



**J. LAWRENCE WALKUP**  
1914-2002

Honored as a Historymaker 1995  
Acclaimed Educator and N.A.U. President



The following is an oral history interview with J. Lawrence Walkup (**LW**) conducted by Zona Davis Lorig (**ZL**) for Historical League, Inc. at Dr. Walkup's home in Flagstaff, Arizona, on August 8, 1994.

*Transcripts for website edited by members of Historical League, Inc.  
Original tapes are in the collection of the Arizona Heritage Center Archives, an Historical Society Museum, Tempe, Arizona.*

**ZL:** Dr. Walkup, would you begin by telling where you were born and a little bit about your family?

**LW:** I was born in North Missouri. I have two brothers, one is living and one is passed away, and my parents are both deceased. I grew up on a large farm in what was a desirable agricultural area of the state. The post office was Wheeling, Missouri. The main trading center was Chillicothe, Missouri.

**ZL:** What size community was that?

**LW:** Well, Chillicothe's about 10,000. Wheeling, when I grew up as a boy, probably was seven or eight hundred. Of course, all small towns in the Midwest have gotten smaller and smaller.

**ZL:** Yes they have. You were very active in high school. Did you go to high school in Chillicothe?

**LW:** No, I went to high school in Wheeling. They had a large consolidated district and had a good high school.

**ZL:** What were some of the sports and activities in which you were involved?

**LW:** I participated in all sports. I suppose basketball would be the sport that I had more recognition in.

**ZL:** When you first attended college you earned a degree at Central Missouri State. Where is that school?



**LW:** Central, that's at Warrensburg. Warrensburg is about sixty miles east of Kansas City.

**ZL:** What kind of enrollment did that school have?

**LW:** Well, at that time they had about eight hundred students.

**ZL:** I read that you considered a career in either medicine or administration.

**LW:** Well, the thing was that I took a pre-med course in college. I got an AB and a BS degree. Then my mother opposed my going into medicine, so I, then I got a masters and at twenty-three I was superintendent of schools. It was the largest consolidated district in Missouri. Then the war came along and I went in the service.

**ZL:** Which branch?

**LW:** I was in the navy air corps. I guess you'd say I was in the navy but I trained cadet's for the air corp. But later, the air corps became a separate... There was, as I recall, the army, the navy and the air corp, but at that time, I was in the navy but it was in the division of the air corp.

**ZL:** And how long had you been teaching and in administration before the war came along?

**LW:** Well, I was superintendent four years before the war came on. Now, my third year out, I was superintendent.

**ZL:** You mean you taught one year and then became a principal?

**LW:** And then the next year I became a superintendent. (chuckle)

**ZL:** You moved up the ladder very rapidly.

**LW:** Well, yes. Of course I had help from the man leading. He said, "He prefers to stay here as your superintendent. If you don't want him, I'm taking him with me as my assistant." So the board made a fast decision, I guess.

**ZL:** Where were you stationed when you were in the navy?

**LW:** Well, I didn't know until after the service was over that if you were a teacher, and I had math and science background, and so they found that engineers were not good teachers as training cadet's and so if you were a math and science teacher, you were pretty well tied to the ground school training program for



flying cadet's, and so this was the thing that I did. Well, first I started at Kansas City and then when the Alatha Airbase was finished, I was one of the first four people that were sent out there and then from there.

**ZL:** What state?

**LW:** What's that?

**ZL:** What state?

**LW:** Alatha was right out of Kansas City in Kansas, and then from there I went to Pasco, Washington, the state of Washington, and then back to Ottumwa, Iowa. I was in the primary training command all the time, in the same command and I was assistant director of the ground school after the first year. I happened to have the same officer over me at Ottumwa as I had in Pasco, Washington which is kind of interesting.

**ZL:** It definitely is.

**LW:** A fella that was president at the time of Boise State, he had left Boise State to go in the Air Force and of course then after I came to Arizona, why we worked together.

**ZL:** Was he a mentor of yours, would you say?

**LW:** Well, no not necessarily.

**ZL:** And then after the war, then you decided to return to school?

**LW:** Yes. Of course here's how I happened to be in Flagstaff, was that my advisor had been a professor here in Arizona and he was a colleague of Lacey Eastburn and so when Lacey became president of ASC, he wrote to his old friend and said, I need faculty. The war had taken probably fifty percent or more of the faculty, especially those with advance degrees. And so then through my advisor's recommendation, I met Lacey Eastburn in the Union Station in Kansas city and ended up in Flagstaff.

**ZL:** Well now somewhere I heard or read that you had already decided you wanted to come to the southwest.

**LW:** Yes, my old buddies that had graduated--were teaching, had come to southern California more than Arizona and I guess it was my intention when I took the job in Arizona that I'd look southern California over but after I looked it over and looked Arizona over, I decided that I would stay with Arizona. That was kinda the way it happened.

**ZL:** Now when you received your graduate degree, you went back to the University of Missouri.



**LW:** That's right, yeah.

**ZL:** But you also got another degree there?

**LW:** I got two degrees at Central Missouri--a BS and an AB. You see at that time, I was oriented towards medical training, the AB--see I didn't have a BS in education, I had an AB and a BS and then when I went to the University of Missouri, I got an MA and my doctorate there.

**ZL:** Where did you meet your wife Lucy and can you tell us a little bit about that romance?

**LW:** Well, that's pretty easy. I was made superintendent of schools and so I hired my fraternity brother's girlfriend to teach. Well, the day school started, she resigned--the thing that happened was, that I didn't know, that they'd had this big spat and so she wanted to get as far away from him as possible, and she took the job four miles or maybe ten miles south of the Iowa line where I was superintendent of schools. So I had to get a teacher and I picked and the Board was pretty much farmers or rural people and they talked to ten o'clock talkin' about all their headaches they have and then they start talkin' about my agenda, you see. So it was about one o'clock in the morning by the time that board was takin' care of my business so I went to the telephone and I called about one o'clock in the morning. Her mother said, "Lucy, Lucy, there's some man on the phone! The idea, this hour of the night!" So I talked to Lucy and so she was very much interested in the job because back in that time, jobs--you didn't pick your jobs, you took what was available. She'd gotten a junior high job and she'd rather have a four year high school job. Then when she got off the train coming down from--she lived near Dubuque, Iowa-- and coming down the train I visited with her a little bit and she said to me, "I think I'd like for you to take me to the superintendent, I have a job here and I kind of want to get a layout of what I'm supposed to do." See school had already started and so I had to inform her she was talkin' to the superintendent.

**ZL:** And then how soon were you married?

**LW:** Well, see she came to Pasco, Washington. When I left as superintendent to go in the service, an awful lot of teachers resigned and she resigned and she took a job with Hallmark Cards in Kansas city. She had to write those little notes and so on-- she was an English teacher. I was out at Alatha only about thirty or forty miles away so it was kinda handy...Have I forgotten the question?

**ZL:** No, I asked you how soon you got married.

**LW:** Oh, then I was moved to Pasco, Washington and she finished the term out and then came to Pasco, Washington and we were married.

**ZL:** When you came to Flagstaff, what kind of transportation did you take?



**LW:** I drove. When the war broke out, I had a brand new sports car so I was in pretty good shape there, although it was four years at the same time, for what other people had. I had a new car four years before and I was pretty lucky there.

**ZL:** And did she come with you right away?

**LW:** Well we'd been married and I got my degree and she worked at the library while I was getting my degree.

**ZL:** I mean did she drive out here with you or did she come... ?

**LW:** Yeah, she came with me.

**ZL:** Wht were the enrollment numbers at ASC Flagstaff when you first came?

**LW:** When I first came here, it was about six hundred. Now then the war broke out, Korean War, and the students just left to enroll, I mean enlist, in the service and it dropped to four hundred and fifty but of course that was.

**ZL:** Mostly female.

**LW:** Yeah, that was the condition there, then it built back up.

**ZL:** When you first came in 1948, the institution was threatened with the loss of accreditation by North Central.

**LW:** The problem here was any institution--small institution that the North Central happened to knock on their door and say we're going to accredit you, review you know, was up against a problem because they lost--they lost so many faculty and they also, the legislature--education wasn't a number one item as far as financing was concerned. The whole effort and the whole interest was in GI's, the war situation, so things were run down terribly as far as the. . . It shocked me, the condition the campus was in and the way it had been allowed to run down. The fascia on the stone buildings were peeling off and so on. It was in bad shape.

**ZL:** But you must have seen this as temporary?

**LW:** Yeah, well the thing that... I liked Dr. Eastburn and I felt he was a fighter as far as going after. . . He was what the school needed at the particular time and I was just lucky that I stayed in there and supported his program and so on. To me, I was a young person right out of the service and I hadn't associated with people in higher--I went right to school. I didn't understand all the hardships that a school could go



through, but I liked the challenge of the situation and I felt if Dr. Eastburn, if he had been willing to give his efforts to the cause, I thought it was a good place for me to put mine. But I will admit that I had many offers. I almost left here to go to Florida State and I met him in the hall and I said, 'Dr. Eastburn, I think I... He said, "Well, come in the office." When he got through in there, I didn't go to Florida State. (laughter)

**ZL:** He was a salesperson. Was there one graduate program in the late forties?

**LW:** Yeah, it was a Master of Education.

**ZL:** Now following World War II, the college population changed considerably. What kind of things did you see there both with faculty and students?

**LW:** Well of course the faculty here--the faculty that had not left the school had a dedication. You see, you had people like Dr. Allen and you had Bill Tinsley, and you had those people, they were fine scholars, but they had a dedication to students. They liked the smaller, sometimes the younger people in their late twenties, early thirties. They liked the thought of a bigger campus. But we had here, those that left, terribly dedicated and you know there's a lot of those people who are very dedicated to the students and the students thought a lot of 'em. There's a great rapport between faculty and student on this campus back at that particular time. So it made a nice--being a young person in higher education, I had a feel for students myself. I had been teaching and so on high school, and I got along well with students. I like students. I like to work with students.

**ZL:** Were the students themselves more serious?

**LW:** Well, I would say that they were great. You see, we had a bunch of--we had a lot of GI's and a lot of 'em were married and they borrowed money probably to go to school and they may have had one or two little children you know, so they hit those books and were good students and they offered leadership to the eighteen, nineteen year olds that were coming out of high school so it was a fine atmosphere.

**ZL:** In 1953, the State Board of Regents asked the us Office of Education to prepare a study called the Hollis Report which would look at the three institutions of higher learning in Arizona.

**LW:** Well what happened here was that Hollis was from the US Department of Education, and he selected about twelve deans and presidents here in the eleven western states and there were twelve people that came on that study. Now why did the Regents--what was their problem that they had this group of people. Well, there was beginning to be competition between ASU and the U of A.

**ZL:** Tempe was still not a university at that point.

**LW:** No, they were not, but the people were in the Valley, saw fit to feel it should be at first, so anyway,



the problem that resulted from that, that team never came to our campus. One person came up here for half a day. Well when the report was made, they had glowing reports for ASU for its expansion and growth and so on and for the University of Arizona. They said we'd never have a thousand students here and they wouldn't recommend a single new program. We brought up forestry but they didn't recommend a single thing. The thing it left us in was a terrible difficult position because how could you go to the legislature, how could you go to the regents and tell 'em what ASC at Flagstaff had to offer the students of the State of Arizona when these experts, from so called leaders and the whole western part of the state, just bypassed so it made it hard on Dr. Eastburn and it made it tough on me then when I became president.

