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June 30, 2021

Dr. Sabah Randhawa, President
Western Washington University
516 High Street
Bellingham, WA 98225

Mr. John Meyer, Chair of Board of Trustees
Western Washington University
516 High Street
Bellingham, WA 98225

Dear President Randhawa and Chair Meyer:

You have recently received the Report and Recommendations of the Legacy Review Task Force ("Task Force"). Of particular concern to me is the Task Force's portrayal of William Haggard and the conclusion of five of its nine members that he is no longer worthy of being honored with a building on campus bearing his name. When it became clear that a majority of the Task Force was of this mind, I recommended that we pause, gather additional information about Dr. Haggard, and then discuss the matter in detail before making a final recommendation. This suggestion was rejected. Instead, the Task Force decided to rely on the information at its disposal and agreed that I should feel free to present additional information and express my views in a letter to you and the Board of Trustees. I have elected to accept this invitation.

Personal Background

Dr. Haggard came to Western Washington College of Education in 1939 from Joliet, Illinois where he had been the superintendent of a combined high school and junior college with an enrollment of 4,000 students.¹ He had a background in both administration and teaching in secondary schools and summer instruction, and lectured at Central Michigan State Teacher's College, the University of Wisconsin and Purdue University. Dr. Haggard brought with him a national reputation as a leader in the field of education, having served as President of the National High School Principals Association as well as President of the American Association of Junior Colleges.

¹ Western at 75, p. 64.

When Dr. Haggard arrived, he took charge of an institution which was in the process of being transformed from a Normal School, the primary purpose of which was to educate teachers to serve in common schools teaching grades K through 8, to a College of Education, producing teachers capable of teaching K through 12. This change in mission was mandated by the state legislature in 1937 and resulted in a change of name from Bellingham Normal School to Western Washington College of Education ("WWCE"). This required the development of a senior high curriculum and necessarily included a higher level of preparedness in all fields, particularly math, science, art and music.

Dr. Haggard's predecessor, Charles Fisher, had been embroiled in a five year dispute over academic freedom and tenure which had become a *cause celebre*, not only in the state, but throughout the nation.² Dr. Fisher's detractors consisted of six individuals who called themselves the Committee on Normal Protest. They leveled ten specific charges against Dr. Fisher which the Board of Trustees rejected after an extended hearing. Rebuffed by the Board of Trustees, the members of the Committee on Normal Protest took the matter to Governor Clarence D. Martin. After Dr. Fisher refused Governor Martin's offer of employment at the University of Washington at his same salary, Martin persuaded the Trustees to terminate President Fisher's services on September 28, 1938. The campus "seethed with indignation" and the faculty cast a unanimous vote of confidence in Fisher's presidency. A day later, the Associated Students passed their own resolution, expressing "extreme disapproval" over President Fisher's dismissal and demanding his retention until a valid case had been made against him.³

While Dr. Haggard had no part in the injustices visited upon President Fisher, he was left to "pick up the pieces" which included restoring the morale of the faculty and students, normalizing relations with the town, and building strong relationships with the state legislature to ensure an ongoing flow of operating and capital funds. The latter was of critical importance to the growth and development of WWCE because, at the time, there was no tuition, leaving the College totally dependent upon the state legislature to fund its operating budget and provide the capital necessary to acquire land and to construct buildings which were so vital to the growth and development of the College.

Leadership Style

In the wake of the controversy surrounding Dr. Fisher, the Board of Trustees saw the need to hire a strong leader. Dr. Haggard has been described as "... a man of steely control, power and endurance... as such a President was needed following the termination of President Fisher". President Emeritus Jerry Flora proclaimed, 'the Board

² Western at 75, p. 55.

³ Western at 75, pgs. 55-59.

wanted constancy and they got it.⁴ Professor Laurence Brewster affectionately referred to him as a “benevolent dictator” and explained:

“Life was rather easy with Dr. Haggard because **Dr. Haggard ran the whole thing**. That is, if you wanted an answer to anything, all you needed was to go to Dr. Haggard. If you wanted a new piece of equipment, you went to him and he signed the requisition, you took it to Sam Buchanan, and if he ok’d it, you got your piece of equipment or whatever you ordered. There was not a lot of formality in the institution because Dr. Haggard had all the answers”⁵ (*emphasis mine*).

When asked about the campus governance structure and whether Dr. Haggard called all the shots, Professor Brewster answered:

“**Oh, yes, he called all the shots**. He made all the promotions. When I first came here, we had no faculty ranks. We had titles as ‘Professor,’ ‘Associate Professor,’ and so forth. We were all just faculty. Then in about 1953, we were given faculty rank. And Dr. Haggard decided who was who and in succeeding years, who was to be promoted to the next rank. It remained that way until Jarrett came and then a Tenure Promotion Committee was appointed.

“**So if you wanted to know anything, you went to Dr. Haggard because he made most of the decisions**”⁶ (*emphasis mine*).

It should be remembered that when Dr. Haggard arrived in 1939, enrollment was less than 1,000 students, the faculty numbered approximately 65, and there were reportedly 5 or 6 administrators. Faculty governance was just emerging. By default, authority was reposed in the Office of the President.

Campus Relationships

By all accounts, President Haggard was successful in quickly restoring normalcy to the campus. Professor Paul Woodring wrote:

“When I first joined this faculty, as a young instructor, in the fall of 1939, at that time, faculty morale was low because President Fisher had just been

⁴ The Memories that Make Western Washington University, Klipsun Magazine, March 21, 2018.

⁵ WWU As it was, p. 88.

⁶ Western Washington University Library Special Collection, Oral History Program, Laurence W. Brewster, June 3, 2004.

fired and the faculty was apprehensive. President Haggard was very successful in restoring the morale and in establishing better relationships between town and gown. Within a year or two, the college was back on a stable course.

“Once each week, the entire student body and faculty gathered in the auditorium for a program and comments from the president. Consequently, every student on the campus felt he knew the president and indeed, President Haggard knew many students.”⁷

Dr. Woodring’s sentiments were echoed by Professor Fred Knapman:

“Haggard came to Western in a very difficult time. The faculty had rebelled from the firing of President Fisher. **President Haggard was a calming influence and in his own way, did very well for 20 years.** He got along very well with the townspeople”⁸ (*emphasis mine*).

