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ORAL HISTORY

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Stanley J. Kimball
Interviewer

SD 4E

Address:

Date:

9/23/92

David E. Bear
Interviewee

Address:

Date:

Date of Accession:

SIUE ORAL HISTORY PROJECT

Summers 1990-91

David Bear Interview, April 23, 1992

Interviewed by Stanley B. Kimball

Filename: Bear.423

Q: David E. Bear, I'm delighted that you agreed to come to my office this April 23, to record your memories and your experiences here as a pioneer. Dave, why did you come to SIU anyway?

A: Well, that is a good question that I struggle with. There was no SIU up here when I came. In the fall of 1956, I guess it was, I was sitting in my office where I was a principal over in Alton and I had a call from the administrative assistant in the school system. He said he just had a call from Harold See. He was wanting to employ someone who had experience and training in the field of reading at the elementary level and working with teachers and disabled readers.

He said, are you interested? I said, I don't know I never had any ambition to teach university level. I stood in awe of professors, you know. I had finished all of my course work at Washington University and so I gave Harold See a call. He invited me down to East St. Louis for an interview and it must have taken place in fall 1956, he said they were going to hire two people, one at the elementary, one at the secondary level to teach extension courses, which he would be coordinating out of Carbondale. That's where he worked.

He was the only SIU person here at the time and so I cleared with my school district. They said, well you can take it and if you don't like it you can come back to your job. So I went down and interviewed, mostly with Dean Grinell of the School of Education at Carbondale. I had a very pleasant interview with him. They offered me a contract and Dean Grinell told me if you don't like the job when you take it, you can always try to transfer to Carbondale. I was protected on both ends you see.

At that time there was no inkling of the university coming to this area. The Edwardsville Chamber of Commerce, to my knowledge, hadn't met yet. And that idea came from a speech by George Wilkens to the Chamber of Commerce. He was in the Office of Superintendent of Public Instruction in Springfield. The Chamber was trying to get more industry in the area, but George told them at the meeting, you don't need more industry, you need a branch of a major university in this area. And this meeting, I'm pretty sure, came about after I had joined the faculty and, by the way, Howard Davis joined at the same time.

Q: You two were the first hired, weren't you?

A: Yes, the first hired for this operation. Harold See of course was hired at Carbondale much earlier, and sent up here to coordinate the extension work.

Q: 1955, is what he told me.

A: Yes. So, Howard and I were the first two. I came on board then in February of 1957 and started teaching. I don't recall all the places I taught but the teaching load was 16.25 hours and I taught four courses. I know one was in Cahokia, one in Belleville, one in Alton, and one must have been somewhere else, but I don't remember where.

Q: At Alton was it old Shurtleff?

A: No it was at one of the schools. See we hadn't taken over Shurtleff. The Southwestern Higher Education Council hadn't been formed yet. There was no thought of a major university at that time. So the classes were taught in the junior high schools.

Q: It was strictly extension?

A: Yes, strictly extension. And it wasn't until this Southwestern Council on Higher Education came into being.

Q: Do you have a date on that?

Q: Yes, I can't remember it right now. But it was shortly after See came, 1957. Somewhere around there. It might have been in operation before that. I don't recall the details. But there had been nothing done and Dr. Robert Lynn, a surgeon in Alton, a very community minded person, was chairman of that council. He was also

chairman of the Board of Trustees of Shurtleff College. Shortly after I came on the job, Alonzo Meyers was hired to come in and make a survey. He was from New York University.

He surveyed the needs for higher education in the area. When he was around he shared the office Howard and I had down in the Broadview Hotel. The survey presented the needs of the area and all of a sudden one day I heard that Shurtleff was closing its doors and SIU was going in, July the first.

Q: July 1st, what year?

A: 1957. This all happened after I had joined in January. And so in two or three months time all these things transpired and we started classes on the Alton campus. We had a summer program starting July the first and several faculty members had been hired. Quite a few call staff people were hired. It was a small program, but it was a program. Then in the fall of course we ran a larger program. I believe the East St. Louis operation also started in the fall. But I didn't have much connection with that. My connection was with the Alton program, after it got under way.

So, that is how I came on board. Nothing in my planning had led me toward college teaching or university level teaching. I was on the tail-end of a doctorate, but I was preparing mostly for public school work and had my GI Bill which was keeping this alive. I didn't have my doctorate at the time, but it did come a year later in 1958.

