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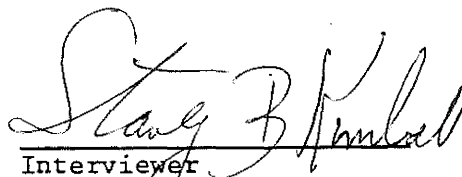
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ORAL HISTORY

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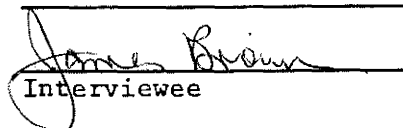


Interviewer

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Address: _____

Date: 7/24/91



Interviewee

Address: _____

Date: 7/22/91

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SIUE ORAL HISTORY PROJECT

Summers 1990-91

James Brown Interview, July 23, 1991

Interviewed by Stanley B. Kimball

Filename: BROWN. 723

Q: Jim Brown, formerly of Academic Affairs, formerly with the SIU Board of Trustees, now pleasantly retired, thanks for driving from southern Illinois to visit with me today in my office and to share your memories and reflections about SIU. I'd like to say for the records that among the reasons I wanted to interview you is you've worked at both the Edwardsville campus and the Carbondale campus and will have some perspectives that a good many of the rest of us won't have. Jim Brown when and why did you come to SIU in the first place?

A: I came here in the fall of 1966. I had been working for two years in General Dynamics in Fort Worth in the Human Factors Division working on the design and the handbooks for the F-111, which at that time was a very fancy new hot-shot sexy kind of airplane. I had worked for General Dynamics a couple of summers in their technical writing division working on the B-52. So I left academia and went to General Dynamics for a couple of years and then decided that academia was better than defense industry.

Among other things, I wrote to my friend Bill Linden who had been teaching at North Texas State University, where I was teaching before I went to General Dynamics. He had left about the time I left North Texas to come up here. I wrote Bill and asked if he knew of

any positions that might be open in teaching English here. My letter crossed his in the mail in which he told me there was a vacant position in English and I ought to apply for it. So I promptly did. The end result is I was hired and came here in the fall of '66 as a Professor of English.

Q: For the record Jim walk us through your various positions, responsibilities, and titles since you started out as Professor of English and retired a few years ago.

A: I could do that with some accuracy if I had my personnel file here, but to do it by memory it's not going to be so good.

Q: It will be adequate I'm sure.

A: I taught English for a couple of years here at Edwardsville and then MacVicar who was then Vice-President for Academic Affairs for the university had an office on this campus which was staffed by Bruce Thomas and Larry McAneny and there was more work than two could do and they could never get a vacation. So MacVicar decided to add a staff member to that office and he started out hunting somebody part-time. He asked Gordon Wood, who was department chair of English at the time, if he knew of anyone who might be interested in some administrative experience. And Gordon came and asked me if I knew anybody and I told him well I didn't know anybody but maybe me. After the passage of enough time and enough meetings and interviews and such, I went to work for MacVicar as half time in Academic Affairs

office with the title of Assistant to the Vice President. Mac and I were going to review this assignment in six months to see how it went.

After the end of about three or four months, MacVickar and I decided that I might just go full time in administration in the Academic Affairs Office. So I had that job.

The next event that I recall was after John Rendleman became Chancellor here when Morris was still president. Clarence Stevens was going to retire and Morris was hunting someone to replace Clarence and suddenly I found myself volunteered by Delyte Morris to become his special assistant in 1968 or 9.

For year and a half I guess I commuted to Carbondale by air, by the university airplane. I'd go down on Tuesday morning and come back on Thursday night and I'd have Monday and Friday on campus here and Tuesday, Wednesday, and Thursday in the office down there in Morris' office. I ended up dealing with all of those accounts which had not been split out between the two campuses by the initial administrative separation of Edwardsville and Carbondale. This included at that time the graduate school, the library, the audit function, and business affairs, mainly the initial part of the transfer when the university became too (word unclear).

The academic programs were the concerns of what was then called the chancellor and many other functions remained central.

