was assigned to R. D. Brown of the English Department, to William A. Bultmann of the History Department (who incidentally had declined the offer when it was first made to him in 1965), to Fred W. Knapman, and then to the incumbent at the time of the writing of this history — Robert L. Monahan. (Along the way the Academic Dean had his title changed to dean of the College of Arts and Sciences.) By 1970 the institution had decided that the College needed another officer with more comprehensive authority than the Academic Dean, namely, a provost. Under such auspices Frederick Sargent II, a medical doctor, came to Western to begin his tour of duty in the fall of 1970. Of the trials tribulations, charges, countercharges, mountains of paralyzing problems piled upon each other like Pelion upon Ossa, enough has been said in the preceding chapter. After the resignation of Dr. Sargent in 1972, Dr. Bultmann was invited to become acting provost. Since then the title of provost has been changed to academic vice president, Dr. Jerry M. Anderson of Central Michigan University has been appointed to the office, and Dr. Bultmann has rejoined the Faculty of the History Department.

By the middle sixties Herbert Taylor had relinquished his chairmanship of the Department of Sociology-Anthropology to become associate dean (later dean) of Research and Grants. As such he was the administrative head of the Bureau of Faculty Research and Grants, as distinguished from the old Bureau of Research, which was limited to the study of institutional problems. The old bureau was in effect liquidated, although some of its functions were carried on by other
agencies. The college examiner's office, for instance, took over the administration of testing, and the Counseling Center became the agency concerned with the psychological services provided by the old Bureau of Research. William C. Budd was the first college examiner and was succeeded in that office by Don F. Blood. Frank C. Nugent was appointed director of the newly instituted Counseling Center. An office of General Studies became necessary to administer the new pattern of interdepartmental courses that was launched in the Fall of 1960. Halldor Karason by the middle sixties had become the first director of General Studies. He was succeeded by Roland L. De Lorme. The office of General Studies became in the Fall of 1970 a full-fledged department of the College under the chairmanship of Roscoe L. Buckland. To implement the outreaching programs of the Department of Education, Richard O. Starbird was appointed in the middle sixties director of Field Experiences. A development of the late sixties was a Center for Higher Education under the direction of Samuel P. Kelly. In the fifties David McDonald developed an Audio-Visual Center, which has since greatly expanded its quarters and resources, changed its name to Educational Media, and is at this writing under the direction of Nona L. Hengen. Many kinds of instructional services are provided by the office so named, which is administered by Dr. Lawyer, director of Wilson Library.

The finances of Western in the middle sixties were placed in the capable hands of Joe E. Nusbaum, whose title was business manager. After his resignation early in the seventies Donald H. Cole was appointed to the position. Also at work in Western's world of finance are Controller Timothy H. Kao, Project Fiscal Officer Jack N. Griffin, and Management Analysis and Systems Officer Ernest W. Sams. S. J. Buchanan, a man of dry wit and great skill in figures, who served under Presidents Fisher and Haggard for many years as financial secretary, remained in the Business Office during the fifties and was still going strong in the early sixties, when he achieved the position of comptroller. Since his retirement an imposing example of College housing has been named Buchanan Towers in his honor.

The money handled by the offices of finance, aside from capital expense, has to do with salaries and operations. Salaries are for the personnel of the institution, so that an office is needed to administer and regularize such matters as getting on the payroll, allowing benefits to persons on sick leave, acquiring information about the procedures and benefits of retirement, and kindred matters. Mr. Buchanan under the title of payroll and retirement officer held this position for a while. More recently the office has been held in succession by Joseph P. Nial and Fillip Leander-son under the title of personnel officer. On the other hand money is also needed for operations, that is, the maintenance of the Physical Plant, of which H. Stuart Litzinger is the present director.

As the number of students, staff, faculty and vehicles on campus have increased since 1959, problems of safety and security have arisen. An historic figure in this connection is Dysart O. Maconaghe, who began his service in the handling of traffic and other matters at the time of the Great Divide and retired in the year preceding the Diamond Anniversary. Mr. Maconaghe had qualities of humor, good humor, and devotion to duty that were recognized and highly esteemed by the thousands of students, staff, and faculty with whom he had to deal over the years. He certainly does not belong on the Mikado's celebrated List. But he alone could not cope with all the problems of campus traffic, so that in recent years an Office of Safety and Security has been instituted, now under the direction of Robert G. Peterson, whose mandate, of course, is not limited to traffic.

