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Harold Williams interview

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CWU Living History Project

Harold Williams

February 13th, 1976

Mr. Overland: Where were you born and what year?

Mr. Williams: I was born at Pierson, Iowa, in 1912.

Mr. Overland: What were your motivations for enrolling in college?

Mr. Williams: I grew up in a family where my father had never graduated from high school, my mother had been a teacher and then gone to college for a couple of years and it was just assumed that we would all go to college. I was the third child in the family, the other two had gone, so there wasn't any question...I was going too. I didn't have to decide, it was just that way.

Mr. Overland: What college or universities did you attend and why did you choose those.

Mr. Williams: Well, we were living in Iowa and I went to the State University of Iowa at Iowa City, except for a little bit of credit at the University of Chicago, I took all of my university work at the University of Iowa.

Mr. Overland: What was your goal upon completion of your degree?

Mr. Williams: The Bachelor Degree?

Mr. Overland: Both.

Mr. Williams: I got my Bachelors Degree in 1933 and that doesn't mean much to you, but that was in the depth of the Depression. I can remember in one of the big classes, it was a political science class, a boy came in one morning and said, 'I've got a job.' Everybody crowded around, even the professor. His job, in the spring of '33, was for \$60 a month and he worked...I believe he worked in a bank...I can't remember for sure, in a small town in Iowa. He milked cows to pay for part of his board and room. So, the real goal in '33 was to find any kind of job. I didn't look for a job, they were very difficult...I decided I would go on to law school, so I took two years of law. Then in 1935 I started teaching in high school, at Washington. Iowa. I taught what they called then commercial, and worked on a Masters degree at the University of Iowa. In 1938 I took a job teaching in a high school in Des Moines, Iowa and moved there. In February of 1942 I got a letter from Uncle Sam with a red ribbon around the outside that invited me to go to Camp Wallace, Texas, which I did...for World War II and I was in until 1946. I started out as a second lieutenant and ended up as a major. When I got back I wanted to finish up both the law degree and a Ph.D. degree. But, by that time we had two children and soon had a third one on the way. So, I decided I would get the Ph.D. and get the law degree later. I never got the law degree as a result. I taught half time at the University of Iowa while I was working on my doctorate. In 1947 I was given what was a fairly good offer at that time, to go to the University of Missouri on the advice of a Dean at the University College of Business. I turned it down and stayed and finished up. I have always been grateful for that advice...having seen so many people at Central come and struggle for two or three years to get his degree...I stayed and finished it in one more year. Then in February of 1948, I had received through the placement office at the University of Iowa, a notification of a position at Central Washington College of Education. There were two positions, one was an assistant professor of economics at \$4,200 and one was for chairman of the division of social science and teach economics, because they didn't have any business listed at that time.

Mr. Overland: What were your reasons for accepting the position at Central?

Mr. Williams: I went into Chicago and talked to Dr. McConnell there. There were a number of reasons why we, my wife and I, decided to come out here. For one, our oldest son had allergies in Iowa and we thought that maybe this drier climate would be better for him, and it probably was. One of my professors had lived out in British Columbia and he said a day out in the Northwest is worth a year in Iowa. So, we were expecting quite a glorious place and we still think it was.

Mr. Overland: Specifically, what did the college recruit you for?

Mr. Williams: I was recruited for...as a...I came with my Ph.D., which was very few of the present ones, who are still here, had at that time. Most of them got them after they got here. I came with a Ph.D. I came as a full professor and as chairman of the division of social science, which included history, geography; economics; business education and sociology.

Mr. Overland: When you first arrived, what were your first impressions of the school?

Mr. Williams: It's hard to remember after 28 years...I came expecting Central to change from a college of education much faster than it did. I expected, having seen the changes in schools in Missouri and Illinois, I expected the change to happen much faster. You see, we didn't become a state college until the '60s so I was here about 13 or 14 years before we even became a state college. No, the school was about what I expected when I came. I did expect the change that finally took place to happen much faster...it took a long time.

Mr. Overland: What were your first impressions of the town?

Mr. Williams: Well, real. .we've always like the town. Both of us came from...I came from a very small town in Iowa and my wife from a town about the size of Ellensburg so...well, we did live in Des Moines, Iowa for a while...a much larger city, and in Iowa City for awhile. But, we adapted to Ellensburg and found that it was fine. We enjoyed going to Yakima, even despite driving down the Canyon Road.

Mr. Overland: When you first arrived, what were your original goals for the school and perhaps yourself?

Mr. Williams: There isn't any question...I was expecting the school to evolve out of the teacher education concept. One of the old rules used to be that school is no longer solely a teacher training school, when the science department gets as big as the P.E. department. When I came here the science departments and the social science departments, you see, were very small. All of science was classified in one division, biology, chemistry...the whole works. All the social sciences was in one division, whereas music and P.E. and speech; home economics, which were more education oriented, were divisions of their own. So that music had as much vote in college affairs as all of social sciences put together because there was...you see, music and speech and home economic, which now are not that huge, the three of them together had three times as much vote as history) economics; political science; sociology and so forth. So one of my goals was to see departmentalization. That didn't come until the second year of President Brooks. I'm not just sure, but I think we got departmentalization...maybe you know, I think it was in '62.

