11. Prolific Expansion: Curricular and Concrete

The growth of higher learning in Boise and the transformation of the school from a junior college to a university level institution within a single decade amazed patrons and disturbed critics unfamiliar with national trends. This expansion did not surprise the educators placed in charge of Boise College during the latter part of the 1960s. Cognizant of the impact of the GI Bill earlier, they realized the "Baby Boom" generation had reached campus and draft-age males were enrolling to escape Vietnam.

The National Defense Education Act (NDEA) of 1958, meant to encourage an increase in the number of engineers and scientists, had stimulated the over-all growth of higher education across the land. Flourishing colleges and universities added programs, and extended their physical plants well into the 1970s. Meanwhile, disorders declined following the May, 1970, Kent State University tragedy (when National Guardsmen fired on protesting students milling about, killing four while wounding eleven) and particularly after the Vietnam ceasefire in January, 1973.

Kent State in Ohio and similar institutions of higher learning in the other forty-nine states enrolled more than forty percent of America's post-secondary students between the age of eighteen and twenty-one. The typical campus was predominantly white; desegregation had made the contradiction between the promise of universal education and the economic realities of the nation's structured society quite apparent. Yet, the opportunity for higher education close to home for most everyone had increased, as it had in Boise.

Nationwide, there were about two-and-one-half million undergraduate degree-seekers in 1950, and 237,000 striving for advanced degrees; there were a million more baccalaureate students in 1960, and 100,000 additional graduates enrolled. Ten years later, when Barnes was devising student-fee bonding for buildings as well as state financing of construction, American colleges and universities harbored over seven million undergraduate and more than 800,000 graduate students. Their institutions, about 1,850 in 1950, some two thousand in 1960, and 2,500 by 1970, found unprecedented increases in various buildings and facilities to be mandatory.

The title of chapter nine, "An Era of Adjustment and Change, 1962-1982," in Merle Wells' Boise: An Illustrated History, was appropriate for the university as well as the city. Discussing the yet to be completed redevelopment of the city's core after a score of years, Wells touched upon the growth of BSU. The conversion of the school from two years to four in 1965 was essential for attracting desirable industry.
Recognized a university in 1974, the expanded curriculum had benefited the community. Faculty in many disciplines provided a variety of businesses and government agencies with consultation. At the same time, campus television, broadcasting since 1971, enjoyed popular acceptance. In the following chapter, “Partners in Progress” (brief institutional biographies, largely commercial) Boise State University’s story included a photograph of the almost empty campus in 1940. Crowded with structures from one end to the other, an aerial view taken in 1980, illustrated the prolific physical expansion soon to be highlighted by the construction of the Pavilion and the Morrison Center. 2

MEANING OF THE UNIVERSITY

The growth of the student body paralleled the enrollment projections Eugene Chaffee completed five years earlier. Looking at full-time students only, he had based his predictions on factors such as the percentage of high school graduates going on to college, concluding that the numbers would continue to increase, as would the population, despite a declining birthrate. It was also expected that the graduates of the junior colleges at Twin Falls, more than one hundred miles to the east, and at Ontario, Oregon, about sixty-five miles west of Boise, would transfer to BSU. Many of them did. The completion of Interstate 84 eased access to campus via Broadway Avenue for these people, and for other scholastic commuters traveling from Caldwell, Nampa and smaller communities throughout the valley.

The administration anticipated curricular growth in health, education and business, and that graduate studies in the latter two would bring prestige if the students enjoyed a high quality experience. Also germane was the expansion of federal assistance for learners, their institutions and research faculty. With all of these factors considered, Chaffee estimated that the daytime student body would probably increase from nearly four thousand during 1968 to over seven thousand by 1975, an accurate prediction for full-time equivalents (F.T.E.). However, the head-count topped ten thousand.

Moscow’s full-time equivalent enrollment, over eight thousand, was about the same as Pocatello’s where two thousand were engaged in vocational-technical training. Boise’s F.T.E. was now the largest in the state, almost ten thousand, and the head-count was over eleven thousand when the Office of Higher Education published the “secret of Boise State’s enrollment growth,” which amused some readers. On the other hand, tongue-in-cheek ribaldry seemed inappropriate to other recipients of the Newsletter, wherein the editor fancied Boise’s recruiters gave double green stamps to beginning and transfer students. Director Donald Kline accepted this part of the plan, but his office was experiencing some difficulty in persuading Oregon’s Legislature to move their eastern state line back to the crest of the Cascade Mountains. The quality of the Newsletter had “deklined,” Moscow readers might have complained with justification. Enrollment was a bread and butter matter, and Boise officials stroved to increase it while seeking an indepth analysis of the meaning of the university; having defined earlier the institution’s role and mission in higher education in Idaho. 3

The preparation of a philosophical three thousand word statement concerning the purpose of the university in relation to the mission and role mandated by the State Board was assigned to Senate Chairman Harvey Pitman, who appointed Bullington and five faculty to an ad hoc committee. Meetings chaired by John Warwick continued for months as the group sought “input” from faculty and staff; the
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committee’s deliberations were said to be slow and frustrating, as were curriculum development and most faculty mediations.

Committee membership was voluntary, and faculty so inclined served on one or more, spending several hours each week in meetings before or after their classes. Some of the people on Warwick’s committee worked with grievances, tenure policy or other matters while trying to grasp the issues within the term university. Meanwhile, the Board called for a five-year plan or flexible guide for the years 1975 to 1980. Completed during the summer, this lengthy report was useful to the authors of the fourteen-page synthesis, “The Meaning of the University” which was printed a few months later.

Recommending no substantive changes in the mission and role of the institution, the planners identified thirty-five objectives they believed to be desirable and achievable. The student-faculty ratio (22 to 1) should be nineteen to one with at least sixty percent of the faculty holding doctorates. A variety of academic and vocational-technical programs, including ROTC, were on the horizon as was a university-wide research center, a reappraisal of women’s sports, and an increase in continuing education courses encompassing additional community services. The FM radio station, expansion of library resources and improved student career advisory services were to be implemented, while there was to be an increase in academic scholarships.

Several members of the curriculum committee propounded the attack on core courses and general education made by Harvard’s Howard Mumford Jones. Like him they considered required courses a barrier to the “expression of talent.” Moderation prevailed, however, and Boise State retained basic general studies. Some universities nearly eliminated them, only to reinstitute certain requirements by the 1980s.

Outlining the need for plant as well as curricular development, while holding fast to liberal studies for everyone despite opposition, the five-year committee placed the seven-story Education Building, to be contiguous with the Science Building, first on their list of five structures; a vocational-education building, one for health sciences, another for liberal arts and adequate quarters for women’s physical education. At the same time, a pedestrian mall along Boise River, a footbridge over it connecting the campus with Julia Davis Park, and land acquisition to the south should be completed by 1980.

