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ORAL HISTORY

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Stanley B. Kimball
Interviewer

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Date:

8/6/91

Rosemarie Archangel
Interviewee

Address:

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Date:

8/6/91

Date of Accession:

SIUE ORAL HISTORY PROJECT

Summers 1990-91

Rosemarie Archangel Interview, August 6, 1991

Interviewed by Stanley B. Kimball

Filename: ARCHANGEL.806

Q: Professor Rosemarie Archangel, thank you so much for dropping by this August 6 and being willing to share your memories and reflections of the good old days. You came in 1961.

A: Right.

Q: Why did you come here in the first place?

A: I think two reasons, Stanley. I was teaching at a small women's liberal arts college, Fontbonne College in St. Louis. I had graduated from that college a few years prior to my taking the job there in 1955. In my position there I was kind of a one man gang you might say. Among the things that I assumed responsibility for was direction of the women's athletic teams, which were not very well developed in those days as you might imagine. It so happened that one of the officials whom I had hired to officiate at one of our, I think it was a basketball game, came to my office to be paid after the game and saw some books on my shelf.

She picked one of them up and it said measurement and evaluation, physical education. She said, you teach this? I said, yes. The next book she picked up was a book on kinesiology, analysis of human motion. She said, you teach this too? I said yes. She

said, why don't you come to SIU Edwardsville, which is where she was teaching at the time? I said, why would I want to do that? She said, because were building a university there. We're going to have a lot of fun there and I said, what does it pay? And when she said 650 dollars a month I was immediately interested because that was a raise of about 100% from what I was earning at Fontbonne.

So I did investigate. The university was really just getting established. They were interested in some ready made faculty. In those days I wouldn't call myself ready made, but I was willing and so I eventually talked with Cam Meredith, who was the Division Head in education. You remember the days when it was divisions and not schools.

He told me that there was an interview arranged for me at the Edwardsville campus, where ever that was. So I got in Cam's car and we drove through these fields and I thought maybe that he had kidnaped me. I was thirty at the time and I was kind of naive. Here I am with this strange man and we're driving around in the country and I thought, oh god what have I got myself into? Well, eventually we came to this farm house which is where Bill Going was located and Bill, I suppose, at the time was kind of the honcho.

Q: Was that on Bluff Road?

A: Yes, as a matter of fact it was. It was one of the farmhouses out there. What I learned later were the tract houses. I never did know what any of the tracts were. Or why they were called tracts. I still don't as a matter of fact, even though I had some offices in one once. I had practiced for my interview with Bill Going. I knew

that he was interested in a poet by the name of William March, so I got a book by March and read some of his poems, became somewhat conversive with it so that I didn't just sit there like a post when Bill and I eventually met.

I remember one of the thing Bill Going said to me, why do you want to come here? I said, it sounds like it's really going to be a very nice place to be. He said, well you realize each time you say yes or no it won't only be yes or no that you're saying, it will probably be the first time the question has ever come up. So are you willing to come and pioneer? And I thought, yes that's for me and it has been. It's still playing itself out. Perhaps I'm deluding myself, but I still see that. And that's the second reason why I came in the first place and why I've chosen to stay.

Q: Perhaps you are, but if you are most of the 35, 36 people I've interviewed--we're all suffering the same autohypnosis or self delusion. I hear this from so many people and it's so pleasant because that's why I came here. So many people have told me, I came and I stayed because I could do what I wanted.

A: Precisely.

Q: A little math tells me you've been here 30 years, why have you stayed so long?

A: It's still fun. I don't know how else to put that. I often have said that it is fun for me to come to work. I enjoy coming here. I enjoy going home when I'm finished working. I'm tired lots of times,

but it's fun. It's still fun. I still see I suppose, I don't know maybe I'm being too possessive, but I still see opportunities for my hand to show itself here. I don't know if I'll ever get tired of that.

Q: I sincerely hope not.

A: I suppose that opportunity exists other places and I've often wondered what it would be like for me to have joined the faculty of a well established university. I wonder how my professional life would have played itself out. I wonder if I would have ever been put in a position of writing a proposal for a graduate degree, a brand new master's degree. I suppose that that opportunity might have presented itself. On the other hand, it might not.

