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CWU Living History Project

Alva Treadwell
February 18th, 1976

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

Mr. Treadwell: In Ritzville, Washington, 1906.

Mr. Overland: What were some of the key circumstances during your youth?

Mr. Treadwell: My dad, so I understand, told his buddies in Kansas when he was a young fellow that he was going to get married and raise a family orchestra, which he did. When we were very small...there were four boys and a girl and three of the boys went into music right away...rather started music. I had one brother who started on the...and then transferred over to trombone, another brother who went with the drums and I played trumpet, my mother played saxophone. So, during the First World War we organized a...we had an orchestra. We had a young girl who played piano for us, by the name of Maudi was her name. That was in 1917 or something like that...'16, '17...it was during the First World War. We started playing what we called Red Cross Benefit Dances. We gave half the proceeds to...we played around various places and we gave half the proceeds to the Red Cross. The rest of the benefit went to the Treadwell family. So, we did...we raised a lot of money for the Red Cross and also of course we kept half of it for ourselves...for the family. Then after the War, we grew up a little bit...by the time I got into the eighth grade we started playing dances...playing for dances. The first one we played in Lynden, Washington. I remember my young brother was...the drummer...I think was in the fourth grade...about eleven o'clock he went to sleep. One of us had to play the drums...just beat the bass drum with a foot and go a head and finish the dance. But, that was the only time that he went to sleep, after that he played all over the country...that is, Lyden; Washtucna; Ritzville; Barrington; Sprag; Odessa; all that central part of the Big Bend country.

Mr. Overland: How long did the band stay together?

Mr. Treadwell: When I was a senior...wait a minute...at the end of my junior year in high school that was in 1923. We went over to...we played a lot of rodeos; both in the band and for the orchestra. We went over to Ephrata and played for a rodeo and I remember we played over there all day long and then what they call...dances and we would play a verse and chorus, then one chorus and that whole thing took about three minutes. We charged ten cents a dance at that time. The crowd would just about get out on the floor and make about two or three circles and the guys handling the ropes would come right out and get the ropes around the crowd and pull them off the floor. Then until the next dance I think we would wait about one minute. They started taking tickets again, see and push them up...it was a money making proposition and grind for the orchestra...gad, we started the dance at nine o'clock and finished at three in the morning. In those days musicians got two dollars an hour. The leader got for two people...he got double, and so you see... but, that was pretty good wages in those days, too. I remember I worked one time on a wheelbarrow wheeling cement to a mixer, all day long, I got .37 ¼ cents an hour and then played dances at night for two dollars an hour, but I sure was completely pooped by the end of summer...I did that one summer. That was just before I went to college. Oh, I was going to say when we left Ephrata we came on and stopped at Ellensburg and played a couple dances here and then we went onto the Beach over by Tacoma and there was a dance hall at that time...that was 1923, summer. We played all summer in this big pavilion over the water...a five piece orchestra. At that time we had a man playing piano with us, my mother and my brother played a trombone, of course and he also played violin and then we had the drummer and he was with us at this time playing xylophone or it was a marimba...he started with a xylophone and went to a marimba, which is like a xylophone only bigger.. playing with sticks, you know. Then I played trombone. Then we all sang. In those days we did have a public address system, we used big megaphones. We could pretty well cover the pavilion alright. Then that summer we came back to Ellensburg and the Elk's Quartet met us...in those days we camped out, we had a couple tents and camped at what was a campground, which is at the upper river bridge in Ellensburg, now I think it's a feed lot for cattle or something like that. Anyway, we

camped there and the Elk's Quartet came out and serenaded us. They wanted us to stay in Ellensburg, so that's why dad....what business he was in...he was a photographer and so they...the reason they wanted us to stay was that it was the first year of the rodeo, they were...that summer they had the rodeo...farmers had all gotten together with their Fresnos and horses and so forth and dug out that hillside over there where the rodeo is. It was the first year...first time that the Ellensburg Rodeo was presented here and also the Elk's had just built a new temple, which they still use. They wanted us to stay here so that we would play in the rodeo and also furnish music for the Elk's Temple...dancing mostly. So, my dad set up a studio here and we lived there and it was right across from Fitterer's...there was an ice creamery there and we had the whole upper floor...I think there were eight rooms upstairs plus rooms for a photograph studio. So, we all enrolled in school and it was my senior year in high school and that was the year that...in February of that year Al Holmes came to town to teach his first year. He later became our congressman here that was in congress for fourteen years and was succeeded by...what was her name...May, I can't think of her first name right now but we were here all that year...played for practically all the dances in the Elk's Temple, for the rodeo. The local band and the orchestra...the dance hall at that time I believe it was called Roober's Roost. Anyone from Ellensburg has heard about Roober's Roost...that's where the dance was and we played in that grandstand all day; in the parades, as a matter of fact I think our orchestra bus was in the parade. Then there was another funny deal and that was the name of another dance hall, which was out in the county. I forget exactly where it was...out by the river someplace. It was called 'The Bucket of Blood' and we used to play the dances out there too. My folks kept pretty good track of us. My dad was...usually took tickets and my mother played saxophone right with us. So, after the dance we always went home.