Material and instructional objectives were easier to identify than the meaning and purposes of the university. Drawing upon similar studies completed at the University of Oklahoma and the University of Wisconsin, the committee regarded Boise State a place for liberal learning, both pure and applied research, and an institution with public service responsibilities. After elaborating on these three pursuits, the professors representing Biology, Communications, English, History and Vo-Tech, cited eleven reasons Boise State might be called “a unique university,” an ambiguous term for a developing institution. Yet, several of the goals they proposed were exceptional, such as a four-year degree-granting technical school and the elevation of adult education to the level of the regular academic programs designed for full-time students.

Interdisciplinary, Native American studies, offered at some large universities, were rare in the region. A program developed exclusively for the elderly was another innovative opportunity for Boise State. Finally, the committee concluded with the hope that the time would come when BSU might become known for its Rhodes scholars in addition to well deserved athletic honors. The university at Moscow had produced about a score since its founding in the 1890s and Boise State
University soon bid farewell to two scholars bound for Oxford, who were heralded into their advanced studies more profusely than the numerous students accepted by competitive graduate schools.

PEDAGOGY AND RESEARCH

"Priorities Tug at BSU's Future," the Statesman observed some months after the five-year plan and the paper defining the university's purposes were distributed. The State Board had employed Oregon State University's Earl Goddard, who evaluated business curricula at Boise, Moscow and Pocatello. When he made his recommendations to the Board, Goddard said a decision must be made regarding service to the community. How important should this be? If it was to be primary, then collegiate accreditation might not be possible. Board President Janet Hay, who considered Boise a natural for a strong business school, felt the other two universities were "scared spitless." Whatever the case, Goddard concluded, BSU should take a careful look at what it was doing in business education to make sure it was not spreading itself too thin.

The following May the Statesman published a five-part series, beginning with "BSU Ponders Identity," which was largely a review of Goddard's observations. James Boyd's opening lines set the stage for the commentary appearing in the next four issues. To some people Boise State was a community college, while others felt it was primarily an academic institution experiencing severe growing pains. Which should it be; must the community role be scrapped? The administration answered the question with an emphatic, "no!" The university, bursting at the seams, continued to enroll students in non-degree programs as well as academic, even though classrooms were being utilized far longer each week than the Western Interstate Commission on Higher Education recommended.

Some scholars felt their school should be singularly academic rather than a multi-purpose institution. Ron O'Halloran, Vice President when Hawaiian Nate Kim led the student body (1975-1976), sounded out his peers and concluded that people (like himself) seeking academic degrees wanted the university to close its doors before sunset because evening classes should be taught at the high schools. The Arbiter's Barbara Bridwell agreed with O'Halloran; Boise State need not be responsive to the community. However, John Elliot, manager of the Special Events Center, believed "we have to serve both functions." Could faculty do this and still find time for the independent research and writing expected of a university professor?

The administration preferred doctorates whose first priority was teaching, with writing for professional journals second, and consulting or research on "real problems," not esoteric ones, third in importance. Speaking for the faculty, Senate Chairman Monte Wilson told the press, "We came here because we were dedicated to teaching, but we also are interested in research and service to the community." Acknowledging that faculty should be encouraged to publish while concentrating on quality instruction, the administration began providing, in 1972, with alumni assistance, "mini-grants" on a competitive basis, which attracted numerous applicants. Initially funded privately, money was requested in the budget and the Legislature allowed $87,000 for this purpose. Proposals for federal or private grants were coordinated by Gerald Reed, director of Special Projects, whereas Rick Hart, director for the Center for Business and Economic Research became involved when state agencies offered consulting or research contracts.
During the spring semester, a faculty committee headed by geologist Kenneth Hollenbaugh, Dean of the recently formed Graduate School, drafted a “research and allied professional activities” statement, after canvassing a number of regional universities. When Barnes provided Milton Small with a copy, he pointed out that it was in keeping with the mission and role the Board had slated for Boise State. Applied research was a rather significant part of university life, said Barnes, who wanted Small to know “we have lent encouragement to these professional activities whenever funds permitted.”

The money appropriated by the Legislature was allotted to professors whose projects were expected to benefit in some way the state and its people. John Dalberg and John Jensen examined the economic and educational attainment of ethnic minorities, while Patricia Ourada researched the history of migrant workers, and Robert Sims studied the incarceration of Japanese-Americans during World War II. Idaho aviation and banking history, archeology, marine life and a petroleum potential investigation were also among the twenty topics pursued in 1975. The following year, the Center for Business and Economic Research within the School of Business was renamed the Center for Research, Grants and Contracts (CRGC) which integrated Gerald Reed’s Office of Special Projects.

For faculty who felt the administration had tossed them a few crumbs with its mini-grants, officials explained that the objective was to encourage investigations that might lead to significant studies possibly worthy of federal or private funding. At the same time administrators were cautious, because the research flap that followed the circulation of Milton Small’s role and mission paper had aroused lingering emotions that needed soothing. Some instructors fresh from graduate schools, where dissertations had been a stimulating challenge, were not aware that the issue was still a sensitive one with the State Board. Boise State’s research functions were political, as well as economic and academic matters that could only be resolved with patience. This facet of university life was not suddenly thrust upon the administration when the college was renamed BSU. Barnes had expressed his position while graduate programs were still in the talking stage.

“It is a fact of life,” Barnes told Dale Blickenstaff, Dean of the School of Business, that faculty teaching graduate courses should be practitioners of research, and produce publications. Once the masters degrees in business administration and elementary education were implemented, “we certainly want to make it clear that publishing, research and consulting are expected of graduate faculty,” Barnes asserted in his October, 1970, letter. Their credit hour teaching load should be nine rather than twelve hours, an unachievable goal considering budget restraints. However, faculty publications increased while certain individuals kept the teaching-load issue alive.6
At "publish or perish" universities, where teaching loads were usually half to two-thirds the Boise State level, faculty realized when they were hired that promotions and tenure would probably be withheld if they failed to produce scholarly papers for professional conferences and journals, or publish monographs and books. This sort of mandate was not imposed at many state colleges, and only a handful of junior colleges had a publication tradition. Still, several members of the BJC faculty appeared in print over the years.

Paul Baker, a Columbia University doctorate who joined the faculty in 1947, had been writing for religious and ethnic journals since the 1920s. Conan Mathews contributed essays to several magazines, as did Camille Power and Willis Gottenberg during the 1940s. Francis Haines' history of the Nez Perce Indians was published in 1939, and chemist Joseph Spulnik wrote articles in his field. The record, however, was lean, about what Barnes expected after presiding over a junior college for five years.

Faculty interested in state and regional history contributed essays to Idaho Yesterdays, edited by H.J. Swinney and Merle Wells, after publication began in the spring of 1957. A decade later English professor John Barsness arrived from Montana with creative ideas concerning the literature of the West, but his untimely death a year or two later, and the passing of Charles Wright and Roy Schwartz, cut short the contributions they might have made to a unique literary endeavor launched by Wayne Chatterton and James Maguire.

