10. Toward a University

Arriving in June, 1967, and inaugurated the following December, John Barnes’ challenges were analogous with those confronting the leaders of many of the 279 similar public institutions of higher learning throughout the United States. Boise College and the university at Pocatello headed by William Davis, were members of the American Association of State Colleges and Universities (AASCU). These 210 colleges and sixty-nine universities (over ten percent of the nation’s higher schools) instructed twenty-one percent of the country’s scholars.

Numerous municipal junior colleges had recently become senior institutions, patterned in the West (it was said) after California’s sixteen state colleges. Sacramento’s 1960 master plan for higher education shaped by a commission headed by Arthur Coons, president of Occidental College, was widely copied during the decade by western states and several in the East as well. The objective was to make inexpensive senior college education readily available for every qualified citizen, while providing two-year career training close to home in community schools such as the College of Southern Idaho in Twin Falls.

Deciding that the financial strain was too great, mayors, merchants, civic leaders and educators lobbied the transfer of their colleges from local to state control. Thereafter, the conspicuous characteristics of state colleges were functional changes and staggering enrollments. Some first-class junior colleges eventually became third-class universities, a destiny San Jose and Boise meant to escape.

Had Barnes not left Yuma his responsibilities may have remained largely unchanged although the universities in Tucson, Tempe and Flagstaff might have beckoned, if not Grand Canyon College, a small private school in Phoenix. One of Arizona’s growing junior colleges in fourteen districts throughout the state, Yuma’s school retained a two-year curriculum. Had Barnes agreed to head a junior college in Wyoming, like the one in Yuma it would not become a senior institution. Thus, Boise was a challenging place for this youthful administrator with both university and junior college experience, who accepted the presidency the same week the Idaho Senate approved the transfer of the four-year school to the state.¹

DELEGATING AUTHORITY

The administrative reorganization chart distributed during the fall semester had a “P.S.” at the bottom of the cover letter which explained that the only new position was that of the executive vice president. Barnes wanted the office filled immediately,
but Richard E. Bullington, who had earned his doctorate at the University of Alabama, was not chosen until April, 1968, although the trustees had approved the position the previous December. Professor of Education, and a department chairman at Arizona State University where he had been since 1961, Bullington remained there to teach a summer class, arriving in Boise in mid-July.

Casually acquainted at Arizona State, Barnes had met Bullington when he was principal of the Scottsdale high school near Phoenix. Joining the Tempe faculty, Bullington remained when Barnes accepted the presidency at Yuma. Now in Boise five years later, and seeking an executive vice president several months into his initial semester, Barnes wrote to the appropriate officials at a number of universities, including G.D. McGrath at Tempe. Reminded by friends that “Dick” was a “solid true blue type” with considerable administrative ability, Barnes scrawled across the bottom of his letter, “Do you think Bullington might be interested?”

Shown Barnes’ letter when he stopped by the placement office to examine the credentials of prospective faculty, Bullington had never been to Boise and he knew little or nothing about the college, but remembering Barnes, he wrote asking for information and soon became one of six applicants. After reviewing their personal records, the selection committee preferred Bullington, as did the trustees and he was offered the position in April. Writing to him in June, about a month before Bullington was due in Boise, Barnes recommended he read what a “sage old boy,” T.R. McConnell, Professor of Education at Berkeley had recently written about academic leadership. His ideas expressed in “one of the best articles that I’ve read in a long time,” also appealed to Bullington who agreed, “The responsibility of a college or university president was to lead, not to mediate among administrative factions.”

McConnell, urging presidents not to confuse management with leadership, declared, “Administrators must act. To do so often requires quiet and unpretentious courage.” Success depended on choosing able associates, and delegating to them
considerable authority, responsibility, or discretion, and this is what Barnes had in mind. Bullington’s job was largely academic. However, naming him executive vice president, an administrative innovation at the time, broadened his authority beyond curriculum to financial and student affairs. The position appealed to Barnes, who spent much of his time with legislators and trustees, because it enabled him to consult with just one informed person before conferring with the vice presidents and deans.2

A Navy pilot during World War II, with a son serving on the U.S.S. Enterprise when he and his wife, Pat, arrived in July with their teenage daughter, Bullington decided to trade Arizona’s sunshine for Idaho’s distinctive seasons, because Boise College “smacked with emergence and development.” Having experienced Arizona State’s dramatic growth years, he saw a parallel between the Tempe and Boise schools, and like Barnes, Bullington preferred the ripening institution, just as teachers enjoyed witnessing student maturation from freshman through graduation. Boise College was obviously a developing institution, and this was the “sole reason” he decided to move to Idaho, Bullington later recalled. The favorable climate and the proximity of outdoor recreation, were merely “fringe benefits.”3

THE CHAMBER’S RED FLAG

Some of the recent arrivals among faculty and staff found the political climate less attractive in southwestern Idaho than the region’s “Indian summer,” mild winter, the cool spring and warm summertime. Bullington, for example, busy consulting with the curriculum committee while finalizing the accreditation process, discovered that desirable participation in a federal program popular elsewhere had been tabled by the trustees because it was “completely socialistic.”

Enfasoned in his utilitarian office near the one Barnes occupied on the ground floor of the Administration Building, (the original structure on the former airport), Bullington read the minutes of meetings and discussed with the president his Head Start proposal rejected by the trustees. Barnes had been urged by Herbert Whitworth, Idaho’s Economic Opportunity director, to seek a federal grant for the training of the teachers of pre-school children, but one trustee was “violently opposed” to such regimentation, because children that age should be home with their parents. The rest of the Board went along with him until his views softened. A Head Start instructor course was started in 1969, along with a Manpower Development Training program, made possible with both federal and state funding.