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

Mr. Treadwell: Well, it was just understood when I got out of high school...my older brother, during the flu epidemic...my dad let him quit school because he got quite a...he had terrific flu...I forget what year that was, about 1919 or 1920, something like that. It was during the War, of course. My whole family was down with it and they all got so far behind...the trombone player...my dad allowed him to quit school and learn the...trade, which he did. Then when I got out of high school...why the whole family...I wanted to go to college so the whole family moved to Pullman. The day after I graduated from high school, the next morning, we were all ready to go the next morning. We got up and we had a girl piano player at that time who had connections in Colfax. In those days practically all the towns had open air dance halls. They were just...they built a big dance hall with an orchestra pit, which was raised...well, at one end and one side. There was one at Colfax and there was one at Pullman; one I believe in Moscow, but I'm not sure about that. They didn't have orchestras over in that area so we...I think the closest orchestra was the Mann Brothers in Lewiston, Idaho. So, we moved to Pullman and started playing for dances in open-air dance pavilions that summer. We were busy about...in no time we were playing three or four nights a week. Then when school started why...we were all organized of course, ready to go and we played sororities and fraternity dances. There was one place, The Green Lantern in Pullman. The Yellow Lantern just out of Moscow...I mean just out of Colfax, which was an open-air, but The Green Lantern was not an open-air. Then there was The Blue Lantern, I believe, in Moscow, Idaho, which was nine miles from Pullman. With all those various...Colfax and then one out of Colfax a ways, then one in Pullman an one in Moscow. Then we would go down to Lewiston and play. We were kept busy. Any time we wanted to we could go over to Ritzville and Washtuckna and play, but we kept busy around there. Then during college, of course, we tried not to play more than three nights a week, Wednesdays; Fridays; and Saturdays.

Mr. Overland: What courses did you take in college?

Mr. Treadwell: I went into Business Ed. immediately. I was interested primarily in bookkeeping an accounting. But, I don't know why...there wasn't a great deal at that time...there were no C.P.A.'s teaching at Pullman and they only gave a few courses in accounting. I decided that I would take all the business that I could and take enough education so that I could teach if I wanted to. So, I...that's what I took. My brother Harold, trombone player, took...he went and took all the fine arts he could. Finally he got up to his senior year in art, without ever having gone to high school. Those days you could do that. They wouldn't let him go any further until he made up his high school, so he quit. Then he went with big bands and played for

years. And I, when my senior year came along, everybody had left except me, so I took the band and kept it from...by myself for the last year.

Mr. Overland: After you graduated what jobs did you hold before you came to Central?

Mr. Treadwell: When I graduated from high school in Ellensburg the Superintendent, whose name was Paul Johnson...

Mr. Overland: I'm talking about college.

Mr. Treadwell: Well yes, but I got to give you a little lead-up to it. He told me when I went to college, he said, 'When you get through college, if you take the right courses so you can teach, I'll have a job for you.' So, I was about ready to graduate and I...oh, I was interviewed by several businesses and one was Shell Oil. They offered me a job in the personnel department to start at \$100 a month. Kids nowadays, a \$100 wouldn't even buy their cigarettes, but in those days a \$100 was...well, you couldn't get married, but a single person could make it probably. They offered me \$100 for the first three months and if I made good then they would...I would then become a permanent employee and my wages would bounce. But, I was just about ready to take that job when I got a letter from Paul Johnson, Superintendent at Ellensburg. At that time he had moved...he was Superintendent on Bainbridge Island. He wrote to me and told me, he said, 'Well, if you took the right courses your about ready to graduate. What can you teach?' I wrote back and told him that I had...my certificate said Music and Business. So, the next mail I got a contract from him. But, it started at about \$150 a month, something like that. I thought well gee, I can live better on that. So, I wrote back and signed the contract and then went to Bainbridge Island where I taught for three years. Then I went back to Pullman and took a summer. My old Econ Prof told me that if I wanted to come back to Pullman I could work on a project for him and get my Masters and become a...get my Masters in Agriculture an Econ and that he would train me for a job in Washington D.C. in that field. So I went back and gee, working on that Masters was...got kind of monotonous. I got word of a principal-ship in Moxee , Washington over near Yakima an I wrote...or rather I guess I saw the Superintendent, Mr. Contineer and he offered me job of Principal of a high school in Moxee. It had quite a bit of an increase, about double of what I was getting, so I thought, 'Well nuts,' no use in turning it down so I went over to Moxee and was Principal there for three years. Then I went in the Yakima High School from there as Head of the Business Department. After being there a year an a half, why that was in 1932 or something like that...about '32. Well, anyway it was when the banks all closed up under the R.F.C. where the R.P.C. loaned them fifty percent of their assets and that week banks...and closed the banks up and then allowed them to reopen immediately under the new rules. That was when insured accounts came in...anyway, that was when all the new banking laws went into effect. The strong banks didn't close, but the weak ones did close, but opened again if they were strong enough to open they opened with a loan from the R.F.C. Well, each bank that closed had a department in it where they hired a liquidator an accountant for liquidations. Before I knew anything about it, why the bank had talked to the school...at Yakima Senior High School an asked if they would release me from my contract if I were willing to come to the bank and work as the accountant for liquidations. So, they said, 'Yes,' they would release me. Also offered me a little bit of an increase in salary, so I went to the bank as accountant for liquidations. I believe that was in 1933 or something like that. It was suppose to be a five year liquidation job, but at the end of a year an a half we...I guess we worked a little to hard, we liquidated all the good ones and then we sold the balance...they did, they sold the balance to a finance outfit in Seattle at a big discount. So, that left the liquidators accountants out of a job. Just before this all happened, while I was on two weeks vacation, in the meantime I bought a house...just before I went on my vacation and spent my whole vacation painting it inside an out...new roof, well I just painted the roof, but I spent two full weeks getting that house in shape. I came back to work and they told me, 'Well, I'm sorry...we've sold the assets and your job is out. We could give you a job, but you'll have to drop down to be one of the tellers.' I said, 'Ed, what salary?' He said, '\$80 a month.' Well, my job at that time was paying \$135 I believe. I was authorized to get \$150, but the buggers gave me \$135. I found it out and it made me mad. So, I wasn't interested. That night I called around and within a couple days I had a job teaching in Walla Walla for the next year. I was there one year and in the meantime I was studying as hard as I could for a C.P.A. an I figured I could take the job down there and study all my spare time because teaching was not much of a challenge...well, I had to teach, so I was there one year an in the meantime Hal