Dr. Haggard was described by Professor Howard Critchfield as a “kindly person without any question. A friendly person, quite approachable.”⁹ Professor Henry Adams relates that “When he walked across the campus, he apparently knew most of the students and certainly all of the faculty and was doing a pretty effective job of running a very good teacher’s college.”¹⁰ President Haggard was renowned on campus for his ability to toss horseshoes, taking up the challenge of students and faculty alike. According to Paul Woodring, these personal characteristics, coupled with the size of the College at the time of his arrival, created a “... degree of human warmth that has since been lost as a result of rapid growth.”¹¹

Legislative Relations

As previously mentioned, legislative relations were critical to the ongoing growth and development of the College. During Haggard’s 20 year tenure, the College did not charge tuition. Aside from room and board, students paid only fees for the student association, school nurse, changes of schedule and paper and mimeographs. Mandatory fees were \$26.50 in 1950. Tuition was charged for the first time in 1961.¹² As such, the College

⁷ WWU As it was, p. 128.

⁸ Western Washington University Library Special Collection, World History Program, Fred Knapman.

⁹ Howard Critchfield, WWW as it Was, p. 68.

¹⁰ WWU As it was, p. 94.

¹¹ WWU As it was, 128.

¹² WWU As it was, p. 459.

was totally dependent upon appropriations from the state legislature to fund both its operating and capital budgets.

In 1959, when asked by the Editorial Committee of *Western Reports* to identify a number of significant experiences during his 20 year tenure, Haggard wrote:

“The fifth experience I recall with gratification is defending appropriation requests in ten sessions of the Legislature. It has been satisfying because of the pleasant dealings with the Legislators and because of the response we have always received from them...

“The reader may be interested to know that the appropriation for salaries, wages and operations in 1939 was \$520,000 (a little more in 1941), and in 1959, it is a \$4,304,174. The buildings and other campus improvements the Legislature has provided need not be enumerated.”¹³

The reason for his success with the state Legislature was described in detail by Professor Laurence Brewster:

“I had great respect for Dr. Haggard. He went down to the Legislature, he knew all the Legislator by name, and they knew him very well. There’s a story told about Dr. Haggard that when he went down to the Legislature, they had a great deal of trust in him as to what the budget requirements were.

“So, one of the Legislators said, ‘Well, Dr. Haggard, you should increase your budget a little bit so we have something we could cut if necessary.’ Dr. Haggard said, ‘But I don’t want to do that because that is the amount of money we need.’ So when Dr. Haggard said he needed ‘X’ number of dollars, that was precisely what he needed. As a result, he was very highly thought of.”¹⁴

Dr. Haggard’s legislative prowess is not only borne out by the growth in the operating budget to which he referred, but also by the numerous capital appropriations which he was able to garner. Those appropriations paid not only for the acquisition of substantial additional property to accommodate campus growth, but also resulted in funding for seven major capital projects, including the Campus School (now Miller Hall), Arts Building, Auditorium-Music Building, Men’s Residence Hall (now College Hall), Eden North Hall,

¹³ Western Reports, April 1959, Vol. 8, Issue 2.

¹⁴ Western Washington University Library Special Collections, Oral History Program, Laurence W. Brewster, June 3, 2004.

Highland Hall, the Student Union Building, the heating plant and, most importantly, the Science Building bearing his name.

World War II and Aftermath

The College underwent a significant transformation during and as a result of World War II. When Dr. Haggard arrived, enrollment totaled 918 students for the 1939-40 academic year. After the United States' entry into the war, enrollment dropped precipitously, reaching a low of 229 for the 1944-45 academic year.¹⁵ Managing a shrinking Western had its own challenges, but they were nothing compared to the challenges which confronted the institution after the war ended in September of 1945 when returning soldiers began exercising their educational benefits under the G.I. Bill.

The large influx of veterans posed unique challenges to the College. First, the demand for housing, particularly married student housing, outstripped supply. Dr. Haggard responded by acquiring additional housing facilities for women through the acquisition of Senior Hall on Garden and Chestnut Street, and in 1946-47, acquired 16 buildings from the Federal Government's supply of war housing to accommodate married veteran students.¹⁶

Second, since not all the returning veterans wanted to be teachers, the College had to immediately expand its educational offerings, even though it was not authorized, until 1947, to grant Bachelor of Arts degrees. To meet this demand, the College added courses suited to the first two years of a general liberal arts education, thereby enabling students to attend Western for their first two years and thereafter transfer to a state College or university. Essentially, the College developed a junior college curriculum, something with which Dr. Haggard was intimately familiar having gone to junior college prior to his arrival at Western. As Professor Hicks explained:

“During the war period, the proportion of non-diploma students from the student body greatly increased, and a large proportion of the veterans who began enrolling in the fall of 1945 had vocational aims other than teaching. Thus, the stage was set for legislative action in 1947 on the proposal that the Colleges of Education be authorized to offer four years of work in the arts and sciences, leading to the B.A. degree. In response to this challenge, the College established in the same year a Junior College Division of Studies and initiated a program of studies with carefully planned majors and

¹⁵ Sam Ernest - A Variety of Student Data from 1979-80 to Present. Student head counts from 1899-1990 to Present, Office of Institutional Effectiveness 624.

¹⁶ Western at 75, p. 65.

minors for four-year students in the arts and sciences. In 1948 and 1949, this program was refined and expanded.

“Hence, the Western Washington College of Education in its 50th year was no longer a single-purpose institution, the education of teachers and administrators was still its primary function, but the functions of a junior college and college of arts and sciences had been firmly established and, because of the large number of students involved, had come to play an important role in the services rendered by the college to the state”¹⁷ (*emphasis mine*).

By all accounts, Dr. Haggard effectively managed Western through this transition which laid the groundwork for it to later become the liberal arts institution that it is today.

1947 – The New Era

The legislative accomplishments of 1947 are worthy of particular mention for two reasons. Not only did the state legislature authorize the largest faculty salary increase in history, it also authorized WWCE to grant Master and Bachelor of Arts degrees, which planted seed that, over time, enabled Western to become a regional comprehensive liberal arts institution.

In the words of the ever colorful Professor Arthur Hicks:

“The year 1947 was indeed for the college and *Annus Mirabilis*.... The year in which the Legislature authorized the College to grant the degrees of ‘Masters of Education’ and ‘Bachelor of Arts’ and appropriated for the faculty the largest salary increase in the history of the institution...”¹⁸

With respect to the salary increase, Dr. Hicks described the efforts of Western’s Faculty Forum Salary Committee, working with committees from Central and Eastern, to draft a request to not only increase faculty salaries by 36%, but also to maximize the salary increases by having the Legislature change faculty contracts from 12 months to 9 months, thereby entitling the faculty to additional compensation for teaching during the summer session. In the words of Professor Hicks:

“The work so promisingly done by vigorously continued at all three institutions. By the end of the calendar year, the Bellingham Salary

¹⁷ Western at 75, p. 64.