In October, 1972, the Arbiter mentioned a monograph business professors Stephen Hamilton and Dennis Miller had completed for an agency in Eugene, Oregon. Chatterton and Maguire were photographed for the same issue with Sue Taylor, director of the Idaho Commission on Arts and Humanities. Taylor was holding the initial slim volumes of the English Department's Western Writers Series. Chatterton wrote the fifty-page Vardis Fisher essay, while Maguire's subject was Mary Hallock Foote, and other authors evaluated the works of Wallace Stegner, Bret Harte and John Muir. The five booklets were the beginning of a collection which one day would number over sixty.

Noteworthy besides the Western Writers Series were faculty publications such as The Origins of Intellect; The Selected Works of Ernesto Guevara; Communication Behavior and Experiments; Word Book, and English as a Second Language. KAID television interviewed authors and professors who did consulting for town, state and federal agencies. Thereafter, Barnes hosted a reception in the Student Union, where faculty books, pamphlets and articles were displayed, and a list was compiled for members of the State Board and the press. Subsequently, writing and publication became increasingly a part of university life for some students as well as numerous faculty and several administrators.

The Los Angeles Times' book critic, believing the Western Writers Series was not as widely known as it deserved to be, concluded that the authors representing a number of universities were not parochial regionalists, because the West had been used as ground for a field of vision. The same thing might have been said about the editors of BSU's Ahsahta Press, who annually published three volumes of selected poems of the American West. Thomas Trusky introduced Norman Macleod's verse in 1975, while Carol Mullaney chose Gwendolen Haste, and T.M. Pearce the poetics of Peggy Pond Church. They branded their publications with the head of a Rocky Mountain bighorn sheep, called Ahsahta (Ar-Sar-Ta) by the Mandan Indians. The
administration provided seed money without guaranteeing that Ahsahta could depend on full institutional support each year. But, substantial funding was not necessary as the attractive volumes were purchased by readers, and praised by critics reviewing for *Arizona Highways*, *Choice* (of the American Library Association) and the *San Francisco Review of Books*.

The University continued to aid Ahsahta Press when needed, and the English Department’s unusual display “Poetry in Public Places.” Highly acclaimed was the prize-winning student publication *cold drill*, successor to *Impulse*, the literary magazine of the 1960s. Advised by professor Trusky who encouraged the founding of *cold drill* in 1970, the editors chose a boxed, loose-leaf format which pleased collegiate press judges. The Coordinating Council of Literary Magazines awarded second place honors in 1976 and 1977. In first place the following year, *cold drill* received a Columbia Scholastic Press Association gold medal. Delighted, Trusky admitted that the “audacious layout” probably influenced the judges. Placed on sale in the Bookstore at the Student Union, *cold drill*, Ahsahta’s poetry, and each volume in the Western Writer’s Series were also catalogued for circulation. The library had already collected faculty publications, while expanding into a four-story addition to the 1964 structure, which included space for an educational television broadcasting studio.

**LIBRARY LEARNING CENTER**

The library was still considered new when John Barnes arrived, consequently some people were surprised when the administration listed its four-story expansion the number one building priority in 1968. A survey and analysis of the library, completed that August by consultant William Carlson of Oregon State University, encouraged this decision. Carlson pointed out in his succinct, thirty-page report that Boise State, while not buying enough books, was spending more money for them than salaries for Ruth McBirney and her staff. The American Library Association’s standard was twice as much money for salaries as for books. Pointing up another weakness, Carlson noted that over half of the personnel were student helpers, which he considered a severe handicap. His punch line was one in which he said at least eighty thousand additional square feet were needed for readers, staff and books.

The library addition attached to the remodeled older portion would become “a college-wide learning center,” Bullington told the Academic Council in January, 1969. Housed within would be the Instructional Materials Center, an electronic learning laboratory, and educational television facilities. The latter aroused McBirney along with other people who felt that the “educational media laboratory,” the term Barnes preferred for the television studio, should have its own quarters.

Writing to McBirney, Barnes agreed, a separate building for a production studio would be ideal, however, funds were not available, “nor are they in sight.” Television would have to be located in the two million dollar addition as planned. The administration considered the entire building, old and new, a “Library Learning Center,” which suggested to them the studio belonged there.

Not everyone felt that the name was suitable, but the decision makers thought it was appropriate because modern libraries were no longer simply repositories for books and other printed material. The learning center concept was much more than this, Barnes explained to Art Galus, editor of the *Arbiter*. Containing all types of media, it would also have study rooms, where students could pursue projects.
together, or engage in a “good bull session.” Since television was a significant teaching and learning tool, the production studio belonged there on the ground floor.  

McBirney’s staff had recently catalogued the 100,000th volume, a business book purchased with dollars that were part of a $50,000 corporate gift, yet they must plan for television as well as the stacks that would be added during the years ahead, the librarians were told. Not nearly as sanguine as the president’s office, the twelve professional people and twenty-five clerks found workmen erecting temporary walls for faculty offices in stack areas soon after the facility housing the television studio was completed in 1972.

History, and the entire School of Education utilized a large part of the second floor, until Education’s building was erected eight years later. History remained in the library, moving to the former counseling center, releasing space for the Archives. The offices Education had occupied were assigned to Continuing Education, Philosophy, Sociology and Criminal Justice. Both classroom and office space remained at a premium throughout the decade, as residential housing was acquired and remodeled for faculty.

Seeking space for an archives and records center, McBirney said such a place for documents retained for legal, fiscal or administrative reasons need not be in the library. Nevertheless, numerous boxes and files were assembled there when History was shifted to another section of the second floor. The historical significance of the growing collection, placed in Don Haacke’s charge, became evident when consideration was given to a fiftieth anniversary celebration in 1982. Fortunately, extant Barnwell and Chaffee papers dating back to 1932, were located and voluminous materials were gathered by Haacke, who organized them according to the record plan adopted in 1975.
Whether or not private collections should be accepted was debated, since the State Archives and Library, located in new quarters downtown were readily accessible to students. Just the same, former governor and U.S. senator Len B. Jordan placed his papers with the university, Gladys Knight gave the books and personal papers of her father, Earl Wayland Bowman, and first editions of Vardis Fisher’s works were donated by Mabel Clore. Additional Fisher materials were expected from other sources, however it was soon learned that Fisher had given most of his papers and manuscripts to Yale University. Other collections were added, still the Archives remained primarily a depository for institutional documents until former U.S. senator Frank Church transferred his voluminous papers to BSU. Students interested in Idaho topics studied at the State Archives, a twenty minute walk from campus.

Individuals seeking recent acquisitions were not kept waiting by the cataloging process after a system dubbed Fastcat placed volumes in circulation a few days after they were received. The book collection exceeded 200,000 by the summer of 1975, and there were about 30,000 bound periodicals and government documents. The press applauded this growth, while librarians worried and faculty chafed as they waited for their orders to be filled. The additions that year were twelve percent less than the number acquired the previous one. McBirney’s staff was the same size it had been in 1972, but several people were added before she announced in August, 1976, her decision to retire the following February. Appreciating McBirney’s many years of service, the administration secured her leadership until the summer of 1977, when Timothy Brown became her successor.9

KAID AND KBSU

When McBirney retired, Boise State had both the television studio, housed in the Library Learning Center, and FM radio crowded into two rooms in a house remodeled for the Communication Department. “Finally,” students and alumni acquainted with the radio station’s background might have exclaimed, because television began broadcasting about five years before KBSU was on the air. KAID covered the valley and beyond with connections in Moscow and Pocatello, while radio reception was limited to a line-of-sight range from the antenna on the roof of the Student Union Building, not much higher than the metallic apparatus installed in 1935 on top of St. Margaret’s Hall.

