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ORAL HISTORY

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Interviewer

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Date: \_\_\_\_\_

*7/30/91*

*Richard J. Gumpert*  
Interviewee

Address: \_\_\_\_\_

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SIUE ORAL HISTORY PROJECT

Summers 1990-91

Robert Engbretson Interview, July 30, 1991

Interviewed by Stanley B. Kimball

Filename: ENGBRETSON. 730

Q: So for the record, Bob Engbretson of the Psychology Department, thanks for dropping by today July the 30th to share your memories and reflections. Bob, why did you come to SIUE in the first place.

A: Well it's just kind of an unusual sort of thing. Cam Meredith who happened to be the head of the Division of Education here at that time knew my brother quite well and my brother subsequently was the President of Govenors State University, but he just introduced me to Cam Meredith. I was out looking for a job and so on, here's a historical situation which is really interesting. I was an elementary public school teacher for nine years then I did my degree outside of education. I did not do a Ph.D. in education. I did a Ph.D. in communication and actually the department that I did it in at Michigan State University was very interdisciplinary and I did a lot of work in basic research, but when I went to hire a job I was one of those guys, like where do you go? Do you go to a School of Education? Do you go to the Speech Communication Department? Where do you go?

So I ended up in the School of Education. As you remember in those days for example we had a faculty called the Faculty of Counselor Ed., Psychology, and Special Ed. all together. Everybody together. Well eventually when that broke apart in '67 or '68, we

had to make choices on where to go and I was teaching mostly Social Psychology then, so I went in the Psychology Department. It's really quite interesting, but one of the problems I had when trying to get a job at that period of time was to try to fit in someplace.

Where did I fit? So it was convenient and I'm a midwesterner. I was born and raised in Wisconsin. I went to school in Michigan and while I could have gone to the east coast I suppose or the west coast, I kind of like the midwest. So essentially it was, I had some other offers, but it was a new school and it was growing and there were a lot of opportunities and I was quite pleased to be here.

Q: Bob, why did you stay here so long? You've been here 27 years.

A: Well I probably would say the same thing as most other people did. For the first 10 or 15 years I was just really very busy. I mean we were all doing a lot of things. I mean this place was constantly growing and I never had any great big desire to go anyplace else. There were people that I would talk to that say fine, but I had four kids already. I like the Edwardsville school system. I like the town, I like the job. It was fine. I just had no great big desire to go any place.

Then when, as you well know, all of education and all of the higher education took this turn in which all of a sudden the turnover just almost completely went to an absolute stand still and then that was what, ten years ago maybe 12. Well then it was pretty tough to move and once you get to be an associate and a full professor it gets

even tougher. As you well know, it's simple that people can hire assistant professors considerably less than they can hire somebody like us.

Q: We lose our mobility.

A: We lose our mobility. Certainly. No question about it. But still I was very pleased. My kids were in school and I enjoyed the school system and the access to St. Louis and the kinds of things. We have some marvelous things going on here, the Mississippi River Festival and the John Rendleman period I thought was really, really fine for this university. There were a lot of good things going on and I was quite happy here. .

Q: What do you figure were your most significant contributions over the past 27 years?

A: First of all, I really do think I've made a significant contribution in curriculum development in this university. I developed a number of courses which are unique, you just don't find them around places. My course in the Nonverbal, Social Psychology of Nonverbal Behavior is hardly taught anyplace whatsoever. I helped to develop a whole process of, how should we phrase it, teaching teachers at the masters level to teach in the junior colleges and universities.

I've done that and that's been very, very successful. Outside of just the normal thing of taking a Psychology Department in its early days when we had nothing and just developing with the rest of my colleagues, not by myself, the whole program which has been very, very successful. We've been very successful with that.

Q: We would call that than your teaching development.

A: My teaching development process is my major contribution. I admit honestly I am not a great researcher. I enjoy reading research and I enjoy doing a little bit of it but I have never felt that this was my major responsibility. My major responsibility has always been instruction and I feel very good about what I have done in the instructional field even though apparently I never get nominated for any of those awards and I really don't care, but it's kind of interesting and so forth. But that's where, at the kind of thing we talk about, that has been a major contribution I made.

Q: All right now you singled out a course not commonly taught called Nonverbal Psychology. Would a guy like me call that body language?

A: Well that would be a portion of it. It would also deal with environmental influences, spatial relationships, a lot of other kinds of things too, but body language, the typical sort of thing would be body language. We call it the Social Psychology of Nonverbal Behavior.

Q: You pioneered this. Is that...

A: Yes.