¹⁸ Western at 75, p. 67.

Committee had raised its sites and recommended that the faculty be paid on a 9 months' basis... to parallel the practice at the University of Washington... and be compensated in addition for the Summer Session. **This strategy to maximize salary increases was approved by the faculty so that the administration was requested to seek first a 36% increase in regular salaries for 9 months and then to request additional money for summary school teaching.**

"Mirabile Dictu, the strategy resulted in a glorious victory in the Legislature of 1947, which was celebrated in a genial banquet held at Eden's Hall on March 17"¹⁹ (emphasis mine).

Clearly, the relationships that Dr. Haggard had forged in Olympia were fruitful for the faculty not only during his tenure, but many years thereafter.

Perhaps of greater importance, however, was his success in getting the legislature to authorize WWCE to grant Bachelor of Arts degrees. On March 14, 1947, WWCollegian ran a headline "WWC Authorized to Grant Two Additional Degrees; New Era." The article read, in pertinent part, as follows:

"This year's graduates of Washington state high schools will be interested to know that, starting in the fall of next year, Western Washington College will offer a 4-year course leading to the granting of a liberal arts degree. **This is the beginning of a new era in the history of the college** which, until now, has granted only a Bachelor of Arts in education with a certificate for teaching. The newly-authorized degree of Bachelor of Arts, sometimes known as the "non-professional arts degree," will be included in the Western Washington College program to relieve the overcrowded conditions at the state colleges and the state university.

"Plans are under way for the expansion of all departments which will be affected by the new program. Many new courses will be added to satisfy the needs of students preparing for specialization in such professions as medicine, journalism, law, business administration, and others to be considered by the curriculum committee. The new program will be announced as soon as it is decided what courses will be offered"²⁰ *(emphasis mine).*

¹⁹ Western at 75, p. 67.

²⁰ WWCollegian, March 14, 1947, Vol. XLV-No. 22.

In that same edition of the WWCollegian, an editorial written under the headline "Additional Degrees Mark New Era" reads as follows:

"With the signing of House bills 24 and 131 by Governor Wallgren on Wednesday, **a new era is dawning for Western Washington College**. No longer will students entering the college be limited to a choice between working for a B.A. in Education or taking subjects for only one or two years here prior to transferring to schools granting BA's in Liberal Arts. The fact that these two bills are now laws means that WWC will grant not only a B.A. in Education, but also a B.A. in Liberal Arts and, most important of all, to the betterment of the public school system in this state, an Ed.M in Elementary Education.

"The ability of WWC to grant these two additional degrees will have a profound effect on the material, academic and social growth of this college. Additional facilities will be needed – buildings, classrooms, laboratories and dormitories, a large faculty and maintenance personnel will be required. Needless to say, the College will expand academically also (*emphasis mine*).

"Western Washington College is on the threshold of a brilliant future. Let us all work and plan together – faculty and students – to see that this college remains the most outstanding school of its kind in the state of Washington. WWC has all the material potentialities, but it takes cooperation, good will and understanding from the president of the college down to the greenest of the freshmen to make the school truly an institution of higher education"²¹ (*emphasis mine*).

Clearly, Dr. Haggard deserves credit for ushering the College into a new era, enabling it to begin the transition from a teachers college to a liberal arts college.

Dr. Haggard's winning ways with the state legislature were such that at a farewell party held in his honor, attended by some 230 faculty and staff members on May 29, 1959, he was awarded "... a D.L.M. (Doctor of Legislative Manipulation). The hood for the degree was adorned with a dollar sign, symbolic of Dr. Haggard's success in winning appropriations from the Legislature."²² Quite clearly, all of those in position to know acknowledged that Dr. Haggard's prowess with the state legislature was responsible for procuring the funding needed to acquire the land, building and equip the buildings, and

²¹ WWCollegian, March 14, 1947, Vol. XLV-No. 22.

²² WWCollegian, May 22, 1959, Vol. LI-No. 30.

hire the faculty required to realize its “brilliant future”. This is an accomplishment which cannot be overlooked except by those unwilling to see.

Faculty Hiring and Support

Dr. Haggard is credited with both hiring and supporting faculty members who became critical to Western’s development over the course of his service and beyond.

During his tenure, faculty increased from 61, nine of whom held doctoral degrees in 1939 to 137, 47 of whom held doctoral degrees in 1959. Among the notable faculty hired by Haggard were Allen Ross who is credited by Dr. Flora with “singlehandedly” creating Western’s graduate program. Dr. Flora credits him with leading the “establishment of many master’s degrees,” including the Master of Arts, Master of Science and Master of Fine Arts programs. He was also the “prime mover” in getting legislative authorization for a Ph.D. in Education degree which was later abandoned. Dr. Flora flatly stated that, “No person has been more important in the history of Western Washington University.” According to Dr. Flora, “When I was leaving the presidency, I tried to think of a way to honor the man; so I prevailed upon the Board of Trustees to name him president to serve until Paul Olscamp arrived. For a few weeks, J. Allen Ross was officially the President of Western Washington State College. It was a small thing, but the best I could do to show my respect.”²³

Dr. Haggard is also credited with hiring, among others, Herb Taylor, the founding Dean for Research Grants who got major funding to Western; Henry Adams, Professor of Psychology and founding director of the Honor’s Program; Howard Critchfield, Professor of Geography and Washington State Climatologist; Don Easterbrook, Professor of Geology and renowned expert on Pacific Northwest Geology; Jerry Flora, Professor of Biology and later President of Western Washington State College; Robert Monahan, Professor of Geology and Regional Planning and Director of Canadian American Studies; Keith Murray, Professor and Chair of the History Department after whom the Washington State archival building is named. In addition, he hired notable administrators, including campus planner Barney Goltz, after whom the Washington State archival building is named (along with Keith Murray); Glenn Jordan, longtime Head Gardener who initiated the idea for the Sehome Arboretum; and Bill McDonald, one of Western’s most beloved administrators, who served in a number of posts, including Dean of Students and Western’s first Vice-President for Student Affairs, after whom Bill McDonald Parkway is named.²⁴

²³ WWU As it was, pgs. 232-233.

²⁴ WWU As it was, pgs. 525-553.