I wonder if I would have found, at a better established university, an administration that was as responsive to my persuasion on a number of items including the graduate degree, including a proposal for a program of women's intercollegiate athletics. I don't know if that would have happened. It might have. I'm glad it happened here.

Q: Some people who came out of more structured places were happy for the freedom here.

A: I don't think things are finished. It's important to know when you're finished and it's always better, as Branch Rickey said about baseball players, trade them a year too soon rather than a

year too late. I think it's important that we understand when our productivity is somehow diminished by any inability to see or respond to opportunity. I still see opportunity. I still pursue it.

Q: How do you see this unfinished portion of yourself specifically and what is unfinished about the whole University's role?

A: When I came here, one of the things that I wanted to get done was to establish a center for advanced study in human performance. That isn't done. That's not even started. Whether it will be started or not I don't know. I can't with any certainty predict it. Maybe the reason is that that wasn't the highest priority. Maybe the highest priority had to do with getting something going, just be sure that the day by day things were in line. There was a lot to do around here--building constituency representation, formalizing all the files and pieces of information that were created all over the university.

Somehow or another we decided at some point that order should be brought to all of that and so all of the senates have happened. When I came to this university my objective really was to engage primarily in the life of the mind, to enter a period of research as well as teaching. That's never come about. I have not, at this point, done the really significant things that I thought I was capable of doing. That has been a frustration to me, but it has not been necessarily a disappointment because I have found fulfillment in doing the other things.

Q: You mentioned you wanted to found something like an institute for human performance, a center for human performance. Now since I'm from Colorado, I know a little bit about the Olympic Institute they have in Colorado Springs. Is there some parallel? Is that something like you had in mind?

A: Yes and no. The institute at Colorado Springs, the Olympic training camp or center there is primarily for the training of Olympic athletes. It is true that a great deal of research goes on there. The objective of the center for advanced study has to do more with exploring the limits of human capacity rather than necessarily training a human being for a particular kind of athletic performance. My interest is in the pure, how does the human body get its work done, mechanically and physiologically. Another great frustration has been not having the opportunity to develop fully the vision that I had in designing and providing for the equipping of the human performance laboratory at the Vadalabene Center. Much to my dismay I've only taught a couple of classes in that wonderful complex and those have been strictly classroom types of courses.

Q: Would you walk us through your career here.

A: I was an Assistant Professor with a master's degree when my career at SIUE began teaching all kinds of stuff from the General Education kinds of classes to senior level major course in Physical Education. The department was called Health, Physical Education, and Recreation until a gentleman by the name of MacVickar became academic vice president. He thought that we had our priorities confused even

though the national organization went by the name of Health, Physical Education and Recreation. He thought that perhaps at this campus we should emphasis health and then recreation and then physical education.

So I was an Assistant Professor teaching activity classes as well as lecture classes in the major at both the Alton and East St. Louis campuses. On occasion I would find myself (I lived in St. Louis early on) sometimes driving the wrong way on Highway 70 going to East St. Louis instead of Alton because it was Tuesday rather than Wednesday. There were times when I began classes in the early morning in East St. Louis and then taught mid-day at Alton and finished my evening with a class at East St. Louis. That was kind of interesting. I found that almost nothing could compare with the intensity of the students I had in my East St. Louis Center at the old Rock Junior High. They were very different from the students I had at Alton, but color was of no[consequence in this regard. I had about the same mix of African American students and white students at each campus. But the intensity of those at the ESL campus really took hold of me.

I decided a couple years after I had been employed here and, as a matter of fact, a career goal of mine had always been to get my doctorate and so after an appropriate period of time I requested a sabbatical in order to complete my work at the University of Iowa. I left here in 1966 for two years to study for my doctorate. I returned all on fire as we all are, fresh out of graduate school and ready to move mountains and all that kind of thing. Meanwhile

somewhere along the line I had been granted tenure, which took a great load off my mind because I thought well the university wants me, I guess I can hang around.