Mr. Overland: I believe it was two years after Brooks arrived, that would be about '62.

Mr. Williams: Either '62 or '63. So, this was the one thing that I felt had to happen in order that the social sciences, not just economics and business administration, which we gradually put together with economics. In fact, our original economics program had courses like marketing in it...as soon as I got here. So, while we called it economics because the University of Washington State didn't want us....we had a meeting and they made us promise them on oath that we wouldn't call anything Business Administration, so we didn't for quite a number of years. So, we just called it all economics. While that was my major interest, having a department of business at Central, I was also interested in seeing history and geography and the others become departments too so that they could be at least as important as music and speech and some of those.

That's the one thing, as I say, that happened very slowly was the departmentalization to give the social sciences...as they were constituted when I came here, more staff and more votes. I worked hard for that, I was division chairman for 13 years.

Mr. Overland: What were the goals for yourself? Did you plan on staying in Ellensburg or did you keep an eye out for other possibilities?

Mr. Williams: No, we really never looked for any other position. We were happy here. But, some other positions just came along and some of them were tempting and some were not. One was an administrative position at Kansas State and we talked about that over breakfast...that was before we moved out here, I think...in the early, just after we had been here four or five years. The kids wanted to know where they could go camping and hiking and mountains...everything. I got a strict family veto on Kansas State. Then after we...just the first year we moved into this house, I got... out of the blue from a friend...a fellow that I knew, I got...not really an offer, but it was getting pretty close to it, from Hunter College in New York, which at that time was all girls. Now it's co-ed. The salary they were talking about, which I finally...we lived in New York City, in our dream world for two or three days and then turned it down...wrote back and said that we weren't interested. But, it was a hard one to turn down because the salary back there was \$7,000 more than I was getting at Central, but we decided that we had this brand new home here on a acre of ground and even with \$7,000 a year more we couldn't afford an acre of ground in New York City, so we stayed.

Mr. Overland: How has the nature of your specific role in the college changed since you first arrived?

Mr. Williams: Well, for the first thirteen years I was the academic representative in the academic affairs committee of the whole division of social science. Then, for one year, I was assistant professor and then for five years I became the first department chairman of the department of business economics. I was chairman of it for five years. By that time, with eighteen years of administration I decided that I would just go on to teach and that's what I have been doing since then...

Mr. Overland: What type of leadership when you came to Central did McConnell provide for the faculty?

Mr. Williams: McConnell provided the kind of leadership that was the vogue in those days whether it was a public school or a college or a small business...he ran the show. You see, when I came here there was only a faculty of 70. By the time he left, about 1960, about twelve years after that, the faculty was growing and some people will tell you that McConnell was still...had all policy under his thumb when he left. I don't think that was true because it wasn't physically possible for him to. But, he did keep as much of it as he could. Now for example, when I first came here he wouldn't think of having anyone go out and interview candidates for teaching position, except McConnell. Before he left, a couple three times when he was busy and had meetings and stuff...national committees...I went back to the University of Wisconsin once to interview and one other place...I can't remember. So, McConnell was loosening up some, definitely, as the faculty got larger. McConnell's leadership was almost totally towards maintaining a teacher training institution. That's really all that he was interested in. The only thing...I always felt, the only thing in the division of social science that he was really very interested in was the business education, where he could see the typewriters and see the machines going. But, he wasn't very interested in history and he wasn't very interested in economics, perhaps a little more in geography, But, we didn't begin to please him like music and art, the ones that were dedicated almost solely to teacher training. Then by the time that I became Chairman of the Department of Economics and Business, we were really a sort of an outcast because that department was...I felt...the only one that wasn't oriented, really, towards teacher education. History still was and geography definitely was at that time. We were trying to hire people, get people jobs. I contacted a businessman who worked for a national chain. He wrote to California and they were going to possibly come up here and interview students. This was in the early '50s, this was while I was still Division Chairman. I'll tell you who the placement director was, you have already talked to him, but the placement director got a letter from this firm...it was J.C. Penny, saying, 'We've been urged by some people in your state to come up an interview for positions.' I got a letter of what he wrote back. The letter that he wrote

back was that our best students are all encouraged to go into teacher education and the poorer ones we give the arts and science degree to them. So, we doubt if you would want to come up here to interview them.

Mr. Overland: What type of leadership do you provide for the students?

Mr. Williams: Not much.

Mr. Overland: Do you use basically a more oriented towards the...

Mr. Williams: ...

Mr. Overland: You mentioned that...you were talking about the placement of the students, now during the time of McConnell's administration, how successful overall was the college placement of the graduates they had?

Mr. Williams: They had...in education, terrific. There is no question that Central had a terrific reputation in the elementary education, secondary education the education department wasn't quite so interested, but in elementary education the placement was tremendous.

Mr. Overland: Could you relate some stories of the expansion of the college faculty for instance, Professors you may have hired that are still teaching today or have taught here?