Holmes who was in Ellensburg, he was at that time head of social science department...see, he had come to Ellensburg and was my senior advisor when I was a senior in high school. Also, I took a course in history from him. So...I have known him...he had quite a bit of business to do with the bank where I was working at and I kept in touch with him. He put in a good word for me, so I talked to Dr. McConnell and they were just then...that was 1938... '37...that was the summer of '37 and they wanted to put in a Business Education Department so I came up to see him and he said...talked to me for a few minutes. Then I went back and didn't hear from him so I went to Spokane one day to...I thought, well gee, I'm going to go up and see...he'll be up to that teachers...Inland Empire Teacher's Association meeting that they have every year. I took the whole family up there and I parked outside the Davenport Hotel. I said, 'Well, I'll go in and see if I can locate him.' I happen to run right into him in the lobby...sat down, smoked a cigarette with him... and talked for a few minutes. He said, 'Well, you want the job?' I said, 'Sure.' He said, 'Well, it's yours.' So, I went out and got in the car and drove right back to Walla Walla...no use staying in Spokane. That was in the summer of '37 and so then we moved to Ellensburg. I have been in Ellensburg ever since.

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

Mr. Treadwell: To begin...to start the Business Education Program and Business Ed. See, up until that time the college was primarily a teaching...to train teachers. They decided to branch out and go into the B.A. program. So, I started out teaching practically all the business subjects...not every quarter, but I taught for example, shorthand and typing; business arithmetic; business English; beginning economics; accounting and statistics....you name it, I taught it. At least I supervised...well, yes I taught it. Then the next year was when we introduced music, brought in Wayne Hertz and a guy by the name of...well, a band director and so forth. Introduced art and my friend Rino Randall came in '38 to teach fine arts. I don't know...I think we got Dr. Lynn in there sometime to go into the chemistry and physics and so forth...science department. In other words, we branched out in all the B.A. Then of course, we started adding teachers, naturally. It wasn't long before...I forget how long it was, two or three years, and I had a helper in business ed. and that of course, every year we had to add and add and add until now then they spread it into two, Business Ed. and Business Ad. and all the G.I.s coming back. During World War II we had about...oh, about...I think we only run...well, we got way down. When I first came here we had seven hundred students, I believe, an about 70 on the faculty. Now there is at least that many in the B.A....I mean in the Business Ed. & Business Ad. together...they have that many students, I'm sure.

Mr. Overland: What was your first impression of the school?

Mr. Treadwell: When I first started it was, to me it was approximately the same as I had been teaching all the time...teaching high school...like teaching...except, that we didn't have a discipline problem, I didn't at least. Some of the teachers had trouble, but I didn't have any discipline problem that I had in high school. I didn't have any trouble in high school, but the kids in high school usually give the teacher more trouble than in college. The college kids, of course, growing up. But however, when they're freshman they are about the same as high school kids. By the time they got to be juniors, then they really began to get interested, because they knew pretty quick they had to go to work, see. However, that's always the case, see. Kids really grow up in their junior and senior years in college. They come in as freshman and they're pretty young actually...seventeen, eighteen year old kids.

Mr. Overland: What type of leadership did McConnell provide?