I think the first thing I did upon my return was to begin the process of working on developing the graduate degree in physical education. I thought that we had the strength in resources. I thought that we could demonstrate the need. I was selected, as the author, to go to the Board of Trustees and present the program to them. It was a successful presentation. So that program was begun.

I began agitating then because we only had one other woman besides myself in the department and I thought that we were under-represented among the faculty and so on. In a couple of years two more women joined the faculty. Three of us decided to reintroduce the concept of varsity sports for women. And so we volunteered our services for several years, coaching students. From before 1961, until I left for my sabbatical in 1966, we'd had several extramural women's sports teams, but no men's teams from 1961 on.

Delyte Morris was very much opposed to having a traditional sports program on this campus. He thought that if we had anything we should have olympic kinds of sports. The men did at one time, prior to 1961 have some club sports. The only opportunity the men at one point had was to join some of the women's teams and I took a group of men with the women's archery team to compete at Terre Haute, Indiana State University. Anyway eventually, in 1970-71 seven woman students and the three of us women faculty wrote a proposal for a program of womens intercollegiate athletics at this campus. Sometime during 1966-68 men's sports reappeared in varsity format at SIUE.

The reason we did was because we had gone to the Director of Intramurals and Athletics at that time and had requested some funds for women's sports. Our rationale was that women were about fifty percent of the fee paying students on the campus and yet with no sports for women, all of the fees that they were paying were going to support the men's teams. So we thought perhaps we could get a few dollars to get some equipment.

Unfortunately, it was made known to us that all of that money was needed for the men's teams and so there really wasn't any for us. So we decided to go the formal route and request a program with adequate funding. We took our proposal to the Intercollegiate Athletic Committee. The committee supported the proposal and I was named the Director of Women's Athletics. Which was primarily honorific at the time. There wasn't a great deal of material reward, although I did receive a twelve month contract.

When I indicated that I was unwilling to accept a twelve month appointment, I was informed that the university wanted to be even handed in dealing with our new program and so that was a condition of the appointment. This was long before Title IX. This university outdid itself in attempting to recognize and to deal with matters very equitably. So that started it off. There we went. I was quite pleased to maintain my responsibilities in both teaching and directing the women's athletic program. As a matter of fact I'm the first person on this campus who ever hired anyone with the title "coach." Prior to my administration, those who were coaches on the campus had been hired as assistant professors or instructors or something else. Primarily they were hired to coach, but they were

given other appointments, mostly in our academic department. We had some very interesting folks in the time that I was here. Marvelous people. One of them, Harry Gallatin, is still around.

Q: Yes. I would like to interview Harry.

A: He's a very interesting fellow.

Q: There's a question of time and money of course and priorities. Now when I say priorities that sounds as though he's low on the priorities. I don't mean that way at all. I simply mean I have to keep balance between male, female, ethnic, race, East St. Louis, Alton, and Edwardsville and to tell you the truth Rosemarie it's awful difficult.

A: It must be an interesting job for you.

Q: I start out with the premise that everybody is important, but I've got to scatter it.

A: There are priorities and choices that have to be made. I'm just delighted to be talking to you. So this went on for a period of years I guess I worked my way up from assistant professor to associate professor and finally to full professor and I had finally made what I decided as a four year old what I want to be--a professor. It was a magnificent feeling to have finally done that.

Q: I'm sure it was.

A: When I was in my grandma's kitchen when I was about four, I heard the older folks talk about this distant relative in very hushed and awed tones. This person, whoever it was, had been a professor at a university in Ireland and they talked with such reverence about that person that I thought that must be a wonderful thing to be and I got to be that and I am that. And that in my view my best accomplishment.

I took time out to get my Ph.D. degree between '66 and '68. Put in some routine years coaching teaching whatever until 1971-72 when I became Director of Women's Athletics. I continued to coach for a time and began hiring coaches as money became available, first on a part-time basis using pieces of unused lines in order to justify percents of appointment and so forth.