**ZL:** So how did you overcome this obstacle?

**LW:** Well, the thing was that I'd been here nine years and a lot of people knew me. I had been around over the state. The superintendents of schools were particularly nice to me. The thing was that I had ideas about what to do as far as the school was concerned. You see, the main thing that we needed to do was to build the upper division courses. Now you take political science only offered three courses in upper division, and you take the whole area see, so the students had a hard time remaining here to get their degree because of the limited offering that was offered. So the first thing I built was upper division--well the first thing that really happened was, you see the school was about a thousand students. The next year, it was thirteen seventy-five, the next year it was eighteen hundred, the next year it was two thousand, and in four years it was a two hundred percent increase. The question is there's two things involved there, the broader offering, then I got new faculty, I got money. Keep in mind the fact that here's the Hollis Report. Nothing can happen up there and here I come along and have a two hundred percent increase in enrollment.

**ZL:** Well the Board of Regents must have put a lot more faith in you than they did the Hollis Report.

**LW:** Well the facts were there. The students were there and they said they couldn't be there. So then it showed that--now then so the other thing...you see we have, as you're aware, a very unique place as far as biology. Take for example, we have the type of vegetation that is in Central Canada clear down to Mexico and the tying of this environment and the advanced courses, made it more interesting than most institutions could do, so all of these things. . . We had faculty that had imagination and took advantage to make the situation beneficial to the students there. But it grew. It just grew by leaps and bounds. The interesting thing was when this all began to happen then the Phoenix press got interested in us. John Carpenter wrote a lot of articles, Jerry Eaton wrote, even Don Bolles was interested in my political relationships with the legislature and Eugene Pulliam got interested, Fitzhugh of the Gazette. All these people--because the experts said it couldn't happen. It did happen. It was news. So then when these articles came out in the paper, this coverage and so on.

**ZL:** It was great advertising.

**LW:** Yeah, it was free advertising there.



**ZL:** The first two masters after education were Master of Arts and Master of Science, is that right?

**LW:** Yeah.

**ZL:** How did you encourage those?

**LW:** I was a strong believer in multi-purpose program. Not a single purpose. Multi-purpose means a broader offering than a single offering.

**ZL:** Cause you were simply a teacher's training institution first.

**LW:** Yeah. When I first became president, Dr. Eastburn was ill. At the faculty workshop in August he came by for five minutes and gave the welcome and then turned the workshop over to me in charge so then somebody made me acting president, either the Board or Dr. Eastburn, around the first of October, although I'd been in charge all through September. Then Dr. Eastburn died the last of October so then I was acting president until December. Well I was made president at the last board meeting in December and I went home to visit Christmas with my parents and Lucy 1s parents and I came back and on Monday morning... While I was gone, Bob Prochnow introduced a course, or a program, for the school of forestry. So, the press hit me just as soon as I got to the office on what I thought about it. I was pretty naive about all the politics of Arizona then, and I just made kind of a frank statement, "If there's ever to be a forestry school, it should be at ASC because ASC's in the middle of the largest ponderosa forest in the world." Well then John Babbitt began to get the telephone calls from people that had a different view point.

**ZL:** Now John Babbitt was president of the Board of Regents wasn't he at that time?

**LW:** Yeah. So then John called me and said, "You know there's a lot of these regents that don't agree with you." He said, I'd like for you to go around and call on 1 em and talk to 'em and tell 'em your point of view. I found I couldn't get 'em to talk to me. (laughter)

**ZL:** Really?

**LW:** Well Sam Morris...

**ZL:** From?

**LW:** Globe, was a very powerful person and he was there in the Adams Hotel but he didn't have time to visit with me. And of course I went down and Bill Matthews didn't have any time to visit with me either.

**ZL:** Now he's from Tucson.



**LW:** He was from Tucson, yeah. So anyway...

**There were missing lines here - not sure if it was typist or a miss by Acrobat. JR**

**ZL:** Didn't he have The Star? He was powerful.

**LW:** A lot of power.

**LW:** He wrote several nice editorials that were not very favorable to me.

**ZL:** Well the U of A was also trying to get a school of forestry at the same time. There wasn't one in the state at all at that point.

**LW:** That's right, so anyway, then you have to keep in mind that the legislature had called a hearing of the board and the board sent Harvill and myself to the meeting. They didn't go. Three of Mr. Matthews writers were in the audience.

**ZL:** I want to clarify a point. Dr. Harvill was the U of A President at the time.

**LW:** That's right. So the two of us.

**ZL:** Were supposed to duke this out.

**LW:** Yes, so anyway, the legislature was pretty much on my side of this thing. The bill had been introduced and it was passed by the House and the Senate both to put the Forestry School at Flagstaff, but in the meantime, I made my presentation to the Board of Regents and believe it or not, who made the motion that it be put at Flagstaff was Bill Matthews. Now, this changed from a teachers college to a multi-purpose, you see, and so then we began to build programs of a multi-purpose. Here was the thing we were up against. O.K. Garrettson, Dean of the School of Education, at the University of Arizona would tell all over the state, he was the North Central representative in the state so he had a lot of power and his position was that ASC does an excellent job training elementary teachers, therefore they should remain as a single purpose, teacher training for the elementary teachers. Now, ASC doesn't have broad enough offerings for secondary teachers in the academic disciplines and therefore they should be trained in Tucson. Anyway, we broke all that. With the approval of the Forestry School, then we had broken that old attitude that we were only to train teachers. See the school was growing and we built--one of my big problems, you know how housing is in Flagstaff, so I had to have dormitories built. When you take six hundred students and build dormitories for thirteen thousand, you build a lot of dormitories.

**ZL:** Now you had some rather novel approaches for housing. Would you like to explain some of those?



**LW:** The thing was I took advantage of the climate. People wanted to get up here in the summer time. All of these dormitories were mortgaged. There wasn't any money. The legislature didn't provide any money. So when I submitted my applications showing that I could have an occupancy, you see in the summer time, by building apartments, I would build a large room where three boys or three girls could sleep and then a study room so that if anybody wanted to go to bed, there was a study room plus the bath and so on. And then the families would just flock in here in the summer time even if the academic curriculum, the climate at least. . . So another thing that I did, I worked out arrangements with the motel people. It would be a help for them to have rooms to rent in the summer time was no problem, but in the winter time. I could get housing for students in the motel.

**ZL:** Academic year.

**LW:** Yeah, during the academic year. But the main thing, I could show the people who were approving the loans, how much higher occupancy that I had than any other school that they were looking at because of this arrangement and the kind of apartments that I was building and filling up in the summer time because your regular dormitory room, you couldn't put families--they didn't care to go into that type of set up.

**ZL:** In the 1950's you were struggling--ASC at Flagstaff, was struggling to expand just beyond teacher education and try to get into the forestry area, and Junior Community College concept began to gather steam.

**LW:** Harold Giss was the main leader in the Junior College Concept. I was at that time, Chairman of the Cello Foundation in Arizona. I had funds available so I thought that the people in education ought to have some input into this whole Junior College picture, it shouldn't be strictly a political type of thing. I had the money to invite people up here and pay their transportation, their lodging and their food and so on. I invited the Junior College presidents at Eastern and at Phoenix and I invited the representative from the four year institutions and then I invited superintendents of schools from the areas in which could be possible Junior Colleges in the future like Prescott, Douglas and Yuma. So we met. Understand at this time I was still the--was not the president, I was the dean of the college at that time when I did that. Then I invited people from the legislature: Harold Giss, Robert Prochnow and so on. So we worked out the criteria for how many high school graduates in order to be able to start a community college. Of course the communities were growing and maybe those that couldn't start now would start in four or five years. So when I was made president, why then it put me in a little bit of a difficult position and so I turned the thing over--or the group recommended that Senator Prochnow take over as chairman of that, so Gillenwater worked with Senator Prochnow.

**ZL:** But one of the things you were trying to do was establish standards so that those students would be ready to enter a four year institution.



**LW:** And that was the thing that we did that was unique. We worked out what was necessary for a Junior College person to transfer all of his credit to the four year institution and after a good deal of discussion all three institutions accepted those standards. Of course we worked with them. And I was asked to speak a lot of places. This was a problem nationally, this thing of the transfer and what kind of standards. I was asked to speak at universities across the country explaining how we were handling it and what our requirements and standards were, so we set up a good base right from the beginning in that area.

**ZL:** Which has really paid off hasn't it?

**LW:** There was so much fighting and bickering at that time in other states. The students would get two years and then they wouldn't let 'em in the four year institutions.

**ZL:** And then that's more expensive than if they had gone to a four year institution in the first place.

**LW:** That's right.

**ZL:** We were talking about building, that growth spurt especially from 1957 to 1963. Do you remember who some of the architects were?

**LW:** Oh sure. The architects that we used a great deal were Fred Guirey and Wendell Rossman and Terry Atkinson. Those were the three main people. We had used Les Mahoney a little bit but we didn't--there was an age factor, and Lester Byron, they were pretty old at that time and so the main people that I used through the years was Fred Guirey and Wendell Rossman and Terry Atkinson. Terry was from Tucson and the other two were from Phoenix.

**ZL:** In 1962 you again were seeking accreditation from North Central Association and you received it on the very first visit. Why do you think ASC was in such a good position that time?

**LW:** This had to do with the crediting of teacher education. There was a lot of pressure nationally and ENCAID was a new accrediting association that came into the picture.

**ZL:** Now that acronym stands. . .

**LW:** You wanted to know why ASC was accredited and the other-- well neither one of the other two schools in the state, USC wasn't accredited. Part of it had to do with the fact that I really understood teacher education and the leading administrators in these other institutions didn't, including the deans. Frequently teacher education was a step-child at a big university like USC and so they couldn't get the authority from the president to do what needed to be done as far as teacher education. I knew what had to be done and I got it done, and that's the reason we were accredited.



**ZL:** In terms of the faculty, was the main emphasis on teaching rather than on research?

**LW:** Yeah. When I was president, my position was that the faculty had this authority. They'd ask to be evaluated as a teacher or as a researcher or both. In other words, when they wanted to be evaluated for promotion, why then they would let it be known. They felt that they were the best teacher and so on. If that's what they thought, they were evaluated for the quality of teaching. If they thought that their research, like Arthur Adel, would be the thing they should be evaluated on, then they'd be evaluated for that. We were a growing institution and I felt that rather than fire somebody because he wasn't a great researcher, I felt that he being a great teacher was just as honorable as being a great researcher. So if I felt I needed another research person in that discipline, then I'd go out and hire that person. I wouldn't brow-beat the faculty that I already had. I was proud of their teaching ability. So there was a matter of philosophy there, an adjustment to philosophy.

**ZL:** Did that decision for you evolve--was that a conscious decision on your part or did it evolve as you saw how faculty operated?

**LW:** This might tell you something of my philosophy. I was in a committee with the academic vice president at Berkeley and he brought this question up. He said, "You know, the best faculty member I have, he's a great teacher but he doesn't produce research. What in the world would you do with a person like that?" I said, "I would encourage him to apply at ASC for a job." (laughter by both) So the thing is that I always appreciated great teachers. At the same time, I could see the value of research. I looked at it this way, we had a great research institution at the U of A and I felt for us to do the kind of research that would improve our teaching ability and so on, that there were certain types of research that were complimentary to the teaching situation and so I guess that explains my position.

**ZL:** How much research has to be done to satisfy a university status?

**LW:** I think it's more of an attitude. In other words, if you turned down--well let's go back to when we became a university. I indicated there were two things that we needed when we became a university. One was build the library and two was to have research funds available and so the legislature and the Board of Regents went along with both of those positions so anybody that received a grant would be honored. We would release people from teaching. Each discipline had so many positions that we release from teaching for research. So we established that anyone that really liked to--had talent or thought they had talent, there was no difficulty in that person being recognized. Now the thing is that we did evaluate the research. In other words, a person couldn't say I want to do research and then we release him from teaching for four years and he didn't have anything to contribute, well we couldn't go for that.