Mr. Williams: Well, Dr. Rodine was one that I interviewed on one of the trips that I spoke of. I stopped and saw him in Aberdeen, South Dakota. I saw another one in Wisconsin...Madison, that we hired, but he's been gone for a number of years. A number of others were hired while I was Division Chairman, for example, Dr. Berg in history; Dr. Kaatz...although in both cases McConnell talked to them first and brought the stuff home to me and I...as far as they were concerned they were hired by McConnell, but as far as I'm concerned I was the one that had a final choice. But, those people I didn't like were being actually interviewed. Gene Kosy, I picked up strictly through the mail. We hired him without ever seeing him. I just talked to him over the phone.

Mr. Overland: What would you say were the major accomplishments under McConnell's leadership?

Mr. Williams: I would say that to build up the reputation for elementary teachers, to assemble a quite good faculty. Sometimes, with all the criticism of Dr. McConnell we wonder how he did it, but he really assembled a pretty good faculty. That's the main things that I can think of. The big growth of the college and the big building programs, of course, came after Dr. McConnell left.

Mr. Overland: What were the...as you saw them, what were the events that up to McConnell's departure?

Mr. Williams: Well, you'll get about as many ideas on that as you'll talk to people, but my feeling is that McConnell had made enemies of one or two students who were student body leaders in the late '40s. One was Dr. Roy Wahle of Belleview and it was sort of mutual, Dr. Wall and Dr. McConnell didn't like each other, which is a mild way of putting it. When Dr. Wall was appointed to the Board of Trustee, I wondered what would happen. In two or three years it did. Some other people were on the Board of Trustees that converted with Dr. Wahle or were with him to begin with...I don't know which, but he was one who I'm sure was a major factor.

Mr. Overland: Prior to McConnell's departure, what were some of the specific problems students at the college faced and also the professors?

Mr. Williams: The student problems...of course, McConnell was here from the '30s on... much of that time the student's problem was having enough money to stay in school. The professor's problems, before 1947

or '48, was to have enough money to stay. In '48, I think it was, I came...there was a tremendous raise and some people got forty percent raise in pay. Some of the people who didn't get it soon enough, of course left. Another problem under McConnell was that some people left, some good people left, because they felt that they weren't going to get a promotion. I never had to worry about that because I came in as a full professor at the time, but there were a number of good people that left because they felt their promotion was coming too slowly.

Mr. Overland: Following the end of World War II what effect did the veteran influx in the college have?

Mr. Williams: Well, in the first place it boosted enrollment to a new peak, about 1,500, which happened after we got here in '48. I felt that it brought a new serious type of student. As far as I'm personally concerned, the World War II...of course I was in World War II, also...the G.I.s of World War II were a pretty serious bunch. A lot of them had children and wives...they were pretty serious students. I liked them.

Mr. Overland: How do you compare the veterans to the regular type of college students that were enrolled?

Mr. Williams: Well, they were older, they were more serious and they had more problems, both at the University of Iowa where I was finishing up my degree, in teaching, and out here, I found that the veterans not only were serious students, but many of them were having readjustment problems...of readjusting to civilian life. They were having problems with their marriage and some of the older professors wouldn't talk to them about anything except academic affairs...but, they had problems. They appreciated any professor who would take time to talk to them, which I did. I always felt that if a guy had a personal problem besides his problem in my class, he could come in and I'd make time for him, if not I would have him come out over the weekend and talk with me at home. They did have problems, but they were serious and they worked hard at school.

Mr. Overland: In general what did the arrival of Brooks as President have on the school?

Mr. Williams: I would say that it brought hope to some people that there would be a change. The change did not occur as fast as many people...some people were disappointed that the change didn't occur fast. This is just the way that it occurred to me...other people might not agree. Jim Brooks came in as President...I had know him when he was a student here. I had also been...when I was Division Chairman and we had a death in geography we had hired Jim for one quarter to teach here, so I knew him before he came here as President. Some people were expecting a miracle and it didn't happen because Jim did not bring in a staff...he just came in as President. He still had all these education oriented people as Dean of Students and Dean of Men; Dean of Instruction; all that. So you see by now...Jim's Vice President is a Biologist. His first Dean of Instruction was naturally an education man, a hold over. So, this is just a way...it seemed to me, that the first six months that Brooks being here at Central....some of his staff Spent more time going out and trying to get people, and teachers in the public schools to agree to want to can him, than they did to help him. So, I felt that he had a real rough time. He wasn't getting support from the staff because they were all afraid that he was going to not give education a hundred percent favorable condition that Perry Mitchell had done as a temporary President and that McConnell had done...and they were probably right, as events have turned out. The education people were not for him at all. They were upset...they wanted a education man as President. Many of them, even on his own staff, were working to try and get him fired...quite a deal.

Mr. Overland: What effect did his administration policies on the college have on the business department, in particular?

Mr. Williams: In the first place it made it a department, which it had never been before. It made history a department. We had had no departments until Brooks came here, we just had divisions. Some of the divisions like music and speech were really departments but they were called divisions. But, in business and history and geography we had no departments, so Brooks was the first one that...to set up a department under Brooks...a department of Business Economics was set up, with a department chairman.

Mr. Overland: Did he meet a lot of resistance in making this move? What effect did that have on the college when he did this?

Mr. Williams: The education people, of course, thought that it would lessen their influence, because of course you see immediately what you did; where you had one division of social science. .now you had five departments. .eventually six, I guess, with anthropology. So, the education people were not happy with it.