Sometime during that period, I became heavily involved in the work of university governance, at one point serving as University Seante President. The first unit at this university to establish its autonomy from Carbondale was the Graduate Council. At that time it was Graduate Research and Creative Activities council, something of that kind--it had terribly long name. But I was elected as a representative on that council and served as secretary.

I saw what I liked in the Graduate School. I thought it was well organized. It did its business, I thought, uniquely well. An opportunity arose in 1979 to join the Graduate School. I recognized that it would not be possible for me to maintain my position in athletics, which I loved very much, but I wanted to try something different I wanted to try something I thought was better and so I took my leave of athletics and moved most of myself into the Graduate

School. I maintained a 25% appointment in the department and continued to teach until about 5 or 6 years ago when I became full time in the Graduate School as Associate Dean. Then as Acting Dean for longer than I felt comfortable.

My one year appointment as Acting Dean stretched into nearly two. And I used almost all of those two years deciding whether to write a letter of application for the permanent job because I recognized that once I did that I would leave even farther behind the thing that I love the most and that was being a professor. I've tried to keep my hand in. I've taught in my own department from time to time. I give guest lectures wherever I can weasel my way in, I team taught a course with a colleague, Jean Kittrell this past winter quarter, a very exciting interdisciplinary course. We had lots and lots of fun with lots and lots of students. And even most of the students said they had fun as well. A few even said they had learned a few things too.

Q: And you are currently dean.

A: Correct.

Q: And from what I gather not much of an intention to retire soon.

A: Who knows? If and when I retire it will not be for lack of challenge, excitement or things to do or my having decided that it is accomplished or it is done. Or that there is something better somewhere else. I guess it will just be a matter of saying let someone else have a chance.

Q: Well anyway it's not on the immediate horizon. You're not in channels or anything like that.

A: No, I'm not in channels.

Q: That's good. Now I'm going to exercise editorial privilege or whatever privileges go with what I'm doing.

A: Well, you're in charge here.

Q: I'm in charge. So, you have mentioned archery several times.

A: I wrote a part of a book as a matter of fact with a colleague, but he never got the darn thing published. I still have it in a file drawer someplace.

Q: I am no good at archery. It has always fascinated me.

A: Do you have enough interest to really do it?

Q: I don't know that's what - I want to ask you in the movies I hear all of this stuff about archery and Zen, where you become one. Is there any truth to that?

A: In ancient China, the important thing about archery was not necessarily hitting targets and knocking off people. It was a matter of perfect control because you see in order to be successful in archery you simply must sense where every part of your body is and what it's doing. So you literally become one with the instrument.

Q: So there is something to this archery and Zen.

A: Yes.

Q: This oneness, this harmony of muscles and eyes. It's beautiful.

A: Well you don't really need to be at one with everything to be O.K. in archery. But I would be delighted to bring my bow and I'm sure my arrow are not long enough for you and the bow I'm sure does not have a draw which you could use well.

Q: Well, let me think about that Rosemarie.

A: We could fool around with it.

Q: Now, one very minor point. There was supposed to have been and was actually excavated an archery range.

A: Yes, indeed. And then the traffic pattern began having people walk right by the brim of the archery range. See, when you do target shooting one of the most frustrating things that happens is going after the arrows that have buried themselves in the grass. So all the sensible people in the universe put the target in front of an

embankment so that the arrows are easy to find. Well as a matter of fact we finally got whoever the power is to build us an archery range. It was a marvelous archery range. They did a beautiful job. But then we began to get pedestrian traffic walking along.

Q: From Tower Lake.

A: Yes. Right. And so the safety officer said well you can't do that, people could get hurt. And it was true people could get hurt. Speaking of getting hurt, one of my earliest recollections one of the funniest things I remember is teaching archery in East St. Louis. The archery range in East St. Louis was across from Rock Junior High in a field which had a chain link fences around it and which backed onto the back yards of some two-story flats. I guess it was my first year there, the first fall that I was teaching there. Virgil Seymour was running the East St. Louis Center at the time. I took my archery class out and on occasion some arrows would fall short of the targets or go over the target. There was plenty of room behind the targets, but on occasion some arrows would slither their way through the grass to the other side of the chain link fence and into this woman's back yard. The woman on occasion would come out and hang up her wash clothes and stuff like that. And whenever she would I would call halt to the shooting so that there wasn't any possible danger of anything going wrong. She would always come out and pick the arrows out of her yard and toss them back through the fence for us and we would thank her and go on with our business.