**ZL:** One major issue over the years was the development of a faculty senate. It eventually came to pass but I guess there was a lot of discussion over this.



**LW:** Well to start out with, the senior faculty members--you see we had, I don't know, something like eighteen standing committees, the library committee, the committee with standards for entrances, curriculum committee, graduate council--all of these committees, we had about eighteen. The faculty member had a choice of what committee he wanted to work on and we would try to give him a committee--first and second choice. We tried to be able to place 'em. So when the senate came along, these people were pretty proud of the service they had given in say the library committee and they didn't want to be pushed off of it. They were afraid if the senate comes in here and a single head here, a committee of the senate, that all of the structure--so the senior faculty members voted against it--for years and years, they voted against the senate. But finally, as more and more new faculty--they felt that the new faculty were the ones that wanted this, and they thought that they were trying to take over. The older members felt that the newer members. . . But of course as the faculty got larger and larger and so on why then the senate evolved from that.

**ZL:** Your approach to leading was to include groups at various levels. You felt strongly that all levels needed to be part of the process and to help make meaningful decisions. Do you remember how you became committed to that idea?

**LW:** It concerned me that people would not tell me the same thing that they actually put into practice. So I met with the vice presidents and deans every week. I met with the department chairmen every month. I met with the student council vice-president--the president of student affairs met there, but anytime they'd ask me. Then a faculty member could always get to me sometime within a year, and of course as I say, a department chairman could get to me cause every once in a while a dean would just shut him out, and he had no way of getting by. Then when the senate came in, there were two ways for people to get information to me. They could come from the faculty member to the department chairman to the dean to the vice-president and to me. The other way, they had senate representatives. So they could get information to the senate representative and then it would come out in the senate meeting as, "Why is this happening?" Then I would start asking the department chairman, the dean, why it didn't happen and so on. But I was convinced. Did you know Ed Walker?

**ZL:** Yes.

**LW:** Ed had been at Long Beach and that institution just blew wide open and what was happening was that the president turned over all authority and didn't want to see anybody but three vice presidents and those three vice presidents didn't work with their faculty and so eventually the whole institution, everybody got fired, the vice presidents, the president, and so on. So I was aware of the fact that you didn't always get the total story. Another thing that I did at those faculty workshops, I put in a day and a half and met with every faculty member in groups of fifty and then the vice presidents would meet in groups of fifty and then the deans would meet with their own people. In this way, you were in there with no other administrators. The president's there and the faculty, and the faculty didn't have to mention names but all



they had to do was mention that this and this needs attention. Then it came up from the president's council to see that it was attention and then you were fine. But I'm very much aware of the block that information can't get through. You've got the wrong kind of--well you've got some very good people that will not--a lot of times they lack imagination in how to meet with a group of people. Let the issue get out in front of everybody and discuss it. You don't have to make a decision that day, you can just say, "Well, a lot of good information has been brought forth here and we'll meet a week from tomorrow and discuss it again." But the thing I believed in was if there was unhappiness, the thing to do was to let it come out because most issues there's two sides to it and it helps a lot if all of these--a lot of times people that are so upset about something, after something's discussed, they're not near as upset as they were before. (chuckle) I don't know if I answered your question.

**ZL:** You certainly did. At one time you stated, and this is a quote, "Leadership must provide challenging problems that do not have obvious solutions." NAU has certainly had opportunity for challenges.

**LW:** You see I never had but one faculty member ever sue. In other words, we were able to resolve. I had a fellow by the name of Fox who was a wild fella from New York and we met ten times but he finally decided that he would be happier, the school would be happier if he just resigned. But to be a good listener and to let people talk, let 'em get it off of their chest, is an important thing to do. It takes long hours, takes a lot of hours. On the other hand, you feel kind of good after you've been able to resolve some major problems.

**ZL:** You always had strong feelings that you should interact with the student body. How did you manage that over the years?

**LW:** Well, campus unrest was a pretty rough time but I always met with the students. I usually move--like if the students were in the Union Building, the old Union Building, and they wanted to talk to me, I'd say, "I'll talk to you." But I said, "You gotta come single file, I'll have security at the door." You see it wasn't your own students but it was drifters.

**ZL:** Now was this in the sixties?

**LW:** Yeah. You see it was the drifters. So they might have a gun. You know a lot of people were killed, but they'd come through and the security would check each person out. I didn't get up in front, I walked through the group. "Young man, what can I do for you?" "Well, they treat me like a child around here." "I'd like to see the guy that treats you that way. What's his name?" "Well, you fired him!" (laughter by both) And then I'd only meet with them an hour and then I'd say, "Saturday morning at nine o'clock, this meeting will continue." There was six people there.

**ZL:** How many showed up that first time?



**LW:** Oh probably two hundred. And another thing I used. Were you here when Dean Pipes was having some trouble?

**ZL:** No, she was gone when I came.

**LW:** Well they thought that she liked to talk about the girls' activities too much so I had a group--student body president told me, "You'll have about five hundred people in about thirty minutes over at your house." And I said, "It's cold out there. I'll meet 'em in the auditorium." So I walked down that aisle and I thought what in the world am I gonna do when I get to the stage. Just before I got there I said, "I want to know what you think and what you think, and what you think. I don't want to know what your leaders think, I want to know why you think. Now, will you turn around there and in groups of six decide what it is is the main thing that bothers you and come up and tell me." And so we were goin' at four o'clock in the morning. So again I found out what it was that was the problem and so I hired a younger woman to work with Dean Pipes to chit chat with [students] that they could go to and talk about problems. But I had several ways and so many times, they wanted to talk to the vice president. They didn't want to bother me but if the vice president would turn 'em down. Did you know Rexer Berndt?

**ZL:** I knew of him, I didn't know him.

**LW:** Rex didn't like that. He didn't like for those kids to be pushing him around. He resented it. It hurt his ego. Whenever there's a movement there, I always figured out a way to let 'em get their--cause generally you see, you only had about--you'd have a small group. The rest of the kids were just observers. They just wanted to see what had happened. One thing we had a bunch of what you call long haired liberals around and I met with them. I had a member of the Board of Regents to meet there and after it was over with he said, "You know, you are the most liberal conservative I've ever met." (laughter) They went away happy after they'd had their chance to figure out. You give people a chance to...

**ZL:** They want to express their thoughts and feelings.

**LW:** See the thing that bothered me and put me in a tough spot was when the legislature would say, "Dr. Walkup, would you allow Eldridge Cleaver, the black from Oakland, to speak on your campus?" "I'll tell you what, if I was on that committee, I'd vote against it." And they were happy. The point was, the president had no authority to turn 'em down. He could be a member of a committee and vote against it, but the Supreme Court had already ruled. The things that my colleagues did, they philosophized for an hour trying to tell the legislature all the laws, how they worked. All I did was say, "I'd vote against it." I've got a right as an individual to vote my way, the other fella vote his way. It didn't answer the question, but all they wanted, they wanted it to show up in the press that I said I'd vote against it. When I get back to the campus, the long haired kids, they wanted an explanation, they wanted to know. I told them that those important people see that you get twelve hundred dollars a year for your education. Do you want to wipe all of that out. Then I told them something about how well the school was doing as far as funds that were



given to support [the school] in the place of tuition from the students. So they kind of drifted away after a discussion on it.

**ZL:** What point in time did you envision that ASC could become a university?

**LW:** Well you see the thing was, we had organized schools. We had an enrollment equal to ASU. We had an enrollment that was larger than most schools that had gone [to university status]. We had an excellent faculty. As far as the degree status of our faculty, it was the ninety-ninth percentile in the country with master and doctor degrees. So the only thing we didn't have was the research and the library. We had these other things and of course the momentum came from all around the state. People felt that it was time. The thing I was busy doing was building the university. I was building a university. The public were the ones voicing the word university. So it made it pretty easy then.

**ZL:** Plus the controversy when Tempe, ASC at Tempe tried to become a university and it was on the ballot in 1958. There was tremendous controversy over that, and when that became a university, it probably took some pressure off.

**LW:** I think so. It's kind of like--I use the example of using dad's car. The older boy has to break the way and the second boy gets the car much easier because the dad's learned that his kids are growing up. So I think there's something to the fact that the first one was more difficult than the second.

**ZL:** And then there's always been that tremendous competition between...[ASU and UofA]

**LW:** Yes, that's right. In other words, we weren't the competition. With that great city down there you could see competition.

**ZL:** You were quite successful in working with the state legislature in spite of the fact that you were one hundred and fifty miles away from Phoenix, the seat of government, and acknowledging that you had two other state supported institutions here. Do you know why you had such success with them?

**LW:** I used to say thank you. The legislators go out of the room and say, "Do you know that he thanked us?" Before I started to drop the "hot one," I would mention the things they'd done for me and how much I appreciated [it] and I would always mention a few of their constituents and the kids that were going to school. Another thing, it was an advantage to me to be on the First Interstate Bank Board.

**ZL:** When were you appointed to that?

**LW:** It was just at the time that Sherman Hazeltine became Chairman of the Board. I think it was 1960--I missed Earl Slifer's funeral in order to go to the meeting, but the thing that it helped was that I made it a point of knowing what kind of business everybody out there in that appropriations committee was in and I



also, through the bank, knew what kind of shape they were in economically and when they were pushing me, I would be able to say, "Well, I'll tell you, I understand what you're saying, but, if I could do as well as a certain retail business or whatnot, I'd be awful happy." Then I think the other thing was that any time there was anything important going on in the state, important enough that it drew the key legislators, it was important enough for me to be there and I wasn't there to twist arms, I was just there for them to know me better. So I was at a funeral where I got a million and a half standing in the parking lot with several key people there. "Larry, we didn't treat you too well last year. What can we do for you? Well, we'll take care of that." Then the other thing, I had a very strong appreciation for the kind of pressure that a legislator was under. There's no way in the world for a legislator to give everybody everything they wanted. They're just overwhelmed with demands. Another thing was that anytime I got money from the legislature, I realized that it was up to me to make that look good to his constituents. If you take money from the legislature and louse it up with a lot of bad publicity, then you have hurt a man that's been a friend of yours. As an administrator, you have an obligation that when you go into that legislature and ask for funds, you have an obligation that you're asking for a need, something that is going to help his constituents out and will make votes for him and not take votes away from him. So it's kind of a broad thing. My president friends across the nation that used to ask me that question, I said, "It's not a bag of tricks, it's a whole working relationship of building--asking for funds that you can really justify and being able to show that you were right in what you asked for and what you used it for and you made the fellow look good that voted for you." It's building a feeling of trust for them to get to the point that they feel that he is a person that will make good use out of the funds that we appropriated for him. As you know, it's terrible complicated. It's not easy. You can answer part of it. It develops over the years.

**ZL:** And it changes. I read that in your role you felt you should be able to predict what different people, how they were going to react and how legislators would vote. How did you go about that?

**LW:** Well, I think that's a little strong. I talked to them over the phone a good deal. People would call me, they were upset and nervous and they felt well here's a good listener so they'd visit with me on the phone. I didn't push 'em and things other than education you know. If you visit with people a good deal, you sort of get some feel for what's going on in their mind. That statement makes you feel like you're some superman. I was just kind of an ordinary fellow just tryin' to make a living I guess. (laughter) That's about all.