Mr. Overland: But, the other department people were?

Mr. Williams: Well, some yes, some no. I think for the most part they were, but not every individual was happy with it.

Mr. Overland: What were the college codes and what change did they bring about?

Mr. Williams: The college code was adopted after the college was black listed by the A.A.U.P. for the firing of...I can't remember his name, it was before I came here...in order to remove the black listing the code was drawn up...the faculty council was set up to represent the faculty and the faculty council, under the first faculty code, was almost strictly a protective organization for the faculty from the President. The first code was largely dealing with personnel matters, to limit the things the President could do. He bought it and it removed the black listing.

Mr. Overland: What was the function of the Academic Affairs Committee?

Mr. Williams: They made the final decision on all new courses and new programs.

Mr. Overland: What was your roll in that committee?

Mr. Williams: As a Chairman in the Division of Social Science I was one member out of about nine or ten. On many things I was a minority, because I didn't approve of everything that involved giving...putting more required courses in education, but they went in anyway. I can't say that I blocked very much, but I tried.

Mr. Overland: When did you serve on that committee...is this an elective committee?

Mr. Williams: No, I served on it...it was the Division Chairman. I was on it for the thirteen years when I was a Division Chairman...from '48 to '61. We don't have it anymore. But, no change in curriculum or courses or new course or anything could be made without the approval of that committee.

Mr. Overland: What type of relationship has Brooks had with the faculty?

Mr. Williams: Well, I would say an interesting relationship. One thing you will have to give him credit for, I think he is the Senior President in the state. He has been here longer than anyone else, so obviously he has staying power. Just my observation is that years when the legislature and the governor gives us a nice raise Brooks is fairly popular. When we don't get a nice raise we blame the President.

Mr. Overland: What type of relationship did the college have with the committee in the early 1960s?

Mr. Williams: Well, in the '50s it was even worse. A lot of the community people didn't like Dr. McConnell. They felt he was a little superior, arrogant...I don't know what...so, in the '50s...and McConnell always put the education people on committees to serve with the community; Chamber of Commerce and that sort of thing. That was a mistake because they just didn't speak the same language. I think when Brooks came here the community relations improved some. Certainly the Department of Business and

Economics, and the Department of Business Education...helped smooth out relationships with the community. For example, I was on the Board of Directors of the Chamber of Commerce for several years. I was President of the Ellensburg Y.M.C.A. I was appointed to the City Council, I was Mayor for a year until we built this house and I was glad to get off of it by moving out into the country. We did quite a few of the...the students did quite a few surveys for the Chamber of Commerce on out of town buying habits and traffic surveys...things like that. They liked that. So, some people from the college are good community ambassadors and some are not. The ones who are not, for example at the present time, are the ones who are involved in the activists of the '60s....possibly the sociologists...I mean the kind of things they were talking about wouldn't have gone over with the conservative business man. So, the relationships between the community and the college have been up and down, but I would say on the whole there is no comparison with what it was 25 years ago...because even when I was on the City Council 19 years ago there were a lot of businessmen that would say, 'We would be better off without the college.' Now nobody says that. So, the businessmen are finally realizing that the college is an important part of the economic activity in Ellensburg.

Mr. Overland: What type of hostilities when you were on the City Council did you find toward the college? Or favorable attitudes?

Mr. Williams: I didn't find any either way.

Mr. Overland: People more or less just accepted it?

Mr. Williams: I found more hostility from other professors than I did from anyone in the community.

Mr. Overland You mentioned that Brooks was trying to go away from the educational oriented school, how successful has he been in that attempt?

Mr. Williams: Much slower than Western, probably much faster than Eastern. Although Eastern has built up their...Eastern has got a lot more support and everything for their school of business than we ever did here. Brooks didn't actively...Brooks was...his degree was in geography and his interest was heavily for teacher education, even though he wanted the arts and sciences to develop too. I always felt that he felt that one of the biggest uses of the arts and sciences was in training teachers. So, I would say we made the transition about...not as fast as Western, possibly a little faster than Eastern, except in the field of business and economics where we were slower.

Mr. Overland: When do you observe the college reaching its greatest growth point now. In the 1960s the college was still fairly small. When did it begin to have its greatest growth and what problems were encountered with that?

Mr. Williams: The growth...I mean you've got figures, so I'm not going to try and give you any figures. During the Korean War, the college went down to about twenty percent from its G.I. peak after World War II in the early '50s. That when a man named Riley wanted to do away with Central. Have you run across that yet? He proposed into legislature.

Mr. Overland: I think this happened in the 1920s also.

Mr. Williams: Yes, but this happened in the '50s.

Mr. Overland: How successful was he in his attempt?

Mr. Williams: Well, it didn't go, but it sure scared people. Then enrollment picked up very slowly and it was not until after Jim Brooks came that we got up to 3,000. So, the enrollment came in the '60s...enrollment jumped, which of course was from the baby boom of the years 1947 to '53. Nobody

realized that when babies weren't being born as fast as they were in '47 to '53, that enrollments in high school and elementary school and colleges would begin to cut down because...Jim, I heard him give several speeches that I was skeptical of, but I'm not enough of a population expert. I figured that the enrollment would start dipping close to 1980...well, actually it started dipping about '71. So, this big birth rate, '47 to '53 and during World War II...but the big boom was '47 to '53...began to hit the colleges in the early '60s and of course we got some immigration in Washington too, I'm sure. So, there was not only a boom in higher education, but higher education was God's favorite child in the legislature. It seems hard to believe now, but the legislature did well by higher education, relatively speaking. That boom pretty much continued until about '71 and at Central it began to cool off.