Many kinds and varieties of miscellaneous services are available to the campus community as a whole, and it is the responsibility of Bill Stolcis of the office of General Services to provide them.
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Since the College is responsible to all the citizens of the state who participate in the sort of representative democracy which distinguishes Washington, the institution has a clear duty to inform its constituents of the activities of Western. Therefore in the early sixties the function of Public Information Officer was assigned to James H. Mulligan. Now the Officer has become an Office with Ramon T. Heller as director, and Steven W. Inge as alumni relations officer. F. Stephen Kurtz is director of Publications.

The College, early and late in its history, has been very much concerned with employment opportunities for its graduates — in the early years as teachers in the elementary schools, about mid-century in the secondary schools as well, and in the more recent period in fields other than teaching. Miss Hopper remained in her position of appointment secretary until her retirement in the early fifties. Her successor was Melvin A. Allan, who added to Miss Hopper's role the position of director of Alumni Relations. By the end of the fifties the term "placement" was substituted for "appointment," so that Dr. Allan's title became director of Placement and Alumni Relations. The word "educational" implied that other kinds of placement were provided by the College, as indeed they were by Corinne Hamilton, director of Placement in Business and Government. By the time of Mr. Punches' retirement in the early seventies, the two Placement offices had become one, and the alumni relations function was strengthened by assignment to a full-time alumni relations officer. Mr. Punches was succeeded as director of Placement by Louis T. Lallas after some years of service as assistant registrar.

As the College has grown there has emerged a trend toward specialization among its employees. For the purpose of representation in the College Senate the classifications of faculty, administrators and staff are used. In the early years of the Normal School the term faculty was applied to almost all of the higher salaried employees. The Principal (later called President) was both administrator and teacher, and even those whose duties were purely administrative were nevertheless listed as faculty. Gradually the term administrator came into more frequent use, and the time came after the Great Divide when a clear-cut distinction between a faculty member and an administrator became mandatory. No longer, for instance, could the registrar be listed as both administrator and faculty member. Among the non-teaching employees there also developed a distinction between administrators and staff members, which was determined rather arbitrarily when all staff members were placed under the rules and regulations of Civil Service. In any case, the number of employees placed in the category of staff became larger year by year, and their services to the institution were of great value. How could the President or the chairman of a large department function without the capable assistance of his secretary?

From among the many who belong or belonged to the "staff" it is difficult and invidious to select names for honorable mention; yet to ignore individuals and merge them all in the group would be less than just. Miss Church continued her services as secretary to the President during most of the fifties and was succeeded near the end of President Haggard's administration by Doloris Riley, who had the title of executive secretary, President's Office. Her untimely death in the spring of 1973 was mourned by many. Betty Farnham as administrative assistant has dealt with complex problems in the Campus Planning office with poise and efficiency. Dorothy Button, daughter of Dr. Deerwester of the early years of the Normal School, was expert and efficient in her role as assistant registrar. Jane E. Clark, with a wealth of office experience, rendered very efficient service to the dean of Faculty Research as his assistant. Lela M. Haynes was admired for the graciousness and poise that enhanced the value of her services as social director of Edens Hall. Nancy Smith showed warmth and enthusiasm in her position as secretary to the director of Student Teaching. Dorothy Melland has shown great versatility and reliability in her service to
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the Education Office, currently in the important assignment of supervision in the Fifth Year Office. Mildred Tremain was vivacious and competent as secretary to the dean of women. Ethelyn Sisk was distinguished for her animation and zeal for service as secretary to the dean of men. Gertrude L. Allison was the essence of kindness and serviceableness in the various offices in which she worked — most recently as administrative assistant to the dean of students. Helen Williams gave faithful and cheerful service in her work as assistant in the Office for Correspondence Study. Kay (alias Catherine) Halm with her energy, cheerfulness and mastery of detail has rendered yeoman service in the Testing Center. Doris Buchanan was a capable, pleasant-mannered assistant in the Business Office for many years. Frank B. Stimson has been alert and energetic as purchasing officer, and now holds the position of assistant to the director of General Services. For a good many years Joyce B. Dick showed both courtesy and efficiency as secretary to the chairman of the Music Department. Betty Gahan has shown her competence over an extended period of time in her services to the department of Foreign Languages and more recently to the Department of Education. Ruth Miller in the period following the Great Divide has dealt with her manifold duties as secretary to the chairman of the English Department with quiet expertise. Dorothy Wachter in the realm of home economics brought to her position as secretary a gracious personality and prompt, alert performance of her duties. William Martinez has shown mastery of detail and a resolute energy as supervisor of technical services in the Physics Department. David L. Anderson as administrator of the Physical Plant has discharged his duties with both stamina and good humor. Glenn Jordan as successor to the redoutable George Dack in the position of head gardener was vigilant, industrious and resourceful.