Mr. Treadwell: Well, Dr. McConnell...I always got along fine with him. Some of my friends didn't like him, but I liked him fine. He was practically a dictator, however if you did your work and didn't give him any trouble, he didn't give you any trouble. But, he handled the school as though...well, the way he could do it. For example, I wanted to put in a course in office machines. We didn't have anything like that. So, I went to Dr. McConnell and I told him what I'd like to do. You would think...nowadays you would go to someone else in some other...who had charge of curriculum and stuff like that, but if you wanted to get anything done, why you would go right to the horse's mouth. So, I told him what I wanted to do and he said, 'Well, how much will it cost?' I said, 'I don't know.' 'Well,' he said, 'you go find out, get

offers...bids on the kind of equipment you want and then come back.' So, I went and got bids on the equipment. I think I got...I setup twelve machines. I had a bookkeeping machine; I had several calculators; and adding machines. Most of them electric, but some hand operated too. In those days, why there has been...they were quite simple machines compared to what they have now. Machines are all electronic now. I remember that the machines I got and the bids I got on them came to around \$4,500 and that was a lot of money about right then, but now they will pay that for one machine. I got about twelve different machines, see. That is, I got the stuff on them...I mean the...so I went to him and told him and so forth. 'Well,' he says, 'better order them.' So, that's the way...an of course it went in. The only one I ever talked to about it was Dr. McConnell. Nowadays you would have to go through committees and everything else, but he had a lot of finances that he...handle everything, you know. When it came to the...some of them were quite...oh, they didn't like it too well because they would be head of a department, but some guy in the department like me could go right straight to the President and do it without going through any channels of any kind. In a way that was easy. You almost had to go through him to buy a pencil.

Mr. Overland: What would you consider the major accomplishments that he made during his tenure as President?

Mr. Treadwell : Oh gosh, I wouldn't know exactly what he did...I figured the more I see it out of his head, the more you see it out of mine, so I didn't pay any attention to it...what he did or anything. I was very friendly with him and I did my job the best that I could. I stayed on the fence.

Mr. Overland: What were the forces leading to the creation of the Faculty Forum?

Mr. Treadwell: There again, I minded my own business and stayed out of it. You see, I came here to Central with the idea I wanted to be a C.P.A. and didn't know I was going to teach very long. As soon as I got to be a C.P.A....I went that route instead of...I got a professional degree instead of an academic degree, you see. The other guys, of course, went a head and got their doctors degree...that's what I mean academic degree. I went for a business degree...become a C.P.A. The forces didn't recognize that kind of a degree at all, so as a result I got to be...before they got in their requirements and so forth...to advance. I became a C.P.A. and that was the highest I could go in college. There was no doctor's degree, and there isn't even now...offered in accounting. You have to get an education. But, I wanted to go for accounting so I went and studied and became the first C.P.A. in this county... almost of Central Washington, there were two in Yakima, I think at that time...by the way I had...in classes. I think there was one other C.P.A., Boyd had been the Internal Revenue man, but he was a C.P.A. and he organized...now there are...I don't know how many companies there are in Yakima, and I don't know how many C.P.A.s there are in Yakima. My certificate was 275 in 1939, now there must be, I would say....oh, I don't know, maybe 4,000 in the State. Mine was number 275.

Mr. Overland: What was it like being the first C.P.A. of Ellensburg?

Mr. Treadwell: Well, I got all the jobs offered me. The banks were anxious for me to take accounts. By the way, the Head of the Board of Trustees was also the President of the Washington National Bank down here, Vic Boullion...Victor Boullion. He gave me most of my jobs, that is he introduced me to customers of theirs who wanted...that they wanted certified statements from, see. When the mill burned down here, for example, I had to audit from the records and however I could arrive at how much the insurance companies would pay on the wheat that burned up, you know, stuff that was in storage there...and, oh things like that. There weren't any other C.P.A.s around. Not many in Yakima in those days. So, I had all the accounts right away that I could handle, practically. I was too busy to bother about what was going on up at school. They didn't recognize my degree so I taught...what I wanted to do, I taught my classes, I taught...always had an overload because we didn't have enough teachers in my department. So, I taught my classes and carried a full load all the time. Then I worked nights and Saturdays and Sundays...so forth, on accounting So, I didn't carry whether they raised me or not. If I wanted a raise I would take on another account...follow me?

Mr. Overland: When you first arrived in the town what relationship did Ellensburg have with the college?

Mr. Treadwell: Well, the college had always been...well, foremost in town. One thing that surprised me was that I went down to the...I wanted some furniture and I went down and they asked what I wanted. So, I bought a lot of furniture, enough to furnish that house. I said, 'Do you have a contract now?' I said, 'How am I going to pay for this?' 'Pay for it as you can.' I said, 'Do you want me to sign a contract?' 'No, you don't have to sign a contract. At the end of ninety days (or something like that) we'll start charging you on your unpaid balance. We'll charge you interest on your unpaid balance, but other than that you don't have to worry about signing any contract.' I thought, my gad, what kind of a place is this. Every place else I had bought more than a nickel's worth I had to sign a contract. So, the college has always been the center of activity in town. I have had practically all the people downtown running stores, for example. For example, Fitterer Brother's, which is in the third generation, I believe, now. The two boys, who are about ready to retire, George and Joe, were in my first class at Central. It was a Business English class and they were beginning freshmen when I came here in '37. So...and young Webster...who owns Webster's downtown, he was in one of my first classes. These kids all have grandchildren now...grown-up grandchildren, practically. I go downtown and I have had practically every...seems like almost everybody in town I have had in class at one time or another.