I was supposed to keep track of those while the chancellors ran their campuses. Then the board decided apparently, as I understood it, that they wanted to really complete the separation of the

campuses. Somewhere along in there the board decided they wanted to have a board staff. The next thing that happened was Morris retired in the mid-70s and the board created the Board Office with a staff.

The board conducted a search for somebody to run the office and selected me. And I became the Chief of the Board Staff which is a weird kind of title, unique to say the least. Then it became Executive Secretary of the Board of Trustees. One of the functions of the Chief of the Board of Staff was to serve ex officio on the University Administrative Committee. This group consisted of the two chancellors each with a vote, Clarence Stevens as chairman of the committee with a vote, me ex officio, and Ike Bracket was involved some way.

Well Ike and I. Clark Davis, and Clarence Stevens were three members of the committee. The two chancellors were on the committee and I was ex officio on the committee. That committee was charged with separating the two campuses, dividing the various functions which were then central into the appropriate parts between the two campuses and they did that job in maybe something like less than a year.

Each month they'd bring to the board resolutions defining the separation of this function and that function and the board would adopt those and officially the two universities were gradually separated until they got to the entirely separate status they have now.

After that time the Executive Secretary and the two presidents made up a committee to deal with any university business as opposed to campus business and that meant largely dealing with external agencies like the legislature or the Board of Higher Education.

The structure or the procedures for the conduct of business by that were changed a couple of times by the board because it was very easy for two of the committee members to gang up on the third one. And sometimes there was more heat than light generated. I held that job as Executive Secretary for many years I guess.

Then the board decided that they wanted to unify again and have a central office instead of just the board staff and I've forgotten what my title was after that. Anyway, I had worked for the board for twenty years or so.

Q: Is that what you were doing when you retired?

A: Yes.

Q: Which was?

A: Well, I was Vice Chancellor then. The board established a chancellor position and moved Ken Shaw into that position from the presidency in Edwardsville and I became Vice Chancellor about the mid '80s I guess. Yes, because Petit has been in office now for five years and Shaw was in office for three years before that wasn't he.

Q: Yes.

A: Yes, it was early to mid '80s.

Q: And then you retired in '89?

A: Yes.

Q: I always have to smile perhaps irreverently when you, McAneny, and Thomas were all three in a tract house here and people like myself, I'm sorry to say, sometimes would affectionately would refer to the Three Stooges over there.

A: I can understand that. I'm not going to tell you how we referred to people like you.

Q: Perhaps that's just as well. That's an ancient old bit of campus alleged humor.

A: One of memories of those days came to mind not long ago. I was telling somebody about a time when Bruce Thomas confiscated an entire issue of the student newspaper because the editor had changed the name of the newspaper.

Q: I forget what the name was he changed to.

A: It didn't stick. It became The Alestle the next issue. I mean returned to Alestle.

Q: There is something that we need on the record; it's extremely important and not clearly understood and you are obviously the pivot man to help clarify some of these things because you were right in the center of the separation of the two campuses. There were a lot of mixed feelings on the relations of the two campuses and the whole

Harold See story and all of those early problems relative to just what was the function, nature, and purpose and future of this Edwardsville campus. I would like you to reminisce about this period separation of the campuses.

A: At that time, I had so little contact with individuals on the campuses that I don't have a detailed sense about feelings. In general though, I think it's probably accurate to say that the people at Carbondale were much less concerned about the whole business than the people at Edwardsville.

The people at Edwardsville were very emotional and all tied up in getting this thing accomplished. The people at Carbondale, as I remember, tended to look at it as another administrative exercise that didn't bother very many people very much. There was not that emotional involvement with the matter in general in my perception at Carbondale that there was at Edwardsville.

Q: I was never at Carbondale and I was one of those emotional people.

A: I didn't say people were emotional. I said they were emotionally involved.

Q: We were scarred by the See incident when Morris kicked him upstairs because he was presumably going too high, too fast and too far with this campus and we felt, rightly or wrongly, cut back. We were emotionally involved because we were being reined in.