He is credited with having nurtured the career of Western's most distinguished professor, Paul Woodring, who joined the faculty when Haggard was named President. He also hired Western's first Black faculty member, Eunice Day Lee in May of 1959, months before his departure.²⁵ Professor Lee received her B.A. from Howard University where she taught for 15 years and worked for a year in Seattle schools before being hired by Dr. Haggard.²⁶

Haggard was also known for developing and nurturing strong relations with the members of Western's faculty. New faculty members were invited to his home each year for a welcoming dinner, he attended all faculty curriculum meetings and met with the faculty weekly at his traditional Friday afternoon all-campus meeting.

In addition to enjoying strong relationships with the faculty he hired, he supported his faculty and the important role it plays in shared governance. In an act of extraordinary personal courage, in May of 1958, Haggard took a public stand in opposition to Western's Board of Trustees to support a provision of the Faculty Handbook which called for promotions based upon individual merit as opposed to disciplinary affiliation. This matter came to a head when Pat Atterberry, chairman of the Industrial Arts Department, was proposed for the rank of full professor. Dr. Hicks describes the dispute as follows:

"A majority of the trustees took the position that this department was peripheral and ancillary to the main function of the College, and that no member of it should hold the highest academic rank. On May 7, 1958, a special faculty meeting was called by the President upon recommendation of the council to discuss the board's opposition to the promotion of Dr. Atterberry. It was explained to the faculty by the President and the council chairman that the board's views were altogether inconsistent with the principles set forth in the Faculty Handbook. After considerable discussion, the faculty by 104-1 voted to approve the motion to 'oppose the promotion of faculty members on the basis of disciplinary affiliation rather than on the basis of individual merit.' In the face of such monolithic resistance by the faculty, the board acquiesced in the promotion of Dr. Atterberry...."²⁷

Following this meeting, in a May 20, 1958 letter to the chair of the Board of Trustees, Joseph Pemberton, Dr. Haggard minced no words:

"The faculty and I were convinced, and are still convinced, that the proposal to promote only Faculty in the academic areas was a most serious mistake.

²⁵ Minutes of the Meeting of the Board of Trustees, May 14, 1959.

²⁶ WWCollegian, October 12, 1959.

²⁷ Western at 75, pg. 69.

I felt very keenly my moral responsibility to the Board to prevent affirmative action on the proposal, partially because prevention is always better than the cure.

"I agree with you that the Board must not be a rubber stamp, but may I propose that the President must not be a figure-head and that **the Faculty must participate in the affairs of the College**. I trust that you will agree that at least I should have been informed of the proposal that only Faculty in the academic areas be promoted immediately after the agreement of a majority of the Board was reached. All of this suggests a problem of the art of working together"²⁸ (*emphasis mine*).

Simply put, Dr. Haggard had the courage to oppose the Board of Trustees, which had the authority to fire him, in order to support the Faculty Handbook and the principles of shared governance embodied therein. Remarkable.

Reputational Enhancement

During his presidency, Dr. Haggard did much to enhance the reputation of WWCE regionally and nationally. The summer after his arrival, he inaugurated a series of summer conferences led by renowned educators from across the nation. According to Dr. Hicks, the first of these had for its theme "The Revision of the Curriculum" and included among its participants Dean Grayson K. Kefauver of the School of Education at Stanford University as well as representatives of the Northwest Regional Council. In the years that followed the College featured conferences by Paul R. Hanna of Stanford University on "The School and the Community"; Stephen M. Cory, Director of Laboratory Schools, University of Chicago, on "Making Educational Experiences Meaningful"; President Ernest O. Melby of the University of Montana on "The Schools After the War"; Ralph W. Tyler, Chairman of the Department of Education, University of Chicago, on "Evaluation of Education in War and Peace"; W.D. Armentrout, Vice President of the Colorado State College of Education at Greeley, on "Sound Educational Concepts in War and Peace"; Hollis L. Caswell of Teachers College, Columbia University, on the question "Can the Curriculum of Our Schools be Modernized to Meet the Conditions and Needs of Our Time?"; Harold Benjamin, Dean of the College of Education, University of Maryland, on "Educational Foundations of a World Community"; Paul Misner, Superintendent of Schools of Glencoe, Illinois, on "Educational Leadership in School-Community Relations"; S.M. Brownell, Professor of School Administration, Yale University, on "Emerging Practices in Education"; Harold C. Hunt, General Superintendent of Chicago Schools, on "Public Relations in Education"; Dean Eldridge T. McSwain, College of Education,

²⁸ Western Reports, January 1959, Vol. 7, Issue 01.

Northwestern University, on "Progress in Education – An Answer"; President Ralph W. McDonald, Bowling Green State University, on "Strengthening the Moral Figure"; Karl W. Bigelow, Professor of Education, Columbia University, on "Planning for Adequate Education in the School District" Kimball Wiles, Chairman, Division of Secondary Education, University of Florida, on "Human Relations in School Administration" Earl C. Kelley, Professor of Secondary Education, Wayne University, on "Method and Philosophy for Today's Schools"; Dean Walter W. Cook, College of Education, University of Minnesota, on "Teachers for the Modern School"; Ralph W. Tyler, Director, Center for Advanced Study in the Behavioral Sciences of the Ford Foundation, Stanford University, on "Learning Through Problem-Solving"; John H. Fischer, Superintendent of Public Instruction, Baltimore, on "A Good Personnel Program for a School District" and Sidney Cook, Chairman, Department of Philosophy, Yale University, on "The Bases of Education."²⁹

These conferences drew teachers and administrators from across the state and region to the campus, helping to establish Western as the premier college of education in the state. They also afforded enrichment opportunities for students and faculty.

Dr. Haggard also served from 1942 to 1947 as a member of the Accrediting Commission of the American Association of Colleges for Teacher Education and chaired the commission in 1947. As a result of these and other activities, the American Council on Education invited the College, as the only institution of its type, to participate with 17 other colleges and universities in the Cooperative Study of Evaluation in General Education.³⁰ Clearly, Western's reputation was enhanced locally, regionally and nationally as a result of the efforts of Dr. Haggard and the faculty and staff he directed.

Haggard Hall

The Sciences Building (Haggard Hall) was a critical step in the evolution of Western from being a College of Education to a State College. Once WWCE was authorized to grant Bachelors of Arts degrees and train teachers in secondary education, the need for modern facilities for the study of physical sciences became of the utmost importance.