Q: I came in 1959. Which by today's standards is a real pioneer. Now you came aboard January 1957. In what year did you retire, Dave?

A: In 1978.

Q: So you were here 21 years.

A: Yes.

Q: Well, the next obvious question is why did you stay so long?

A: Well, I like the area for one reason, but that wasn't the only reason. My wife grew up in Alton. It was home to me when I joined the force here. I got into a job that was really a challenge through the years. You know the growing pains that we went through with the planning and all the things it had to go on. I got caught up in that and it was a real challenge. I was able to do immediately things that would have taken me years to have reached in an established university. There was drift of leadership in the field that I represented.

Q: Which was?

A: Education. And it seemed that things seemed to flow towards me at least at the beginning. I always had a challenge. I worked hard, but the challenge was always there that we were participating in a major event which was important. And of course, there were ups and

downs, when I felt like leaving, but these were minor things that when I sat down and assessed them it didn't seem reasonable for me to pull up and leave.

Q: Well, now, you've used the word challenge. What do you consider your most significant contributions you were able to make over these 21 years here in the School of Education?

A: Well, I think giving leadership to the development of the department, but more specifically the development of the reading center and the reading clinic which were in my teaching field. We brought many children to the campus--forty to fifty each quarter to receive special instruction and this was a part of the training program of the people pursuing a masters degree program. That was one of the things I was very proud of. I had an opportunity to work with public schools. I was out in the schools a great deal. And we had many big conferences here on campus that I helped organize and spearhead. We had as many as a thousand at one time attending one of the reading conferences. People came in from all over the state. I helped organize the Illinois Reading Council and did extensive work with graduate students which I think was probably the highlight of all of it.

But the problems. You had a question in there about frustration. What frustration did I find? Basically I thought of myself as a teacher, but it seems that inevitably I was thrown into some kind of administrative work, where I had spent a lot of time and energy in developing programs and this conflicted with what I really wanted to do.

There is only a certain amount of time, a certain amount of energy that a person has and especially during the latter part of my career here I found that I could not possibly keep up with the field and new things that were developing. I couldn't be the teacher I wanted to be without more time keeping up with the literature in the field. So I felt a great frustration there. And finally when I reached the age of sixty I thought, no use in fighting this, I'm either going to have to go into teaching full time and take a little time to gain back what I felt I had lost in terms of my field or I needed to just retire and at the age of sixty. I've had 35 years in teaching so I chose retirement. But during the 21 years at SIUE I had a very successful career in my own mind and it came to me just out of the blue. The job was not related to my ambition at the time.

Q: Now you were here during all this critical period of being an extension of Carbondale and then being a adjunct campus and then separate campus. Could you tell us some of your feelings about that? Particularly how See and Morris got along and whether Carbondale treated us fairly or not in this whole evolution?

A: I'm not privileged to the information on how they got along when they were face to face. They were two very capable people, two very ambitious people and perhaps because of their strong egos there was some clash over which direction to go. Harold was up here; I'm sure he felt he had a lot of authority that maybe Morris didn't think he had.

I would say that this operation wouldn't have gotten off to a fast start without Harold See. I think the very fact that there was a clash somewhere along the line was inevitable based upon two people who were very devoted to their goals for this institution. Harold viewed it one way and I'm sure Morris viewed it somewhat the other way. Carbondale campus people wanted to keep a pretty firm grip on everything up here, even at the departmental level, they wanted to control it. We didn't want that. We wanted freedom. And working with the elementary education department and all the people down there wanted to approve all of the persons up here who taught graduate classes and that sort of thing. That is one example. We didn't want that, but they did. These things took time to resolve so it was a gradual development with one side resisting and one side pushing. The way progress is made. But I don't know if that answers your question simply enough or not.

Q: I am revealing more of myself than I should, but I never cared for Carbondale and I did not like the way they treated us. I was a See man and from day one I wanted us to try our own wings. Well, we eventually did pretty much of course.

A related question, your greatest satisfactions?

A: Well I feel that I had the association with many brilliant minds here on campus. I would not have had that association had I stayed at my previous type of work, and I think that... well you can't help but change and grow yourself when you are exposed to ideas of people in different fields who are experts, or brilliant people or whatever. And this, I think, is one of things that stands out in my memory. I

know in the very beginning over in Alton, don't know if you remember John Rockwell or not, but John was retired from New York University in Psychology and I, as a young professor ate lunch with him every day in the building at 3226 College Avenue where we had offices. There were others in the building too, we did a lot of sharing. I think this is one of the great satisfactions, being with these people. I served on University Councils, and Graduate Councils and various others. I met people from other fields than my own, which broadened my outlook.