His aggressive style bothered several trustees, who found Barnes to be a fighter determined to expand the college plant, while standing with Bullington as he presented and analyzed academic affairs. A slower pace was preferred by the Board, but there was little heel dragging on campus or downtown, where the Chamber of Commerce made public in July, 1968, its advocacy of a university, not just a state college in Boise. Bullington was yet a stranger in town when the Chamber’s sixty-page Report on Higher Education Facilities for Idaho began spiraling around the state, kicking up emotional dust that remained unsettled for months.

Vice President Gottenberg, former trustee Marcel Learned, and business professor Peter Wilson were three of the twenty-eight member college committee responsible for the controversial Chamber publication which addressed the necessity of establishing the full regime of public university education for Southwest Idaho. Documenting the introduction with favorable Oregon and California studies, the committee whacked Moscow with the term “rural universities,” along with the
conclusion that great universities need to be closely linked to metropolitan centers. They repelled Pocatello with phrases such as “equal university facilities,” and the observation that certain graduate programs “cannot prosper at their present rural location.” Responding to what appeared to be extreme arrogance, a revival of the weight-throwing of the old “Boise Ring,” the capital city’s power structure in earlier days, the Bengal at Idaho State University called for the removal of the educational needs of the state from politics in “Views from the primitive South,” republished in the Boise Arbiter.

Enamored with the Chamber’s contention, editor Art Galus and his staff changed the name of The Roundup after the last issue in April, 1968, to Arbiter in August, explaining that the paper would stand between factions on campus as a witness or judge, arbitrating matters. They felt that the name was expressive of the “new BSC and the potential of a Boise State University,” suggesting that the Chamber was right in advocating this rank before the college officially entered the state system. But, the staff pondered, did students want immediate growth? Taking a poll, the Arbiter cheerfully announced that ninety-four percent of the respondents favored the administration’s style and goals, while the remaining six percent were not actually opposed. If sectional problems existed, it was because of incorrect budgeting of funds by the State Board, which, coupled with the antics of student leaders at Pocatello, had made the sea of higher education in Idaho a bit rough, the Arbiter concluded defensively.

In December the Arbiter, heralding three-year accreditation granted by the Northwest Association, published in bold type the names of students from all sections of Idaho who pleaded for adequate funding. Many counties were represented, which illustrated that the college had become regional; there were fifty-two towns and cities with five or more residents at BC, and another fifty-two communities with from one to four.

Referring to the Chamber’s controversial document, not the innocuous partisanship of the Arbiter, both the Statesman and the Intermountain Observer frequently examined the “battle over education,” former governor Robert Smylie’s phrase. According to the press the stage was set for one of the greatest educational donnybrooks of all time. Boiseans should remember that in several communities the decision to move the college into the state system was unpopular, therefore, the Chamber’s plan was an invitation to fratricide. Implementation of it might stir up regional warfare similar to that which erupted in 1951, when Lewiston’s college was sacrificed by an appeasing governor and legislature. To ask other regions to mark time, while the educational needs of Boise Valley were met was simply unsound, said the Observer’s Sam Day who was formerly with the Lewiston paper. On the other hand, Boise’s school was the college that won’t stop growing, Day emphasized a week later.

Admitting the Chamber had waved a red flag at Pocatello and Moscow, where Boise was now synonymous with mud, the Statesman regretted the anger and bitterness this parochial enthusiasm had generated. This was unfortunate because the plan had merit, the editor continued, adding fuel to the fire by audaciously suggesting the law school be moved from Moscow to Boise simply because the state’s legal library was located there. The press admitted that the Chamber’s report was clumsy and overeager. Nonetheless, both universities should concede that Boise State’s growth was inevitable. Not many years had passed since Idaho State College was arguing for university status, and this rank was bound to become just as logical for BSC. What was needed was a statewide view, not provincialism, the Statesman
advised, refuting the *Idaho State Journal* editorial, “Boise Stalks Our Universities.” The press debated, while the State Board of Education grappled with the issues and local trustees stood quietly by the Chamber.4

GOVERNORS, REGENTS AND TRUSTEES

The media assumed that friction existed between the two boards when John Tate, Chairman of the one in Boise, returned from a State Board meeting in Moscow. However, both he and Barnes claimed that deliberations had been harmonious even though their administrative plan calling for six divisions or schools had been cut in half. The trustees preferred three schools plus the vocational-technical division, because otherwise the college would be “overorganized,” making it difficult to obtain adequate appropriations.

The ten million dollar biennial budget was bound to appear bloated, nevertheless alumnus James McClary believed most legislators would “back us up” because Boise taxpayers were turning over to the state a physical plant worth about fifteen million dollars, not counting the land. However, the 38th Legislature initially appropriated nine million dollars based upon the State Board’s estimate of about nine thousand students. When the full-time equivalent increase in the fall was thirty-two rather than the expected twelve percent, officials had to plead for a supplemental appropriation soon after BSC entered the state system.

Board Chairman Eldon (Dick) Smith of Rexburg defended the budget as did Governor Don Samuelson. John Barnes found that the Governor’s successors during the 1970s, Cecil Andrus and John Evans were also “exceedingly helpful.” Samuelson and Andrus with roots in northern Idaho, and Evans from Malad in the southeast were not openly partial to the universities there.
State Board members also had a mandate to be impartial, a visionary charge considering the traditional sectionalism in the state and hometown sentiments. "We hated partisanship, we tried to be fair," one trustee testified while admitting his personal objective was the protection of the public schools, having served a local board for thirteen years. Still, Boise State was generally treated evenly as the Board's membership changed over the years. After all, Barnes reasoned, all that was needed was a majority vote, which was usually obtainable when critical matters were at stake. There were five to four votes on many issues, but "marginal winning is, after all, winning."