Mr. Overland: What pressures did this put on the students and the faculty?

Mr. Williams: Well, it made classes much larger and while perhaps they weren't so terrible large, if you had had classes of 15 to have classes of 25 seemed awful big. Or, if you had had classes of 60, to have classes of 100 seemed awfully big. It did put a heavier load because the money...while the money was generous it didn't keep up quite with the enrollment. So, the policy of the school was to take all the students who wanted to come, we didn't have a restriction on entrance in the early '60s. So, anyone could come that wanted to. The enrollment crept up faster than the money from the state.

Mr. Overland: What would you consider have been some of the major accomplishments that Brooks has been able to bring to the college since he arrived?

Mr. Williams: I would say one of the biggest is diversification of background of his administrative staff. From the point of view of the Department of Economics and Business, now the School of Business, one of the biggest things he did was to bring in a placement director, Dean Owens, who was concerned with placing other than teacher education. Before Owens came the placement office wasn't really very nice to us who wanted to place students in business and sometimes they would just say, 'We don't have a place for them...for your men to interview them.' They were probably right because the teachers their schools were coming early. So, I would say in the late '50s. . .at least a third to half of the students who interviewed business employers did it either in the hall or in my office and I was in the hall. So, when Owens came and embraced business employment and government employment in addition to teacher education employment, for our department it was a major step forward, cause you can't get students unless you can help them get jobs. So, I would say getting a more diverse staff was one; encouraging departmentalization, I would say, was certainly another; encouraging growth in some fields other than the old education oriented ones, particularly music and art and P.E.; and of course I'm sure that Jim would say his major accomplishment was the building program, which I'm not going to talk about because it...to me it isn't the only thing, but to a college president a building program is the memorial he leaves behind. I have known quite a number of college presidents and they are all impressed by the buildings they have built, and Jim is no exception.

Mr. Overland: I have read stories that the business department was a nomadic department...they moved around quite a bit. Could you relate some of the different buildings that you were housed in?

Mr. Williams: Well, you're really talking about two different things. Today you have two departments, Business Education, which is the outgrowth, which is still heavily oriented toward secretarial, and the other one is Economics and Business, known as the School of Business. Business Education, which didn't become a department until '62...just like everything else...was a part of the division of social science. They had to have a room where they could have wiring for their typewriters, adding machines and that so they did move around. They were in an old building when I came here, that had to be taken away for the Bouillon Library. Then they went up to an old building, which is no longer there, north of the tracks. Then when the...when I came here they were in the Music Building...Treadwell was there. So, they have been, I think, four places in the 28 years, which I don't consider too bad. But, that...but, Treadwell you see was teaching one or two courses of accounting and he was teaching typing and shorthand and office machines and those have never been incorporated into the School of Business. The School of Business and Economics has always been in the same building. It has been on different floors. I have moved offices four

times, so I have moved just as much as Business Education did, but we've always stayed in the same building.

Mr. Overland: How would you compare the Central graduate of 1975 to say one of 1950?

Mr. Williams: Two different worlds I suppose. The G.I. of 1950 was a pretty serious person, but I don't believe he began to have the quality of high school education that the kids have today. He did work hard while he was in school. Some were ambitious and a lot of them weren't...they just wanted to be with their wife and their kids. But I would say essentially it's just two different worlds.

Mr. Overland: What about the changing relationships between the President and Trustees and the faculty...how has this altered since your arrival?

Mr. Williams: Well, I would say when I first came here the professors and even the administrators like myself, did not have free access to the Board of Trustees. I was invited to one meeting because I supported one of Dr. McConnell's points of view and I went to one meeting because I opposed an amendment to the faculty code that some of the old timers wanted to get in and I tried to tell them it would kill us in the long run. I asked the President if I could go and I went to the faculty meeting. That was to speak against an amendment to the code, which would establish an all time limit of \$6,000 for any faculty salary. I said to some of the people who were pushing it, I said, 'You'll see the day when your own salary will be over \$10,000.' They said, 'Your crazy!' So, we didn't have access to the Trustees like they do today. I have been to...as Department Chairman I was to far more meetings when I was a member of the Senate. I went to far more meetings of the Trustees than I ever did when I was Division Chairman. So, McConnell pretty much separated the Trustees from anyone but himself. Now there is still a separation, but the faculty and the senate particularly does meet once a year with the Board of Trustees.

Mr. Overland: How would you compare the influx of the Vietnam veterans to say the veterans of World War II or the Korean War?

Mr. Williams: I really don't know. We had a lot of Vietnam veterans, but all of them hadn't been to Viet Nam, a lot of them had served in Washington D.C. and places like that. It's true that some of them served in New Orleans in World War II, but in World War II more of them had had some exposure to a combat theatre. So, I felt there was a little more consistence in World War II veterans than the Vietnamese veteran. Of course at the time the Vietnamese veterans were coming one of my graders told me that sixty percent of the fellows at Central wouldn't be here if it wasn't for the draft. I didn't believe him, I thought they were here because they wanted higher education.