Q: Have you kept up with many of your better students?

A: No, not really. I see some of them occasionally, and I hear by the grapevine that some ask about me, when they see friends of mine. But as far as keeping up with them I haven't done much of that, not even with professors anymore. I live in the Godfrey area and I don't get to campus very often, when I do get here I find that most of the people that I knew have retired. I've been out now for 14 years. There are some still living in the area like Regan Carpenter and others that I see occasionally. But many of them I had the responsibility of hiring the first year on the Edxwardsville campus and that was '65 I believe. We hired quite a number of people, and most of those people we hired were young professors, many in their early-mid thirties. Well, they've since gone on to retirement and are not here. There are a few like Don Baden around.

Q: And myself, whose been here forever and has no plans to retire. I'll always be here Dave. You'll always find me if you come out. We lived in Florissant for 25 years and two years ago moved over here. And we're very glad we did because we are now more a member of the University community, which has become quite important to us. All right, now you touched on frustrations, is there anything you'd care to add to that in your career here?

A: No, most frustrations fade from memory because they are frustrations of short duration. And every job has its frustrations. I have no real life frustrations. I did quite well here in my job at the University. I worked hard, progressed through the ranks, and toward the latter part of my career, pay was good and so... most of the frustrations that I experienced were of short duration and were what I already indicated.

Q: All right some of your happiest and best memories of your career here.

A: Well, I always felt a great sense of satisfaction when we would have a reading conference here on campus and have all the way from 500 to 1,000 people show up. We had people in as a part of this to relate to the teachers, speak to them and so on. And I felt, always, we must be doing a few things right if we can attract that many people from our area.

When we had the state meeting of the Illinois Reading Council on campus it showed that we were making progress throughout the state and making a positive image for our University. And it was just things like this, where outsiders felt that you were doing a good job.

Q: Explain a bit Dave, what are reading councils and reading conferences.

A: Well, this is of course one of the most important things that are taught in elementary school, reading. We know there are many children who have problems with it, not relating necessarily to lack of intelligence, but there are many reasons why a person has difficulties with a language and so on. And during that period of time we had teachers who also wanted Master's degrees, and some didn't even have Bachelors when I came up, so there was a great need out there. Since this was a great concern, as how to really induct children into reading, it is a complex process.

You don't really see the complexity of it with children who are ready to go and that take off. But for many children this is not the case. So, there was a great interest here, and teachers banded together in this. Also I was responsible, along with Bob Stinkeller of getting started the Lewis and Clark Reading Council, which includes all the southwestern Illinois area here, which is still functioning. And it was my association with teachers in the field, helping them raise their sights, helping them get exposure to new ideas and learning from them that gave me a great deal of satisfaction.

Q: Well then basically the conferences and the councils were to teach the teachers in the public schools better ways of handling reading problems.

A: Yes, and language problems.

Q: Now you were the Chairman of the Department of Elementary Education, with apparently a specialty in early childhood. Was that your discipline, early childhood education?

A: No, not necessarily, my specialty was in language and the field of reading. I did my dissertation in that area, I did experiments in the Alton school with 16 classrooms using two approaches to teaching first grade reading, so my experience as a reading person came primarily through some course work I had plus my dissertation and then I got into teaching over here. I used my leadership in that direction. But my graduate program was somewhat general in the field of education.

Q: Do these live on, these conferences and councils?

A: They are not, no, I would say no. After I left I think they had a few more, but the last few years they haven't.

Q: Would you consider that a frustration?

A: It is a frustration. I know Ruth Richardson who worked with me for years always worried about what would happen to these programs when we leave the University. I said "Well Ruth, I can't worry about that now, what I'm going to worry about now is what I do while I'm here, what somebody else does or does not do at a later point, I can't deal with that." And of course I can't now. Of course times have changed since then too, enrollments have dropped greatly and teachers out in the field are still interested, but I think they're interested in a lot of other things now. How to get more salary and this and that and so on.

Q: Worst memories?

A: Worst memories, I don't have many bad memories, getting myself oriented in the early days as to whether this was what I wanted to stay with was something I struggled with. I did have an offer at one time to take a job in a public school in another location, but after talking with Dean Going I soon changed my mind and stayed on here. I found that he liked what I was doing and his promise looked pretty good here so I stayed on. From that point on I had no problem. And Harold See was helpful.