A: The only thing I know about the See incident was a comment that McVickar made one time. He had come back from a meeting somewhere and we were sitting around the table, several of us, at a staff meeting or something talking and he was telling us about the trip he had been on and reporting to us about it and in passing he says I met Harold See for the first time at this conference. Somebody says oh, what was your impression. He says I was utterly amazed to find that he was not ten feet tall.

Q: What I'm hearing you say is that by the time you came aboard and got involved in this separation that in general Carbondale just looked at it as a normal administrative development.

A: I'm not sure normal, but they did not have the emotional stake in it that I sensed Edwardsville had. There were people who were very concerned about various specific issues of course, but there was not this sense of mission about it at Carbondale that I think you could say Edwardsville had.

Q: My general feeling is that there's been too much of not exactly animosity on this campus towards Carbondale, but at least not an over abundance of good will among those of us who came in '59.. We still can't shake some of the old perceptions that we were being sat on, curtailed, and that we weren't supposed to be anything but kind of an arm, a branch, a segment or something of Carbondale and of course we didn't want to be that.

Well I do think that what you've said will help clarify this for future people who are going to look into this matter and investigate these archival materials that are currently being generated. Before we leave that however, let me open the door a little wider. Your reflections on Carbondale-Edwardsville relations past, present, future?

A: I've been involved with both campuses essentially only from the point of view of the Board of Trustees.

Q: What was the general view or attitude of the Board of Trustees relative to the two campuses? Did they think they were treating both campuses fairly? Did both, in your opinion, campuses get equal consideration?

A: I don't feel there was any imbalance on the part of the Board of Trustees, however they worked with administrations with widely varying styles and could cause perceptions that did not necessarily reflect the reality of the board attitude. The board as far as I can tell has been remarkably even handed in dealing with the two campuses.

Q: You yourself were Vice Chancellor and worked with the chancellors. Do you have any feelings on how the chancellors acted and felt towards both campuses? Were they able to do it equitably? Could they, did they give both campuses equal consideration? Budget wise and everything else. Proportional equal representation?

A: As far as the budget goes it has always in my knowledge been put together with inputs from both campuses. To my knowledge the board has never said o.k. we're going to take this from this campus and give to that campus. They have the authority and the power, but have never exercised it. Is that what you were talking about?

Q: Well, yes. Specifically I'm trying to frame a a good question, a fair question something like this. Relative to the chancellors including yourself as vice chancellor is it your perception that they did the best the could to treat both campuses proportionally well?

A: Yes, although I have to point out that I suspect that Buzz Shaw was far more understanding of the needs of Edwardsville than a Larry Petit ever could be.

Q: Yes.

A: Partly because Shaw's been to Edwardsville. I suspect I may have had a bias towards Edwardsville because I started with the system here but that never resulted in any special favors. It was simply that I wanted both campuses to do as well as they could.

Q: For the record, I am an old pioneer from 1959 and most of us from that early period, as you say, were emotionally involved because we wanted to do our own thing. We wanted to spin out in orbit and Morris wanted to move much more slowly and did not want us to become independent as we wanted to. And I guess there's this residual

resentment that we just look suspiciously, frequently at Carbondale and chancellors and maybe we ought to give up this and maybe it was a wrong perception in the first place.

A: Let me ask you a question. Would you accept a characterization of Edwardsville as being somewhat paranoid about Carbondale?

Q: Yes. I think I have a unique opportunity with you if I can frame the questions properly then edit them properly to get some real perspective some understanding of what comes up time and again in these other interviews. Its a crucial matter, an emotional matter. Maybe people in the future will ignore all of this and say intercampus politics, so what. What else could you expect, but I want to do my job right and get this down properly and I feel that all though I'm stumbling around the right things are going on tape and can be properly brought up with a little careful editing.

Yes, I think we have been overly, a nicer way to put it would be overly sensitive, to the situation.

You stayed her 66 to 89 is what 23 years why?