About forty years before KBSU’s “progressive music” was aired in December, 1976, Robert Gavin and his friends formed a radio club in September, 1935, placing their own fifty-watt crystal transmitter in a second floor room at St. Margaret’s Hall. Assigned amateur station letters W7EVV by the Federal Communication Commission, they amused themselves and amazed other students with short-wave contacts as far away as Argentina, Hawaii, Mexico, Japan and Australia during their extra-curricular transmitting; no formal radio instruction was offered before the college moved in 1940, and only intermittently thereafter, depending on student and faculty interest along with money. There was no regular campus broadcasting before Wendell Weaver was elected president of the radio club revived in the 1950s.

Acquiring a turntable and a stack of records, club members provided “music to play cards by” in the Student Union before announcing plans for the operation of a campus-wide radio station, KBJS, installed in the war-surplus building known as T-1. Robert Pyle, who later became production manager at a local commercial
station, poked wires through air ducts in the dormitories, and the transmitter’s signal was audible up to about three hundred feet, but interest lagged as the months passed and KBJC was silenced for quite some time.

Nine disc jockeys advised by Gordon Madson began spinning out music and college news when the "Voice of the Broncos" returned to the airways fall semester, 1964. Students turning their dials to 1280 during the noon hour, and from four until six each weekday afternoon heard pop, classical, Rock and Roll or folk music with news and sports highlighted now and then. By 1966, the afternoon hours were extended to nine, and the following year dormitory students could tune in until midnight. A car rally held that spring netted money for equipment, and additional dollars were rounded up for an improved studio near the Subal Theater in the original Student Union.

After the call letters became KBSU, the radio club, now headed by Loren Wheeler, urged that the station be converted from an unlicensed AM broadcaster to a class D ten-watt education FM station, owned and operated by the Associated Student Body, like KUOI at Moscow. Accepting this proposal, the Senate submitted it to Bullington, who also endorsed the plan but not an immediate implementation of it. Writing to the Federal Communications Commission (FCC) in Washington, Bullington said equivocally, the administration was sympathetic, however, Boise State could not fund the FM station, and the communications department was not yet qualified to handle such a facility. Nevertheless, the FCC was asked to consider the application, which might "act as a catalytic agent" for the development of a program in the broadcasting arts.

D.E. Colwell, chairman of the state Educational Radio and TV Committee, also wrote to the FCC, explaining that an application was pending in Health, Education
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and Welfare for matching funds for a television station at Boise State. The proposed radio station would round out the establishment of a communications department, consequently Colwell’s committee strongly endorsed it, but a license as requested was not granted. Disappointed students graduated, and other radio aficionados more amenable to the wishes of the administration replaced them before campus FM music began wafting through the dormitories. Barnes, objecting to total student control (with faculty advisors), reasoned that administrators could not absolve themselves from the management, supervision and staffing of any operation which the institution was committed to fund.

Student body presidents Dyke Nally (1968-1969), Jack Arbaugh, Wayne Mittleider, Pat Ebright, Tom Drechsel, Doug Shanholz and Kit Christensen completed their one-year terms before Barnes and prexy Nate Kim (1975-1976) ironed out the FM venture. Still, months passed and Lenny Hertling succeeded Kim before KBSU went on the air. Why the delay? The FCC, Barnes told Kim in May, 1975, had indicated Boise State rather than the Student Body Association might be eligible for a license. Undaunted, Kim solicited the assistance of Senator Frank Church with this matter of “grave importance,” when the Association’s legal counsel in Washington told Kim processing the FM application would take approximately six months. Church interceded and communication professor Jerry Gephart became involved, nonetheless, the FCC did not grant the license until March, 1976.

If there was outside opposition to either television or radio, the opponents were not vociferous, whereas James Lavenstein, president of the Idaho Television Corporation, told Barnes he was delighted when he heard the university had applied for an FM license. At the same time, he wondered if the station would have enough power to be eligible for National Public Radio productions. It would be a pity, Lavenstein concluded, if money was spent for a station unable to deliver what “many of us want to hear,” especially since KAID-TV was currently viewed by a larger audience per capita than most educational stations. Some months later, when finally licensed, KBSU devoted about twenty-five percent of its air time to locally and nationally produced public affairs programs, but as Lavenstein feared, most of the people living on the bench or out in the suburbs could not hear them until the wattage was increased from ten to three thousand July 1, 1981.

Operating on ten watts when the press said in December, 1976, “make way for the new kid on the block,” KBSU remained rather obscure despite the efforts of station managers Gary McCabe, Dave Schwartz and Thomas Irons, until the wattage was increased. A $30,000 allotment in 1977, allowed the purchase of stereo equipment and the installation of a fifty-foot antenna on Table Rock Mountain, about two miles northeast of the original one on top of the Student Union. Seeking a larger audience, KBSU sponsored free concerts in Julia Davis Park on some weekends, where appreciative listeners applauded Boise’s only non-commercial radio station.

The money budgeted by the Associated Student Body was seldom enough, hence the staff resorted to fund-raising as did KAID television. Reaching a much larger audience, the visual media was more successful than the audio, nevertheless, KBSU was off the ground and functioning. Meanwhile, KAID’s popularity was exceptional when John Barnes and Lenny Hertling turned their offices over to Richard Bullington and Michael Hoffman following the 1977 spring semester.

The State Board of Education had formed a television committee three years before Barnes arrived. Eugene Chaffee along with the other members proposed a statewide system with broadcasting stations at Moscow, Boise and Pocatello,
connected by relay stations in several towns in between. This was not accomplished, however, the University of Idaho obtained both open and closed-circuit television in 1965, and Idaho State University had the latter by 1968, when the State Board decided to reactivate its committee and renew the effort to broaden television communication. The Board signed a letter of intent in May, 1969, with NBC Educational Enterprises for the development of an instructional production studio at Boise State College. Moscow's Gordon Law became an advisor, and both federal and state monies were sought.

The Legislature had appropriated $113,000 when Senator Len Jordan called Barnes in June, 1970, to inform him the Office of Education had authorized a $340,000 federal grant. Calling for bids, the State Board accepted RCA's $415,000 tender, and the press asked Barnes for his reaction. Needless to say, he was elated because the grants made possible educational television transmission facilities equal to those in Moscow and Pocatello. Asked to nominate several designations, Barnes told Ben Waples at the Federal Communications Commission KBSC was preferred. The second and third choices were KLRN and the one the FCC assigned, KAID.