Worthy of mention also are those who as managers of the Students’ Cooperative Bookstore have continued to supply students with many of the indispensable tools of learning. Sam Ford was the manager during the twenties and thirties and served the students well in spite of the limited space and cramped quarters in the basement of Old Main in which he did his work. Louis H. Earle was an alert and efficient manager and carried on the services of the Bookstore in the same area but with the advantage of increased space. Ray T. Knabe succeeded Mr. Earle and was able to enlarge the stock and activities of the Bookstore because of the erection of a building on the corner of Garden Terrace and High Street — quarters that have been extended as the pressure of increasing enrollment made the employees of the new Bookstore feel almost as “cabined, cribbed, confined” as were their predecessors in the basement of Old Main. The present manager is George R. Elliott, who has made a startling innovation in the display and arrangement of the Bookstore’s stock: books are given the first priority and are all but thrust under the noses of the students as they enter the store, while ball-point pens, notebooks, erasers and other merely useful impedimenta of the student’s pursuit of knowledge are located at the back of the building on the third floor.

II.

The later chapters of this history suggest a prospect for Western very different in 1974 from that discernible in 1949. At mid-century the institution was still mainly dedicated to the task of teacher education. There was no anticipation of a rapid growth in the program of the Arts and Sciences which had been initiated in 1947 by the Legislature’s grant of authority to the institution to confer the degree of Bachelor of Arts. The main challenge for the future in 1949 seemed to be expansion and refinement of the teacher education function by the development of a fifth year program for its recent graduates, the creation of a curriculum for those who aspired to teach in the secondary schools, a vigorous effort to increase the supply of teachers of the under-staffed elementary schools, and the enrichment of the graduate program for the degree of Master of Education.
Retrospect and Prospect

Twenty-five years later the future of Western seems far less certain than it did in 1949. The institution is now a full-fledged state college with a great variety of undergraduate programs, a Graduate School that provides programs leading to the degrees of Master of Arts and Master of Science and has legislative authority to offer the degree of Doctor of Philosophy in Education. If Western develops a program for the doctorate in other fields than Education, another change of name is not unthinkable, namely, Western Washington State University. As it is, Western in its size and complexity is already approaching the status of a university, as the use of the term "college" in the titles of the College of Arts and Sciences and of the so-called "cluster colleges" indicates. The term "college" is now applied to the institution as a whole and for the designation of its parts—a confusing situation, to say the least.

On the other hand, there are indications that the period of rapid increase in enrollment has already come to an end and that the Legislature and the citizens of the state are less inclined to generosity in the support of higher education than they were in the fifties and sixties. In the Fall Quarter of 1971 Western's student population all but reached the alarming figure of 10,000—just thirteen short of those five figures. A year later the enrollment took a header from 9,864 to 8,884 which meant a decline in one year of about ten per cent. As the College approaches the celebration of its Diamond Anniversary, the Registrar's Office estimates a further decline of approximately 900—again about ten per cent. The Council on Higher Education, a creature of the Legislature, seems determined to exercise a measure of control over higher education that threatens to deprive Western as well as the other state colleges and universities of the autonomy that Western has exercised for seven decades. The Legislature in recent sessions has shown an inclination to impose a larger share of the cost of higher education upon the individual student than was the case in the past. The increase in tuition fees for students in the state colleges, if combined with a policy of providing state aid for students in private colleges and universities, would inevitably reduce enrollment in the state's higher institutions. Such a policy would hamper and perhaps even preclude the development of innovative programs at Western. It may well be that Western along with many other colleges and universities in the country may already be entering "the seven years of famine," as in ancient Egypt, after experiencing seven and more years of plenty in respect to both students and the financial support of the state. To regain lost ground, a strenuous effort is needed by all the faculty to recapture the high reputation formerly enjoyed by the College as an institution with high scholastic standards.

It is indeed rather a matter of hope than of certainty that the Faculty of Western regain something of the morale, esprit de corps, the capacity for resolving controversies, whether among themselves or with the Board of Trustees, the President, or the students, by the patience and rational discussion which were shown during the first seven decades of the institution's history. The ideal of "a community of scholars" which was eloquently expressed by President Jarrett during his five years on the campus of Western should be reinstated and reactivated by all those who participate in the manifold activities of this institution of higher learning. Hopefully the College Senate, which is representative of all the groups that make up the personnel of Western—faculty, staff, administrators and students—will learn how in the course of time to promote and encourage allegiance to this ideal. If so, this history may well close, as it began, with an allusion to the seeking spirit of Tennyson's Ulysses, who knew

How dull it is to pause, to make an end,
To rust unburnished, not to shine in use!

For the College, as for him

'Tis not too late to seek a newer world,
To follow knowledge, like a sinking star
Beyond the utmost bound of human thought.