We got along very well that way until one day she picked one of the arrows up and felt the tip which of course is sharp. They are not hunting arrows or broadheads or anything like that. There just target arrows. But she did feel the tip and she said, this is sharp and I said, yes it certainly is. This could hurt and I said, well it might if it were delivered with sufficient force, but of course as you see these arrows are spent and they have nearly slithered through the grass. She said, I'm calling the police. Whereupon she went into the house I continued with my class until we were finished we packed up everything and went back into the building. I stopped by Virgil Seymour's office and said, Virg if I'm not here this afternoon you might come looking for me at the jail. I just walked out. I didn't explain myself or anything. It was several days later that I told him what had happened.

Another day, as you may recall, Sears and Roebuck had a store kind of catter cornered from that lot, I had a couple of left-handed guys whom I would always put down near the street that bordered the Sears and Roebuck parking lot. One day we were packing our stuff up to come in and I noticed that one of the fellows was short an arrow and I said, Bill did you break the arrow or lose it or what. He said, no, it's over in Sears and Roebuck parking lot, would you like for me to go after it. I said no, further more you don't no me and I don't know you and you've never heard of archery.

Q: Now that's a great story.

A: Those were fun times.

Q: That's where we started. We started out as a fun thing and were going straight up from there.

A: You bet.

Q: Rosemarie, what do you consider your to have been and/or may yet be for that matter your significant contributions to

A: I think I'm a heck of a teacher.

Q: O.K. good.

A: If I hadn't done any other thing I would be proudest of that. I'd like to believe that that's what I do best. The other stuff is fun. I enjoy doing it. I think I'm good at that too. But of all the things I've ever wanted to do mayb, but being a professor is that thing. That's the nexus of why I think I'm here.

Q: Well, in thirty years you would have had five, six thousand students. Possibly.

A: I imagine.

Q: Easy that many.

A: Sure. Sure.

Q: I've had that many and a few more since I came two years before you did. And I hope in the great beyond that one of the rewards, hoping it's a reward, is to ultimately find out how many lives you've changed for the better.

A: Yes, I think so.

Q: And if there's any justice, us teachers, that seldom very rarely do we learn too much about this, maybe that's what our heaven will be.

A: That's my passion, Stanley. It is my passion.

Q: Good. Now a related question, but sometimes it helps people remember other things. Contributions. How about satisfactions, pleasures, joys, to see if that reminds you of some things you haven't already told us.

A: You're going to have a lot of blank tape here.

Q: That's not important I got plenty of tape. A whole pile of it. Take all the time you need.

A: I don't think in terms of the stupendous. It's really just the little stuff that I think I thrive on.

Q: You have mentioned some frustrations already. Are there any more you would care to add to that?

A: I don't think so.

Q: All right.

A: I think that I share the impatience of folks who would like for things to get done more rapidly than they get done, but there is some deliberation behind what we do. We grow impatient with the slowness with which things happen, yet it's that very slowness that allows reflection, that allows us to strike reasonable and workable compromises where those need to occur. We need to give ourselves time to all of the things that may be impacted by a given course of action. That's not unique to SIU at Edwardsville.

Q: That's a refreshing view. That's something like an update to the mills of the God's grind slowly, but finely.

A: They do and they grind exceedingly well. That doesn't suggest that we've reached nirvana here. There are lots and lots of things that I would like to see different. I grow frustrated, for instance, with the number of times we build and rebuild parking lots. I don't quite understand that.

Q: And reroof buildings.

A: Right. We continue to choose the flat roofs too. We just don't know how to get our heads around that and build something that has sufficient pitch to it so the rain drains off.

Q: You would think that we would learn by now.