Q: ...what you're saying?

A: I did it myself. I developed the courses and put them through and got them and have been teaching them for 12 or 15 years now.

Q: And then have your students gone out and in turn taught elsewhere?

A: Yes, but not extensively because most of the students we turn out in our department are going to be clinicians or school psychologists.

Q: Oh.

A: They're not going to be teachers. They're not going to go into the universities to work. They're masters level. Now some do,- a very small portion of them. But I have generated a couple of students out of here who are in very responsible positions now in universities and that certainly, as with all of us in the field, you know we feel very good about this.

Frank Boster is the head of the graduate school at the Department of Communication in Michigan State University. He was one of our Behavioral Science students when we had the old program here which was another thing that was really unique about this that died



unfortunately, that Behavioral Science masters degree program we had with Betty Crowther and myself and Fred Voget worked out of anthropology with us. I'm trying to think of who else was involved with it. Warren Handel certainly was involved with it but that was an interdisciplinary program.

Q: Why did it die?

A: Well it died for simply one reason. You don't get rewarded under a system that isn't directly related to a particular department and even though my department was always very supportive of the time and effort that I put into that program and in fact my department was very supportive of the time and effort I put into the interdisciplinary course War and Peace with Ron Glossop which I taught that for six or seven years I guess it was and they were very supportive of that.

I never felt in my own department that it was nonrewarding, but it was pretty clear that when it came down to nuts and bolts, the reward system comes through your department is where it comes through and when you do these, and I think it's still true, Stan, when you do these interdisciplinary things, your department has to be behind you on it because if they don't you're out there spinning your wheels on something that doesn't really pay off when it comes to evaluation. Everybody says well that's nice you did that, however blah, blah, blah.

Q: I know your career here has had other dimensions.

A: Yes.

Q: For example, you chaired the joint SIUE-SIUC faculty.

A: Yes.

Q: Tell us about that, the precursor of the senate.

A: In the early days, Carbondale and Edwardsville both had faculty groups and I'm not exactly sure what they were called, the Faculty Council. It wasn't the senate. I know that. That name was bad news with Delyte Morris. He didn't like that word at all and we would fly down there and then they would fly up here once a month and we would meet and everything and during the process of my early days here you might say I kind of climbed up that typical internal ladder and ended up being the chairman of the total faculty of Carbondale and Edwardsville and that was probably 1973. Oh I'd have to go back and look on my vitae to see. I can fill you in on that exactly when it was but I don't know for sure.

Q: For the record, give us a guess.

A: Well my guess is early '70s - somewhere around in there.

Q: Now this was...excuse me.

A: Well then you want me to go on from there. Then after after we changed to the chancellor system and John Rendleman came on campus then what we did on campus is, this group which was the faculty, what the heck were we called, faculty something, decided that we would institute a senate on this campus and the guys that worked on that were Warren Joseph was active in that. Dan Havens was active in it. Leonard Wheat was very active in it.

Bill Emblom provided us the model from Western Michigan University from when we constructed the original model and we went through a very slow process, all strictly above board, Stan, strictly above board. Every time we had a meeting, we would write up the minutes and I would send the minutes over to Mr. Morris' office. Charles - was that his name?

Q: Charlie Butler.

A: Charlie Butler in Mr. Morris' office so no one would ever accuse us of ever doing anything underhanded. We went through this whole process. We went to every division and had meetings about what should be changed and so forth and so on and over a year and a half we eventually got a vote of the faculty to just institute a faculty senate and luckily we obviously had the support of Mr. Rendleman because if he did not want us to do this it would have died.

I can remember as sure as I'm sitting here now being called down to Mr. Morris' office down here on the lake, you know his house and him saying to me Mr. Engbretson what's this about a faculty senate? I said Mr. Morris it's already done. It's all voted in. And he said well how did this happen and I said well we just did it over a year

and a half and all of the minutes have been sent to your office and there's been everything, exactly what we were doing so far. He said oh. Sort of like, at that time I guess Mr. Morris was busy with a lot of other things and really didn't tend to this business.

Q: Do you feel that one reason Morris wasn't interested in this is that it would tend to take things out of his control and that Edwardsville might move faster than he wanted it to?

A: I really don't think so. I have a great respect for Delyte Morris. What this man did for southern Illinois in this university is just absolutely unbelievable. I think at that time there were so many things going on and growth was coming so fast that he in fact turned over a lot of this responsibility to Rendleman on this campus and - did MacVickar take over the other campus? Was it MacVickar? I think it was MacVickar that took over the other campus. In other words there were two chancellors and he was the president and two chancellors.