A: I liked it. I had a sense of getting something done that was worth doing. Once I got into administration and a number of times considered whether I wanted to go back to teaching. As a matter of fact at one time I once mentioned to Bill Allen, who was on the board, that I had gotten pretty sick and tired of things and I was thinking of going back to teaching. You won't like it, and I said, why not and he says it's not nearly as interesting as the job you've got. And I think he's probably right. The job I had, had to do with

ongoing problems which when resolved one way or another were making contributions to the development of an institution with a significant educational mission.

Whereas my awareness of my discipline had begun dissolving the day I started doing administrative work and by the time I'd in administration for four or five years I was essentially unqualified to go back to teaching in my field of expertise. I simply had not kept up. It would have taken me a kind of dedication to rejuvenation or renewal of my expertise that I wasn't quite ready to do. But I had a sense of accomplishing a valuable thing, helping get a valuable thing accomplished. Maybe that's why.

Q: What do you consider your most significant contributions to SIU? That is you mentioned this mission, what was it? How did you succeed? How did you feel about it? What contributions did Jim Brown make in these various roles?

A: Honesty and accurate awareness makes me feel I better not try to answer.

Q: Modesty we left out in the hallway Jim, we're on record here.

A: Accurate awareness is enough.

Q: Well frame it as modestly as you please, but we need to know. You opened the door I was going to open it anyway. But you said you had a sense of doing something valuable. Fine, clarify an educational mission. What mission?

A: The one of the university.

Q: Well, amplify a little bit.

A: It's awfully difficult to talk about something like that without sounding pompous and it's awfully difficult to comment on one's accomplishments without sounding self-serving. I desire to sound neither pompous nor self-serving. There were hundreds if not thousands of important tasks to be performed and I took part in many of those and many of them. I did my part pretty well if not excellently. Some of them I failed.

Q: O.K. A couple of each. Like what?

A: Like what comment should we make to the Senate Appropriations Committee on the appropriations, our needs for appropriations. Much of the on going business that I was involved in had to do with dealing with people outside the university in connection with the university, the legislature, the board of higher education some of the code departments.

Q: That could be political.

A: Sure. Another one was educating the Board of Trustees. They need to know as much as they possibly can of certain things, so you try to inform the members regarding the important elements that relate to the kind of decisions they make in voting on policies.

Q: An information officer, something like that?

A: Sort of but it isn't just a matter of information. It's more like teaching the Board of Trustees. If not teaching, maybe helping them mature as board members.

Q: Now in each category there could be dozens of specific problems in a political nature, of a appropriations nature, of a education informative nature to aid the board in wise decisions. Now obviously you felt that was very important for the successful operation of the university, that is both campuses of the one university and that's what gave you the purpose and that's why you said you'd felt like you've been involved in valuable important activities.

A: Although its awful hard to make any specific element of that into valuable and important.

Q: I understand what your saying and I presume everyone else will we don't need to know twenty five years of decisions we just need to know what you meant when you said you had you were involved in an educational mission and a sense of being valuable or accomplishing valuable things.

Well, I believe I now know what Jim Brown had in mind. Through all of these manifold activities, would it be fair to say and in your feeling, you were permitting the rest of the university to function better?.

A: Not permitting, but assisting.

Q: Some of your decisions obviously filtered down to where I functioned better in a classroom.

A: I'd hope so.

Q: Or should have or could have.

A: That was my intention.

Q: What I think I'm trying to say is your sense of mission, educational mission, the manifold activities you were involved in, enabled, assisted many others to affect their sense of mission and do what they felt was valuable. Well, Jim Brown that must make you feel pretty good. I'm not supposed to talk very much but you wouldn't say it so I said it. I said it for you.

A: That's an acceptable summary.

Q: You're the 29th person I've interviewed, but the first with whom I could discuss such important matters. Now is there anything else that you would care to add before we move on to significant contributions.

A: I don't think so.

Q: Your greatest personal satisfactions over twenty three years around here, academic, administrative, personal?

A: I must have had two or three but I don't remember.

Q: Don't make me talk so much Jim.