A: But then I have resolved even that because the economy of Illinois is bad enough. Where on earth would we be if we didn't put people to work redoing parking and reroofing buildings.

Q: This is quite refreshing. O.K. Now best worst and humorous.

A: Best, worst and humorous?

Q: Best. Some of your best memories and then some of your worst memories and then some more of that humorous stuff.

A: Well, I've already told you some of the humorous, not all of it, but a little.

Q: Those were some little gems.

A: Best. God I don't know.

Q: Well, let's start with.

A: Start with worst.

Q: All right.

A: One of the worst memories that I have is sliding slowly down hill off my chair and being terribly uncomfortable and mosquito bitten during commencement at the old MRF site, one long, hot evening at commencement.

Q: That's a great memory.

A: That was not a lot of fun. That is followed by another commencement recollection of the year it rained over at the MRF site and everybody's cars were axle deep in mud. That was pretty bad, but at the same time it was pretty humorous because I think that was the commencement when had all just gotten assembled and it began raining terribly hard and John Rendleman announced something like,, whatever it is you came here for you've got now go home. I'm sure that's a paraphrase,, but I suspect it wasn't a great deal more gracious than that, knowing John.

Q: Well, as you know Delyte Morris would seldom ever permit it to rain and it seldom did on his watch.

A: It wouldn't dare.

Q: Right.

A: I think that Earl has probably played out his luck too, so he'd better watch it. I know Janet McReynolds shudders every June over weather reports. So do I as a matter of fact.

Q: Well, let's go to best.

A: Gee, I don't know where do you go for best. I thought about this as a matter of fact.

Q: Well, of course, love of teaching and your success.

A: I guess getting to do what I came here to do is my best memory and still doing it. To me that's the very best thing that could possibly happen. And it's best because it's not frozen in time. It's ongoing. As each of the things that I've been involved with has occurred it simply adds to the feeling that this is a wonderful thing to do.

Q: Well, I'm perceiving a pattern and that is your experience here has been, if this makes any sense, more of a pleasant continuum than ups and downs that you could specify.

A: Absolutely. It's almost like turning pages of a book. It's almost like playing a tape. You have a feeling something is coming next.

Q: You are to be envied. I feel the same way.

A: Of course, your own work suggests that. Have you traveled every trail now for the last time? Do you think that's finished now?

Q: No.

A: Now that you've done this trail, do you not want to revisit...

Q: That's a good point.

A: Do you not want to revisit it?

Q: Of course.

A: Do you not see something new every time you do that. Do you not have new insights?

Q: Great.

A: So for me the same magnet is there.

Q: That is really quite eloquent. It's almost poetic. Almost Zen perhaps.

A: I've been accused of that on occasions.

Q: Well, we're getting it now for posterity.

A: I'm not a zen practitioner.

Q: Quite philosophical too. All right now let's get off campus for a minute. To what extent, teaching graduate work, administration, athletics have you related the university and its mission off campus to the community?

A: As is the case with many of my colleagues, on occasion I will be found at one of the local churches, agencies, organizations talking either about the university in general or talking about some aspect of my own discipline. Business women's clubs, churches, carrying the gospel I suppose of both the university and some of the things I know by training in my discipline.

In addition to that I think that preparing teams for competition helps play out the university's mission off campus. Not only preparing them to do battle on a field, but also to represent the university as I would feel comfortable having the university represented. I think that an obligation of every teacher and every coach is to impart something besides the discipline, to impart something more than technology, but also how and why the technology may be used or not used as the case may be to impart values. To see the university played out through the activities of students and former students is to see its mission in action.

Q: You mentioned you took a group to Terre Haute for example.

A: Well, that was only one incident and it had to do with the only opportunity that the fellows had that year to travel, limited as it was. We had a very nice time and the team placed well.

Q: This ends up on my desk once in a while some student will come to me and they'll say I have to miss next Thursday because the XYZ team is going someplace. To my knowledge no one has ever abused this and I'm always willing to cooperate.