**ZL:** Some of the members of the Board of Regents were extremely supportive of NAU, and one was John Babbitt who was President of the Board of Regents when ASC became NAU and he had been in the state Senate prior to that time.

**LW:** John was a big help. See both John Babbitt and Bob Prochnow were very close to me. Of course Fred Udine, I had the same kind of...Now maybe in part to answer your question... Legislators would call me and tell me what would happen. For example, Goddard, Sam Goddard didn't give us any capital and they adjourned. Well Fred Udine was the Chairman of the Appropriations committee so Fred called me and



said don't worry about it, we're going to have another session and then you'll get what you want. Well Swede Johnson called me and.

**ZL:** From the U of A.

**LW:** Yeah and I wouldn't break my confidence with Fred Udine and of course I knew what was gonna happen and it did happen that way.

**ZL:** Swede Johnson was worried.

**LW:** Because Harvill was saying...well yeah. But I think having a close relationship with people and the confidence that you wouldn't... see this was a political maneuvering within the system and you couldn't afford to let anybody know what you'd been told.

**ZL:** One of your biggest supporters over the years was regent Norman Sharber. Where was he from and what was his background?

**LW:** Well you see Norman and I were neighbors. Norman was younger than I was and Norman liked to argue. He could get on either side of an issue. So we had lots of fun. I was about two houses down from his house on the other side of the street so it was easy. I'd be out in the yard and he'd be out in the yard, then we'd end up chinning for an hour or so. Then of course when he became a regent member, well first of all I became a president and then I had recommended to Sam Goddard that...

**ZL:** Who was governor at the time.

**LW:** Yeah, who was governor. But I learned to respect the fact that he was a regent so we cut out that chit chat. It was to my advantage to cut it out as well as his.

**ZL:** Was he one of the best prepared regents on issues?

**LW:** Well it would be hard--he was well read and he would voice his views more. You see, you take a person like John Babbitt, he was pretty quiet, but John, it would be hard to have a better feel of things than John had because he'd worked, he'd been in the Senate.

**ZL:** He knew the State.

**LW:** And of course the thing John could do, the faculty would be upset about something--a bill that had been introduced, and so I'd go down and talk to John and John would get on the phone and call somebody and he said just tell 'em not to worry about it. There's no problem there. In other words, he knew the people in the legislature well enough that he could tell you whether it..



**ZL:** It had a chance.

**LW:** Yeah, had a chance or not.

**ZL:** An interesting story about John Babbitt was when you were named Acting President and they were trying to determine whether you should be named President and against advice, he went to all the department chairmen and talked to them and they recommended you.

**LW:** Yeah that's right. I remember Byrd Burton, she was right in there helping me out.

**ZL:** Dwight Patterson from Mesa, a 1993 Historymaker, was an alumni from ASC and he was also later on the Board of Regents and he was very supportive of NAU.

**LW:** Yes, Pat did an awful lot for this school. I don't know of anybody that really stands out as alumnus having done as much as Pat or more than Pat. I have to be careful. The thing is he also tried to be a very good regent. He tried to consider ASU's problems, the U of A's problems. He tried to be a pretty objective regent but from a personal standpoint, he did an awful lot for the school.

**ZL:** Well I would think that alumni would have been very important in helping to build this institution from the Phoenix area.

**LW:** The alumni were a tremendous help. They were very helpful. I organized and worked closely with the regents. It was not organized when I took over as president. Your alumni, you just can't overlook 'em at all.

**ZL:** You mentioned Senator Harold Giss earlier. He supported NAU very heavily too even though he was from Yuma.

**LW:** Yes and he was a great statesman. He not only helped NAU, he helped the academic world in the state.

**ZL:** In terms of financial support?

**LW:** No, well of course he helped the schools out. But I was thinking about, he understood how a faculty member thought and he also knew how his constituents thought and he was a good man that brought that thinking together.

**ZL:** What was his business?



**LW:** He was a general merchant.

**ZL:** In your book you mentioned a loyalty oath that State employees were required to sign and the faculty became very upset over this.

**LW:** That's where it showed that he knew where the public was and he knew where the faculty was. I went down to meet with--over the loyalty oath and I took a bunch of outspoken faculty. Ed Walker was one of them and we had about a three hour discussion there. On the way home we never even brought the loyalty oath up. We just talked about everything else. They were completely satisfied with the way Harold Giss was going to introduce a bill and he thought the bill would pass. And he explained to the faculty where the public was and why the public was nervous.

**ZL:** And what was the public nervous about?

**LW:** The loyalty deal. See they thought there were pink people in the faculty.

**ZL:** When ASC Flagstaff became ASU it was in the spring of 1964 that you put in your Regent Report that it was time to think about expanding ASC into a university and there was a controversy over the name but not the concept.

**LW:** Yes, the thing was that the faculty and the students wanted the name and I did to, the University of Northern Arizona, however, the thing was that the political experts knew that they couldn't get a unanimous approval with the university.

**ZL:** Now is this from the Regents or from the...?

**LW:** Yeah, from the Regents. In other words Tucson wouldn't go for it. And they knew that by Northern Arizona University, that they could get a hundred percent. So I made the presentation and was saying the university of Northern Arizona and I was cut in very quickly and a motion made and seconded before I was interrupted. In other words, I was just rudely, I wasn't able to finish my statement and the regents had it all set. They knew what I was going to do. Well it didn't settle there. The students went down to see the legislature when I was at the North Central Association in Chicago and I had a call from the Senate and they said Dr. Walkup any name you want, you can have. We don't care what the regents have done but you can have whatever. Now the president of the student body was Ken Coor, Lattie's brother. He was a pretty forceful young man and that whole bunch down there... You see I had made the mistake of publically taking a position on the forestry school without saying boo to the regents about it and for me to have overridden the regents on this thing would have been kind of dangerous. So we just let it go.

**ZL:** So the regents passed a vote for it to become a university?



**LW:** That wasn't the issue. The issue was the name.

**ZL:** And who determined Northern Arizona University?

**LW:** It was pretty well set by the regents. You know the people of the North in general, not the faculty and students, but the people in general would want the identification of Northern because there's Southern Arizona, there's Northern Arizona and there's Central Arizona. Now that could have been in there somewhere but I don't know.

**ZL:** Well apparently you decided to work very hard to get people to accept Northern Arizona University and not worry about it.

**LW:** That's right. I felt that we had accomplished--the main thing was university status.

**ZL:** What was the first doctorate NAU offered?

**LW:** Well you see the areas that we had that were--see we had this long history of teacher education and we had more superintendents and administrators in the state, graduates of ASC-NAU then either of the other schools. You would count, well O.K. Garrettson, the Dean at the University of Arizona, said he just looked out over and said, "Well there's seventy people here from NAU and there's thirty from the U of A and there's fifty from Tempe." So naturally we had a prestige there of the quality that we turned out in leadership there. Then the other thing is you take a field like biological science. As I mentioned earlier, with the type of climates from Northern Canada down, it made a wonderful place for people to do research and write dissertations on the different types of specimens and so on. You see we had things like geology. There were so many natural things in the Northern part of the state that kind of set the tone of what we could do different or better than most institutions across the country.

**ZL:** So you were trying to go off on your own, now just follow in the footsteps of someone else.

**LW:** Yeah.

**ZL:** One of the great forces in the community in terms of making a positive effect at NAU was Platt Cline.

**LW:** Yes I would say that living today, that Platt would be the number one person there. If you go to a living person, if you go back fifty years and so on, you get into lots of trouble there but you take a person today that's living, Platt Cline would stand out as the person that has done the most for the school.

**ZL:** Now just to clarify, he was the editor and publisher of The Arizona Daily Sun.

**LW:** Yeah and he's an owner of the syndicate. You know there's several papers that are under the same



company and he's a stockholder in those companies.

**ZL:** Would you talk about his contribution to the school?

**LW:** First of all he made a contribution to Lawrence Walkup because he contacted Sam Morris and strongly recommended me and so I would naturally... Then of course when the forestry school issue came up he was in there pitching strong for it. When university status came up, he was in there very strong, although he didn't necessarily doctor the news, if we made a mistake, he let it be known. But at the same time when there was a cause coming along or an objective coming along then you could depend upon his help in doing that. There's a lot of newspapers that are not that supportive of their higher education institution in their town.

**ZL:** Makes a big difference. We talked earlier about the wonderful support you also had from Phoenix.

**LW:** Yes. Well one of the things that I guess I mentioned, Jerry and John Carpenter and so on and those people. One instance that is very important as far as Eugene Pulliam is concerned. I think Eugene liked being a part of a forward movement. He was known to be a strong man for the State of Arizona and for the people that were doing things in Arizona and I think he caught what was happening up here and he became for it. And let me mention this. I had a very bad press coverage here that was completely untrue. It was based upon a vested interest and so it came out in the paper. Well I hadn't seen it but I was sitting in the airport waiting to come home and Don Bolles came by and he didn't tell me why he was asking all these questions, but he asked a lot of questions. So I knew the editor of The Gazette and I was kind of upset and I told him and he said. . .

**ZL:** You told Bolles?

**LW:** No.

**ZL:** Oh, you told the editor of The Gazette?

**LW:** The editor Fitzhugh and he said, "I made a mistake." He said, "I didn't see the article. I should have read the article. You should have been contacted." But he said, "I'll tell you one thing, if this will help you any," he said, "The lion was here the first thing in the morning and he liked to tore this desk apart splinter by splinter." That was Eugene Pulliam. Eugene wrote an editorial in the paper. As Sherman Hazeltine said to me, "Never in my life have I ever known Eugene Pulliam to write an editorial reversing a error that had been made in his paper that he did personally." He said, "The lion was in here the next morning and like to tore this down..."(laughter). He was in deep trouble over making that error in the paper. But that goes to show you a little bit about the fact--that was quite a thing for a man that owned all those papers to personally get involved in an error that some little character up at the northern part of the state that nobody knew who he was. It was quite a thing for him to do. see Don Bolles was the political writer and what he



had done, he had told Eugene Pulliam that that article... See I didn't know, I just told him the story. He asked me about it and I told him a story and he already knew it was in the paper the wrong way so he went and told Eugene Pulliam about it and the next morning, Eugene Pulliam was in there on the editor of The Gazette. But many times he would--Eugene Pulliam was a help to me personally. It's pretty unusual to have some kind of contact with a man of his status. And it was just that philosophically, he seemed to agree with my point of view because there was nothing socially, I was not in his element at all. I was a young man and he agreed with my ideas about education I think.

**ZL:** Do you want to talk about what that false story was about?

**LW:** Well what it was about was there were four old gentlemen that had dinner and played bridge for years and years. Powerful men. There was Joe Dolan, do you know who Joe Dolan was?

**ZL:** No I don't.

**LW:** There was Ed Babbitt the Ford dealer, there was Walt Bennett, Earl Slifer of the Observatory and then Walt Bennett worked for Ed Babbitt.

**ZL:** And then what did Joe Dolan do?

**LW:** Well Joe owned the country. The mills, the sawmills in the early days here. So when Walt Bennett retired, he didn't have the kind of money those other people had and so he went into the real estate business and just kind of on the side. Ed was dead and Earl was dead so Joe Dolan and Walt were the two left. And so they'd sit down to the bridge table and Walt would say, "Joe, what in the world are you gonna do with all this land.?" He said, "The university's growing and all this faculty and there's no place in Flagstaff that you can get decent lots." So one night, Joe Dolan threw the cards down and said, "Walt, I'll give you an option for almost four hundred acres at nine hundred dollars an acre, now shut up for sixty days and let's play bridge and I don't want to hear anything about it." So Walt went all over town. He went to Babbitt's and tried to sell it and Babbitt said, "We're land poor now, why in the world do we want any more land?" That's a figure of speech. So then he came to me and I said, "Well I think we can take a third of it."