So, other than the frustrations that go with any job, I never had serious ones here. I felt overworked at times, but some of that I brought on myself. I was on the School Board at Alton 12 years while I was here and did a lot of community work. So we build our own problems sometimes by not saying no.

Q: You said community work, to what extent, as a professor here, were you involved in relating the University to the community? You mentioned 12 years on the Alton School Board as a for instance. Any other activities like that.

A: I of course started the student teaching program in the very beginning and throughout most of my career, I didn't do the direct work, but I was in contact with the public schools, even as a chairman, on that program. I was in the local schools a great deal. I worked with superintendents and School Boards. I did consulting work, especially in the field of reading. During the Lyndon Johnson years, when the Federal Government put so much money into education, everybody was out after a grant. The public schools needed help. They had to have help with those things, and not only help with the writing of the proposals, but help in supervising some of the stuff that was done later. I got involved very much in that sort of thing.

And then community leadership, whatever came my way by request from the schools. As a speaker, I tried to stay away from speech making as much as possible, but occasionally I would be called on to do that. I was involved in the very beginning of the Illinois Reading Council, about six of us sat down in Bloomington, at the University there and explored the idea and now there is a big organization. That is one thing that has continued.

Q: Well that would certainly go under satisfactions. If it did not follow through at the University level, at a higher level it did, apparently.

A: Yes, it is a satisfaction. And the Lewis and Clark area, which includes the counties in southwestern Illinois are still active.

Q: How about some humorous things.

A: Well, when you think of humorous things you think of people.

A: I think one of the most interesting and humorous guys I ever worked with was Leonard Wheat. I had a office in the same building with him in Davis Lodge. You probably don't know where that is, its the small building directly across from Loomis Hall in Alton, on the corner. Leonard had a big room over in the corner and Leonard was a guy who would talk on any subject. He was an authority.

One day about 9:00 I left to go out and visit a student teacher, I had 2 in the Alton School system I had to go see. As I was leaving he was talking to a young coach. I think the coach was interested in getting in on the graduate program, probably in School Administration or something like that. He and Leonard were talking at that time. I came back about an hour and a half later and Leonard and that guy were still talking, but they were out in the big room at that point. Leonard was arguing with him on how to do some football tactic, I'm not sure what it was, but Leonard had a book under his arm pretending it was a football and he was demonstrating to the coach on how to do certain things. That was so typical of his expounding nature. And his driving was always of an interest to me, everyone was afraid of his driving. One day we were driving to Carbondale, a whole carload of us in a university car, Leonard would talk and he would drive. And he would drive fast. He came up behind

a car on a 2 lane road where it wasn't safe to pass, so he just nonchalantly went off on the shoulder, passed the guy and just kept on going. People would try to avoid using Leonard as a driver.

One summer we had all the summer programs in East St. Louis. I was assigned down there with Herb Rosenthal and Jules Zanger. There was a car load from Alton and we always managed to get the car assigned to someone other than Leonard since nobody else wanted to ride with him. He was an interesting guy. I don't know if he's still living or not.

Q: I was told that he recently died.

A: Is that right? Well he was a nice guy, and he gave me encouragement. Other humorous things were just chit chat you have from day to day with some of the professors as you sit in a bull session and eat lunch together. I wasn't ever much for cafeteria food. I usually ate a sack lunch with a few of the boys and I'd take off and walk around campus for at least a half hour each day at noon. So, there were humorous things, but its hard to pick out any more than that, I don't know if I can.

Q: Were you involved in any special academic programs for the what we call educationally deprived?

A: Not college age students, but we brought elementary children on campus who had learning. This program was tied into our graduate level courses. There was case study work and evaluation of the child's problem and instruction that followed the diagnosis. This went on continually for many years.

Of course the children in the program varied some from year to year, but this was a program not only for the children but for the teachers, many of whom went into teaching title programs funded by the federal government. You had to qualify in certain ways to do that. In addition to being a teacher training program, it was a program that served kids who were educationally handicapped.

Q: Well I would think with your specialty in reading and conferences and councils and clinics, you must have made a great contribution, directly and indirectly to this whole area.