A: As you well know the business of trying to deal with questions for which there are no neat packaged finite answer, but which depend upon judgment and such intagibles as the current political situation or how mad the chairman of the committee is about something at somebody else, or what it is some board member may think he wants when he doesn't really.

Those confusions make it awfully difficult to come up with a nice neat package for an answer to almost any problem. Occasionally you get a neat one when some legislature wants a nephew admitted to the university and you manage to work it out with Admissions Office that he can come in on probation and you can take credit for getting a kid in to the school and the kid still has to prove himself and the legislature is satisfied. You can say well that ones taken care of, but not necessarily. It may come back. Sometimes you hit a pretty good answer.

I think one of the real insights I had one time was when there was I've forgotten which president it was. When David Derge was getting to the peak of his difficulties with the board it became obvious that the board was going to have to find somebody else.

Some kind of resolution to what was going to happen after Derge stepped down and two or three of us in my office got together and started talking about possibilities and we finally figured out the

exactly the right person we ought to tell the board they should consider. And we told them and they did and (name unclear) chancellor acting president acting chancellor I guess.

We talked over a lot of possibilities and considered the people and the issues and all of this and figured we had the person that could do it, if he would do it. And if the board would accept the recommendation and they did and it worked. So, that was not a bad thing. I wish I could say all of the suggestions we've made to the board at various times were as good not all were. But sometimes its very satisfying to thing that out of the material at hand at the issue and the variables and the intangibles there has been a way to work something out that has worked well. Sometimes it isn't that neat.

Q: Certain amount of guidance here. Would guidance be a fair word to use?

A: No, I don't think so. Helping them to see the real issues and vote wisely is better.

The board is a very strange creature and its worse than Edwardsville for wanting to be autonomous. You don't ever try to tell the board what to do. You lay alternatives and possibilities and consequences and they make a decision.

Q: I would like to have you comment generally and perhaps specifically on the role of a board the way you have perceived our board has operated, your relations vs. the board. What have been your experiences with the board?

A: Sometime the board can be very very difficult and sometimes the board is most cooperative. I remember going to a meeting one time where the guy that had been running the University California College system, not the university nor community college, but the California College. He was an old timer in the business. And we had sort of an informal gathering to talk about problems with people who worked with boards. He gave a little initial presentation and he says when anybody asks me how do you work with the Board of Trustees I answer you give them anything they want. Because the board is the ultimate authority. If they're going to fail, you don't want to tell them you can't do it. Let them do it.

But do you know the wonderful traditional story about the traditional agenda of the board of trustees?

Q: No

A: The first order of business is to consider the question should we fire the president. And if the answer to that is yes, they fire him and appoint a committee to find a new one and if the answer is no then they say how do we support the president. And the board many times has a all or nothing at all stance. It must support the people it has given a job to do until they simply can not do it. At which time it withdras support, but it can't partly support.

What good is a president if the board says well you can do this, but you can't do this when we've hired you to do this job, but you can't do it this way. We're going to do it this way, our way. If your going to do that you might as well not have a president. The board must let the president do his thing until he does it so poorly

they have to fire him. But they have to support him. The board cannot say to the general public the president is doing a pretty good, a partly good job.

Q: Now in this support, how much advise and consent is there in a Board of Trustees if any?

A: It's a very elite club that has nine members counting the two students. They get to know each other very, very well although they're not together that much. A lot of times people are suspicious because the board actions are unanimous. Well what that means is that the board members are agreed that they are all working for the good of the university and a unanimous decision supports the decision.

If you start having split decisions in board votes, you've got a split board which means the administration cannot count on support and that makes everybody antsy and wavery. So what you want is a board that makes unanimous decisions, not because they all agree totally in detail on everything, but because they know that's for the support of the administration and then you know when they don't want to support the administration anymore they fire him. It's a very strange kind of world. You don't have to sell every board member on every issue. You just have to persuade enough of them that this is for the good of the University. They go along. That's what they're dedicated to,- amazingly enough. I have never seen a partisan decision on the board of trustees in a vote. They argue partisan politics among themselves, but they don't make partisan politics decisions.