**ZL:** Where was this land?

**LW:** It was right where you're sittin'. This is University Heights right here.

**ZL:** You said you would take a third of the land.

**LW:** Yeah, the university would probably take a third of it. Go and talk to the lawyers and the doctors and the public school people. I said, "Maybe the lawyers and doctors would take a third and maybe the public school people would take a third because it was terrible trying to find a place to build a house here in



Flagstaff." So I put a note in the faculty box and called a meeting. I told them the story and they said, "Well, can't we take it all?" That's nearly four hundred acres, three hundred and eighty-nine acres I think it was. I said, "Sure, but you better get some committees organized," and I said, "That's a third of all of Flagstaff at that time." I said, "That's a terrible lot of land that you're talking about. You better have a committee on utilities, what that's gonna cost, zoning." And I laid out three committees. So bingo--they organized. In six days they sold the whole thing. Four hundred and eighty-nine acres. And so then we had a lottery, we put names in little capsules and had a big basket and we rolled 'em around and the names came out, and the person whose name came out got a number and they'd have the choice of the first two lots.

**ZL:** Now first you had to divide it into lots, right?

**LW:** Yeah. We had an architect that worked with Stanford University that did that work. Then I made the statement that I would take zero lots or fifty to make the thing go. I ended up taking ten--there were ten left after everybody got... So then I made the statement that anybody that thought they had made a bad deal, I'd take their lot and so I took three. There were only three that found out they didn't have the money. The thing that it did for the university, these young Ph.D.'s that came out here with no money at all, First Interstate Bank said, "We will build you a sixty thousand dollar home--we'll finance it if you have a good contractor/carpenter, and we will give you two thousand dollars back to buy furniture."

**ZL:** What year was this?

**LW:** This was nearly twenty years ago. I have two of those lots left and they're worth forty thousand each. Well it was a wonderful thing but the thing that was in the paper made it appear as if I personally was going to take a rake off, off of these lots. And really I didn't get a dime out of it. In other words, it was a liable statement that was made. But then of course I got some flack--course the faculty, I did a wonderful thing for the faculty. All of those lots available, new faculty coming in, everybody thought if they made a thousand dollars profit they did well. And here of those thirteen, I still have two and they're worth forty thousand apiece. Then the other thing that I got involved in, this was a school ground where this house is. There was eleven acres of school ground here and the school board took it--the Flagstaff School Board. Well the politicians -not the politicians but the real estate people in the community were--that was a pretty big operation you know, look at the profit that they could have made if they could have sold it for profit you see and I got it done without any profit. So the school board thought it was kind of a hot issue and they backed out just two days before it went to ball. So then they came to me, what will I do. And I said, "Well I'll take half of the school ground and if you find somebody to take--we'll divide it into four lots and I'll take two of the lots and you find someone that'll take two lots." I told them this, "I'll find two people that'll take the other two." So I went to Bob Dickason, he's a vice president, went to Bud Marhoff and they took two of the lots. Then by that time the committee said, "We think we've got the money to take one" and I said, "Well I'll take the biggest lot," and so right here where this house is, is one lot.



**ZL:** The original school lot?

**LW:** Yeah. But the thing I did just to try to stay out of trouble was that for one I advertised that any faculty member that wanted my lot, could have it for the price that I had offered for it. And of course things were tough about that time and nobody came up so I ended up with this school lot plus thirteen lots. So you can see how it could be kind of a hot issue. And Eugene Pulliam in his editorial came out and said, "It's men with vision like Walkup that made Arizona great, let's get behind him in his project." But it was a nice thing that he did.

**ZL:** Definitely. There were four administrators who were with you from the beginning and who served with you for almost twenty- two years: Virgil Gillenwater, Joe Rolle, LaVerne Pitcher and Louie McDonald.

**LW:** Well see I had twelve administrators who became presidents from my crew and see Gill took a job back at Trent State.

**ZL:** In New Jersey?

**LW:** Yeah, and he didn't like the east and so he came back with me. Pitch was here all the time and of course Pitch had been an Ernst and Ernst accountant.

**ZL:** In Phoenix?

**LW:** No in Detroit, and he was very sharp. And the thing was that anytime the Board of Regents accountants or the U of A accountants went to try to clobber some of my projects which we've talked about, why Pitch was there and nobody ever got--he knew his accounting. Of course he'd school me ahead of time and I never went to the Board with any mistakes because Pitch had gone over it. The other accountants tried, but Pitch always won and it got to the point whenever I took any financial matter to the Board, nobody said boo because Pitch had gone over it and they knew that it was pretty sound. Joe of course told students if they had a problem whether it was three o'clock in the morning to give him a call. He was a very dedicated person as far as students were concerned. Of course he carried out a philosophy that I had about students and he was a very dedicated person and Marie was very helpful too.

**ZL:** His wife?

**LW:** Yes. Everybody knew and loved Louie. Of course part of this growth, you have to say that to have a man like Louie McDonald out there working, he was the high school visitation person, you'd have to say that a fella that was loved and known as well as Louie McDonald, was a tremendous recruiting person for the school. All four of them were very fine people and you can't--as I was saying about what a help Lucy was, these men were a help. University is not a one man operation, it's a many fine people operation and



these were fine people and of course they were faculty. There's so many faculty people that were fine people.

**ZL:** Maybe you should share what an assistant your wife Lucy was to your presidency.

**LW:** Lucy was a very diplomatic person but a very friendly person. She worked hard for the school, the students liked her, she'd been a high school teacher, she knew kids and she would... When I might be gone and the students would come over at the house when I lived on the campus, frequently they thought it's time to let school out for snow storm and so I happened to be in Phoenix--where you select people to go to Oxford and Cambridge...

**ZL:** Rhodes Scholars?

**LW:** Rhodes Scholars. I was on that committee so I was in Phoenix and so this groups of students would be talking to Lucy, and this group of students would be going all over the house to make sure I wasn't hidden somewhere. She could get along with those kids excellent. And of course the regents people--she always had the legislators up here, the appropriations committee--we'd have them over for dinner. Well Mr. Sullivan, Senator Sullivan was Catholic and so when we had him for dinner, Lucy would put a fish on top of a steak. Most of the fellas didn't worry whether it was Friday or not. If there was a steak, they'd eat it. But some way, she got the word that Mr. Sullivan was more particular about his meat on Friday. Well things like that she did and made a great friend--they all got a great kick out of that stunt.

**ZL:** Now when you first came here, she taught at Flagstaff High School, she taught English.

**LW:** And the Board made her quit teaching.

**ZL:** When you became president.

**LW:** Yes, when I became president.

**ZL:** Why did they feel she had to quit?

**LW:** Well rules were different in those days. The interesting was that she got her Masters the same year, or the first year that I was there awarding degrees, and the kids felt that I ought to kiss her as she went by and you could hear--I was a little jumpy on that subject. You know the president of the University of Texas was fired because he kissed a co-ed on the stage.

**ZL:** When was that?

**LW:** He became the president of Stevens College. I'll tell you that later because it doesn't really fit in here. Back to the students that were out there, when I didn't kiss her, you could hear all over that dome, "Piker,



piker,!" (they both laughed) It was universal all over that dome.

**ZL:** And you have a daughter.

**LW:** Uh-huh, Susan. Susan is a CPA but she has Lyme Disease and there's nobody in this country that knows what to do about Lyme Disease. According to the institute back at Lyme, Connecticut, she had one of the three best doctors in the United states which was Dr. Masters at Cape Gerardo and he hasn't been able to help her. So she's not able to work.

**ZL:** Does she live in Flagstaff?

**LW:** She lives right down here, yeah. She lives in her own house.

**ZL:** Would you talk a little bit about the presidents at the U of A and ASU?

**LW:** Dr. Shaffer was very.

**ZL:** Now he was at ASU.

**LW:** No, Dr. Shaffer was from U of A.

**ZL:** I'm sorry, I knew that.

**LW:** Dr. Shaffer was very supportive of me and very helpful when I got involved in this Indian Medical School, he was in there helping me all the time. He was chairman of a national committee on Indian education. But Dr. Harvill--there was always a bit of friendly politeness between the two of us. Now Gammage and I were old buddies.

**ZL:** Now was he here?

**LW:** Yes.

**ZL:** When you came?

**LW:** No. Eastburn.

**ZL:** And Gammage was earlier?

**LW:** Yes, he was earlier.



**ZL:** Okay.

**LW:** Well before I came it was Eastburn then before Eastburn was Tormey, and then before Tormey I think was Gammage.

**ZL:** So he had gone to ASC at Tempe fairly early?

**LW:** Yes. But the very fact that he knew so many alumni from up here and we were both interested in public school education and we would hobnob with the superintendents and the principals and so on--the teachers around at the time, so we became friends before I became president. And then of course John Schwada and I were good friends. Dr. Durham's style was a little more formal than mine so we never had any issues that we'd be on opposite sides.

**ZL:** Now were you there when Dr. Nelson was president?

**LW:** Yes. No, no I wasn't. No I knew him. See I retired about a year and a half before John Schwada retired. See John was from the University of Missouri and so we knew the same people. We got to be friends on a basis other than relationships in Arizona, we had old relationships in Missouri.

**ZL:** Let's talk about the South campus. The concept for the long range plan was around 966, in the summer of 1966. When you came to Flagstaff, the North Campus was pretty well self contained and when did you start to dream about physically expanding?

**LW:** You see we had a meeting at Casa Grande--that hotel that's out in the country?

**ZL:** Francisco Grande?

**LW:** Yes. The Board of Regents and the subject was planning for the future. Dr. Harvill's position is let it grow and grow and grow. Durham came up with an idea of putting little campuses of five hundred students all over Phoenix to spread it out. I came up with the idea, I indicated that I had operated a school of five, six hundred students or smaller, it was really a thousand by the time, and we had lots of comment about the cost per student being so terribly high. Tempe paper ran an ad, or an article that said that for what it cost per student at ASC at Flagstaff, you could send all the kids to Harvard cheaper than you can run that school up there. So I said that five hundred is too small. So I came up with the idea of campuses and then I showed the cost where it leveled off starting at a thousand, going up to five thousand, six thousand, eight thousand, so I came up with three campuses. My desire to have contact with the students was influential in this so my concept was to keep the campus small as far as the student relationship was concerned, but let it grow to take care of the students in the State of Arizona. So I came up with a campus of around twenty thousand. Well I was gonna have twelve thousand on the North Campus and I was fluctuating between, I think I came up with six thousand for the first campus which turned out to be the South Campus and then



I fluctuated between four and six thousand for the third campus. I thought we ought to have some experience before we actually determined how many that we would have. So this was my idea but when I retired, the third campus-- the interesting thing, I built about fourteen buildings on the South Campus and several dormitories and apartment buildings before I retired and I had built the second campus, in three years I'd gotten the money for something like sixteen classroom buildings and the dormitories and I'd gotten the money from the legislature. Not the dormitories of course, I built those from bonding. However, when I retired, the next president moved the concept off campus to Yuma and Kingman, this type of approach. So it never was completely fulfilled.

**ZL:** How did the pilot program for the South Campus which was begun in 1971 work?

**LW:** Well I'd say it worked greatly. We made certain adjustments. The main thing was the strength of the so called provost or so on. We had Art Hughes and he did a beautiful job but the trouble was that the University of San Diego was over here interviewing him before he had a chance to... it was a great stepping stone for a person to be in charge of that South Campus.