Mr. Overland: What was the impact of the censorship by the A.A.U.P. what impact did this have on the college?

Mr. Treadwell: The censorship against? Well, I don't think it had a great deal...I think it probably hurt Dr. McConnell more than anything because he tried to get jobs here and there an every place. Maybe I shouldn't say that, but that is the rumor, at least, that he tried to get better jobs, but he never could quite make it. He kept his job here until he retired, but usually the guy that wants to advance...he wants to move up to a bigger institution. He did apply for several jobs I understand, but was never able to move. I think probably...that's why I say, I think probably that the censorship hurt him more than it did anyone else. I don't know how it could have hurt anyone, except that it was kind of hard on a guy's ego I suppose. And when you go east, these people who did go east...'Oh, you're out at that college where they were censured by the A.A.U.P. But, I remember people who came out here from Columbia and so forth an I talked to them later and they said the head of the department had told them about the censorship out here and about Dr. McConnell, but that they didn't think that should make any difference to...it wouldn't hurt their career any if they wanted to come Out here and teach. So, I don't know what...it never did bother me any.

Mr. Overland: What effect did World War II veterans have on the school when they enrolled?

Mr. Treadwell: Oh they just...they were the cause for the big increase in enrollment, because they got money to come to school and they were all older kids. It gave the accounting department...and all the other departments, a big boost. We had quite a few C.P.A.s already out around the state, see, who...kids who had been here before the War. For example, Jerry Pennington, I don't know whether you know him or not, but he was my first C.P.A. and I always called him, 'My Boy,' he...when the War came up he applied for the Navy and also for...to go into the F.B.I. in the county, some kind. So, he...the same day he got his offer for commission in the Navy or C.P.A...not C.P.A., but for going into the F.B.I. in the Fraud Division. The difference was...whatever...I don't know what the name...maybe he had Lieutenant J.G., what would that be in the Navy? Anyway, he...that would be I think the same as a First Lieutenant in the Army, anyway that's what it was. They offered him that in the Navy, but also on the same god darn mail as luck would have it, he got the offer from the F.B.I. Well, the F.B.I. started him at about two or three times the salary of the Navy...so I understand. He went into the F.B.I., naturally. Now, he is President of the Seattle Daily Times.

Mr. Overland: How did veterans compare to regular students in classroom work?

Mr. Treadwell: They were first quite a bit older and they were...most of them were old enough so that they knew what they wanted, most of them, and they wanted to get it as quickly as possible. They were all business, I mean, they wouldn't stand for any rumpus at all of any kind. They really settle right down and you could give them any amount of work to do and you could be pretty sure they would spend half a night

getting it done...or trying to at least. I had kids getting their C.P.A. just right and left. But, at first I only had two years for them here, in accounting, cause they didn't have the extra men. So, I had to teach all the accounting that they got, plus a lot of other stuff too. So, as a result a good many of them went two years here and then transferred to the University and the University told me several times that anytime I had a good student...ship him over and let them know who he was. For example, the University had five kids pass the exam one time and three of them were from Central, the other two were graduate students. I don't know what year that was, but I know the kids.

Mr. Overland: What were some of the problems faced by the business department.... following World War II?

Mr. Treadwell: Problems facing the business department?

Mr. Overland: I have seen quotes where you have said that the business department was a very nomadic department...they moved around a great deal.

Mr. Treadwell: You mean the department moved around ?

Mr. Overland: The headquarters of the department.

Mr. Treadwell: Oh the headquarters...well, that was our big problem...getting a place...for example, we started out, when I started I had one class in the Ad. Building and two classes in what they called the classroom building, which would now be the shop...Smyser shop, and one class in the old music building and the old music building was the First Grade School on the campus. I can't think of the name of it, it was right behind the classroom or Shaw Building now. I think they use it for...well, let's see, they use it I think for film work and visual aids...stuff like that now. I don't know whether they even use it anymore...that old building up there behind the Shaw Building.

Mr. Overland: They still use it.

Mr. Treadwell: Oh do they, well I taught typing on the second floor and then Hertz, I think, was on the third floor with music, that became the music building. I remember when we had our windows open and they had theirs open we couldn't hear a thing except that somebody screeching to the height of his voice. Then they would have band up there on the top floor of that building too. Then, let's...the first time we were really...then up at the Sands building I had a couple then my office was over there for a while. Then they had a little, they moved it a little...after the war they moved in one of those five-year buildings from out at the airfield...one of those little temporaries...barracks building, and made a carpenter shop out of it and then they moved the carpenter shop over to the steam plant and made business ed. department out of that little building. The little building had, I think, only three classrooms, so then we had three teachers. Kosy became at that time and taught and we had another gal...Shara something...she married a guy over at Everett. The three of us taught in that little building and we had three offices and three classrooms. We taught there...managed to work it in so we taught all our classes in that building for several years. They had a steam reducing plant right in the back of it and boy, that thing would really get the...it was live steam, see, they reduced it right there by that building...so, naturally...we didn't even have the steam on. There was enough leakage to keep that place red hot even in zero weather. We were in that building for several years and then we built the new library and moved us out. The old library became the Smyser Building and the classroom building became the Shaw building. They put connecting door between them, on the second floor, I believe. I think maybe on the first floor, too. So, then they moved us over there and then the business ed. grew to the point where they took half the building I guess. Then they split and made it Business Ed. and Business Ad. By that time I was teaching nothing but accounting and we had...Kosy became Chairman of the Business Ed. Department and...cause I went with Business Ad. so...I didn't want to...all I wanted to do was teach, somebody had to teach. Heads of departments had to travel all the time, or at least they had traveling to do, so I said, 'Somebody has got to stay here and teach and that's what I'd rather do.' Because, that way...nobody could kick me about not doing my share. I didn't want anybody to