Mr. Williams: One of the things that was different while the Vietnamese veterans were here is that you also had the people here who were trying to keep out of the draft. So, you had quite a variety of people there, the ones that didn't want the draft and the Vietnamese people. It's my understanding, and I'm not sure that I'm right, that the Vietnamese people...many of then did not have quite that...in the army, did not have quite the level of public education and did not take advantage of the G.I. Bill as much as World War II vets, but I really don't know. They weren't the big splash that the G.I.s were, but of course you had millions and millions of G.I.s in World War II. They were overwhelming...when they came to campus...just by shear number.

Mr. Overland: With the influx of students...G.I.s in the 1960s, do you think the quality of education has changed at all and if so in what ways?

Mr. Williams: I think the quality of education has changed, yes, a great deal. For a while in the '60s when you had the activists, we didn't have a lot of it on campus. Our third son was at the University of Washington, he took incompletes the year of the big marches and everything because he said he just couldn't study. Well, that was true of Central, too. Everyone was excited even though we weren't quite as excited as the bigger schools. It wasn't very conducive to academic pursuits. On the other hand, except for

that year or two of the activism, I would say that Central's caliber of education increased tremendously because...as the faculty increased in size we were able to specialize much more. For example, when I first came here I think I taught eight or nine separate courses. The quarter that I taught, of course, I would try to keep up on it. Then the next quarter I would have different courses and I would try to keep up on them. Now I just have about three courses during the year, two or three, and that...and I can keep up on it a lot better than when I had eight or nine. That's true in history or geography, where you specialize you can do a better job. So, I think the specialization of the faculty...I know that as far as I'm concerned that being able to limit myself to a few courses rather than to a whole darn gamut has the caliber of my instruction has increased more than any other thing, even reducing the load hasn't helped as much especially. So, I think that's a major thing that happened during the sixties, we got more faculty and became more specialized. So, I would say on the whole, except for the year or two of extreme activism, the caliber of the teaching at Central definitely rose, definitely.

Mr. Overland: Your philosophy of education, what was it then and what is it now?

Mr. Williams: I guess my philosophy is that every individual is entitled to the greatest development that's possible and if I can help anyone to do it...develop as much as possible...I have an open door policy even now. The Professor that has an office next to me...I probably see 10 students for every one that comes to him...he keeps his door locked. That's been part of my philosophy ever since before I came here, that any student that wants to talk to a professor should have the chance to and the professor should either help him or just say...an in some cases I have sent people up to the department or I have sent them to a minister for marriage counseling because I am no marriage counselor and I'm not a psychologist, but a lot of these people want to talk to somebody and I don't think that an individual can get his maximum education unless he has got someone that occasionally he can work out a problem...when he has got a problem, that he can talk to. So, that's part of my philosophy of education; that a professor in addition to handling his field, should be available to the students.

Mr. Overland: What is your stand on unionization of college professors and teachers?

Mr. Williams: I hate to see it come, but it's inevitable.

Mr. Overland: Do you think it hinders or is it helpful to the college and for what reasons?

Mr. Williams: Well, it's going to completely change higher education. I wonder...our oldest son, who has graduated at Central and has a M.D. degree and a Ph.D. in Physiology from the University of Washington, he is an associate professor of physiology at the University of Cal in San Francisco...Medical School. I tried this on him for size because he is convinced that unionization is going to come...and it is I'll grant you that Look what it's done for the public teachers, Look what it's done for the garbage haulers; look what it's done for the firemen...it's going to come, but I told John, I said, 'You know you wanted to get up at the top and be a full professor and you want to make \$15,000 a year more than some of these other people...I said, 'You know the unions don't believe in that much differentiation. The foreman can make two bits more than the workman, but not a hell of a lot more.' He said, 'Oh.' I said, 'I wonder whether the rank system can hold up under union...starting in as an assistant professor and working up after fifteen years.' John said, 'Oh no, it won't effect that at all.' I think it will. I think it will completely change higher education and I'm not at all sorry that I'm not going to see it all, but it's going to happen...it's inevitable, because the boys are not going to sit still and watch other groups get raises and not get any. The legislature, for example, some of the legislatures tell our faculty that the reason the public school teachers get more then you is because they have more political clout So, these young faculty members say that the only way we are going to get clout is to belong to a union, and they are probably right.

Mr. Overland: Do you think that will lower the quality of education then, say too much politics involved?

Mr. Williams: Well, I would rather not...I'm afraid that it will, but I would rather not conjecture about that...I just don't know.

Mr. Overland: What must the college do presently to meet the changing demands of society and the job market in order to insure success for their students?

Mr. Williams: The President, of course, feels there should be more vocational training. The difficulties with that is, that the junior colleges are already setup and funded and can do a fairly cheap job of vocational training. There isn't any question that the strictly non-vocational majors like political science are a dime a dozen. Other than teaching...history has more applications, probably, than political science. The languages are about dead...nobody is taking language anymore and I think that's too bad because certainly there is still, for people who travel...the Europeans come over here and they can speak our language. We go over to...even Miss Heckart says she doesn't speak French extremely well. German is her language. Now, if she had gone to a European school she would probably have three or four languages, but if she has got two she is way ahead of most of us here. You probably don't have any languages.