The Intermountain Observer frequently mentioned the fuss after the Chamber's report urging a university-track program for the college generated anger. It also stimulated provocative editorials and commentary such as the thoughtful articles appearing in the Observer's sixteen-page "The President's Report." Essays were submitted by Ernest Hartung at Moscow, Pocatello's William Davis, Warren Knox in Caldwell, Northwest Nazarene's John Riley in Nampa, Jerold Dugger at Lewiston, James Taylor in Twin Falls, John Clarke at Rexburg and Barnes, the head of a "growing young institution with all kinds of burrs under its saddle."

Board Chairman Dick Smith, whose comments appeared on the Observer's first page, said that of all unpaid public servants, education's trustees probably caught "more hell per capita" than other state officials, yet it was "a great job." Continuing, Smith placidly observed, "We have a whole family of institutions at varying stages of maturity." Boise's was "in the gestation period," meaning the college was due to arrive on the state scene in January.

When Barnes arrived in 1967, Smith's permanent professional staff, led by Director Gilbert Carbone, had been in office just two years. Carbone and his aides were responsible for the implementation of the Board's edicts and day-to-day functions, a demanding task since Idaho had a single board for all state-supported instructional institutions, not just higher education. The members, wearing regent as well as trustee hats, preferred this system to that of several neighboring states where the public schools, colleges, training institutions and the universities each had their own trustees with a coordinating board overseeing them all. Too cumbersome, the governors and their appointees had agreed, because Idaho's entire group was no larger than the educational complex of a city the size of Seattle.

Were the presidents, guided by a body which was also the Board of Regents of the University of Idaho, responsible for so many diverse educational institutions satisfied with Idaho's system? Most of the time, yes, after the higher education office was established with a professional director, accessible to the presidents five days a week. Carbone held that post until Donald Keith succeeded him, when Barnes had been in Boise about six months. Keith's successor in August, 1969, Donald Kline, had been a presidential finalist when the trustees selected Barnes, and his assistant, Milton Small, became the director when Kline left in 1972.

Addressing a letter to the State Board in August, 1970, Barnes answered several questions posed by J.D. McCollum of Twin Falls, a member since 1966. "No," Barnes replied, the local board had not urged him to immediately strive for a university level curriculum. Reminded that several trustees felt he was trying to work with two Boards when he was now responsible to one, Barnes denied it. He had counseled "almost exclusively" with the State Board since January 1, 1969, and his agendas had not been previewed by the former trustees. Vacillating back and forth between boards, using people in a manipulating fashion was not acceptable, Barnes agreed with McCollum.
An academic Harry Truman who knew where the buck stopped, Barnes understood why the two universities received fourteen million (Pocatello) and twenty-two million dollars (Moscow) for the 1969-70 biennium, while the eleven million he sought had been chopped to about eight before it was finally raised to nine. The State Board’s budget formula, a “cutting of the pie” process, was weighted to graduate programs and research costs at the universities, the state’s premium institutions. Thus, Boise College needed advanced studies for equity reasons as well as the local demand.

Opponents of a formula geared to “semester units produced,” favorable to Boise where part-time student enrollment was the largest in the state, charged that this system would make all the institutions of equal mediocrity. When several legislators devised a plan based on full-time equivalent student enrollments, Hartung at Moscow called it “simplistic.” Their formula would be a “disaster” for the two universities and a disservice to BSC when it began some of the more costly programs. However, with a thirty-two percent enrollment increase the fall of 1969, Boise State coveted the legislator’s plan.

Moscow received land-grant monies and other endowments forever out of reach for Boise, as did Pocatello and Lewiston. Nonetheless, the method for allocating funds was not changed for several years, and faculty teaching loads grew heavier. When the Board’s formula allowed a twenty percent increase in research funds for the University and three percent at the state colleges, Peter Wilson told the Statesman his colleagues were not overly disturbed since “no teacher at BSC has time to write, research, or do any of the things expected . . . besides teaching.” Instructors vied for summer classes in order to supplement their income, and there was little time for personal development or scholarly endeavors during the normal fifty to sixty hour week.5

ACADEMIC ACHIEVERS

Academicians generally considered the formal lecture but one of numerous acceptable teaching methods. Just the same, classrooms were filled with desk-chairs occupied by quiescent learners taking notes, as had previous generations, while professors droned on. The less monotonous, talented faculty teaching popular subjects found their classes too large to encourage substantial interaction, the questions and thoughtful responses so necessary for a stimulating learning experience. Productive was the time professors found between classes for discussions with students over coffee in the Student Union or their offices. Highly motivated, inquisitive learners needed little more than this sort of guidance as they developed fruitful study habits which quickened their desire for knowledge. Encouraged by these scholars, several professors developed experimental “honors” courses, hardly unique in academia. However, the Oxford tutorial system wherein students were informally guided individually or in small groups was neglected by many public colleges committed to open enrollments.

Developed on several campuses during the 1920s, neither time nor money were sufficient the next decade for individual instruction at hard pressed, depression stricken colleges. Besides, many teachers and their students, although liberated from the rote learning imposed upon their grandparents, preferred the comfortable procedures of the formal classroom. Still, some people were convinced by the 1960s that an honors program was a necessity. Ada Hatch began an accelerated English
composition course for bright freshmen in 1962, and Fred Kellogg started an honors section of Western Civilization fall semester, 1964. Aware of the positive steps taken by English and History to exploit the intellectual potential of superior students, economics instructor Laird Noh redesigned his evening seminar during the spring of 1965, another forerunner of the challenging program announced in the 1968 catalog. Were students involved in the planning? Yes, through their Honors Student Advisory Council formed the previous year.