start finding fault with me doing accounting on the outside, see, and there was...had no reason for anybody to because everybody did some outside work of some kind...for pay. Anytime anybody takes a job for pay other than what they are doing for a living, I mean their main job, than that to me is outside work. So, I wanted to always...no one to find fault with the fact...or accuse me of not carrying my share of the burden. I always did. I taught, when fifteen hours was the average load, many, many quarters I taught 20 hours. Before we had enough courses in there I had, for two or three years, I had classes one or two nights a week over at my home to teach kids past what they could get in our courses. I had kids graduate passing the C.P.A. while they were still...one time these kids were first quarter seniors and had had even their coaching courses in C.P.A. work...for a C.P.A. and had them pass C.P.A. when they were only...So, they past this new law whereby the kid has to be within ninety days of graduating before he can sit for the exam. In those days you could sit for the exam anytime.

Mr. Overland: What were the events leading to McConnell's departure?

Mr. Treadwell: Well, I think it was age with him, I don't any other reason. He went to California and retired...went to California and he's still retired down there and his wife taught...she was younger than he and she taught at one of the colleges down there. I think she is retired now too. They have two sons that are grown and he was ready to retire. That's all I know about him.

Mr. Overland: What changes took place when James Brooks arrived at the college?

Mr. Treadwell: Oh, a big change was the increase in the student body, which after the War there was a big increase...big influx. I don't know when he came in here, I don't remember what year.

Mr. Overland: It was 1961.

Mr. Treadwell: Well, that was right when the big increase in student body was taking place wasn't it? The campus has grown by leaps and bounds, of course, since then. You know that. Likewise, the faculty. I don't know...I had Jim Brooks in classes when he was in school, when he first came to school. As a matter of fact, in the first class he was ever in at Central, his first class was beginning economics. I had him in class. When I heard he was coming to be President I got out all my grade books to see what grade I had given him. Fortunately I had given him a 'B' cause he earned it. He reminded me, when I first met him, about several things that had happened in my class and he remembered me very distinctly. I didn't remember him, of course, but we got along fine. I never had a word...a cross word with Jim Brooks or McConnell, either one.

Mr. Overland: What effect did his arrival have on the business department, in particular, and yourself?

Mr. Treadwell: I don't think it had any effect. We had it setup and then we went to the Head of the Department and Kosy was...I don't know whether he had the title of Head of the Department yet or not, I don't think we were split at that time. We were still all one big department. Then, when they split into Business Ed. and Business Ad. departments...I can't think of anything that had any effect particularly on the department.

Mr. Overland: When did the college divide, into departments instead of divisions?

Mr. Treadwell: Well, I don't remember when it was. It was long in about that time that I'm talking about. I think probably...I don't remember really...it was long around there. I think it was after Dr. Brooks came here. I don't know exactly when it was.

Mr. Overland: Who became the leader of the business department?

Mr. Treadwell: Kosy, Eugene Kosy of the Business Ed. The Business Ad. we have had several, Gilliam came in was one; were going way back...I don't know if you want to go back that far...Hal Holmes was the head of that division that was finally split into departments. It was called sociology and history, I believe. Then we added business to it and business Ad and made...I don't remember, I think it was around in the '60s sometime probably.

Mr. Overland: What was the college code?

Mr. Treadwell: I don't know what your talking about.

Mr. Overland: I think after Brooks...they instituted a college code. Can you tell me the circumstances were behind it?

Mr. Treadwell: Well it was...the teachers got together and developed...I don't know whether they developed this code. They voted on it and it passed. I think then it was accepted by the Board of Rectors.

Mr. Overland: What changes did it bring about or what was its purpose?

Mr. Treadwell: It was to give the faculty council...we elected senators, I believe and members of the...I believe you get more of that from the interview with Samuelson.

Mr. Overland: I was just kind of curious on what your stand was.

Mr. Treadwell: It didn't effect me. I voted, period, and I got out of the meetings as fast as I could. I didn't want to get mixed up with...you know the squeaky wheel gets the grease, also it's the first one to get replaced

Mr. Overland: What relationship did Brooks have with the faculty?