**ZL:** Would you kind of describe how that was set up?

**LW:** Well you see the thing we did, you have only one athletic team, basketball and so on. You had one business office there, you had one library--well you had a little supplementary library, but you were able to keep the cost--the services of the university, then we had the Engineering School over on the South Campus, we had the Business School over on the South Campus... Then the creative arts, the music, the art, the journalism and so on was over on the North Campus. There was a certain amount of exchange back and forth. We had classrooms, we had freshman English and so on. We fed the South Campus staff in arts and science through things like English and math from the North Campus. The other thing we saved was the labs, the chemistry labs, the biology labs and so on. But the first two years they could be on the South Campus but then when they went to major, then the biology students would be on the campus over here. But certain things like business and engineering and nursing were on the South Campus. I think it would have worked fine up to about twenty-two thousand students. I can't visualize just what would have happened from there on, but still at that time, we would have been doubling our enrollment here. We were meeting the Regents' requirement to how we're going to take care of all these students in Arizona and keeping the cost of the services of the university down to the big university because I'd had the experience of working with a campus of a hundred students, a thousand students, fifteen hundred students or so and then clear up to eight thousand. You see I had the experience and the cost factors involved and when I laid all that out for the Board of Regents, they just took it like that. The thing was that after--Harvill was first and he wanted a strict traditional, just let her go. Then Dr. Durham came along with these small campuses and oh, did they clobber him. They just really clobbered him. So Sharber was sitting next to me and he said, "Now Larry, you get up there and tell 'em how it's done." I said, "Norm, do you want to go to Missouri and farm afterwards or do you have a filling station for me to run.?" (laughter) But I did get up and they bought it. The Board of Regents--bingo, they thought it was a great idea.



**ZL:** At the time that the South Campus was constructed you had three people from Northern Arizona in the legislature who were very helpful: Sam McConnell, who was on the Appropriations Committee of the House, Harold Huffer in the House, and Senator Tommy Knoles, Jr.

**LW:** That was big help to get. You see everyone was thinking about what are we going to do to take care of these students in Arizona. And I had come up with the best plan. Let's go back a little bit. I'd used money wherever I could scrape it up and had bought some land at a very, very reasonable price. So when the Appropriations committee was up here, I'd showed them what I'd done and I was asking for money to buy more land. I showed them the land and I showed them the cost, so they went down to Phoenix in the chamber of the legislature and I got a call from Fannin's secretary--Governor Fannin's secretary. He said, 'I'm going to be in Flagstaff and I want to see the land that you're talking about.' So he looked at it and he went back down and doubled my request.

**ZL:** Did he tell you he was going to do that?

**LW:** Well I don't think so because he wanted to confer with the legislators because it would have been a little dangerous for him to have said, 'Walkup, I'll double your request.' It's better that it be talked over. You see my concept of how to take care-- from an economic standpoint--of the students in Arizona was the best that anybody'd come up with. So they doubled my request. So I ended up buying five hundred and thirty five acres of land and I had bought some land to show 'em what could have been done. So here I had the land, I had the idea, I had an economic way of putting it together, and so the legislature gave me the money for the buildings and as I say, about sixteen buildings. And then the nice thing about it was that when we had the dedication of the South campus, Margaret Christy was a Regents member and she was very thick with Jack Williams, the Governor, because he was her appointment, and he said to her, 'it amazes me how much money Walkup can get--how much he can get out of his money in building buildings when you look over this situation here, why it's amazing. Now he never told me anything like that but at least he told Margaret Christy and she told me.'

**ZL:** And she passed it on to you.

**LW:** Yeah. Now he'd gotten in office--Fannin was there when I got the land but before the buildings were built and the campus was in operation, Governor Williams was the governor.

**ZL:** As president of the university even one where historically the students weren't terribly politically inclined, there were sensitive issues to deal with in the sixties and you talked about some of that. But do remember when Dick Gregory was scheduled to come to campus?

**LW:** Well, see I don't remember but see I remember-- it mentioned.

**ZL:** Cleveland.



**LW:** Yeah. I remember him. We had that type of problem and the legislature asked me. . . I don't remember him being here at all.

**ZL:** Do you remember when Bobby Kennedy passed through?

**LW:** I was out of town. Lucy was the host. She had a luncheon for Bobby Kennedy and people were impressed. He made a good impression, but I probably was at a North Central meeting because I wasn't here. In fact, I think that blew up after I left and shows how quick Lucy--she had everything set up and honored the visiting celebrity there and told me about it after I got home, which was nice that she did it.

**ZL:** Yes, very. You took some pro-active steps to ease tensions during that time and I think that's what you were talking about earlier when you met with the students?

**LW:** Yes. There was a little disturbance on the part of the blacks. I met with them and the problem was the coach had been unfair to a black.

**ZL:** Football?

**LW:** Un-huh. No, I think the coach had been accused but I had the coach in there and he explained how it was and then those kids that were complaining, they just peeled out of there just like--out the door, one after the other. And the ones that remained said, "Dr. Walkup, don't worry about our social life, (see we had all men blacks), you don't need to give women scholarships and so on, you don't know who we'll like and who we won't like. How will you be able to pick out girls that we'll want to date?" "And keep this in mind," they said, "there's two kinds of blacks, there's the Chicago blacks and the Texas blacks. Now there's nothing in the world that you can do to please the Chicago black. Now I'm a Texas black and you do a great job--the university does a great job in giving us a chance to get an education and we appreciate it and we have every chance that anybody else has to get an education and that's the only obligation you have." Now rather than that thing to bubble over long, it was taken care of at that time. So there were lots of unrest situations during that particular time. The time the four boys were killed at Kent State, the kids on our campus they all met out at the big outdoor stadium and all of 'em made speeches and then they marched around the campus. They stopped by my house, but what we'd done, all the male faculty were out under street lights and that march didn't get started because the kids wanted to make points with the profs a lot more than they wanted to please the marching leaders and so the thing all broke up. The next morning, the kids served doughnuts and coffee to the faculty free of charge and had big signs over the building saying, "We love our faculty". And they knew why I had those faculty out under the street lights. They figured that out and so nobody did anything to get into any embarrassment to the school or anything. In one of those times, Paul Switzer said I had more nerve than I had judgment, meeting with a whole bunch of wild kids, but the press was right there and Rexer Berndt got up and said, "Now, you do as Dr. Walkup says, you get back and go to studying," and the kids began to growl. That didn't go



over with 'em. So I said, "Rex, you get outta here." I said, "Well, if you had another question I'd answer it, but still think the best thing to do is come back Saturday morning," and then they just all marched out. I suppose I was takin' a certain amount of risk but another thing that I remember about that, I had a whole bunch of kids and they were fraternity boys that when I left the Administration Building, that they came over there within the halls and they said, "Dr. Walkup, don't you worry about a thing, we're going to be there, and we're gonna be on your side if there's any trouble." So that was kinda nice.

**ZL:** Nice support. I guess it was during this time frame there was a regent appointed to the Board, James Dunseath?

**LW:** Yes, that's the one we were talking about but he wasn't all bad.

**ZL:** He was asked to write a Code of Conduct for the universities and apparently the Board of Regents passed that code but they didn't consult any of the three presidents.

**LW:** Well they consulted, but Harvill was deathly opposed to it.

**ZL:** Can you explain what this... ?

**LW:** No, I could get a--it's all written up in a document somewhere.

**ZL:** But it was complicated.

**LW:** It was complicated and the thing was, it gave the university presidents a certain amount of authority, legal authority, for handling things on the campus.

**ZL:** So it happened during this period of unrest.

**LW:** Yes unrest. And as I explained it to the students as to how we would handle that, they went to lots of trouble to go through it step by step as to how we would handle different circumstances that came up, and I used it and I had no problem with it and I thought it was a great support. I don't think the other presidents went to that much trouble to analyze the thing. Durham tended to "me too" Harvill a lot. See Harvill and Gammage had had that terrible struggle so when Durham came on the scene he leaned over backwards to get along with Dr. Harvill. So the thing was that Dr. Harvill was very opposed to it and I don't understand exactly, but I wasn't opposed for it, I thought it was fine, I had no trouble with it. We used it three times I think-- that's all we had to use it was three times and it was very convenient to use it.

**ZL:** I think in your book you mentioned that one year a president on the Board of Regents resigned and three other board members?



**LW:** Yeah, that was during campus unrest. See Art Shellenberg, did you ever meet him?

**ZL:** No, I didn't.

**LW:** He was crippled from some kind of a disease he had, a bad disease. He was a very prominent man in the state but he had a terrible health problem. Well if anyone was a friend of the students, Art Shellenberg was. But the people were mean. People were mean. They'd call up, you know you'd have one of those speakers on campus and you'd just be chewed out somethin' awful. There's lots of things--you're for athletics, you're against athletics, too expensive, you're using taxpayers money. There's just all kinds of things to rack the regents about. A lot of people been wantin' to do it for twenty years and this was the first chance that the mood was correct to... Well as a result, four of 'em retired or resigned and Art, as president of the board, retired. When I stood up and said I would vote against it, the liberals around were--I had a meeting with 'em. I met with 'em, I got back at four o'clock and at seven o'clock I had 'em. The word got around that I'd be in the auditorium at a certain time to meet with 'em. I didn't let it fester.

**ZL:** Let's talk about the J. Lawrence Walkup Skydome.

**LW:** Well the interesting thing about the dome, when I went before the Appropriations Committee, I mean the Joint Budget Committee of the Legislature, that's the House and the Senate together, I didn't know why I was called but I was called. A former architect of mine that had worked on the campus had resigned and ne was practicing here in Flagstaff and he had a few gripes and so he raised the issue that the dome shouldn't be on the campus, it should be off campus because the transportation was too hard getting. The radios were spouting off in Phoenix, "The dome is dead, the city fathers are opposed to the dome". And I was to appear the next morning in front of the joint, so I called 'up and I said, "Listen, you guys write a retraction, a very strong favor of the dome and Pitch will pick it up and have it down here at eight o'clock for me to pass out to the legislature."

**ZL:** Now you called who?

**LW:** The committee. I didn't call Vince Hammond but I called the chairman. I've forgotten who the chairman was, and told him to write a retraction to the statement about opposing the dome. So I met there with the committee--with the Joint Budget committee and so the Chairman got up and said, "I'm sorry, I think we're a little premature on this meeting. I'm sorry for getting together. I think there's some confusion and some Flagstaff city officials are opposed to it." So I said, "Could I say a few words?" and I passed out this letter and somebody in the group said, "I say we move to support the dome," second, three minutes they were out of there.

**ZL:** Would you explain the concept of the dome?

**LW:** Well, it started off like this. Dwight Patterson and Russ Jackson, after a football game, which we



were beaten about fifty to ten, the alumni were pretty low, see my house was near the stadium, so they came over and we got to talkin' about things. Russ Jackson got the idea that we could be never be a big time football player, that maybe we just better give it up and do something different like hockey. So he wanted to push a hockey palace. My feeling was that the big money maker on any campus is football. It's terrible to pull a crowd out if anybody has ever sat outdoors after nine o'clock after the first of October, they know what I'm talking about. You just freeze. Even Joe Rolle, as loyal as he was, you could see him sneak off at the half. Now I had a little cubby hole up there that was heated and I could put the regents in. Most of my fans had their anti-freeze and so Joe didn't use anti-freeze and so (laughter) anyway I said if we're going to build a nice palace, we'd better build it big enough to play football in. And so it was big enough to have twelve basketball courts, twenty volleyball courts, it had hockey and then of course it would take care of sixteen thousand football fans. Ask me another question.