The college had a respectable academic reputation within the state, several educators assured Bullington. Some neighboring protagonists were aware that serious high school students, other than athletes, chose the Boise school upon graduation. The president of Eastern Washington State College at Cheney told Bullington he was acquainted with parents who urged their children to enroll because Boise provided notable educational opportunities, a compliment he considered modest. Still, Bullington found there was much to be done as departments randomly scheduled classes. Irritating to him and the students who stood in long lines was the relaxed week-long registration in the gymnasium at the beginning of each semester.

The creation of a stimulating curriculum designed for highly motivated students was of particular worth for a developing institution aspiring to become a university. Although there was no promise of funding, psychology’s Wardell Larson headed a committee which brought proponents together, and mathematics' William Mech later "took the ball and ran with it," Bullington recalled. This voluntarism exemplified the spirit of service found among faculty willing to do extra things with no reduction in teaching load and no additional compensation except personal satisfaction.

Letters sent in April, 1968, to public and private high school officials offered library cards for honor students, "however you define them." That summer a number of youths not quite college age were seen about campus. Meanwhile, the eight-member committee responsible for the refinement of the program deliberated. Barnes told them, "Frankly, I'm concerned about our lock-step system . . . through which every student, regardless of . . . ability, must go." Bright scholars should be encouraged to challenge basic classes by examination. Those interested in legitimate subjects beyond the catalog might pursue them independently, meeting with their professors several times each semester in an unstructured environment.

High school seniors with superior academic records and BSC's high achievers were invited to enhance their educational experience through individual tutoring and seminars. A brochure promised top freshman scholars possible waiver of certain lower division requirements, and proficiency examinations for credit without attending the class. Students applied, interviews followed and twenty-seven entering freshmen were enrolled in a modest program, not a "full-blown" one, supervised by mathematics' Lloyd Tucker until William Mech succeeded him in April, 1971, as the Director of the Honors Program.

Twenty of the twenty-seven scholars maintained grades above the three-point minimum, as they participated in seminars, a calculus class and individual studies, or prepared for advanced placement exams. The number of participants nearly doubled the second year with more women than men, and a reading program was added the following summer. A center opened in the library had a study lined with books alongside the offices, and the program became a separate budgeting unit. The bulletin issued in August, 1971, described seminars led by peer "coordinators" in addition to the history, mathematics and English courses offered by faculty. Editor Anne
Millbrooke (who continued her education through her doctorate) noted in the February, 1971, "Newsletter," that economics, physical science, and a course concerned with the development of Eastern civilization had been added.

In May, four students accompanied by Mech attended the Northwest Regional Conference of National Collegiate Honors Council at Oregon State University in Corvallis, later held in Boise. Collaborating with History's Chairman Warren Vinz, Mech budgeted funds which made it possible to invite eminent scholars to campus such as Emory University's Bell Wiley, author of *Billy Yank* and *Johnny Reb*. Native American historian Arrell Gibson, who occupied an endowed chair at the University of Oklahoma, spent several days at Boise State. General David Parker delivered a lecture supporting the controversial Carter treaty soon after his retirement as President of the Panama Canal Zone. The honors program grew as the college edged toward university prowess, making a significant contribution to the achievement of that goal along with the graduate programs started early in the decade. 6

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**BEYOND THE BACCALAUREATE**

John Barnes recalled in 1982 that he did not arrive with specific plans for graduate studies because a newcomer should not "bring a suitcase full of things he would do." However, it soon became obvious to him that they were needed for several reasons. Foremost, the college had an obligation to practicing teachers and other professional people desiring advanced degrees who were unable to leave the valley. Implementing a program to meet their needs in education and business was not formidable since both schools had qualified faculty eager to participate. "If we don't get grad work we are going to be another Lewis-Clark" someone said, expressing the sentiments of his colleagues.

The reference to Lewiston was not intentionally demeaning; knowledgeable faculty were generally sympathetic with the college there, headed by Jerold Dugger, a former associate professor of education at Boise College. Closed for several years during the 1950s, Lewis-Clark was now a four-year institution with over a thousand students attending classes on an attractive, mature campus. Unfortunately, Dugger had been short-changed by legislators favoring Moscow, and several of them still threatened to reduce or eliminate the college at nearby Lewiston.

Barnes told the press toward the end of his first month that Boise College should institute graduate classes "very soon." Numerous requests for teacher education and business courses had already arrived on his desk. Thus, the college was obligated to at least begin the planning stage, which was underway when the Chamber of Commerce injudiciously declared in July, 1968, that Boise must have post-graduate programs as soon as possible. Wincing, while urging the avoidance of "pressure tactics," Barnes asked the directors to try to understand the position of the State Board, and the necessity for cooperating with all institutions of higher learning.

Moscow's Dean Samuelson sent Barnes in June, 1969, a tentative plan for the jointly sponsored graduate center proposed for Boise. Finding the document acceptable, Barnes confidently penned in the margin of his copy, "which will later be integrated into BSC totally." Bullington also welcomed the proposition as did the Academic Council, since the Board's decision to establish such a center at Boise in conjunction with the universities upgraded their college. Several days later, Barnes told the twelve-member committee chaired by Bullington that he hoped this Cooperative Graduate Center might be absorbed by the fall of 1971. Should this be achieved, the transition would be nicely tuned to biennial legislative appropriations.
Optimistic, Bullington's committee concluded that two masters programs could be launched. Faculty capability already exceeded the expertise Idaho State had when it started advanced studies at Pocatello in 1955, with library holdings barely past the 50,000 mark. The College of Idaho at Caldwell had just one doctorate in education when graduate classes began there in 1953, with fifteen students. Boise State had nine doctorates in business, and eighteen in education. The library collection numbering almost 83,000 books, periodicals and related items, was growing at the rate of about 20,000 volumes per year. Strengthening the outlook were the more than two million dollar four-story addition to the library and the recently completed Business Building costing almost that much.