Mr. Treadwell: I think he had a more personal relationship than McConnell. McConnell was always afraid...I believe his main trouble, he was always afraid that he was going to get too personal with somebody, you know, to the point where they might be considered teacher's pet or that he might be accused of favoring...having favors whereas I don't think Brooks gave a darn about what anybody thought. He was always very friendly with me. He would be more apt to go with you for a cup of coffee or something like that, whereas McConnell would be caught dead before he would be seen with a...walking over to have a cup of coffee with an instructor. But, I think that was the personality of the man and maybe a fault...maybe not, I don't know.

Mr. Overland: When did the college begin to change to other programs and stop stressing education so much?

Mr. Treadwell: It was 1937 when I first came. That was the change over to make a B.A. college out of it rather than education see and they changed the name from...when I came here it was...what was it, Sweeey? Central Washington College of Education, something like that. Then they changed it to Washington State College...WSC, but the old name of it was Sweeey Central Washington.

Mr. Overland: No, Normal School was before that...Central Washington College of Education...C.W.C.E. and they called it Sweeey...Central Washington College of Education. That's right. Cheney was Eastern Washington College of Education and Bellingham was Western Washington College of Education and then they all became State Colleges when they got to be then they called them Washington State...Central Washington State College, C.W.S.C.

Mr. Overland: Why do you think it took so long for the school to change over even though the titles changed it seemed to take a long time to get away from the...being educational oriented?

Mr. Treadwell: I really don't know, I have thought about it...what is the breakdown in the number of students who are majoring in education and the number of students who are majoring in business, business ed. or in music or without...see, they have two programs, in music for example, one is the B.A. program in music and one is the teaching program in music. My daughter, I tried to get her to take the education...music education, but they talked her into taking, a couple that were here talked her into taking the music B.A. course. The only difference is that the B.A. program they don't take any education...they don't really teach. I don't know what they put that for...prepare to, maybe, to do private teaching or to go on to get their other degrees.

Mr. Overland: What types of problems did the college have with the...you mentioned the big growth of 1960's, what types of problems developed with that?

Mr. Treadwell: One of the big programs of course, to begin with, was where to put all the kids...where to house them. Then of course they built buildings and they may have over built, I don't know. Are they using those high-rise buildings now?

Mr. Overland: I don't believe so.

Mr. Treadwell: Yes, well they over built then. You see we had at one time...the college was all this side of the tracks...all south of the Milwaukee tracks. Then of course, to expand, the only way to expand was towards the vacant fields and that's when they expanded with the gymnasium. When I first came to Ellensburg all our basketball games were in what is now the SUB, or some, and they use that for a dance floor now I believe, or do they...it's the downstairs, east end of the building?

Mr. Overland: That's the cafeteria now.

Mr. Treadwell: Well, when I came here that was all just a gymnasium and used for dances. Then of course the big gym was built up there. Then they moved all the housing, practically, out there. Then they moved us out there where...have you been in it...out there where the pottery and all that stuff...that building?

Mr. Overland: Yes.

Mr. Treadwell: Well, that was the business ed. building for several years. When we moved out of the little carpenter shop they built the new library and then they moved us Out there...to that building...other side of the tracks.

Mr. Overland: When did you finally retire from the school?

Mr. Treadwell: In June of 1971, I think... '71.

Mr. Overland: What was your philosophy of education then and now?

Mr. Treadwell: What do you mean my philosophy of education?

Mr. Overland: Well, what goals did you have in mind for your students or in yourself?

Mr. Treadwell: Oh, well for my students the only pleasure really that a teacher gets out of teaching, that is the main goal is to see that his students succeed, and by that token you can gage whether you were successful or not and I have had a heck of a lot of kids that have...that could buy and sell me and not even

miss it, so I think I was quite successful in teaching, regardless of whether I had a Ph.D. or not. I would have gone for a Ph.D. if I would have thought it would have helped my teaching any, but I couldn't see where...to go and take a lot of education courses would help me in teaching accounting. I taught the...the best thing that I could give my students was practical experience, so I went for a C.P.A. and I was successful in that. Then I kept books for almost every kind of a business, retail or wholesale business that we had in town, at least.

Mr. Overland: Well, your philosophy of education was more work-oriented than....

Mr. Treadwell: Yes, my part was to teach them to make a living, in other words economics of education, I guess you'd call it. If a kid wasn't prepared to make a living when he got through school, why I don't think the school did a good job. But, you take many of these guys we had here, one guy was head of teacher education and his statement to me one day was that he didn't think business education had any place in school or any type of a course, which taught a kid to make a living. He thought that the college should be a cultural education. I said, 'Baloney.' Anytime a kid gets out of college and can't make a living...I know for example, I'm thinking about a girl now who, her mother worked like a dog to send her back to... we'll say, I don't think that was the school, but one of the big schools in the east. She came back out here and what happened...she took political science or something like that...she had to go to business college....she could have done it up here but...in Ellensburg, but she went over to Seattle to a business college and spent a whole year over there learning how to handle a job. Well, baloney, she should have gotten that in college. I don't care what she took, she should have been prepared to earn a living when she got out. But it didn't do much good as far as her mother was concerned because she married a grade school teacher and I think he is still teaching. Nothing wrong with it, but she certainly could have married him without having to go back to a big eastern school and get an education how to be a lady, which was really what it was. After she got back here she had to go to business college in order to learn how to make a living.