The Science Building was the dream of Dr. Haggard. He began the planning process in 1954 and took his dream to the state legislature in 1957, where he was able to procure the funding necessary to design, construct and equip what the Seattle Times branded the "crown jewel of the campus". It went on to describe the building:

²⁹ Western at 75, pages 62-63.

³⁰ Western Reports, January 1959, Vol. 7, Issue 01.

“Measuring 240 feet by 140 feet, the building has a total floor area of 102,000 square feet. It contains complete facilities for each of the scientific fields the college covers – geology, physics, chemistry and the biological sciences. A functional building, rather than fancy, its decorative features are displays of science projects and resource materials.

“The structure takes into consideration the need for quiet thought and quiet endeavor. It is designed to inspire. Each faculty office is flanked by a private laboratory; each faculty member is encouraged to undertake research projects of his own inclination and interest above and beyond the textbook.

“Contemplating the new building from the edge of the fountain in its courtyard, Dr. Jarrett spoke of the changing fact of a teacher-education institution.

“In a day when high school teachers must be prepared to meet ever-rising standards of science education in the public schools, the President said, ‘We have, for the first time, a scientific environment to match our staff, a science-education program among the best.’”³¹

The *Seattle Times* went on to note the importance of Haggard Hall to the future of Western:

“Today the giant step embodied in Haggard Hall heralds new expansion of study of the physical sciences, a trend that will make Western Washington a feeder school for graduate study at the state universities (emphasis mine).

“Dr. Ed Neuzil, Assistant Professor of Chemistry, expressed the feeling of many when he said, **‘We’re plumping for a second change of name now, in keeping with this new atmosphere, to Western Washington State College. The main function will continue to be teacher education, but it will be a more rounded education, with more emphasis upon the arts and sciences’**”³² (emphasis mine).

The dedication of Haggard Hall took place over the course of a three day celebration with seven major addresses, including “Exploring our Galaxy” by Robert M. Petrie, Director, Dominion Astrophysics Observatory, Victoria, British Columbia, “The Eastern Pacific

³¹ *Seattle Times*, December 11, 1960.

³² *Seattle Times*, December 11, 1960.

Seafloor” by H.W. Minnard, Associate Professor of Geology at University of California, La Jolla, California, “Comparative Aspects of the Diving in Animals and Man” by P.F. Scholander, Professor of Physiology, Scripps Institute of Oceanography, La Jolla, California, “Molecular Biology” by Linus Pauling, Professor of Chemistry, California Institute of Technology, Pasadena, California, an address by William H. Pickering, Director of the Jet Propulsion Laboratory at the California Institute of Technology, Pasadena, California, “History of Science and the New Education” by Otto Bluh, Professor of Physics, University of British Columbia, and “Tactics and Strategies of Teaching of Science” by Paul F. Brandwein, Senior Editor and consultant to Schools Harcourt Brace & Company, New York, New York.

At the center of the festivities was Dr. Haggard who had returned to campus for the dedication. At the time, he noted:

“I can remember when the erection of two buildings seemed to be an overwhelming project,” he mused, evidently recalling early problems in the expansion program he instigated. “Now they have four buildings going up.”

“Commenting on Haggard Hall of Science, **his dream and namesake**, he called it “both functional and impressive – it is adequate both for the teaching of science and science education.”

“The latter he felt was “very important” in the training of prospective teachers.

In light of these early recollections, **the progress of the school, which owes so much to his efforts**, has apparently made the former President very proud and happy”³³ (*emphasis mine*).

The naming of the science building after Dr. Haggard was a fitting honor to him as an individual and as an acknowledgment of his contributions to the development of Western Washington College of Education over a period of 20 years. One of the trustees who spoke at the celebration, Marshall Forrest, was of the opinion that he did “**an admirable job for the College and the state of Washington.**”³⁴ Professor Fred Knapman was of the opinion that Dr. Haggard “**did very well for 20 years.**”³⁵ At the faculty and staff celebration of Dr. Haggard’s presidency in May of 1959, it was noted that:

³³ WWColegian, December 9, 1960, Vol. LIII, No. 9

³⁴ WWU As it was, p.183.

³⁵ Western Washington University Library Special Collection, Oral History Program, Fred Knapman.

“Letters, telegrams, flowers, congratulations, tributes and applause mark the evening’s proceedings. **‘Devotion to duty such as one seldom encounters... an example difficult to emulate,’** Dr. Merle Kuder said in describing the president’s 20 years at WWCE. Among the telegrams was one from Governor Albert Rosellini. Expressing his appreciation, Dr. Haggard spoke of the democratic procedures at Western through which faculty and staff participate in many administrative decisions. He spoke also of his pride in the College and in its public acceptance, as evidenced by its growth, the demand for its graduates and the friendly attitude of the news media and the state legislature”³⁶ (*emphasis mine*).

Clearly, those who worked with Dr. Haggard over the course of his 20 year presidency felt that his efforts to improve WWCE were worthy of the honor and acknowledgment that comes with having the “Crown Jewel” of the campus, Haggard Hall, named in his honor.

Observations Concerning Task Force Report

Contributions and Attribution

In my judgment, the Task Force Report fails to recognize Dr. Haggard’s contributions to Western. This is a product of the fact that the information placed before the Task Force was limited and his critics had no interest in gathering additional information concerning his accomplishments. His critics, however, had no problem conducting a microscopic examination of his perceived shortcomings and then drawing conclusions which are either not supported by meaningful evidence or are the product of pure speculation.

With respect to his accomplishments, the Task Force Report under the heading “The Relation of the Honoree to the University’s History” sums them up in the following two sentences:

“During that time, the institution grew in student enrollment, buildings, and land holdings. The school also awarded its first Master’s degrees in education during his time in office.”

In the next paragraph, however, the Task Force critics undermine his accomplishments by asserting:

“In assessing institutional history and what credit and responsibility to attribute to that history, it’s worth noting that **it is not always clear what**

³⁶ WWCollegian, May 22, 1959, Vol. LI, No. 30.

specific credit Haggard should receive for institutional developments during his tenure, just as the level of his responsibility in relation to negative developments on and off campus during his tenure is debatable” (*emphasis mine*).

To the extent the linkage between Dr. Haggard’s efforts and the advancement of Western was unclear to any Task Force members, it would seem that they would be eager to undertake the research necessary to obtain clarification. Such was not the case.