Q: Now on that felicitous phrase, has Edwardsville vis-a-vis Carbondale ever been in a partisan issue before the board?

A: No.

Q: Are you saying that the board has not debated, discussed, supported, turned down decisions specifically affecting one campus or another, specifically Edwardsville?

A: No. I wouldn't say that, but you asked about partisan. Whatever decisions involving each campus have been made and there have been a lot of them, have not been made on a partisan basis, that is because it's the right party, but on a merit basis.

Q: To what extent does campus politics affect or is considered by the board?

A: Sometimes, most of the time, this may not be very soothing to the ego, most of the time the board is not very much aware of campus politics.

The board is above all a political body interested in supporting and advancing the welfare of the university, but it functions politically. And if it is politically unwise to do something, it's awfully hard to persuade them to do it.

Q: You have been very careful. You seldom say the Edwardsville campus, the Carbondale campus and in this whole discussion of the board the phrase you always use is the university.

A: Um-hmm.

Q: Does that mean that the board itself thinks that way, thinks of the university and not so much the two campuses?

A: That's awfully hard for me to speak for the board, but I can tell you why I say the university. Because the enabling legislation which established what came out to be the university does two interesting things. First it creates a Board of Trustees and second it says the board shall establish a university. That's what the legislature said. That is the legal basis for this institution. The board can do anything it wants to given that charge.

And the board has chosen to create a Carbondale university and an Edwardsville university. That's in the board's wisdom. If the board wants to change that, they can. There is no divine authority for either Carbondale or Edwardsville. There is a legislative mandate to establish a university by a board of trustees.

Q: To what extent has the board been successful in matters involving a two campus university?

A: I don't understand. Maybe what your saying or asking about is for those matters which involve both campuses...

Q: All right.

A: Well the board has faced administrations at various times which have said there are no matters which involve both campuses. However the board has not accepted that particularly and there's a very good basis for it. The appropriation for the university made by the legislature is to the board and the appropriation is a matter of interest to both campuses, both universities. And the board has the responsibility to seek an appropriation which it does with the support and input and so on from the two campuses and it has a responsibility for the expenditure of that appropriation since it's appropriated to the board and that is a business which involves both campuses and not either one to the exclusion of the other.

Q: I think you've answered my unphrased question. They have been responsible in their consideration and treatment of both campuses.

A: Yes. I think so.

Q: I don't know how many people I could ask that question of.

A: Um-hmm.

Q: And so I think it's important from Jim Brown's point of view, the board has been responsible, relative to both campuses.

A: Yes. I think so.

Q: You're greatest frustrations?

A: Well we were talking about the three areas of dealing with the board, frustrations with the board or resulting from the board. You asked me three sources of frustration and I decided the board, the faculty, and politics.

Q: Yes.

A: And you wanted an example to each of those and I was saying I'm not quite sure I could give an example,- a neat example from each of those without saying things I really shouldn't say I guess. But one frustrating kind of thing does occur to me and it's part of a context we've already established. When I was acting chancellor after the board had established the position of chancellor, but were searching for the first permanent chancellor, it occurred to me that since there was a board office on the campus here, there ought to be a chancellors office on campus since it was part of the university.

And so I got to thinking about where would such an office be located and so I talked to Buz Shaw about it. Well Buz was president here at Edwardsville at the time and I've always thought it was kind of ironic. He said well you certainly shouldn't put the office of the chancellor in any very visible position, preferably it ought to be off campus or out of the core. I says okay. I'll respect your feelings on this. So we put the office of the chancellor out isolated where it is now. On the grounds that it would upset too many people if it were very visible in the core of the university.

Later when Shaw became chancellor and we knew at the time that it would have very little to do, but it would be better to have a

sign and a lonely sole with a typewriter sitting there than no presence at all. So then Shaw became chancellor he could not make the office of the chancellor more important on the university by moving it because he had put it out there himself through recommending to me. So it's kind of frustrating that the office of chancellor got that kind of negative start here because I was trying to be cooperative with the person whom it hurt later. Now that's frustrating.