Meeting with the Board's television consultant, Reid Bishop, Barnes told him Boise State considered proper staff funding to be more critical than the construction of a new building, and Bishop agreed, recalling the "scrounging" Moscow and Pocatello found necessary for personnel and equipment. Idaho State's Herb Everett reiterated this in conversation with Education's Dean Gerald Wallace and his associate Clyde Martin, who decided the studio must be placed in the Library Learning Center. Thereafter, Wallace and Martin reviewed the credentials of the applicants for director and accepted the administration's recommendation, Jack Schlaefle, a University of Denver graduate who would replace Martin on the state ETV committee.

Discussing Schlaefle's appointment with Governor Cecil Andrus, Barnes asked him to encourage funding for programming, not salaries for all kinds of administrative people. It would be a shame, he added, for Boise State to install a beautiful half-million dollar studio equipped with a transmitter connecting KAID with Moscow's KUID and Pocatello's KBGL, and not be able to make the best possible use of the capital invested. Andrus and his communications director, Barrett Rainey, were more sympathetic than several contrary legislators who made funding uncertain, increasing the need for each of the stations to plead for public contributions.

Rainey collaborated with Schlaefle, Pocatello's Herb Everett and Gordon Law at Moscow in budget development, rather than manage or oversee their operations. His task as coordinator was a difficult one Barnes reminded Schlaefle, while urging cooperation and understanding. As for Boise State, priority must be given programs for on-campus use, and for the private as well as the public schools. KAID should also provide training for teachers utilizing its materials, and enrichment programs for community, state and regional audiences. Agreeing with these objectives, the Statesman's television editor, Kenneth Burrows, concluded that one word, "enrichment," summed up the character of public television.

Burrows noted in the January, 1972, TV Weekly, which reviewed KAID's initial Channel 4 programs, that Schlaefle stressed the enrichment mission of public television during a recent interview. It had been purely instructional back in 1953, when the University of Houston gave birth to educational television. Unfortunately, a rather comical stereotype had emerged; characteristic were programs featuring the dull, intellectual lectures of colorless, deadpan, bifocaled professors wearing
academic attire. By the 1960s, that image had been buffed by public broadcasters who realized one person may prefer fowl and another fish; thereafter, they offered both and a lot more. Too much, perhaps, the administration feared. Was KAID's director mixing his priorities, with instruction and enrichment taking a back seat behind entertainment?¹¹

Instructional television contracts were signed with the State Department of Education, still Boise State's president sometimes wondered if KAID properly represented the institution. Referring to an October, 1972, article in TV Weekly, Barnes told Schlaefle he was disappointed when he failed to find Boise State mentioned, because KAID was a department not a separate entity, budgeted and housed by the college, which employed the staff and held the station's license. Television should publicize the institution, while strengthening and expanding the school's academic reputation.

This identification matter was about the only rebuke the director received. Even then there was the realization, as Schlaefle explained, it would always be difficult for reporters to refrain from associating KAID with the city of Boise, besides FCC regulations required location identification. Reminded of this, Barnes admitted that programming expertise was certainly high. Noteworthy was the Legislature's March, 1973, concurrent resolution expressing appreciation to KAID and reporter Gene Shumate for the comprehensive and unbiased manner the station televised over thirty hours of hearings, interviews and floor debates, which were recorded and aired by KUID in Moscow and KBGL in Pocatello.
Two interns gained scholastic credits and experience in Education's Department of Educational Television. KAID had developed a "multi-faceted role" within Boise State College, according to the six-page report concerning 1973 activities, which illustrated the station's service and instructional thrust. Thirty hours of legislative filming had occupied personnel for sixty days, and eleven of the thirteen part-time people involved at both the studio and at the State Capitol were Boise State students. On campus, eleven academic, athletic and vocational departments participated in program development, while the station served fifty-nine elementary and thirty-four secondary schools with about 25,000 students, 9:00 a.m. to 4:00 p.m., five days a week.

Affiliated with Public Broadcasting Service (PBS) since December, 1972, KAID televised live network programs fed to Boise from Denver. Over three hundred humanities, arts and sciences programs were produced locally by the staff. About one-third of them were shared with KUID and KBGL, which suggested that KAID was the primary production center for the entire state. Categorizing the programs, the director listed cultural (58), public affairs (132), numerous recreational and eighty-six community features produced in cooperation with fifty civic organizations, businesses and government agencies. Faculty had participated on seventy-five or one-fifth of the programs, and multiple public lectures, special events and campus exhibits had been televised, so many in fact, management had been criticized.

Administrators appeared on KAID's monthly "Executive Report," making official statements regarding institutional matters of public concern. In July, 1972, Barnes commented on southwestern Idaho's need for a sports complex and a performing arts center, structures that were completed some five years after his departure, with the sports arena preempting the arts center by a year or two.

Athletic director Lyle Smith balked when KAID offered to televise a Bronco basketball game with Idaho State University, because the gate-loss might be substantial. Disappointed, the television staff felt the benefits for the institution and its athletic program would outweigh the possible loss of ticket receipts. Still, Smith's decision was not overturned since the administration believed that public television should not compete with private stations. There were more "Bronco Boosters" underwriting athletics than "Friends of Channel 4," whose contributions ranged from six dollars to $250, with a few larger donations.

When Congress considered federal funding for public television, TV-Guide's Kevin Phillips, caustically denigrating "your local channel that runs films on Eskimo sociology . . . (and) Zen Buddhist conversations," was opposed because PTV was incurably elitist. According to Phillips, most of the programs were too liberal in tone, except those of William F. Buckley, Jr. and George Will, who shared the same cultural chic. If public television offered anything for Rego Park (N.Y.C.), Levittown, Pennsylvania or Boise, Idaho, it was well-hidden, Phillips asserted. The Guide's editor, Alexander Joseph, soon received a dissenting response from Boise State's KAID, which had the highest weekly cumulative viewership of any PTV studio in the country, according to three surveys made between November, 1974, and May, 1975. Evidently, Phillips possessed little first-hand knowledge of the tastes and needs of the country, Schlaefle told the editor of the Guide.

Senator Frank Church felt that KAID's high rating ("49 percent really is extraordinary," ) indicated that southwestern Idaho had waited for public television for so long most everyone was starved for it. "I shall wave that statistic in front of some of my eastern colleagues who still imagine Idaho as some kind of glorified village," Church wrote to the director. Congressman Steve Symms, replying three
months later to Schlaefle's impolitic request for his vote for federal funding, wondered how competition for advertisers between public and private television might be reconciled. Symms was reminded that PTV sought sponsors or underwriters not advertisers, whose contributions were acknowledged at the end of programs uninterrupted by commercials. KAID was compared to the Boise Allied Arts Council, which also solicited business sponsorships.