A: I think that you're quite right in observing Stanley, that makes you a little nervous when students ask you that. I think that coaches have obligations when they establish schedules that have to do with a real understanding of what a university is and what it's supposed to do. There will always be times when individuals, whether students or others, will need to miss a class or feel that he or she needs to miss a class because there is a conflict with some other activity. Athletics can help students make choices. They also are viewed, by me at least, as means to develop talent. I view travel to a game the same as I would a field trip, although I think that field trips are not very good substitutes for good teaching and learning.

Q: But properly done they are great supplements.

A: I think balance is the key here.

Q: As you were talking I immediately thought of the old Greek ideal of the sound mind in the healthy body.

A: It's balanced.

Q: It's very real and very important. Once in a while a coach will call me and they have this student and he's having a little trouble, never do I recall anybody ever trying to get me to lower standards or anything. It's usually been, can you give me a little advice, can you help him, how can we save this guy. Usually that's the bottom line. I say sure let's talk about it. And so I'll get the student and we'll talk and sometimes I decide to be a Dutch Uncle and sometimes I raise hell with him and say, look do you want to end up pumping gas. And sometimes it works and when it works my reward is the coach will call me and say,,, hey I don't know what you did but it worked and I say well I don't know either, but hey that's great we saved this guy.

A: I think that is the way it ought to be. We ask a great deal of persons who have talent. We ask them to represent the university. We ask them to put in a lot of time in their activity. We should ask at least as much of them academically, I think.

Q: Yes.

A: Athletics is a form of program for the physically gifted, but we do no one a favor when we give them something by not requiring them to measure up academically. There are some who think that's a two way street, reasoning that it's the jock who accepted the university's money and so they deserve whatever they get. I don't view it that way. I think that athletes are in the same relationship to their coaches as students are to professors. There is a power difference. There are certain things that professors ought not do to

or do for students, just as coaches ought not do to or do for athletes. I think that we wreak the greatest harm when we abuse that power relationship. It is we who are the professors and coaches who should be the examples and the guides for those who come to us.

That may sound terribly maternalistic or paternalistic as the appropriate case may be. But I think of it that way. I think that merely because a person has reached 18 or 20 years of age does not mean that that person is mature in the sense that they have the necessary or, let's say, as much experience as I have or ought to have in guiding them in how to make choices. Not telling them what choices to make, but making it clear to them what alternatives may exist and what the consequences of those alternatives are.

Q: Now did you ever work with what we now call the educationally disadvantaged?

A: Not in any special kind of program or any special contexts. Certainly I think that at both the Alton and the East St. Louis centers as well as here, there are persons who are educationally disadvantaged. It is not very difficult to identify those who are so situated. You don't need a bunch of tests or ask where they live or what school they went to. Their performance in class and so forth will clearly differentiate between those students who simply didn't bother, but who are really able to do things and those who are genuinely educationally disadvantaged. These students essentially have the ability, have the talent, but haven't been taught how to use the ability or the talent who as a result do not have the basic tools for success in academics.

Q: That's a good destination. Now sort of a summary question. In your opinion how successfully has this university met its challenge?

A: That plays out day by day. A limping answer is that it's doing the best it can, but that's when people throw up their hands and say, what does that mean?.

Q: O.K. fine. Let's refine that a little bit. Let me rephrase the question somewhat. That is what contributions has the university made to our service area?

A: I guess it did what Delight said it should do and that is bring education to the people. It has brought opportunity to the people who never had that opportunity before. Persons who are place bound, for lots of reasons. By reason of economy, by reason of family ties, by reason of obligation. We do some rather interesting things. I know I'm amused each time I go to a meeting with my colleagues and some of them talk about all kinds of wonderful things they have going on in their institutions. I think, gee that would be a wonderful way to do business, wouldn't it? Things would be much simpler and better if we did things that way and then I try to translate that into students who come one night a week and who work their way through a degree, however long it takes while they hold down a job, raise a family, and fulfill their responsibilities as citizens..