Mr. Overland: No, I don't.

Mr. Williams: Yes...so, language is losing out and I think that's too bad. But, what can you do with a degree in French or a degree in political science...not much. So, we are stressing vocational a little more, for example, our enrollment in the School of Business this year is actually up compared to...winter quarter was up from a year ago.

Mr. Overland: What do you think the college should do then in order to...do you think they should channel students away from certain programs, put limitations on them an increase their vocational offerings...what specifically do you think they can do if they had to make some changes?

Mr. Williams: One of the things they should do, and it's terribly hard for an administrator, they should reallocate the resources of the college. So that if one department...I'm not going to mention any one, let's say it isn't drawing students...well, I can tell you one, English at one time they tell me at 36 faculty members, now it's down to 19, well that's certainly a place for reallocation. Part of that was brought out because they themselves eliminated one of the required English courses and they eliminated part of the jobs in their department. Nobody will do that now, I can tell you that. Now for example, in the School of Business, we have had quite a struggle getting...since our new Dean arrived...this is his second year, getting more faculty. It used to be that you get them because everybody was getting more faculty, in fact in the '60s the common way of allocating faculty was to give every department one. If you had enough, give them two. Well, that builds up some departments faster than they need to be built up and it doesn't build up some of the growing ones. So, our School of Business faculty has had a hard time growing, because the only way now that we could get more faculty is to take away from someone else. That's fine in theory, but it takes a pretty strong, stomached administrator to take it away from this department, when they know they are losing it and this other department is getting an addition. So far our administration has been a little slow in that reallocation. In other words, they aren't feeding the ones that are most adapted to student needs now. Now, another one that is doing well is technology, used to be manual training, but now they have a building of their own. Those boys can get good jobs, \$10,000; \$12,000; \$14,000; \$15,000 a year. Yet, someway the college isn't... I don't know whether it's the college or the department, but we aren't encouraging enough people to go into it. Maybe they just don't want to go into something where they have to be a foreman at \$15,000 a year, maybe they would rather be an unemployed historian.

Mr. Overland: have you seen much competition between colleges for students during your time?

Mr. Williams: Yes.

Mr. Overland: In what way has this resulted?

Mr. Williams: Your talking about Central mostly, aren't you?

Mr. Overland: As opposed to say Western an Eastern...what have they done to lure students?

Mr. Williams: Well, I can't see that there has been that much competition. There is more competition with the private schools, for example, when our third son was graduating from Ellensburg High School he went to a career day up at the college. When he came home he wanted to go to Whitman. I just about blew my top. I said, 'Alan, you can go...I know you don't want to go to Central and stay in Ellensburg,' cause he hated Ellensburg, I said, 'you can go to the University of Washington or you can go to Washington State and we will pay the full bill, we will give you the money and you can spend it the way you want. But, if you go to Whitman you are going to have to work because it's going to cost so much more.' The only reason he wanted to go to Whitman is that they had a woman anthropologist there who snowed them all under. About half the kids in his class wanted to go to Whitman. Of course the reason that I didn't want him to go to Whitman is that I don't think Whitman is that good a college. It's got a hell of a good reputation, but I don't think it's as good as Central, myself. But, the real recruiting is for the bright students and we have never been in that here at Central, we don't try to offer anything for them. We didn't even have an honor program until a few years back. There is a tremendous competition for bright students. I know because two of my own sons were involved in it and they're really...now, it would be more so than then. When John went to medical school he was in the top one percent of the medical aptitude test and boy they not only admitted him...you see, a lot of people they interview and they get admitted maybe in six months, John got admitted in as little as a day or two and offered a scholarship. He was offered a scholarship at Washington University in St. Louis and the University of Washington and...I don't know if he was offered one in Minnesota or not, but they really went for him. Alan, whoa the third boy, was offered a merit scholarship, which wouldn't have paid very much because of my income being high by standard...he was offered a merit scholarship, because he was a merit finalist as John was at Michigan State. But, we're in that competition for bright students, we never have been and I'm not sure that we ever will be, and not sure that we could have a program that could get them. They tell me now that the competition for bright students some of them are even getting scholarships like football players at some of the eastern schools. In other words you can pick up all kind of bodies, but there is more and more demand for the bright ones.

Mr. Overland: How would you rate Central among the colleges in Washington?

Mr. Williams: Well, I really don't know enough about Western. I have heard about it for years and have met people...I know they are a little different and their more oriented towards arts and science than we are. They were slower in going toward business administration than we were...stuck with the more theoretical economics. Certainly Western is a good school. I have always felt that Western and Central were the two tops of the state schools...a little above Eastern. Personally I feel that Central is...probably based on prejudice...is better than any of the private schools in the state. I think there are probably people who would argue with me on that.

Mr. Overland: How would you compare a Central student in one department, the education he receives, as opposed to one in the University of Washington?

Mr. Williams: I think it varies tremendously from department to department.

Mr. Overland: How about the business department?