Congress rejected federal funding, thus the sponsor's contributions along with individual memberships, grants from agencies and legislative appropriations were maintaining KAID when Barnes prepared to leave Boise in 1977. The instructional functions of the station never quite satisfied him, however, the contribution both KBSU-FM and KAID-TV had already made were considerable. An integral part of the university, they reached potential students, publicized the institution, and expanded the communication's curriculum, as well as the offering of the several departments that developed televised courses.12

BEYOND THE CAMPUS

Television broadened the institution's "outreach" effort, which began when classes were taken to Mountain Home Air Force Base. The program there had been underway nearly a decade when the Board of Education established a statewide Continuing Education office, which became (in 1969) a division within the Office of Higher Education. Now the sponsor of all adult programs throughout the state, this arrangement seemed incongruous to many administrators. Should Boise State's instructional responsibilities be confined to campus and requests from institutions such as the State Penitentiary be rejected, they asked? And what about the on-going classes at Mountain Home? Urban colleges everywhere endeavored to meet regional needs for academic, vocational and technical education. And Boise intended to fulfill this obligation despite the activities of the Division of Continuing Education.

Fortunately, State Director Clifford Trump, who earned a doctorate in higher education administration at the University of Wyoming, decided to recommend the phasing out of his position. Barnes was circumventing his office, while telling the press Boise State was a modern institution where "human needs are met, whatever they are." Instead of disputing this philosophy, Trump, concluding that the other presidents felt much the same way, suggested continuing education be returned to each institution and the State Board agreed in October, 1973. Boise State's service area was north to New Meadows above McCall, east to Glenns Ferry, south to the Nevada border and west to the Oregon line, with overlapping expected when specialty courses were requested of a particular institution.

A year or two before the Board dissolved Trump's division, consideration was given to Boise State's withdrawal from Mountain Home Air Force Base, where it had been involved continuously since 1960. Base education officer Roger Alexander objected, because military as well as civilian personnel preferred Boise State rather than extension credits. The classes continued under James Wolfe, director of extended day programs and summer sessions, assisted by Robert Gibb until William Jensen was placed in charge of off-campus programs. Occasionally, Air Force personnel were transferred before completing their semester, but this happened less often after the United States withdrew from Vietnam. Receiving their discharge with an accumulation of credits earned on base, some of them moved to Boise and attended college full-time.
Also offering classes at the Air Base were Parsons College (Fairfield, Iowa), succeeded in 1973 by Park College located at Parkville, Missouri. El Paso Community College supervised some instruction, while the University of Utah and the University of Northern Colorado introduced graduate programs by 1974. Of the fourteen hundred undergraduates, over half of them were enrolled in Boise State classes, fewer than there might be if a part-time local coordinator was employed, Jensen told Wolfe, and a Mountain Home resident was awarded the job. Enrollment increased, and classes leading to a masters degree were among the thirty-three courses offered during the 1977, fall semester.\(^\text{13}\)

Evening classes were also held at Mountain Home High School, the place where most continuing education courses were conducted. Among the exceptions were Ontario, Oregon, where "Child Psychology" and several other classes met at Treasure Valley Community College. A "Probation and Parole" course was taught cooperatively at Northwest Nazarene College in Nampa. Boise State and College of Idaho professors worked together on the Caldwell campus, while reading, communication skills, environmental education, photography, human relations and a number of other workshops were taken to many towns. The objective, Bill Jensen explained, was to move Boise State out to people unable to commute to campus. For those individuals who were not interested in the basic curriculum, Continuing Education offered community service courses, with topics ranging from death and divorce to house plants, gardening and retirement. Patrick Bieter’s Basque history and culture class attracted students at Mountain Home as well as Boise.

Brought to the valley by the Air Force in the 1950s, Bieter married a Basque girl, Eloise, and taught at Boise High School before earning his doctorate and joining Boise State’s School of Education in 1969. Interested in their culture, history and language, Bieter had explored the origins of southwestern Idaho’s ten thousand Basques, largely from northwestern Spain, in an article published by Idaho Yesterdays in 1957.

Soon after John Beitia, a Boise Junior College Basque graduate, arrived with his doctorate in education in 1970, a seminar was started, and additional studies similar to those offered at the University of Nevada in Reno were considered. There was talk of a student tour to Spain after Bieter spent the summer of 1972 in the Basque country there, which prefaced a proposal that fall for two semesters of study with academic credit offered in history, language, the arts and humanities. Presented to the State Board the following January, endorsement came after about a thousand students were polled, and half of them expressed an interest in the proposed "Campus in Spain."

Oñate, a city of about 12,000 people in the heart of Spain’s Basque country, where a Catholic education complex might be leased, was ideal, Barnes and Bieter reported following a visit there. The academic year in Spain promised to be a memorable experience for Boise State students and the participants from California, Montana and Oregon colleges and universities. The $3,000 fee, based on a two hundred student enrollment, included all costs except personal expenses, but less than half this number registered.

Seventy-five young Americans housed at College of San Lorenzo were writing home by September, 1974, describing their impressions of Oñate, and the seven-teacher program. Some students complained about the damp climate and cool dormitory rooms until Mayor Reyes Corcostequi persuaded the state-owned utility to provide electric heat. "These people in the Basque region are the greatest," one student proclaimed, while several others said the opportunity to learn another
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language was "fabulous." Kay Hummel felt they had turned Oñate’s movie image of Americans (as sex and violence freaks) around.

Told there were occasional drinking-related incidents and some excessive travel at the expense of studies, Barnes concluded the experience should continue despite these problems. John Beiter agreed to relieve Bieter as director, but enrollments were too few for the self-supporting program. The death of Spain’s Franco and political turmoil around Oñate caused concern, nevertheless the campus was reactivated in 1976, with twenty-three students enrolled.

The tragic accidental death of a young Boisean, who fell out of the window of his fourth floor dormitory room, marred the otherwise successful school year, followed by another in 1977. Enrollment increased, bringing the total number of students for the three school years to 170. Meanwhile, Spanish inflation, the decline of the value of the dollar abroad, increased board and room and travel costs placed the program out of reach for all but the affluent. It was discontinued, "temporarily," enthusiastic professors vowed.

Beiter and Jon Bilbao, director of the Basque Center at the university in Reno, launched a cooperative effort in 1980 to revive the campus in Spain. The prospects seemed bright until budget cuts forced upon Boise State in 1982, deleted language programs and delayed implementation another year. Meanwhile, scholars studied in France, Germany and England, when the University became a member of the Northwest Interinstitutional Council on Study Abroad (NICS), which sent faculty to Avignon, Köln, and London where two graduates were Rhodes scholars at Oxford University.14

John Caylor’s study tour to Washington, D.C. was sponsored by the Center for Continuing Education, while the program for older Americans called RSVP (Retired Senior Volunteer Program) was assigned to the director of special projects after the Seattle office of the federal agency, Action, approved Boise State’s application in July, 1973. Already involved with senior citizen activities, Gerald Reed was singled out by Frank Church when he reviewed the activities of a partnership formed by the college with the Idaho Arts Commission and the Office on Aging. The Senator’s comments, and a summary of a statewide program for people over the age of sixty, were published in the Congressional Record.