A: Well I'd like to think so even though some of the work is not going on at the moment. I'm not that close to it to know. I think there is still a reading clinic going in a much smaller way than we had at that time with the conference and so on. Still I like to think that I had influence, and maybe in the lives of some of the people who were teachers, maybe some of it long lasting who knows.

Q: Now, in your opinion, what contributions has this University made to the area?

A: As I remember, the Myers Report showed a great need for programs of all types in this area. I think we've been gradually working towards that, but I think you have to look at this university's contribution at being more than just the training of engineers or teachers and so on, but at what impact it had on the lives of people who were in these programs. I guess the cultural level of first generation college students has been raised. We get a fresh batch of students of each year who represent the first generation in their family to go to college.

I don't know if the university has been in existence long enough to make a great cultural impact. I assume there certainly has been some. I don't like to think of education as being strictly vocational, and I don't think it has been here. I think we have raised the sights of people. You can't educate people without raising their sights in other ways other than just their profession.

Q: To what extent do you think SIUE has met its challenge?

A: I think SIU has done as good a job as it could under the constraints of the budget. Maybe if we got more money we wouldn't even know how to spend it wisely anyhow. This whole operation is sort of a trial and error sort of thing. I think that's true in most organizations you know, a lot of trial and error. I detect you have the feeling that the faculty needed more money.

Q: I'm going to tap into your way back when expertise here. If I could interview just 2-3 other people, who might you suggest?

A: Bill Going, John Schnabel, Ray Spahn, Larry McAneny, Bob Duncan

Q: Getting back to those very early days, what would you care to tell us about the early days around here that you haven't already told us. January 1957, who else, that is still here was here longer than that?

A: The first registration day at Alton, there was no one from Carbondale to help us, maybe one or two, in the Fall. We didn't know the catalog, at least I didn't know a senior level course or how to advise. But we enrolled them in courses. After we enrolled them, we found out that beginning freshmen were in senior level courses and so on. We had a lot of shifting and changing of schedules as a result of that.

Everybody was new. All faculty members were new. Other than Herb Rosenthal, who had some time at Carbondale, so this was sort of a mess, but you work out of your messes. Gradually we learned. I believe that in the early days, since we were using the Carbondale program and catalog that a lot of cooperation and consultation with them was needed just to get acquainted with what was. Some of the joint committee work we did with Carbondale we did at Orr's Restaurant. Incorporating the 2 campuses we did have quite a few meetings at that point. At Alton in the beginning we had building problems, renovations started. We took over the buildings on July 1, 1957.

Q: Prior to July 1, 1957 everything was strictly extension in various places in Alton and, you mentioned some other places...

A: Belleville, I taught at Belleville, I think I taught at Cahokia, in Alton, in a public school building, I don't know where Howard taught, probably one of us taught in Edwardsville High School. Perhaps East St. Louis, and of course Harold See taught around the area too. That was the extent of our academic program.

Q: And then as of July 1, 1957, when we moved into Shurtleff, then of course it became less extension and the beginning of a real campus.

A: No extension after that, it was all on campus.

Q: In this Alton, Belleville, Cahokia, Edwardsville, St. Louis, there was yourself, Davis, See, who else?

A: That's it, I don't think we had any call staff at all helping out.

Q: And you taught extension courses in five different communities?

A: I had four courses that first semester, and Howard had the same load and See taught one so we had about nine courses a semester.

Q: How was the integration when Alton moved into Shurtleff. We inherited some Shurtleff staff. Claire Gerard in history, Ed Warren in music, Norman Showers in Phys. Ed, was there any difficulty in coordinating the various personnel?

A: I didn't experience any, we had one person who, in my field, was not hired. He was at retirement age and he did teach that summer, but he wasn't around for the fall. Broadbooks was another one. He was in biology and he stayed on, so we did hire several of those people from Shurtleff and they stayed with us for years. I don't recall any specific problems there because none of the people we hired were in my field.

Q: If it was just Bear, Davis and See, do you remember who the new people were, other than those who came from Shurtleff, who started out in the Fall quarter.

A: John Glynn, and I have a feeling that Bill Going, do you have a record on him? Maybe Bob Duncan. Some young guy, but I can't pinpoint the date on many of them. Rosenthal, Lyman Holden. Several were hired and several were carried over from Shurtleff, and then in the Fall I'm sure we had quite a few call staff people.

Q: And then of course we got Divisions and acting division heads and according to some people I interviewed, it took a long time, terribly frustrating to shape up a real structure. Morris was vacillating and Carbondale was trying to control everything. You've already commented on some of the difficulties there. Well, we've gone on here for almost an hour, I've opened a lot of doors. Please add or re-address any question you would like.