Mr. Williams: Our students can get a 2.6 average there and go to some departments on campus and get almost all 'A's.

Mr. Overland: On this school?

Mr. Williams: Yes.

Mr. Overland: How does your business student compare with one from the University of Washington?

Mr. Williams: I don't know, I would think probably not as good because they are more selective on who they let in.

Mr. Overland: For what reasons in recent years have you seen a business increase as far as enrollment in your courses in the last ten years?

Mr. Williams: Oh, it's been tremendous.

Mr. Overland: For what reasons can you attribute this factor to?

Mr. Williams: As long ago as nine or ten years ago we had four or five hundred majors in economics and business administration, which it was then...I mean it was the two together and that title. We had four or five hundred majors at a time when we had eight or nine professors, so a lot of them just dropped out because they couldn't get into classes...I mean we didn't schedule things...a required class might be offered once a year and they could but now you see we have enough professors with 20 some, that we can offer the required courses every quarter. But, it was absurd to have 400 majors nine years ago and eight or nine professors. Adding to the staff a came a little slow until the enrollment bulge came we didn't get extra allegations in professors. We got some from Brooks gave us...one year when I was department chairman he gave us a President's choice of a staff allegation. The Deans and all that, the Dean of Instruction divided most of it up, but the president reserved a few. He gave us...I know one year one. It was the worst thing that ever happened to us because the next year the Dean and some of the others said, 'You aren't going to get any this year because you got one from the, President last year.' I was told that. Later on, the guy denied he ever said it...I should of had a tape recorder there.

Mr. Overland: Did you get another professor?

Mr. Williams: Not for that year, no. They missed our turn that year because we got an extra one. See we got the one we were suppose to get, everyone got, and we got one extra...the Presidents choice and then the next year we didn't get any....history got our choice that year.

Mr. Overland: Why are more students taking business courses?

Mr. Williams: Well, this is a phenomenon that's true all over the United States. It's true in the liberal arts college...the liberal arts colleges, including the ones in Washington are living by dying... they are becoming schools of business almost. It's popular all over and partly because it's better to...enhances the chance for a job. The School of Business here, as you may know, has a terrific reputation in accounting. Pat O'Shawnessy has been here ten or eleven years and he's well known through out the state. We have four or five other accounting professors now and there is no question Central has a terrific reputation around the state in accounting. Lots of business firms would...but, even C.P.A. firms would take ours...they would take more here some years than they did at W.S.U. or the U. cause they're training for President of General Foods and we're training accountants.

Mr. Overland: In your estimation what is the future direction of the school?

Mr. Williams: The master plan calls for more and more emphasis on off campus courses, and expects that the student enrollment on campus will not grow. That probably is based on the fact that the...the birth rate will decline. Some people claim the birth rate is going to edge-up a little, if it does eventually it would make a little difference, but the birth rate in the United States is awful close to zero population growth now. So, the long-range plan is realistic now, it says that the on campus probably will not grow very much...maybe a little hopefully, someday. So, there will be more and more emphasis on...centers around and of course in Yakima...well, you know the scoop. The center in Edmonds has just started this year.

There is some talk of starting a center down at the Tri-Cities for junior and senior courses. Now the U. of W. and W.S.U. have a graduate program down there and nobody has a junior and senior program...they also have a junior college, so Central has sort of been nominated. I don't whether by the press or by whom...to start some junior and senior courses. Well, surely somebody here will do it. I don't know who.

Mr. Overland: What departments do you think will grow and what other ones do you think might remain stagnate in your opinion...if you can project into the future?

Mr. Williams: I think I would pass on that. It's a pretty tough question and if some of my friends heard that I said their departments weren't going to grow and they might not ever speak to me again. But, mostly it's hard to tell. The purely cultural ones are not doing well now and...well, I hope, for example the language that I mentioned earlier, will be well...I don't think it will. I think the days of language in colleges, I'm afraid, is over. I hope it revives but I'm not at all confident that it will.

Mr. Overland: What are the personal highlights of your career?

Mr. Williams: I just don't know what to say, it all blended together and just can't think of any...a lot of things were very pleasant, but I can't think of any that were tremendous more than the others. I'm sure that some of the things that have happened to me some of the people would think would be a highlight. I know when my mother was still alive, one of the highlights for her was when I was elected at the University of Iowa to Phi Beta Kappa because. She always wanted one of her sons to be Phi Beta Kappa. So, that was a highlight for my mother. I don't even know where the key is anymore, but...and I suppose my World War II experience was very important to me. As far as here at Central, there were so many things I just couldn't single any one thing out. The only thing that I can think of that I have enjoyed the most is working with students.

Mr. Overland: If you had anything to change or do over again is there anything you would change?

Mr. Williams: You mean in my own life?

Mr. Overland: Right.

Mr. Williams: You would have to check with my wife on that, I can't think of anything right now. I'm happy with what it's been. There were years when Central changed so slowly from a teacher's college where I wondered whether I should have come out here...maybe I should have stayed...I could have stayed on the faculty as permanent employment at the University of Iowa, I could have gone again to the University of Missouri and there were years when I wonder whether I had made a mistake, but now that the change has occurred why I'm happy. We have enjoyed there.