Mr. Overland: How successful then was the business department in their placement?

Mr. Treadwell: No trouble at all with students...still don't, accounting students you'll find...when everyone else is having a hard time getting a job you'll find, if they are good...they haven't any trouble getting jobs.

Mr. Overland: Is it common for recruiters to come to this college?

Mr. Treadwell: Oh every month. We had recruiters coming in here looking at the kids, all the National Accounting firms and J.C. Penny and the telephones and a lot of these companies sent their...right now, I was talking to somebody just the other day and he said that over on the coast they are asking for Central grads in accounting compared to asking some other schools. We have former students in all the big firms. That's whenever you get one placed and he is successful, why then he will come back to school to get more kids, see. A lot of our students come back here recruiting for their firms.

Mr. Overland: During your years of instruction how has the relationship between the college and the community changed or evolved to present day?

Mr. Treadwell: I don't think it has changed much. Just like the kids...they talk about these long haired kids, the only thing that has changed with them is their appearance. Oh, you have a few what you call hippies, but there is always...well, not always, but one rotten apple in the box...the rest of them, you know. At least it gives them a bad name. You find a rotten apple in the box you think, oh my gosh, those apples are old...no good. But, I never, I never did find any difference in the kids...one thing we had in accounting though, the kids...before these big companies would even interview them a lot of times they would make them...tell them, 'You better cut your hair if your looking for a job,' or 'You better look conservative at least,' you know. When the guys would come...we didn't say they had to, but we just advised them...I think it was the government accounting guy once who...it was four or five years ago...he told them...one kid asked him, 'How about long hair, will you hire anybody with long hair?' 'Sure, but,' he said, 'you have a job where your not meeting the public!' That was kind of a nice way to tell him, see.

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

Mr. Treadwell: I think they have the same right to unionize as...of course, I grew up in the old school where you said, 'Yes sir,' to everybody, 'Yes sir!' But, I don't know why the teachers shouldn't be able to...if they can't get a voice any other way, I don't know why they shouldn't be able to unionize.

Mr. Overland: Do you think this will affect the quality of instruction?

Mr. Treadwell: No, I don't think so, you will have good ones and bad ones regardless and some people say that you shouldn't have tenure, well tenure to me shouldn't be used as a whip...you know what I mean, and a teacher, they should have some ways to fire a teacher who is just using a tenure to keep on coming to school and babysitting with students rather than teaching them, you know what I mean.

Mr. Overland: How would you compare a Central graduate of say 1971 to the Central Graduate of 1950?

Mr. Treadwell: I don't think there has been a great deal of change. They should be getting more knowledge all the time, I mean that should be noted progress, in other words; if the kid is...starts here with a teacher who has been teaching... well, I don't know how to put that each group should start practically where the last group left off, you know what I mean? If you don't, why how in the world can you make progress if everybody has to start with scratch, you know, that's what I mean, I think. In other words we could get education to a certain level, well there is always new things on top of that. The kids should pretty much know the old things, I mean they should start at a little higher level, than the last batch. Maybe, maybe not...it's according to what their education is during the grades and high school. I think the kids coming in now from high school are probably they should be, at least, better educated than the kids were 25 years ago when they got Out of high school. If they aren't, why education isn't progressing very well, I don't feel.

Mr. Overland: What must the college do to meet changing demands? What must the college do in your estimation to meet the changing demands of the job market in society today?

Mr. Treadwell: In my department, they keep on doing like they are doing, they are using my approach to accounting in teaching...I mean my approach to teaching accounting up here and they are having very good success. When I was up there...I was the first CPA and then after the war we got another one, O'Shaughnessy. I had had his wife in classes and he was a very brilliant young fellow. So, when I left they got two more CPAs to...when I left they hired two more and then they hired two more after that so then they had five up there teaching nothing but accounting...all CPAs. I think it's probably the only school in the Northwest that has all the accounting taught by CPAs. We don't have anymore C.P.A.s than some other schools, I don't suppose, but we are the only school, I believe, that has all the accounting taught by C.P.A.s and they are doing a good job and I would do it just the same way.

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

Mr. Treadwell: The duck hunting, hunting and fishing and so forth. You mean my professional career or? Well, I love to hunt and fish and that's one reason I wanted to teach, so that I would have time to do that...and I got all ready to do it and I would advise anybody...of course I had it all my life, I got on my dad's back to go hunting when I was a little kid, but I always advised anybody to retire as early as they can and to live every day as though that were going to be your last one...no, not that really, but hunt and fish; take everything...do everything you can, I would say, so that when you start rocking you will have something to think about.

Mr. Overland: If you had your career to do over would you make any changes in it?

Mr. Treadwell: Oh, I suppose we all would make changes, but I would probably end up doing about what I did. I had a good life. I raised four girls...I would have liked to of raised a couple boys, but the good Lord

didn't see fit, they were all girls. But, as one of the kids grandpa said, 'Well, it's the girls what takes care of the old folks ' But, I don't know about that, in my family they were all boys except one.

Mr. Overland: Any final comments you would like to make?

Mr. Treadwell: No, I don't think so.