Q: Dealing with the board?

A: Dealing with the board is not so much frustrating as mystifying. Because I've learned , I've watched the board and dealt with it for many many years and more and more I've become convinced that it's impossible to predict the board. They simply do not function the way my mind by myself does. They face an issue and they crank in variables and factors and concerns and considerations and sometimes ignorance. That I can't allow for. And they come up with some very strange things. Sometimes aren't too predictable, but mostly not and that's maybe the frustrating thing about working for a board.

John Rendlemen once said to me, I don't envy your job. I said why, and he said, you got eight bosses . And that's part of it too. Although more and more over the years the board has learned how to work with it's authority as a boss for people like the chancellor and the board staff and other people who have to deal directly with them.

When I first started working for the board, Lendl Stirges was the chairman and Lendl was a fairly straight talker. He said son, if you ever need anything come to me. He was the person I was to

contact because he was chairman and basically although the chairman doesn't have any or more votes than anybody else or any more authority than anybody else, still the chairman has some sort aura or prestige or something. And you tend to listen to the chairman.

The board tends to listen to the chairman but they don't follow what the chairman says, they're an independent bunch. The chairman has to defend what he wants, if he wants it. He simply can't say, here's the way we're going to do it and everybody says yes sir. They don't do that. But the board has developed over my association with them into a body that accepts and imposes its own protocols and it doesn't act irresponsibly.

We've had board members sometimes who did things on their own about the board which the other board members found very very troublesome and they had their knuckles wrapped and either you play the games with the board or you don't hang around very long. So they do a good job of disciplining themselves and how they function and consequently their not so frustrating as they are maddening sometimes.

Q: You mentioned faculty? What has been your frustrations with them?

A: Well you know I'm an old time faculty member and faculty insist on feeling that administration is an enemy and it's easy to perceive administration to be an enemy. But faculty members sometimes ought to be smart enough to realize that that isn't always the case. And the rarely are.

Q: Politics in general?

A: That relates really to the board because as I mentioned earlier the board is a political body. It is formed politically, it's appointed politically, and they know politics and politics is a very special kind of game that some people play, some of whom are very talented and some of whom are very suspect. You have to recognize that politics is a function. Politics is not the game I would play if I had a choice of any game. But if your going to deal with the university which gets state appropriated funds and is subject to coordination by something like the Board of Higher Education, you have to recognize that you pay attention to politics and that means it can be very very frustrating. Because there are so many cross questions and crooked answers in any given day in a political context. So I find it simply basically frustrating to have to depend that much on something so politically based. But that's what you do.

Q: You go with the flow?

A: Play your cards as best you can and make only the necessary enemies.

Q: O.K.

A: I'm going to have to quit pretty soon.

Q: Oh that's right you have an appointment. Is there anything

specific you would like to add or a comment on the twenty three years how you might feel in general about your whole experience here? How would you like to end this Jim?

A: Well, I don't know I retired rather quietly, so why don't we just quit. No, I have no summary kind of statement, it's been a great experience and there have been some wonderful people and there have been some scurrilous people, but you find that anywhere you go and basically I think the university is an institution the world needs more than almost any other and trying to help make our university better or help it do it's job more effectively is a reasonable way to spend one's life. And so I'm not at all dissatisfied about how all the time has gone.

Q: Let me make a concluding statement. It's gratuitous perhaps, but not only have I enjoyed this very much and feel like I have some very excellent material for posterity, but you've made me feel a lot better even if most of it is retroactive. You have certainly clarified a lot of misgivings misunderstandings in my own mind and since I have been here even longer than you and have no intentions of retiring I personally have benefited from this and I think the rest of my years here will be, I'll have a better understanding of what has happened and I hope that future readers will also benefit from your insightful comments.

A: Well, thank you very much. One final comment one of the things that has impressed me is how few people have an understanding of the Board of Trustees, what it's suppose to do, and how it does it. It's

all public, all they have to do is make the effort. But that's part of the frustrating part of the job.

Q: Thanks Jim.

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