It is worth noting that what was not clear to certain Task Force members 60 years after Dr. Haggard’s retirement was abundantly clear to those who had the opportunity to observe his work. Of interest is an article appearing in the January 1959 publication of Western Reports, wherein Dr. Haggard’s retirement was announced. The article reads, in pertinent part, as follows:

“Dr. W.W. Haggard will retire as President of Western Washington in August 1959 after 20 years of service to the institution.

“The College on the Hill was considerably different when President Haggard came to Bellingham in 1939 from Joliet, Illinois, superintendency of schools. **No one would question that the major changes have been due to his leadership.**

“The College program has been expanded to include programs leading to degrees of Master of Education, Bachelor of Arts, and Bachelor of Arts in Education. Areas of certification have been broadened to include high school teaching.

“When President Haggard came to Bellingham, the faculty numbered 61. In 1959, they will number 137. Doctoral degrees by the faculty will have increased from 9 to 47.

“Under Dr. Haggard’s leadership, the College has doubled during the past two decades. Seven major buildings have been erected.

“Western has been recognized by several professional organizations during recent years. The American Council on Education invited the College, as the only institution of its type, to participate with 17 other colleges and universities in the Cooperative Study of Evaluation in General Education.

“President Haggard has been concerned with the development of sound relationships between the College and its publics, local, state and national. Within the College, he has continually striven to provide such participation by faculty members as to utilize their best capabilities.

“He will long be remembered by thousands of alumni for his unfailing memory of names and his interest in the individual”³⁷ (*emphasis mine*).

While there is no doubt that the post-war period was a favorable one for state teacher colleges in the state of Washington in general, however, the faculty, trustees and students who were present at the time had no question that Dr. Haggard’s leadership enabled the College to grow in both size and substance, leading it to the doorstep of becoming a state college just a few years after his departure.

Faculty Diversity

The Task Force Report also makes a point of the fact that while there is “no direct evidence of Haggard refusing to hire someone on the basis of race... there were no Black faculty at WWU while he was President.” As previously noted, on May 14, 1959, the Board of Trustees approved the employment of Western’s first Black faculty member, Eunice Day Lee, some 3-1/2 months prior to Dr. Haggard’s retirement.”³⁸

The fact of the matter is that Western broke the “color barrier” during Dr. Haggard’s watch and long before many colleges and universities took a similar step.

Institutional Transformation

The Task Force Report also contains the following remarkable comment:

“There is no evidence Haggard attempted to prevent the Western Washington College of Education from becoming Western Washington State College and then Western Washington University, **but the fact remains that these significant institutional transformations occurred in the decades following his two decades of leadership in which the institution underwent no such transformation**” (*emphasis mine*).

This statement simply cannot stand in the face of the evidence recited earlier in this letter concerning the many transformational events which occurred under Dr. Haggard’s

³⁷ Western Reports, January 1959, Vol. 7, Issue 1.

³⁸ MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES, May 14, 1959.

leadership which placed Western on the doorstep of becoming a state college shortly after his retirement. As Dr. Edward Neuzil gushed at the opening of Haggard Hall, "We're plumping for a second change of name now, in keeping with this new atmosphere, to Western Washington State College," a fact which the legislature acknowledged when it designated Western as a state college in 1963.

Support for Coast Salish People

The Task Force Report properly notes that Dr. Haggard participated in an offensive representation of indigenous people as part of a student skit at Homecoming where Western was facing the Eastern Washington State College of Education "Savage." It goes on to recite that "this action is disturbing, especially **given no documented evidence of Haggard offering support or honoring the Coast Salish people during his presidency.**" This statement is untrue. Dr. Haggard's critics turned a blind eye to a picture appearing in the May 3, 1958 edition of the Western Collegian showing Dr. Haggard being presented with a replica of a dugout canoe in the Smithsonian Institute by Art Humphreys, the great-grandson of the Great Chief, Pat Kanim, "Issaquah," the Chief from below the falls, to Whidbey Island.³⁹ (Exhibit 1). Mr. Humphreys was chairman of a club, the objective of which "was the betterment of understanding and relations of Whites and Indians."⁴⁰ It should also be noted that any statement contained in the report to the effect that there was "no evidence" of Haggard undertaking, or failing to undertake, any action cannot be sustained. As Heritage Resources noted in its report to the Task Force, the record during Dr. Haggard's 20 year tenure is "voluminous" and "due to time constraints," no effort has been made to exhaustively examine it. Saying that there is no evidence of something assumes that all the evidence has been examined. No such examination has occurred.

Suppression of Left-Wing Political Perspectives

The Task Force Report asserts that while Dr. Haggard was "by no means responsible for the anti-communist rhetoric that motivated the board who hired him, but he bears at least some responsibility for the suppression of left-wing political perspectives on campus throughout his tenure." It cites as support for this proposition a tongue-in-cheek article appearing in the May 3, 1957 WWU Collegian, a copy of which is attached for your review (Exhibit 2). Judge for yourselves. This serves to highlight the "strength of the evidence" upon which Dr. Haggard's critics rely in arriving at the conclusion that he is no longer worthy of being honored by the university he served with distinction for 20 years.

³⁹ Obituary of Ann Humphreys, Bellingham Herald, May 27, 2021.

⁴⁰ See Exhibit 1.

Japanese Internment

Finally, the Task Force Report expresses concern about Dr. Haggard's purported failure to speak out against the internment of Western's sole Japanese American student, James Okubo. It assesses "this inaction as a significant failure of leadership."

There is no question that the internment of Japanese Americans during World War II was the sin of a nation. The silence of leaders in all walks of life was deafening at the time. Research reveals that only two elected officials, Colorado Governor Ralph Carr and Ohio Senator Robert Taft, spoke out against the internment. Because Heritage Resources has not done an exhaustive examination of the records compiled during Dr. Haggard's 20 year tenure, it is not known whether he expressed his views on this subject and, if so, what they were. Assuming he was mute on the subject, however, the question still remains whether the failure to speak disqualifies him from being honored for the many contributions he made to Western. This nation has done much to honor many of the members of the so called "Greatest Generation" and their parents who were of age in 1943, but remained silent on the subject of internment. Some of those same people fought valiantly during World War II. Many of them died. Others carried on the fight after World War II for civil rights. Are all these individuals disqualified from being honored because they failed to speak out against internment? I leave it to the Trustees to answer this question.

Personal Reflection

I applaud the efforts of those in our society who seek to promote equity and social justice. The inequities in our society are grave and the social manifestations of inequity in all its forms are devastating, not only for the individual, but for our society as a whole.