A: I'd like to mention one more name. I think he came in in January of the first year of operation, and that was Leonard Wheat. Leonard was a senior person and he had been at several different universities and gave leadership in several areas. To address other things it would be mostly a matter of emphasizing what I've already said that for me, as a young professor, it was an unexpected thing. One to which I had not aspired, not even that line of work I had aspired to.

It was a matter of being available at a time when opportunity came to me out of the blue, and responding to it, I've always been a person who can be decisive. Quite often it does not take long for me to evaluate something and make a decision. I acted that way on the offer that was made to join the university. Everything moved fast for me, after I got into it though. I don't know of any other career I could have gotten into that would have been as rewarding even though there were frustrations.

I did not operate at the top level anywhere in the University. I operated pretty much within the school or department. Therefore, some of the frustrations with Morris and others, even though I got involved some, I did not get the full brunt of some of the struggles that went on there as perhaps you and some of the others did. I tried to not get overly involved outside my own field, because I had enough to do there. Even though I was on councils from time to time and I was a division chairman and later Department chair. I've had several different administrative roles, but mostly within my own teaching area.

Q: Would you do it again, Dave?

A: I have no regrets, I would do it again. What more could a kid that grew up in the Ozark Hills expect? I always had a lot of ambition but the destination was not always out in front of me, but I was a person who always plugged away at something. When I had the GI Bill staring me in the face. I took advantage of it. Something told me to keep going and I did. I got my Master's in 1958, no 1948, and my Doctorate in 1958, and if it hadn't been for the GI Bill I probably would not have done it. I joined the university in 1957, and I have no regrets.

Q: Before we end I would like to go back once more to those early days, early 1957, if there is anything else, since you are the only person with any memory of that. Anything more to add to the critical period between January and July '57. I would like that expanded.

A: I will continue to think about that. I do remember that after I joined things started popping, rumor and rumor. And Harold See would pass on things to me, rumors, and we never were sure what to believe. Then I got to the point where I didn't know whether to believe something was real or not. When I heard Shurtleff was closing, it finally came out in the *Alton Telegraph* and then I realized it was a sure thing. SIU was going to rent the building facilities and so on.

There were a lot of rumors floating around at that time and most of the rumors turned out to be true. It was sad for many people at Shurtleff and rejoicing for those with connections with SIU. Especially Harold, he was the promoter and visionary.

Q: Tell us again, how was it that you and Howard were the first two hired.

A: Well, I guess, I don't know that, I guess Harold See must have gotten the authority to hire two persons. They wanted to expand their offerings in this area and Harold identified the two areas he wanted. He wanted someone in elementary and secondary education. He wanted the elementary person to have some expertise in the field of reading because surveys had indicated there was a need. He called Ray Ready, administrative assistant in Alton, sort of an assistant Superintendent in the Alton school system. He and Harold had worked together in a workshop the summer before, it must have been 1956.

Harold liked Ready, liked his work and so he asked him if he had anybody in his school system who would qualify for the job. He said they had someone working on his doctorate. He had a research project going in the Alton schools. He said he's probably about what you're looking for. So Harold gave me a call and asked me if I had an interest and that brings me up to the point where I was talking earlier. I didn't know whether I did or not. I guess they started with the authorization for the jobs. I don't know what went on prior to that. Harold may be able to elaborate some on that. When - you said he would be here one of these days, but Howard, I don't know where he go Howard's name.

Q: Were you colleagues? Did you know each other - you and Davis?

A: Not really except that at Washington University Howard and I were in a class--graduate class together and maybe we were in a group that took the qualifying exams at the same time. I'm not sure, but I did know of Howard prior to his coming on board.

Q: Were you in the same school system?

A: No. He was over in Missouri.

Q: Oh.

A: Jennings I believe and I was in Alton. So Harold got his name from some other source than where my name came from.

Q: Well I'm glad I came back to that. You're the only one that could tell us that. Well perhaps See could, but I've already interviewed him.

A: Oh you have?

Q: Yes.

A: I thought you said he was coming back.

Q: But formally, Dave, thanks for coming by and sharing all of these things. Much of this information could come from no one else so it's doubly appreciated. On that happy note, we'll formally end.

A: Well thank you. I want to do some more thinking on that last point.

Q: Fine.

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