In a lengthy letter addressed to Bullington's committee, Barnes reminded Angus McDonald in Teacher Education, Gerald Wallace his dean and the other members that library holdings were "probably our greatest weakness." Consultants had recommended expansion in preparation for advanced studies as early as 1965. Ruth Mc Birney was strengthening the collection, but it was still inadequate. The Instruction Materials Center had also been "beefed up," while government grants and private funds were sought for the acquisition of upper division and graduate materials. With this effort, it was agreed, care must be taken to avoid draining the quality of undergraduate programs by attempting to field higher degrees too soon.

About twenty graduate-level classes were brought to Boise by Pocatello and Moscow professors during the 1968-1969 school year. This "fly-in, suitcase teaching" was frowned upon by accrediting agencies, because absentee faculty were unavailable between classes. The Cooperative Graduate Center with a resident advisory council and a common currency of credit would improve the situation; the students' work would be recognized by the three institutions. This was advantageous because some teachers might prefer Boise State credit in order to avoid the residency requirements at Pocatello and Moscow.

When might graduate studies be accredited at Boise independently? Returning from a two-day training session in Seattle, sponsored by the Northwest Association of Secondary and Higher Schools, Barnes reported that Director James Bemis seemed to feel there would be no problem. Legitimate higher degrees would be recognized providing the college had faculty competency, library resources and the ability to meet several other conditions required for carrying out a sound master's program.

Asked in October, 1969, to allow the college to implement a masters in business administration (MBA) by 1971, the State Board gave the green light for both this program and a masters in elementary education. Influencing the Board's decision was survey data gathered from eleven senior colleges in the Pacific Northwest, which revealed that Boise State ranked sixth in total library holdings (fourth in periodicals), first in Business doctorates and fourth in Education.

Although mathematics Chairman Giles Maloof was named Dean of the Graduate School in 1970, higher education Director Donald Kline remained responsible for ongoing programs another year. For the first time, Kline's spring brochures proclaimed, up to twelve resident graduate credits might be earned during Boise State's summer sessions.

Kline urged Barnes in May, 1970, to try to implement a masters degree in Urban Studies. Boise was the logical location for such a degree, Barnes agreed, adding, "We are also looking at several other programs." Meanwhile, the graduate committee was busy shaping up the two authorized, business and elementary education. When a third masters was instituted, it was in secondary education rather than urban studies, yet the latter remained a high priority objective.
Toward a University

Faculty umpiring was sometimes frustrating as committees tediously pondered or deliberated over the reports of consultants. Thus, the administration was delighted with the prompt and positive conclusion of the University of Denver’s Jerome Kesselman who unqualifiedly decided in October, 1970, that Boise State was ready to offer the M.B.A. degree. At the same time, C.W. Schminke of the University of Oregon affirmed the masters in elementary education. Schminke compared Boise State with Portland State which, in 1960, had been an emerging institution in a larger urban setting. When the school asked for a masters program in 1961, the University of Oregon became its tutor and the relationship had been unsatisfactory.

Eugene mothered Portland in much the same fashion that Moscow was attempting to nurture Boise, and the maternal arrangement had been deficient. While administering the graduate program in elementary education, Eugene created a mail order degree in absentia. An effort was made to meet every student need but the program was “dysfunctional for the obvious reasons of time, distance and space.” Portland faculty taught “our” courses, Schminke remembered, while Eugene’s professors evaluated the examinations of students they had never taught. The impossible nature of this venture should have been self-evident; graduate programs belonged to the institution where they were conducted. Idaho’s State Board came to this conclusion, and Boise’s initial graduate programs were approved, another step toward university rank and better funding, while the administration sought additional scholarship money.7

ASSISTING THE SCHOLARS

During those months in 1970, when honors and graduate programs were taking shape, seventy thousand dollars were given for library acquisitions, most of it by a local corporation interested in strengthening the business curriculum. One of the banks donated films, while another provided scholarship funds. Numerous firms were generous, and it was easier to get financial assistance in the marketplace for the business degree than for the masters in elementary education. Yet, as predicted, there was a demand for both graduate programs, as baccalaureate degrees in these fields multiplied. Within commuting distance for about a third of Idaho’s teachers, the School of Education should be extremely strong, Barnes believed. “I can think of no greater service than these two degrees,” he told the trustees, who were being asked, “When will the college become a university?”

Charged with the development of an institution fully capable of meeting the needs of a growing region, administrators were not told that university status must be their ultimate goal. However, leadership style strengthened and broadened the college, creating a university image in organization and function. Meanwhile, a youthful scholar was appointed to the Academic Council, following a recommendation made during a Developing Institutions Seminar, which prefaced widespread student involvement in campus affairs beyond the stadium and their Student Union.

One of the seminar participants, President Robert Hill of Chico State College, considered student involvement in all aspects of governance not only appropriate but necessary. At Chico they outnumbered faculty on some committees. Striking a dissident cord was Thomas Lantos from San Francisco State College, where the Students for a Democratic Society and the Black Students Union had recently frustrated an election by blockading the polling booths. San Francisco’s militant group operated beyond the bounds of reason, Ellis McCune, interim president of
the college in nearby Hayward agreed, one reason being higher education accessibility for whites over blacks and browns, an intolerable social injustice. James Bemis of the Northwest Association, underscoring McCune’s observation, believed some colleges along with other establishments employing only a few ethnic minorities had been guilty of racism for too many years.