When I was asked to join the Task Force, I was reluctant to serve because I have learned during 45 years of practicing law how difficult it is to pass judgment on others, particularly those who lived in an era other than my own. As human beings, we are all shaped by the times in which we live and the institutional forces at play during those times. Over time, our mores – the social norms that embody our fundamental values – evolve. For the most part, I am of the view that they evolve to a higher and better order which beckons us, as human beings, to improve not only ourselves, but the lot of others. The society we live in today, as imperfect as it is, is more just, more accepting, and full of greater hope than at any time in our past. That we collectively shudder at things we may have said or thought half a century ago is a testament to our progress as individuals, a nation and a society.

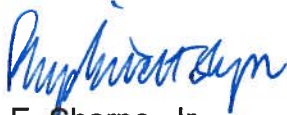
Western stands for many values. One of them is equity. Equity is nothing more or less than fairness. Fairness demands that when judging the actions of others, we take into

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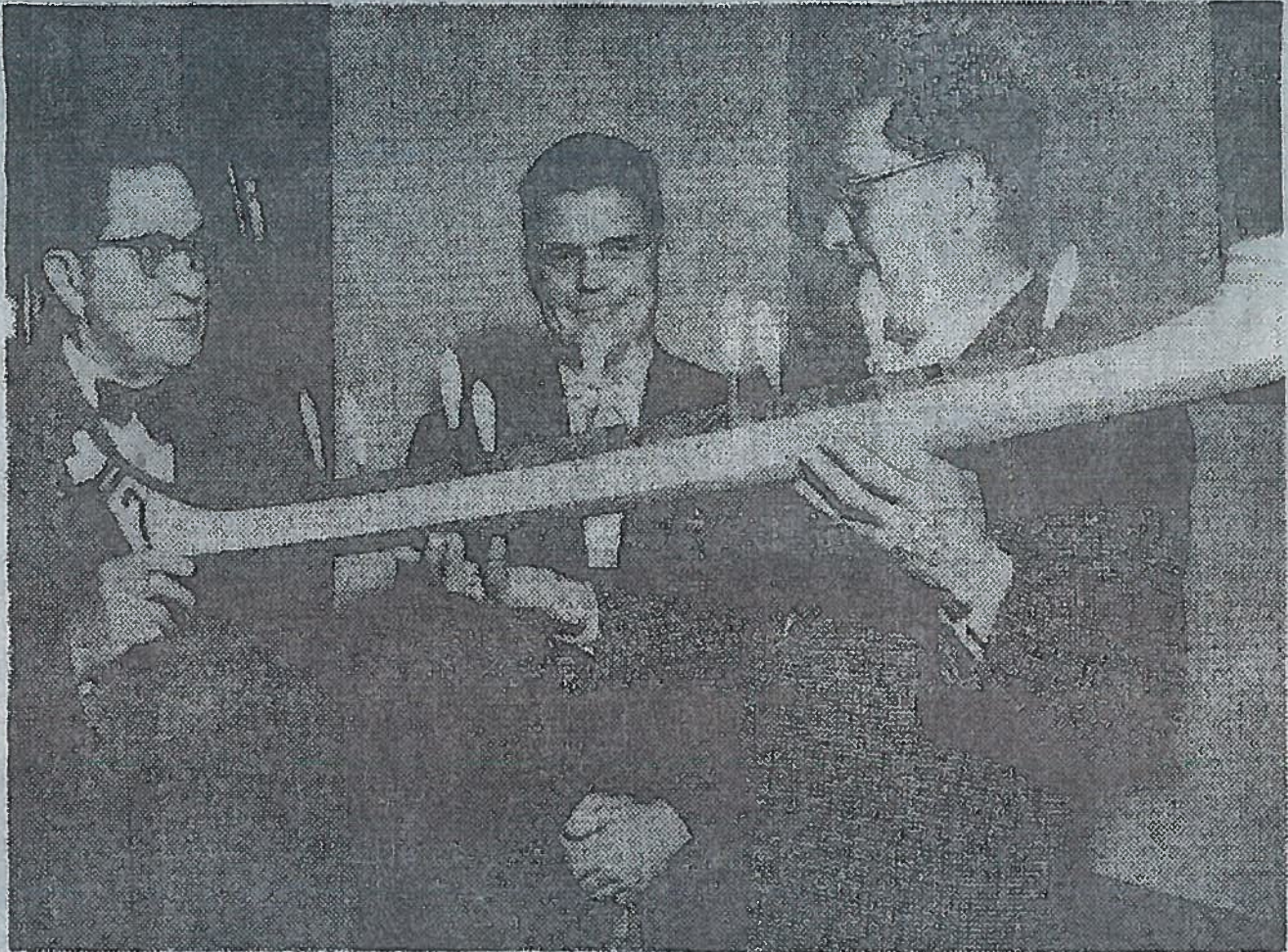
account the complexity of the issues confronting them, the circumstances of their times, and the social, moral and ethical mores which shaped them as human beings and, in turn, shaped their actions. In my opinion, it is unfair to judge the actions taken by Dr. Haggard between 60 and 80 years ago solely by the mores of today. True equity demands much more of us when judging the actions of our forebears.

It is my opinion that William Haggard may be the most consequential president in Western's history. Whether my judgment is correct or not, however, I believe that Western honors itself when it honors a man of his virtues – kindness, warmth, hard work, perseverance, honesty, vision, determination, courage, directness, adaptability and enduring accomplishment. But perhaps the best last words were spoken by Dean Merle Kuder over 60 years ago when he described Dr. Haggard's "devotion to duty such as one seldom encounters... an example difficult to emulate."

Very truly yours,



Philip E. Sharpe, Jr.
PES:kms
enclosures



RACING CANOE REPLICA — Dr. W. W. Haggard, Western Washington College president, holds one end of a model of the Question Mark, 11-man racing canoe. Model was presented the college by Art Humphries (right), chairman of the "Advancement of Employment and Education Club in the Betterment of understanding and Relations of Whites and Indians." Humphries, one of 23 paddlers in the six-year history of the original canoe, said he carved model in 50 hours from red cedar. Dr. Herbert Taylor (center), head of social studies department and active in the study of Indian lore in the Northwest, said the canoe will be in a display case in his department. The original Question Mark, built in 1932 by Charlie Anderson of the Skagit tribe, now residing at Nooksack, raced first at Coupeville with Henry Cooper as manager, Lester Cooper captain. It was the last American Indian canoe to win a major race in this area and is now in the Smithsonian Institute, Humphries says.