The State Board had adopted a senior citizen policy before RSVP, wherein people age sixty or older were invited to enroll at Boise, Moscow, and Pocatello for just five dollars per semester, taking a single class or a full schedule for this token fee. After 1971, people age sixty-five and beyond were allowed to register for credit or audit classes at one-half the rate charged traditional students. Boise State also endorsed a federal program for teenagers not yet ready for college, the Youth Conservation Corps (YCC), which began the summer of 1974, three years after the pilot program was launched by the Interior and Agriculture departments in Washington. It was designed to provide gainful employment in an appropriate atmosphere for boys and girls age fifteen to eighteen.

Thirty YCC youths housed in Driscoll Hall were bused each weekday to various environmental projects. By 1977, Boise State was assisting at two off-campus Bureau of Reclamation camps, one on the west shore of Lake Cascade and the other at Montour above Emmett, with eighty teenagers participating. Achieving a high school equivalency, some of them became full-time students enrolled in academic as well as career courses offered by BSU’s expanding ten-county Area Vocational Technical School directed by Don Miller.15

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Higher education in the United States had initially been career oriented, beginning with Harvard in 1636, however, universities had become stuffy about the concept. Prestigious liberal arts institutions, indifferent to utilitarian education remained convinced that higher learning must focus solely upon cerebral skills and intellectual experiences. Some administrators mellowed when it became apparent that during the 1980s about eighty percent of the jobs could be filled by subbaccalaureate talent. What was needed, educators friendly toward vocational and professional schools concluded, was a constructive partnership at all levels of higher education, creating an amalgamation of the humanistic with sophisticated technological programs. Since making a living was not the same as living a life, curricula should relate constructively to both, officials at Boise State decided.

The press had charged educators with discrimination, because just six percent of the 23,000 learners in private and public institutions were enrolled in vocational programs at Boise College, Idaho State University, Lewis-Clark Normal School, North Idaho Junior College and the College of Southern Idaho. Questioning this disclosure, State Senator John Gaige asked Barnes for his reaction. "Frankly," he replied, "We have just begun to scratch the surface in training enough men and women in skills and trades for the technical world in which we live." In the years ahead, he predicted, Boise's vocational functions would grow. With fewer than three hundred trainees, facilities should be expanded to accommodate at least a thousand.

When Roy Irons succeeded the deceased Sam Glenn in September, 1968, as the state director of vocational education, Barnes told him he anticipated the expansion of vocational education programs.
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of this division. A million dollar round building funded by student fees and federal-state monies was on the drawing boards, and a larger share of the budget had been earmarked for extension programs at Nampa and Caldwell. Writing to the Board's Eldon Smith, Barnes praised vocational education at Pocatello, concluding that Boise should build somewhat along the same lines. When instructors asked for academic rank, Barnes, looking at Idaho State University, found the teachers there earned tenure without rank and decided to follow that pattern.

After Don Miller replaced Charles Rostron as director in 1970, food service management and chef training were added to the numerous horticulture, office machine repair, welding, drafting and electronic classes. Fashion merchandising and marketing, like machine shop, required two years of study, while auto body and auto mechanics had an eleven month program. Dental assistants studied for nine months; practical nursing certification required a full year. Two career counselors were employed, and Miller was given a full-time assistant as enrollment increased during the 1970s.

There were a number of two-year courses in the School of Business, Barnes explained to a legislator, "very much vo-tech in nature," that were thought to be academic because they were not in the vocational school. These classes and certain career programs within other schools should be properly identified since occupational training held a high priority in the minds of so many people in the region. That more classes could not be offered was an educational tragedy, Barnes told George Greene at the U.S. Department of Commerce, while seeking his assistance with Boise State's application for federal matching funds needed for building construction. Space and equipment limitations held enrollment to five hundred, one-third the number the college should be serving.

"Fifteen rowdy, greasy, student-mechanics and one small instructor inhabit a yellow quonset hut at the end of a crooked dirt road in Garden City," read a press release. Food service courses were taught at a Bureau of Land Management facility near the municipal airport, while diesel students continued their studies in the metal hut, until properly designed buildings were completed on campus toward the end of the decade. Once thought to be a man's world full of nuts, bolts and greasy hands, vo-tech had taken on a new image, the Caldwell newspaper supposed, since the parts counterperson class attracted women, as did drafting and the power line course in 1976, when about seven hundred students were accepted in all programs.

Helen Huff directed the Learning Center on the second floor of the round building where reading, driver education, English as a second language, and preparatory instruction for high school equivalency tests were conducted. Among the learners ages sixteen or older were Vietnamese refugees, taught by graying RSVP volunteers, advanced students and retired teachers, whose basic education courses were similar to those offered in surrounding communities as well as the State School in Nampa.

With just thirteen programs, ranging from carpentry to welding, housed in outdated frame structures in 1969, BSU's twenty-two courses were conducted in a modern five-building complex constructed between 1971 and 1977; illustrating the administration's commitment to career education. Also determined to enlarge such studies, Barnes' successor urged the blending of the School of Vocational-Technical Education into the University, an objective that was implemented during John Keiser's initial years.16

Vocational programs were a significant part of the institution's contribution to southwestern Idaho, yet there were times when they seemed detached and administratively aligned with Roy Iron's Vocational Education Division. When
several instructors delegated to inquire about salary increases contacted him, Barnes responded, “Maybe you don’t realize this, but my office has virtually nothing to do with (your) budgets.” Salaries and all financial concerns were decided by Irons and Miller, an arrangement accrediting officials had criticized because the practice compromised Miller’s allegiance.

Budgeting was eventually assigned the University, but at the time this matter was one reason technical education was not wholly integrated with the other five schools, although the instructors were represented in the Senate by James Tompkins, and several of his colleagues served on various committees. Nevertheless, a broad camaraderie was generally missing, despite personal friendships, because there was little social or intellectual intercourse outside of one’s discipline.

Without a faculty club or even a common lunch room, individuals seldom found opportunities to communicate with people outside their own department. At the same time, most career students did not become an integral part of the campus community even though they were represented in student government. Commuters enrolled for two years or less, they had their own professional or social clubs, and their annual “Hobo March” for scholarship funds seldom attracted participants majoring in academic disciplines.

**STUDENT GOVERNMENT**

Aware of the alienation some learners perceived, whether imagined or real, the administration sought ways to provide greater sociability. Learning that vocational students were seldom seen in the Student Union, facilities and resources were expanded and improved for everyone early in the 1970s. Given this charge was the director of Student Personnel Services, Rex Romack for some months and William Hendry for about two years until David Taylor became his successor. Holding the same rank as Roger Green, in charge of financial affairs since Dwane Kern’s resignation in 1971, Taylor, appointed vice president for student affairs, was
responsible for all activities, services, and organizations designed for and governed by the entire student body, academic and vocational.

Traditionally, administrators had deemed instruction with all of its ramifications, overseen by Richard Bullington, and finance which was Roger Green's responsibility to be bedrock, while student activities outside of the classroom were almost incidental. During the 1970s, however, after a decade of turmoil and confrontation, college and university presidents began urging their trustees, as Barnes did in 1972, to place student affairs on par with instruction and finance, and this was achieved with Taylor's appointment.