Was Boise State guilty of racial discrimination? The minority community on campus was small, but the administration felt that this was due to geographic and economic factors. Faculty were hired on the basis of their qualifications and the money available for salaries, while an attempt was made to assist students of all ethnic backgrounds.

Scholarships for athletes were largely funded from private sources. For other students, the administration expanded financial aid. The objective, Barnes reminded William Hendry, Dean of Student Personnel Services (who joined the college in 1969), was to provide equality of access to higher education. Most educators had been committed to this objective long before the Civil Rights Acts of 1964 prohibited discrimination in any activity or program receiving federal financial assistance. The administration was not hesitant in seeking such aid. However, some initial requests were too modest.

When Boise State asked for a fifty thousand dollar Educational Opportunity Grant, Health, Education and Welfare’s Albert Alford told Barnes, “In all candor . . . I am surprised at the small size of your request.” After documenting the need for almost three million dollars in 1972 from all federal programs officials had pared the applications down to a half million, and only $50,000 from EOG. The college asked for $128,000 the next year and received almost one hundred thousand from this federal agency.

National Defense Student Loans, about two hundred during the 1970-1971 school year, numbered nearly three hundred the next one, with students receiving more than two hundred thousand dollars. Federal work-study money was supplemented with state funds for the part-time employment of disadvantaged students. There were nine grants ranging up to $100,000 for vocational-technical trainees, and one specifically for the Migrant Opportunity Program. The college also found money for nursing loans or scholarships, and financial aid for law enforcement students.

In 1971 the college became Idaho’s first institution of higher learning to offer scholarships to high school students who were finalists in competition sponsored by the National Merit Scholarship Corporation located in Evanston, Illinois. Founded in 1955, the NMSC was directed by educators and the executives of several industrial corporations. The college chosen by the winners was responsible for funding each $1,000 scholarship. BSC, like most of the schools registered with the NMSC, found a local donor, a state-wide bank with headquarters in Boise. Helpful was the contribution of a Caldwell foundation, which granted Boise State $10,000 for renewable graduate fellowships. A retired banker and former trustee, eventually gave ten times this yearly amount for an undergraduate scholarship trust, founded in memory of his deceased son. Other individuals contributed to the University Club designed for high school seniors in the top two or three percent of their graduating class. Recipients were given $100 and a certificate admitting them as Honors Students.

Boise State College was competing with similar programs at Moscow and Pocatello, where the institutions had greater drawing power. Nonetheless, increasing numbers of high school scholars enrolled as the college improved its academic
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reputation. Five of the twenty-six graduates of Idaho's private as well as public high schools, awarded the state's first $1,500 scholarships, enrolled at Boise State. Initiated while Cecil Andrus was governor, the renewable stipends recognized superior achievement.

In 1970, Don Samuelson, who preceded Andrus as governor, appointed Barnes one of Idaho's three members of the Western Interstate Commission for Higher Education (WICHE), formed in the 1950s. The states with the appropriate schools had agreed that Idaho, Alaska, Arizona, Colorado, Montana, New Mexico, Oregon, Utah and Wyoming might encourage their medical, dental and veterinary students to enroll for fees equalling resident tuition. The states without medical schools subsidized scholars certified by their medical association, and the commissioners supervised this procedure while lobbying for legislative funds. Graduates were required to return to or reimburse their state. But, this provision was seldom enforced when there was no doctor shortage in their field of expertise.

Although costly, WICHE, with headquarters in Boulder, Colorado, was worth the investment, educators and sympathetic legislators believed. Beneficial to every institution of higher learning, cooperative medical education was particularly important to a developing college because pre-med students were generally high achievers. Meanwhile, the Board of Education cautiously studied the plausibility of establishing a medical school in conjunction with the Veterans Hospital in Boise. Physician John Swartley told the press the idea was "frightening," nevertheless Idaho should explore the possibility even though the medical association was not enthusiastic. Also pessimistic, William Davis at Idaho State University predicted budding doctors would continue to study out-of-state, because taxpayers feared the cost of such a complex institution. Since the medical school remained little more than a topic for conversation, the administration encouraged science chairmen and faculty to proceed with their plans for a School of Health Sciences despite unresolved money problems.9

Significant were the financial contributions of Boise College Fund. In the fall of 1969 it became Boise State College Foundation, Inc., a non-profit corporation committed to raising money for plant and curricular extensions not readily funded through state channels. The directors besides Barnes and his financial vice president, Dwane Kern, were the Board's Steele Barnett and William Agee of Boise Cascade, a BJC graduate who would go on to head Bendix Corporation. A trustee of the fund, Velma Morrison, was soon to be actively striving for a performing arts center. James McClary was named foundation president in the spring of 1970, when Agee agreed to become the vice president.

The universities at Pocatello and Moscow had similar foundations, as did the private colleges. Their objective was largely the solicitation of major gifts for plant expansion and, like Boise State Foundation, they also sought bequests for scholarships and loans. Identifying financial channels for Lynn Driscoll, Barnes said contributions intended to support a student for a single year might be addressed to the college, while sums large enough to generate interest monies should be placed with the Foundation. Brochures carried the message and catch up funding helped to supplement both building and scholastic needs.10

BIG SKY AND OTHER HORIZONS

Asked, after he left Boise in 1977, if funding had not been his major administrative thrust, Barnes answered candidly, "We were darn lean and hungry; the financial
picture had to be improved;" not just for the physical plant, but for the development of the curriculum, scholarships for deprived as well as intellectually endowed students, and the intense collegiate athletic program the community expected. Championships on the junior college level had won numerous friends for the school. Spirited athletic contests became even more attractive, exciting fan allegiance as the college entered competition with senior colleges and universities. Besides mainstay football and basketball, tennis, baseball, wrestling and skiing teams were fielded.