—Herald photo.

In This Week's Collegian

- . . . Blue Barnacles plan exotic water show complete with shipwreck (page 4)
- . . . Centra's "Incident" a blow to the foundations of a college press (editorial page 5)
- . . . RADICAL CHANGES asked by Elections Committee in student body elections, representation (page 5)

WESTERN WASHINGTON
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 Western Washington College, Bellingham, Washington Vol. XIX, No. 16 — May 3, 1957



IDEAL TWOSOME—Getting into the spirit of the "Gay Nineties," which will set the theme of Spring Sports Informal in the Holiday Ballroom this evening, are Ell Jones and Amelia "Chub" Bellotti who are getting set for a spin on a bicycle built for two. Miss Bellotti is general manager of the fourth annual Helmsmen-sponsored dance at which the winner of the 1957 Athlete of the Year title will be announced. (Chuck Stutz Photo)

Gay Nineties Theme

Athlete of Year to be Crowned at SSI Tonight

HELMSMEN CLUB WILL TURN on sale Tuesday.
CLOCK BACK over half a century at its fourth annual Spring Sports Informal in the Holiday Ballroom this evening.
 The "Gay Nineties" motif is carried out in colors of brown, blue, red-orange and charcoal will be evident in the old-fashioned sports figures, surnames, and table centerpieces. Programs in brown with orange and gold lettering went

the Year, who was given that honor by popular vote of WWOE students.
 Couples in semi-formal attire will dance from 8 p.m. to 1 a.m. to the modern music of the Ramage Dance Band imported from Seattle for the occasion. Photographs will be taken during the evening.

Responsible for much of the planning for tonight's dance is Amelia Bellotti, general chairman. She has been assisted with arrangements by Bobbie Bender and Mari Lou Mouncer, decorations; Carolyn Kyle, programs; Marion Kemp and Fred Boede, publicity; Sally Gays, chaparrons; Kirby Cleveland, ticket sales, and Elmira Rockey, photographs.

BULLETIN

Girl Killed, 3 Others Injured in Accident

Three Western students were involved and one killed in an automobile accident south of Bellingham on Highway 99 last night.
 Evelyn Haryu, age 26, of Everett was fatally injured as her car in which she was riding was hit broadside by a Greyhound bus at the intersection of 1st Avenue and Highway 99, State Patrol reported this morning.
 James M. Saeger, age 24, of Bellingham, the driver, received facial injuries and possible concussion. The other two passengers were Marilyn Padden, 22, of Seattle, and James E. Nitby, 21, of Aberdeen. Miss Padden received broken ribs and possible injuries and Nitby received head and abdomen injuries, according to the State Patrol.
 St. Joseph's Hospital listed all three of the injured students in "poor condition" at 8 a.m. today. The State Patrol said that Saeger's 1950 Mercury sedan evidently pulled right out in front of the Greyhound bus. The car was totally damaged.

Earle Quits Co-op Store Resigns After 16 Years

By DELL ABELKIN
LOUIS EARLE, MANAGER OF THE STUDENT CO-OP since 1941, has resigned effective July 1 to accept a similar position at Claremont College, Claremont, Calif.

Claremont College has five colleges on its campus—Claremont College Graduate School, Harvey Mudd Technical School and three academic undergraduate institutions, Claremont Men's, Scripps Women's and Pomona Colleges.

Earle will manage the bookstore for three of the institutions—Scripps, Claremont Men's and Harvey Mudd. The technical school will open this fall. The bookstore Earle will manage is similar to Harvey Mudd; it will also be new.

"It was a rather hard decision to make," Earle said when asked about leaving Western for California, "but I couldn't pass up the opportunity."

"I have a lot of regrets about leaving," the Co-op manager continued. "I have a lot of friends here and hate to leave them."

WHILE EARLE HAS BEEN IN CHARGE of the Co-op, he has seen its business increase to six times what it was in 1941.

Dr. W. W. Haggard, College President, stated, "We regret to see Mr. Earle leave us, and we want to wish him success in his new position. He's a good man," he added.
 Ken Moffett, ASB President,

commented, "Mr. Earle has had the interests of students in mind. There have been complaints about prices, but a lot of things, such as caps and gowns, have been five or ten cents lower at Western than on nearby campuses."

Moffett continued, "He diligently worked on plans for his own building. (Student Union plans presently do not include room for the bookstore.)"

"We hope we can get someone to replace him that can help students as much as he has," Moffett concluded.

A SUCCESSOR TO EARLE has not been named, but the BOC is in the process of selecting one.

Applications For 5 BOC Spots Open

APPLICATIONS FOR FIVE POSITIONS on the Board of Control close Wednesday, May 8. There are four 4-quarter positions open and one two-quarter position. Application blanks may be picked up on the landing of Old Main.

Candidates for these openings must have a 2.3 cumulative grade point average, must be enrolled for a minimum of 12 credit hours during their terms of office, and must have completed at least two quarters of resident work at Western.

'It Happens Every Spring'

IT HAPPENS EVERY SPRING, THE FINAL ASB MOVIE of the quarter, will be shown in the auditorium tomorrow evening at 8. The box office opens at 7:30; student admission is 15c.

Ray Milland stars as a chemistry professor who discovers a fluid which makes everything,

including a baseball, allergic to wood—bats, too. The shy professor not only becomes a great baseball player, but also learns about love. One can imagine what happens to "America's National Pastime." Co-stars are Jean Peters and Paul Douglas.

May Day 'Observed'

Communist Flag Flies Here

No Communist tanks patrolled High street and no Krushchevs reviewed a mass parade of workers in the faculty parking lot—but May Day—the biggest holiday of the Communist world was at least observed on the Western campus.

Before the Comintern sends expressions of congratulations to the student body and Senator McCarthy moves onto campus, however, the 5-by-8-foot red flag emblazoned with hammer

and sickle and draped from a window of the College Library was probably one of the crudest replicas this side of Siberia.

According to the Bellingham Herald it was pinkish red, the yellow sickle looked more like a crescent, and the five-pointed star proved to be painted on. The flag was observed by city detective Richard Fenno, taking his wife to work on campus. He notified college authorities who declared it "the work of

some visiting students from another campus." The Herald said "Fenno wasn't too sure about that."

Nevertheless, all sources agreed it was a crude prank; Fenno expropriated the flag as "the makings of a lot of wiping rags for the police garage." And Collegian staff members generally considered the most "negative" group on campus, have not even been approached to join a local cell of the party.