I worry and I've always worried about how do our students gain a sense of community, how do our students gain a sense of a university. That takes you back to what you think a university is. If a

university is a place of hallowed halls and that kind of thing, that isn't this university. This university does its work by doing the best it can do equip people with what they came here for. I know that there is a part of me and I'm sure there's a part of the rest of my colleagues that might be more comfortable doing their jobs at a residential campus or living in one of those traditional little college towns. Where every one you meet on the street is either employed by the university or otherwise supported by or involved in its activities. Maybe that is what the challenge of being at this place is.

I don't know, Stanley, how well this university does what it says it does. That's played out in the lives of the people who come here and take one course and find out that it isn't for them. Maybe that's what the university should feel good about doing, do as well as feel good about the people who come here, spend however many years that it takes to get a bachelors degree and who go on to realize their aspirations find a job as a result of having their fine degree in engineering or history or whatever it is.

Q: In this somewhat philosophic answer you giving us here. I think I hear you saying that perhaps our greatest contribution is giving the people a chance and options and if they take them and are successful wonderful, if it isn't for them they had a chance they found out.

A: We have an obligation on the other end of that. Why didn't they succeed? That's a never ending chase. Could a more enlightened effort on the students' part, or on my part or both, have produced a different outcome?

Q: Well, there's no good answer to this of course.

A: You just tinker around and tune things and try something different each time hoping you learn as you go.

Q: Well still when all is said and done we've given them a chance, options. I'll give any student that comes to me a chance. I at times I say, I think you'll fail but if you want a chance come in. What would you like to add to anything we've discussed or haven't discussed?

A: What could I add?

Q: It's not necessary, you've been very eloquent. I just always give the person a chance to add.

A: I guess what I've said all along and that is things add themselves. The small things that happen to a single person when one begins to examine them clearly seem terribly trivial, terribly unimportant, particularly over the span of time which we've been talking about. They all add together in creating a lasting impression. I really can't add anything else.

Q: Let me add something then. If I didn't know, and this is a compliment believe it or not, but you have been so, this is a side of you I've never known, that's the philosophical. You've been giving me much to think about and said so eloquently so many things that if I didn't know better I would accuse you of being in the Department of Philosophy.

A: I could be. I fooled around a bit with philosophy in college.

Q: Well it shows and I feel enriched. We've been friends for thirty years, but we never one on one done this before. And it's one of the pleasures of this job that I'm well paid to do by the way.

A: I've never known that you are interested in archery either.

Q: When I was in college I was interested. I'm not a sportsman. I was interested in archery and fencing. I never did anything, but I've read about it and I like to watch it, but I was not your basketball, football, baseball type.

For the formal part of this. Rosemarie Archangel, Dean of the Graduate School, as I said as you came in thanks for sharing so eloquently, so philosophical, your views, memories, reflections, observations over thirty years of pioneering of this institution. On that happy note.

A: I have enjoyed being here Stanley. When I called you I thought now I don't want Stanley to think that I've got to come running over here to tell him everything I know about everything, but if this little time that we spent together helps you, I'm glad to have done it.

Q: Well, my commission, my charge, was to get the memories, a personal history. Some people say, well if you want to know what Vice President so and so did why don't you go to the archives?. I say I don't want to go to the archives, there there. I'm trying to fill in with the personal things. One person of all I interviewed was a little bit crotchety. He implied once in a while, why are you asking me that question it's in the archives. I said, because I want your opinion your feelings on this. We've already got the minutes of the XYZ council.

A: This is very different. You should probably also know something that I just remembered. In the fall of the year 1965 when this campus was ready to open, I had a class in Alton that I think we met on the hour at the time, ended at 12 o'clock. We ended our class, we took our leave, and we reconvened that same group of students and I, on this campus at 12:30 for the next class. We were so anxious somehow to inhabit these buildings that we had to be here come hell or high water. Were you here that fall? September of 1965 when this campus opened?

Q: Yes.

A: Do you recall how hot and dry that September was? Do you recall as well that the ventilating and air conditioning system were not yet operational that fall? We sat in the classrooms omn Peck Hall and inhaled one another's aromas.

Q: Well, now that goes into unpleasant memories. Thank you.

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