Gene Cooper chaired the Health, Physical Education and Recreation Department, while athletic director Lyle Smith worked directly with the varsity coaches. Providing financial assistance was the Bronco Athletic Association headed by John Moliter and Dick Chastain, which had over a thousand members when the college became a university in 1974. Contributions raised through dues and activities amounted to about a quarter of a million dollars annually. Asked by the Arbiters Jane Dunn if this money made a difference, Barnes said it made possible competition in all sports in the Big Sky Conference, formed at Spokane, Washington, in 1963. Every member school had an organization similar to the BAA that aided not only football, but raised money for travel, equipment, scholarships and awards, a critical supplement to athletic budgets.

Association members received certain privileges in return for their contributions. The quality depended upon their generosity or ability to pay. The President’s Club ($500) enjoyed exclusive seating in Bronco Stadium, expanded early in the 1970s to accommodate over 20,000 spectators. The Buckaroos’ ($100) advantages included reserved parking and preferred seating. Their names also appeared in the colorful programs sold during the games. Other members paid ten dollars and parked wherever they might find a spot, but they could choose their seats and stick a decal on their car.

"The Four Horsemen Ride Again," Terry Zahner, Joe Aliotti, David Hughes, and Cedric Minter. Boise State University Archives
Critics felt these benefits, seemingly based upon the thickness of one's wallet were inappropriate. The grumbling became more audible after the University Club was formed on top of the association's stratum; the fee being $500. Membership in the President's Club was reduced to $250, and there was soon a waiting list. The fans who chose the top rung were elevated to their sheltered seats beneath the pressbox, and there was no need to line up at the concession stands since hostess service was provided for the University Club.

Pocatello and Moscow erected the region's first dome-covered athletic fields. The milder climate in Boise permitted and made preferable an open stadium. There would be a seating flap when the Pavilion was constructed, yet ability or willingness to pay determined the place one occupied. New to Big Sky competition and striving for university standing, while sparring for a fair share of the state's higher education budget, the college needed the Bronco Athletic Association. Significant contributions were made year after year to the total athletic program, not just Tony Knap's football team, or the basketball team now coached by Bus Conner, but baseball headed by Ross Vaughn, Edward Jacoby's track squads, and golf with Michael Montgomery in charge. The BAA also strengthened sports programs for women, a mandatory obligation since Title IX of the 1972 Education Amendments prohibited sex bias at institutions receiving federal assistance.

Women's intramural-extramural athletics, which included out of state competition besides games with Idaho institutions, were directed by Connie Thorngren from her small office, originally a storeroom and part of a passageway. Facilities remained largely inadequate until the Pavilion was completed in 1982. The auxiliary gymnasium, constructed about ten years earlier next to the one opened in 1956, was not large enough for a full basketball court, and the ceiling was too low for regulation volleyball. Despite these Spartan facilities, the worthy collegiate record justified membership in both the Northwest College Women's Sports Association (NCWSA) and Idaho College Women's Sports Association (ICWSA).

The three-year basketball score was thirty wins with only five losses, while the track and field thin-clads were undefeated in Idaho. Placing first in ICWSA field hockey, softball, gymnastics and badminton, the coeds were named NCWSA (B team) champions at Pullman, Washington. Also involved in various sports with Utah teams, Barnes was hesitant when Weber State's President Joseph Bishop suggested Ogden and Boise expand regional competition. "Our women aren't interested in a kind of man's world athletic program," Barnes wrote, believing his statement reflected the philosophy of the coaches. "They enjoy competition," Barnes opined, but they were not eager to play before large crowds of admission-charged spectators, hence they did not publicize their activities.

The year after Governor Cecil Andrus signed the 1974 university bill, the women's basketball team, now Pacific Northwest Champions, participated in the Association of Intercollegiate Athletics of Women (AIAW) tournament in Virginia. "The rise of women's athletics at Boise State — of which basketball is the most successful facet — is quite a success story," the press declared. Writing to the president of the AIAW, after the team had returned from Virginia elated but not victorious, Barnes requested membership in the association. Exclusively female, the AIAW was considered suitable because "our women professors and most of our students are not interested in duplicating the typical men's athletic program." They were not "hell-bent" on gate receipts, publicity, full rides and the thousand mile jaunts around the country that characterized male varsity sports. Nevertheless, the administration increased funding for women's athletics as rapidly as the legislative process allowed.11
Women’s athletics grew while another program open to both men and women, ROTC, had many hurdles to cross. Under consideration since 1940, when Eugene Chaffee asked for a military unit, Reserve Officers’ Training Corps studies arrived after the hostility generated by Vietnam subsided. In the meantime, Barnes corresponded with Army generals and conferred with the colonel at Idaho State University who thought ROTC might be initiated in the fall of 1970. However, budget cuts, space requirements and student attitudes discouraged the proponents as long as Americans were dying in Southeast Asia.

When Richard Nixon escalated the air war, “social numbness” passed. Three hundred students joined a protest march in April, 1971. The police arrested thirteen. Recalling the emotional demonstration Les Bois said, “A feeling of pride grew in those who defiantly took to the street.” Having broken the inertia on campus, heretofore an “island of calm in a sea of madness,” the participants had proven they were willing to take a strong, socially disobedient stand against the war. Still the incident was an isolated one, and the administration’s interest in military studies continued.