With a doctorate earned at Michigan State University, Taylor, who had been a student life administrator at Western Illinois University, instituted a "self-study" which led to reorganization. Former Dean of Men, Edwin Wilkinson, now headed the Student Advisory and Special Services department. Guy Hunt was named Dean of Admissions and Records, while Susan Mitchell supervised student residential life, Richard Rapp took charge of career and financial services, Robert Matthies student health, and James Nally coordinated student activities in and out of their Union.

Vice President Taylor relieved Barnes of the personal involvement with student concerns he had occasionally experienced previously. Wishing to be accessible and personable, Barnes had opened the door to his office wider than it could be when the student body reached ten thousand. His plebian coffee hour in the Union, while informative and congenial, cast him into the dean of students role at times. Disturbed, when he heard complaints concerning dormitory regulations, Barnes told Hendry, "It's 1970... our young women actually are of legal age." Urging him to honor changes the resident heads and student leaders wanted, his concluding comment was amusing. The people in charge of dormitory life were not personally responsible "for every kiss and hug given or received." As was true at other institutions of higher learning, Boise State no longer endorsed the in loco parentis concept.

Student government, active in one form or another since the college was founded in 1932, was broadened in the 1970s. Both faculty and student participation in a wide variety of administrative and academic matters was characteristic at Boise State when democratization, coupled with desegregation where it existed, were transforming campus life in every section of the country. Unusual was the change in governmental structure at the University of New Hampshire. Unlike Boise State and most universities, which had a faculty-administration body with a parallel student senate, New Hampshire developed a unicameral governing body with equal faculty and student representation.

Some educators considered student involvement in university governance a fad, just as gold fish swallowing and small car or telephone booth stuffing had been, but this was not the attitude in Boise or Durham, New Hampshire. However, Durham officials conceded during the summer of 1973, that their experiment with a moderately successful unicameral senate, "may have served its purpose at a time when it was more critically needed than at present." 17

New Hampshire instituted its unique governmental system when students were revolting against the Vietnam war. A change as sweeping as the one instituted there was not necessary in Boise, James "Dyke" Nally recalled. Student Body President during the 1968-1969 school year, Nally felt that membership on committees that dealt with administrative issues had stimulated cooperation and stymied discontent that might have been expressed demonstratively, even though in a town like Boise it was really hard to draw a crowd, except for a football game. Barnes had sent him to
Berkeley and San Francisco, where he hobnobbed with leaders, while attempting to learn first-hand the nature of the demonstrations there. No specific measures were implemented after Nally's return, because "all that never did catch on in good old middle-of-the-road Boise." Students did, however, assemble around the memorial pool and fountain in front of the library on "Moratorium Day" in October, 1969, observing a nationwide anti-Vietnam protest.

Addressing the need for changes in university governance, a Michigan professor, David Singer, advocated strengthening faculty control over and student influence in academic affairs, while reducing their "meddling" in day-to-day administration. Students should have unlimited rights of petition, but no direct vote. This approach toward government, much more conservative than New Hampshire's, was somewhat to the right of Boise's. While outnumbered on committees, except those they controlled within their own association, students voted as well as petitioned, satisfying the majority. Still, some skeptics supposed their representatives were the tools of the establishment.

Petitions were occasionally vetoed by committees, or ultimately by the president, naming the Special Events Center for a deceased professor, for example. Since so many faculty members and student leaders whose lives had terminated were revered, selecting one to be memorialized by a building was a very sensitive matter. New structures were simply named for their function. Few people remembered by the 1970s that several of the original buildings had been given the names of trustees.

Student control of the Student Union remained inviolate. Faculty who resented the loss of their dining room there may have unruffled their feathers had they known the administration was also concerned. Virtually every institution of higher learning,
and all of them in the Big Sky Conference had such facilities, Barnes reminded Taylor in May. The following September the third floor "Look Out" dining room in the recently enlarged Student Union was opened to the campus community.

Most of the people who dined in the Look Out, attended a banquet, public lecture or musical event in the Union, were not acquainted with the intricacies of student government, or the fact that the building was governed by a group represented in the Student Senate, which had a seven member Financial Advisory Board. The eleven people responsible for Union programs each had a specific assignment such as Homecoming, foreign films, concerts and lectures. Important were the Academic Grievance Board, and the Athletic Board of Control. The Judiciary, presided over by a chief justice, had four justices who consulted with two tenured members of the faculty. The student body vice president chaired the Senate, which had four standing committees, Legislative, Ways and Means, Student Affairs, and Academic Affairs, with four students serving on each one. The Associated Student Body constitution provided for the election of one senator for every 350 scholars in each of the six schools. In 1976, Arts and Sciences had five, as did Business, while Education was large enough for three; Health Sciences and Vocational-Technical each had one.

The fifty-page annual Student Handbook made basic information concerning nearly every facet of campus life readily available. Illustrated on page seven was the breakdown of full-time student fees; $183 per semester in 1976. Of this amount, seventeen dollars went into the student body treasury. Health insurance ($20) was mandatory, and the University carried liability insurance for all functions including student activities. The sixteen service and honorary organizations such as aviation's Alpha Eta Rho, and vo-tech's Tau Alpha Phi, were identified with the leader's name and telephone number. Only one political club was listed in 1976, the College Republicans, while there were thirteen religious fellowships, three Greek fraternities and four sororities. Students with an interest in particular activities or studies, ranging from anthropology to women's rights, were encouraged to join one of thirty-nine clubs and societies.

On the surface, students seemed to be satisfied with the instruction they were receiving, administrative policies, curricular growth and the expansion of their Union. Academic structures and athletic facilities were seldom criticized, however, bonding-fee construction bothered many registrants. Also agitating were the scholarship parking system and the alcoholic beverage debate. Editorial comments concerning faculty and staff were generally positive, but certain individuals were downgraded when evaluation procedures were instituted. Registration, particularly
frustrating when tired students discovered chosen classes filled after standing in line and bumping from table to table, improved when pre-registration procedures were ironed out.

The Arbiter chided Barnes in October, 1975, when he insisted on calling the theater erected near the SUB the Special Events Center. However, most scholars on the spawning campus, anxious to complete their degrees and begin chosen professions, or continue their studies at graduate schools, realized that the frustrations they experienced were largely due to the rapid growth of the student body, while the physical plant trailed behind.

Bronco Stadium, the Student Union and Library were doubled in size as was the heating plant during the decade. Meanwhile, thirteen houses were altered for offices, laboratories, KBSU and a minority cultural center. Entering the construction stage or nearing completion were the pedestrian mall along Boise River, the Gibb Friendship Bridge over it, the riverside science building, and (across campus) vocational structures for food technology and heavy duty mechanic training. Off the drawing boards was the seven-story Education Building; under deliberation were the sports pavilion and a center for the performing arts, completed by the next administration after the interim one led by Richard Bullington spaded the groundwork. Of primary significance to academicians and students was the revision of the core curriculum in order to improve the literacy and communication skills of Boise State's graduates.18