**ZL:** Well, steel was very expensive at the time.

**LW:** Yes, at the time, you couldn't get a bid on steel because they would put it down on the job and hand you the bill and you didn't have any option but to pay what it cost. Well you see in my case, you have to have the money. You have to know what it's going to cost, and you have to have the money before you ever sign a contract. So there was no way that we could use steel. So we came up with laminated beams and I'll have to give Wendell Rossman the credit.

**ZL:** Who was he?

**LW:** He was the architect there in Phoenix. He was a fine, fine architect.

**ZL:** Now did he design the dome?

**LW:** He designed the dome and there's a lot more to say about Wendell. So the other thing that we did about the dome was that we had a theater in the side of the hill over there so that rather than going up so high--see you come in half way, and you go down and you go up. And it was right during the Depression and Raul Castro said, "Larry...

**ZL:** Raul Castro was then Governor.

**LW:** Governor. He said, "Larry I'm sorry, but things are too hard up. We've got to forget the dome." I said, "Governor, you can't afford to give the dome up." He said, "What do you mean?" I said, "I'll get the money and you need to put men to work." He said, "Sure I need to put men to work." So then Sam Mardian usually had about fourteen contracting jobs going at one time. He only had two.

**ZL:** Now he was a big contractor in Phoenix?

**LW:** Yeah, a former mayor of Phoenix. So he came up and gave us a tremendous bid on that because he



wanted to keep his craftsmen together and when they need jobs is when there are no jobs and so that was the way. They say that I built the dome from washin' machine money and the legislature said that for years and years. That was a joke around the legislature. What I did when I said I'd get the money was this, I got the students to let me add twelve dollars on to their fees for bonds and then I actually used washing machine money. I had probably fifty little funds--housing, food service, the washing machines, and all these little campus things, and I had two million dollars in those little funds. I hadn't paid too much attention to them. Joe Rolle was in charge of that and Pitch and I never paid any attention to it until this subject came up. Now the inter sting thing about the dome was that for two million dollars more than an outdoor stadium, I could put a roof on it. And then I could get the people in and out of that cold weather.

**ZL:** Well it was year around use.

**LW:** Yeah that's right. You've hit the point. You use an outdoor stadium about five or six times a year, you use this dome a hundred times a year. We had Bob Hope here, we had Bill Cosby here, we had the gal from Tucson, Linda Ronstadt. We had all of these people. We had big crowds. One of the stories that Lucy enjoys is that the paper was insinuating that I needed to supervise the dome for those rock things because they're smokin' marijuana. So I personally supervised. I went around all over that dome and there wasn't anything goin' on there that didn't go on at the football games. But we had this band there that used dry ice and made clouds and so on and the stars would float out on the clouds, they'd walk, but it looked like they were floating out. And these little old high school girls would squeal and jump up and yell and holler and I was sittin' right in front of 'em and they tapped me on the back and said, "Sir, would you mind moving, you're just not with it!" (laughter by both) Lucy said, "They were right, you just weren't with it." Another thing about the dome, was that Gordon Paris from Tucson--three years after the dome had been built and we were using it--he was off the regents but he came up here and called me up and took me out for dinner. He said Larry, "I've got something on my conscience. The dome is great. It's a great thing for Flagstaff and this climate is a tremendous thing, but I want you to know that I left Tucson and under no circumstance could anybody get me to vote for that dome. You were so enthusiastic, the people all put their hands up and do you know my hand went up too for supporting it and then I got back home here and I couldn't sleep and I called the legislature and I asked them to have you explain where you were going to get that two million dollars." I had it all written out on paper and that's what called that special session that I had to meet with the Joint Legislative Budget Committee. The Board of Regents member had to call the chairman of the committee to do it. He said, "I'm the cause and I apologize." Another thing about the dome, the legislators came up to see it and I showed 'em around and they had dinner and a few cocktails and all day one of the legislators from Tucson said, "It's a great thing, it's great, but there's one thing wrong." "Well, what is wrong?" "I'd like to have a chance to explain," and he wouldn't explain it. Then I'd run on to him going around the dome and, "Yeah, it's great, it's great, but there's one thing wrong." So after he'd had a few cocktails before dinner, I said, "Won't you tell me.?" "Oh yes, I will. It's a hundred and fifty miles too far north." (both chuckle) Then another thing about the dome was that a big real estate firm from Los Angeles wanted to buy the dome and I said, "Why in the world do you want to buy the dome?" He



said, "Well, it's this. I'm putting up a portfolio to hand to the Japanese and the Saudi Arabians--real estate and I want the dome to head it up. Football inside, in the men's' clubs, they'll talk about that and want to know about it." I said, "We're not Notre Dame. We're no big time football, we're just..." "They don't know that, but football inside is something that will just cause conversation and that we'll advertise my whole portfolio." But of course I couldn't sell the dome but the thing that was interesting as far as the students, you know I had--Blakely was student body president and he said, "If you will let me have that dome so many nights, I'll return to you all the money that you give to student government and I'll make it from things like Bob Hope and so on in the dome." The next student body president, Stuart Garrick, he said, "You've got to have a swimming pool. You've got to have ice hockey, everybody wanted ice hockey, you've got to have football and so on but you've got to add to that thing." I said, "How in the world all I going to get the money to buy... wait a year or two." But he went on a campaign out to kill the dome. Then he was going with the editor of The Lumberjack and so they blasted me off all the time through Lumberjack there. I invited all the students to meet in the auditorium and I had Wendell Rossman explain the whole thing. I said, "Those of you that want to tell me to get with it and get the job done and get started, please stand." Everybody but six stood. Several hundred. "Now those that are opposed, you stand." Well The Lumberjack staff were the only ones against it. Anyway, when these people wanted to buy the dome I didn't tell them I couldn't sell it, but I went over to the student government and I said, "Here's this letter, do you want me to sell the dome?" "No, we don't want the dome sold, the dome's fine." So I had a chance to get back at those doubters anyway.

**ZL:** One last question on the dome. When was the structure named the J. Lawrence Walkup Skydome?

**LW:** What happened was that Dunseath wanted to name it after me. The Board usually held an executive session before they had the Regents meeting and the presidents were not--if they wanted to paddle us a little bit, why we were not invited. We were in a separate room. So Ralph Bilby came out and said to me, "They're going to name the dome after you," and I said, "Ralph please don't." I said, "You know people will say I built my own tombstone, my own monument," and I said, "You know I had some trouble with the kids, with The Lumberjack over it," and I said, "Just don't do it." So they didn't do it but a year after I retired, they did do it.

**ZL:** That was the right time.

**LW:** Yeah, that was the right time. It shouldn't have been done while I was president, no.

**ZL:** I'd like to talk about the Native Americans in NAU. Obviously NAU is very close to the largest reservation in the United States plus the Hopi reservation and the Zuni reservation isn't too far away and lots of others. What opportunities and challenges did this present?

**LW:** Well you see when I was a teacher, even though Eastburn made an administrator out of me before the first summer was over, at the same time I continued to teach one or two classes. So I always had a meeting,



a class, a night or two before--usually two nights before the exam and invited the students to come and ask any questions and any help that they might want to have. I encouraged the Indian kids to take advantage...

**ZL:** How many would you have on campus at that point in time?

**LW:** You mean Indian students?

**ZL:** Uh-huh.

**LW:** Well, in my book somewhere I have the percentage of Spanish, Indians, and people there. Well let's say forty people. Most of 'em were teachers. See this was before I was president.

**ZL:** Right, so they were teachers who were coming back. **LW:** Well they were those that wanted to be teachers.

**ZL:** And did you get male and female?

**LW:** Yeah, yeah. So I would hold these special meetings to help 'em with their problems. Well later on, the first president of the all Indian Community College was one of those students and the vice chairman of the tribal council was one of those students.

**ZL:** Now where was that first all Indian Community College?

**LW:** Well it was on the reservation.

**ZL:** On the Navajo reservation.

**LW:** Yeah, that's right. So then every time they'd have an educational meeting, they would send people down here to see when I could be there and they'd set the meeting when I could be there. I was very supportive of the Indian bilingual problem. I had worked with summer school teachers so I had some background on what I was doing. They would send anthropologists over from the University of New Mexico and they had a simple, quick solution, you flunk them out, this type of thing. They always had me at those meetings and they thought I knew something about the problem of the Indian people. Later on after I became president, I brought it up in the senate and I explained that I think we ought to have a few faculty workshops on how to work with the Indian kids, how to help 'em out. Geology said, "We don't have any problems, your thoughts are kind of theoretical." So when the next semester started, I went in and I counted the number of Indian kids in geology and then one month later, I counted the number of Indian kids in geology and they didn't have any Indian kids in geology, they had quietly dropped out.

**ZL:** We were talking about the Native American students on campus and you were talking about how you worked with them.



**LW:** After they became citizens of prominence within the Indian community why I went out to talk about education and try to help people understand the situation. One of the things that impressed on me or I could use the story to impress people about the communication problem, Cornet Films asked me to monitor their films--little films for school kids. They wanted to use the hero in the little film, a little boy, and I wrote and told 'em that that's fine except I said, "If you put that in Indian, if you want the children to talk about the little movie at rec center after they've seen it and all, why the Indian name for this English name is so complicated that the kids wouldn't remember it or couldn't pronounce it." So they said, "We didn't hire you to tell us what to do, you leave that up to us." Anyway, I got three Indian teachers who were Indians to come up and they got such a big kick out of talking way back to Chicago to the Cornet Films people and they told them what the word was in Indian. I got a call the next day and they said, "We had three linguists on the phone and they're still in an argument as to what those Indian ladies, how they pronounced little 'something' boy, so we will take your suggestions." I tell about the communication problem and how difficult it is for children that have no English back ground at all and then they throw them into our school situation, what a handicap, a difficult time it makes.

**ZL:** But your faculty did special things to help them work with Native Americans.

**LW:** You take a person like Dr. Allen. She did a lot. In fact, I suppose--did you ever hear the name Minnie Rosebury?

**ZL:** Yes.

**LW:** She was a first grade teacher. Those ladies used to take, when we first came here, take us up on the Indian reservation and you had a feel for their culture and their communication problem, their education problem, and so on. And then working with summer school teachers too that were from the reservation.

**ZL:** Would you talk about this concept of the medical school.

**LW:** The thing that we got involved, Taylor McKenzie was an Indian M.D. from Baylor University. We felt that, as you know the life expectancy of Indian people is very low. This medical school, and what we were able to work out, the money was all comin' from the Federal Government. There was no new money at all but there was so much waste in the "do good" for Indians that if it was all put together, it would be over, at that time, six million dollars and six million dollars would provide a medical school. So this was the thing that we had worked out with the politicians. It would be all the tribes of the United States. They were all back of it. The reason it would be at NAU was because of NAU's great service and its orientation towards the Indian situation and then the biggest tribe was here. I don't know. I think I've said enough.

**ZL:** What happened to the concept?



**LW:** When I retired, the Indian school retired.

**ZL:** Okay. Each time you went to present information to the state legislature or the Board of Regents, you conducted extensive research ahead of time and you mention that LaVerne Pitcher helped you a lot with that. Did you have other people who helped you with that?