When an ROTC program publicized by the press failed to materialize, a total victory in Southeast Asia “hawk” scolded Barnes following his patriotic Veteran’s Day speech. It seemed to this listener that Barnes had said one thing while doing the opposite on campus, where ROTC was still in limbo. Denying that there was any double talk in his November speech, Barnes said military studies had not fallen victim to pressures from a minority opposed to the Vietnam conflict. Just the opposite, Boise State was seeking funding for an ROTC unit, when some colleges were trying to get rid of one, an act of bravery rather than cowardice, as suggested.

Shortly after the final, harried withdrawal from Vietnam in 1975, David Taylor, Vice President for Student Affairs, and the Esquire Club were asked to conduct a survey and determine the number of students interested in military instruction. "Frankly," Barnes told Taylor and Bullington, "I think that an ROTC program here would be of great benefit to some young people," especially the Army’s scholarship
program. However, the military curriculum was not activated until August, 1977, with Major John Walther in charge.\(^\text{12}\)

Established before ROTC, Tau Kappa Epsilon became the first Greek fraternity. Launched in August, 1968, by merging the Pi Sigma service club, President Ronald Gabriel and his brothers promptly moved into the Falk House on Warm Springs Avenue. Recalling that Pi Sigma and the business fraternity, Alpha Kappa Psi, were active when he arrived in 1967, Barnes welcomed TKE, while encouraging the colonization of other Greek fraternities and sororities. The formation of an Interfraternity Council was anticipated. Meanwhile, Rex Romack and Edwin Wilkinson served in this capacity until one was organized. Dean of Men since 1968, Wilkinson told the Arbiter the opening of the fraternity house was another important step in the development of Boise State College.

Dean of Women Flora Wallace formed a Panhellenic Council after two local sororities decided to petition the Greeks. The Tridents selected Delta Delta Delta (founded at Boston University in 1888), and the Alpha Girls logically chose Alpha Chi Omega, which began at DePauw in Indiana in 1885. Joining the rush to affiliate with sisters across the nation, the Valkyries contacted Alpha Xi Delta, organized at Illinois’ Lombard College in 1893. But the Valkyries ultimately remained independent. Also colonized during the next year or two were Alpha Omicron Pi (Barnard College in New York City, 1897), and Gamma Phi Beta, founded at Syracuse University in 1874.

Assistance for preliminary negotiations with most of the better-known fraternities and sororities was readily available from university graduates about town, who eagerly promoted their own. By the spring of 1971, five sororities were represented on the Panhellenic Council, advised by Nancy Redford. Housing was a matter of choice; the girls could elect to live in the dormitories or off campus. Several chapters chose the latter, leasing stately houses along the east end of Main Street near the TKE’s Falk House, with no subsidies from the College.

Charles Blanton, a member of the firm that handled some of the college’s legal work, encouraged the formation of a Kappa Sigma colony. Founded in Italy, and reborn at the University of Virginia in 1869, Boise State’s second fraternity was also housed on Main Street. A third one had to be formed before an Interfraternity Council could be organized, according to the national rules. A Sigma Tau Gamma field representative was in Boise in November, 1969, assisting with the colonization of a chapter which was formally initiated in March, 1970. During the fall semester, Beta Sigma Chi also welcomed pledges, and Sigma Pi arrived in the fall of 1971. There were now five Greek fraternities, five sororities, and nine service or professional fraternities, Tau Alpha Phi a vocational service group, Alpha Kappa Psi, Phi Beta Lambda, Pi Sigma Epsilon, Alpha Eta Rho, Alpha Psi Omega, Home Economics’ Eta Epsilon, and Delta Epsilon Chi for mid-management majors. Circle K and Intercollegiate Knights, on campus for many years, continued to attract service-oriented students. History’s Phi Alpha Theta was an academic and social organization.

Greek societies had lost popularity on campuses where some students capable of footing the bill preferred organizations they considered to be more democratic. Barnes told David Taylor in 1972, he was not a sorority or fraternity buff, yet he felt they helped some men and women to develop themselves, and they had a post-college benefit. Thus, the Greeks should be assisted in every way possible because they added an extra beneficial dimension to the lives of some students. However, they should not be clickish, goldfish swallowing fraternities or sororities, Barnes told
Christa Bax, assistant director of student activities. When she later questioned the administration’s concern for the Greeks, Barnes told Taylor he was surprised, and urged him to provide a more systematic service.\textsuperscript{13}

The fraternal orders downtown were defending their brotherly exclusiveness when the student judiciary committee ruled that the Beta Mu chapter of Pi Sigma Epsilon fraternity (marketing and sales students) must open its membership to women. The chapter favored this while the national office did not. Presented a petition signed by most of the Beta Mu’s, Attorney General Anthony Park felt he should not offer an opinion because campus fraternities were too far removed from the state agency concept. Several months later, when accounting’s Alpha Kappa Psi was confronted with virtually the same problem, Barnes wrote to the president at Indianapolis, Indiana, reminding him that Title IX of the Education Amendments, already bringing changes in women’s athletics, prohibited discrimination. When the president replied, informing him he was sympathetic but his hands were tied, Barnes responded emphatically “I don’t think your position is compatible with modern-day thinking about the rights of individuals to have professional opportunities for experience, regardless of race or sex.”\textsuperscript{14}

Although Greek fraternities and sororities remained segregated, hands were joined for numerous activities, as co-educational dormitories were opened on many campuses, including one in Boise. The community was conservative, yet the college was not particularly inhibited. It might have been had the administration encouraged or instituted programs that brashly conflicted with regional values or moral attitudes. State colleges had a mandate to stimulate intellectual inquiry while training people in various professional endeavors and there was no obligation to alter cultural mores. Most of the students were raised in southwestern Idaho communities and the administration understood the college’s constituency, the same type of people that Barnes and Bullington worked with in Arizona. However, Idaho students were, by and large, more conservative than their peers on the larger sun-belt campuses.