**LW:** It was according to the topic. If it was student oriented it would be Joe Rolle or Bob Dickeson and if it was something about general university affairs, why Gillenwater. The point that I would make on that is simply that you could bring up most any topic to the legislature or to the Board of Regents that you wanted to but you better be informed. You better not try to bluff your way through. You better know what you're talking about and of course I had people that I had a lot of confidence in. To give you some idea, when I retired Ralph Bilby said to me, "You know you've got four people right here on your staff that ought to be considered for presidency," which gives you some idea of the status that these people had on the campus. I always said that the thing that I did was hire people better than I was, that way they made me look good. A lot of people don't hire anyone that they're afraid might be competition to them. But I had excellent help. And of course a lot of them moved on. I think if a person is ambitious to move on and he's reached the point where you think he's ready, then you ought to help him move on. Dr. Gillenwater found that he really didn't care to be a president. Pitcher had no desire to do anything other than what he was doing.

**ZL:** You presented information based on facts rather emotion and you always had statistics to support your goal. Was that a conscious decision on your part--that style, or did you have a role model that you followed?

**LW:** Part of it is your background. If you're a mathematician and a science person, your whole training in life has been one of supplying the data that supports the point of view. I think there are people of certain disciplines--political science, some of those kind of things that it's a different kind of a discipline and there are certain disciplines that are a selling game rather than a factually substantiated type of program.

**ZL:** NAU was very proud of its ability to facilitate students in building leadership qualities and you've talked about that in terms of, particularly in, school leadership positions.

**LW:** At a faculty workshop early in the first part of my. they felt that we ought to have an image or a philosophy or a position, so the faculty at a faculty workshop, elected a certain number of people to go out and come up with an image of NAU. This was put in bronze on the North Campus and then later on the South Campus. "To become educated is to become more human. Recognizing this principle, we, the ASC faculty, dedicate ourselves to maintaining the highest standards of professional proficiency in a campus atmosphere of scholarship and friendliness. Furthermore, we feel that the communication between the students and the faculty must be kept open and that the individuality of the student must be preserved." Now then what we believe is that scholarship and friendliness is the basis. You build that as a



basis for leadership. You take the scholarship and the friendliness and then the experience factor involved develops the leadership. Now the thing that we did, we used lots of students in roles that big universities will hire administrative assistants and by having the student working with the faculty on a university problem and then have faculty working with them on student problems, this interchange leads to developing of leadership. An interesting thing, if you'll look in that book, you'll notice where Lattie Coor says that yes, my classes were great and fine but really what was most unusual about my education at ASC was this extra thing that I got with people being interested in me, listening to me when I had an idea, and working together on things that were outside the classroom. I feel it was more valuable to me as where I am today, and he was president at the University of Vermont at the time he made the statement, than what I actually got out of the classroom. So that sort of illustrates the leadership approach. We'd have workshop with students. I wasn't there all the time. That was the vice president's business, but I always made it a point to be there for thirty minutes or an hour with the students on various things.

**ZL:** Lattie Coor is now president of ASU in Tempe. As you look back on your life, is there any one thing of which you're the most proud?

**LW:** For my job that I was in, I couldn't have had a wife more perfect. When I think back about the girl I went with before I went with Lucy, her father was the banker in the town where I was superintendent of schools, and I was going with her before I hired Lucy. She was top dog in town--her dad and the position. She wouldn't have been any more suited to the kind of life that I ended up doing because she turned everybody off because she wanted everybody catering to her. Lucy was the type of person that--she's got lots of people in this town that thinks she's pretty top person. I'd say that would be the biggest single asset.

**ZL:** What a wonderful tribute. Outside the university, one of your main interests was farming.

stayed there.

Started out in life farming and  
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**LW:** Yes, during my toughest years during the campus unrest, I cash rented, so I didn't have to be, but I usually make three trips a year back to Missouri. I had a very good man that now owns... I have a thousand acres of land in Missouri and I have about one hundred and sixty cows. Then I put in about one hundred and sixty acres of corn, one hundred and sixty acres of soy beans and of course you have the hay and so on. I used to walk all over the farm but this young man probably has six thousand acres of land of his own but he and his father fell out and he started running my operation and he has three boys. I taught him how to feed cattle and he's a bigger cattle feeder than I am by a long ways now.

But back under campus unrest period, it was awful noisy on the campus so I had right at my bed stand, I was trying to terrace land and I had the maps of all of my farm, the contour maps, and so about thirty minutes before I tried to go to sleep, I'd play at those maps a little bit. I did a lot of terracing. It kept my



mind off of a certain amount of tension during that period and of course to think about the good old days when you're a boy and your dad--I thought my dad was the greatest, it kept my mind off that and then I'd go to sleep. It proved to be sort of therapy too.

**ZL:** Absolutely. Now are you involved in cattle feeding in Arizona?

**LW:** No, just back in Missouri.

**ZL:** You must have had a very high energy level.

**LW:** I did. I never got tired. I'd say this about it. You know we have the kids coming over there all the time, we were living there on the campus and when I hit sixty-two, I began to get tired. In other words, I used to always say that I don't mind the day, but the graveyard shift gets me down. I can go through the day and then I can go to eleven o'clock at night and so on, then from there on I get tired. Well what I'm saying is I got to the point when I was sixty-two that I got tired at six o'clock. During the first years--well during most of the years I was president, I sort of enjoyed the challenge and enjoyed getting things done.

**ZL:** Can you tell me about some of your first impressions of the city of Flagstaff?

**LW:** Well as I mentioned about the campus, it was very run down. The city of Flagstaff as long as you look straight ahead with your eyes six feet above the ground, it's the most beautiful place in the world. But to a Midwesterner, the weeds and all bothered me quite a bit and you see we have a lawn and the motto around here is, "Don't tell me what the water bill is, pay it." So in other words, I like things a little more kept than the average. We've never had a home in Flagstaff that we didn't have our grass. It's not as neat as it ought to be. But the Midwest is more...We kept the weeds mowed and everything when I grew up around our place. We didn't let the weeds grow.

**ZL:** You were very involved in the city of Flagstaff, not just the campus, you served on the Board of the Museum in Northern Arizona for fifteen years.

**LW:** I'm still--I've put in years since that was written. I was president of the Chamber of Commerce, I was president of the Kiwanis Club. The interesting thing, when I retired I had twenty-seven retirement parties.

slight pause in tape here

**ZL:** You were telling about your retirement parties.

**LW:** Yeah. When I retired, the community was very nice to me. There were twenty-seven retirement parties and of course they usually have a social hour ahead of time and one of my faithful attendants was Judge Larry Wren and Larry said to me, "Larry, if you don't hurry up and retire, I'll become an alcoholic."



(laughter)

**ZL:** After you retired and stepped down from the presidency, the Board of Regents commissioned you to write a book and you wrote "Pride, Promise and Progress". What was it like for you to write that book?

**LW:** I never had any trouble having something to write--being ready to go the next morning. In other words, my advisor when I was in college working on my doctorate, told me, "You write your dissertation through then come back, because I have so many students that get a block." They'll start to sit down to write a problem with me at all. Every time I went to the office I was ready to go. I have written six books I think, since I've retired and I've never had any problem. The next morning I'm ready to go every time. I don't write books because I think that I have something that's so important to write about, but part of it is it's a nice thing to do. You try to try to write on something you feel other people will be interested in, not everybody. I don't care about selling books. I feel if it meets a certain group of people's needs--I've written two books on the history of the Walkup's going back to the year 1200 and those are in terrific demand. I have gotten acquainted with Bob Walkup in Tucson that works for Hughes Aircraft. I've gotten about one hundred and fifty personal friends out of the group and I would say there isn't two weeks go by that I don't have a telephone call or a letter, something about the Walkup family. My writing is sort of like a hobby. It's not that I feel that I'm an historian or this or that. Of course the thing that's encouraged me so is that society has become a little bit concerned about the fact that too much of the writing is done by newspaper men and not the people in the trenches. I mean this fiftieth anniversary of D Day, back in Missouri, practically all the articles had interviews with soldiers in them, and the by-word is information from those that were in the trenches. So those that have been in the role as a university president know something about things different than the way it's all put together by a person that's never even been in education. I just find that it's kind of a hobby.

**ZL:** You spent many years in Arizona. What do you think makes this state unique?

**LW:** Here's a young man that's got reasonable energy and so on that comes to the state. Why does he like the state? Well he comes from Missouri. Missouri, you talk to people, and fifty percent of the people you talk to say, "Well, I'm not interested in that, I don't think that's too important or, well, that's a good idea but who'd want to go to the trouble." You come to Arizona and things are moving. The state's moving. The people in the state are moving. The people in the state are interested in hearing somebody that's got an idea. So it's more challenging and interesting to a citizen that is in his prime and is growing up in the state.

**ZL:** You've always been very interested in the youth of our country. If you could share with young people of today, what would you tell them?

**LW:** In order to have an interesting life, you have to contribute. You have to have goals and if the goals are correct goals, and honorable goals, you'll receive a certain amount of satisfaction from contributing and accomplishing and making the area, the world, or the state a better place to live. You make a



contribution there. That is a lot better than just twiddling your thumbs and let everything move on past you.

**ZL:** What kind of encouragement would you give young people today?

**LW:** Well of course the first thing I would want them to get would be a basic education, a Bachelors Degree, and then of course to make sure--of course you don't always have the opportunity to do exactly what you want to do. Sometimes you have to make your own opportunities by seeing what's available to you. Then usually if the thing that you see that's available to you, it's enough of a challenge, at least for a person with a college education, that if you make your contribution, then I think the satisfaction and rewards will come back to you.

**ZL:** At this stage of your life in retirement, what do you like about that?

**LW:** Well I have to admit that retirement at times is boring. I still have an interest in agriculture. My ten dollars in my savings, I have investment challenges (chuckle) and so on, and rather than turning that over to somebody else to do, I do a lot of it myself. Then the writing standpoint, it's the kind of thing that it doesn't interfere, you can take trips, you can do anything you want to do because the desk will be there and the pens there and a month later when you come back you can pick it up and go. This last book I've written is the fifty years--I've been in Arizona forty-six so fifty I can take pretty good authority. I worked for Dr. Eastburn and then myself, and Hughes worked for me and then Tormey. The first president in the fifty year period had a son, I think was a doctor in Tucson and he lived in California. He'd drive up to Flagstaff and stay at the Holiday Inn and call me up about nine o'clock and he and I'd visit till about one o'clock in the morning. He was interested in the school and he liked to talk about what he used to do. So I have a good background and most of the books like the one you've looked at is pretty thick. Now I've written the second book, only about two hundred pages. It's something in two or three nights a new faculty member can get a gist of the university and I've gotten good reviews from the people. But I'm not concerned about the money situation, but I feel that it gives the new person a kind of objective, an honest review of what's happened at the school rather than picking it up from people that are disgruntled and unhappy.

**ZL:** Do you and your wife travel?

**LW:** Yeah. We traveled every year. It started when I became president, the people in the town got on John Babbitt and said, "He's working too hard and he never takes a vacation." So John came to me and said, "Larry, I don't care where you go or what you do, but for goodness sake get out of Arizona." So I made that a point every year then. I did it every year. We've traveled all of Europe, all of Asia and we enjoy traveling. We've been to New Zealand and Australia but we'd have been there right now if Lucy's leg hadn't gotten in the way.

**ZL:** She broke her leg recently.



**LW:** Yeah.

**ZL:** And you just went to South America?

**LW:** Just before she broke her leg, yeah. Yeah, we travel a lot.

**ZL:** Can you think of any other items or issues that you would like to add?

**LW:** No, I think probably I've said too much now. I didn't have any idea that your questions would get so much return from it, so you're a real good person for this job because you can get people to unwind.

**ZL:** Thank you, and thank you very much for the interview.