Now of course we have one chancellor and two presidents. It's interesting. And I don't think it was any fear or anything like that all. I think it was just a problem of he was a very busy man in the twilight of his career and he just couldn't keep up with everything and this kind of just happened and had John, like I said, had John Rendleman been opposed to it we would have been in great difficulty but John just went right along with it.

Q: Now I have an unusual opportunity here, Bob, to tap your unique experience. Since you were chair of this important committee, this bi-campus committee, what I would like is your reflections on the feelings between the two campuses, the cooperation, the support, and just how did these two faculty groups work together and did you feel good about the feelings or the spirit.

A: My general feeling was that it was a very supportive sort of system, because this was the faculty group for the university and in fact in pure numbers Carbondale could very easily have just overwhelmed us and kept us from actually doing anything whatsoever. I think they could have done that had they wished to, but they did not do that. In fact one of the things that I thought they did which was just absolutely unbelievable was that the chairmanship of this faculty body rotated each year so that one year a person from Edwardsville was the chairman of it even though there were only like eight representatives from Edwardsville and maybe 25 from Carbondale.

The next year the chairman of the faculty body was from Carbondale and so it rotated on a year to year basis. Also a lot of the people I met in Carbondale, Howard Webb I can remember very specifically is a very supportive kind of person in terms of that. I do not think and I never felt that there was any great fear in Carbondale about, that we would surpass them. We just never ran into that kind of problem. Now if it happened later when doctoral education got to be talked about seriously is a different problem, but at that time we were struggling to get masters degrees working. You know we didn't have time to think about a doctorate degree at that time.

Q: So you did not ever feel like a poor cousin?

A: I never felt that way. I just never did but I was so busy doing things that I don't know if I had time to even reflect or meditate on that particular position. I'll tell you one thing that was one of the most fascinating things of all is those guys from Carbondale, their teeth almost dropped out on the floor when the seven of us went down there. Leo Cohen was on with us then too, I think, and I was not the president of the group anymore. I was one year removed so there was a new president, but I was still the ex-president or something like that. So I was a member of the body.

Q: Immediate past.

A: Immediate past or whatever it was called and I was the one who had the privilege of getting up on the floor of this group and saying gentleman as of this day the faculty body of the Edwardsville campus is now defunct and disbanded. We have established a new Senate and the president is Leo Cohen and all of your business will be done with the President of the Senate there. Their eyes popped out like a walleye being dug out of the bottom of the lake and they were just looking and later on they said, you got a Senate? I said yes. We just passed on through and instituted it.

And they just walked around, like what is going on around here and nobody ever said well you can't do that because we never even talked, you couldn't do that. You know if everybody said you couldn't, we wouldn't even think of that. Certainly you can do it. Faculty runs their part of the university and that's the way we

wanted to run it and that was hilarious on the plane ride back. We thought that was pretty funny. See we got our Senate way before they got theirs.

Q: Other kinds of contributions you feel good about?

A: I think I've had a hand in hiring some awfully good people in our department. I'm very proud of our department. I always took a position when I was in an administrative position to hire people that would be better than I and I think that's a kind of an attitude that people really need.

Unfortunately I've run across some people in my professional life here every once in a while that don't believe that. They always try to find people who are not as good as they are and I was trying to find people who were better than I was.

Q: Your greatest joys and satisfactions over these years?

A: Working with the students. I enjoy being around people. I enjoy doing things with people and so obviously the teaching and working with the students has been the best thing. The good feedback comes back. It's really delayed. It takes six, eight, ten years 'til you see, gee look at what they're doing out there now, but that has been obviously the greatest pleasure I have had.

I have felt that the quality of my fellow faculty members has been really excellent and that's been very, very fine. We've had some real differences of opinion, almost always on means, not ends. How do we get to where we want to go, not do we want to go there.

So, but that's been sometimes a minor irritant, but nothing that I figure is really serious at all. I've really just enjoyed working here.

Q: A lot of people are saying the same thing. What have been some of your frustrations around here?

A: Well one of the major frustrations we've had in our department and we had it a long time ago was we spent two years developing a doctoral program that we thought would be appropriate. We have the facilities for it. We have a larger psychology faculty than St. Louis University does and because of the way the system is set up, it's almost impossible to do that kind of thing. You can't act very quickly to institute new programs here. It's a bureaucratic mess is what it is and it's not different than any other state.

I've talked with other people in other states and they say as soon as you move to a centralized control system at the state level, you're in this problem of you've got to run your program through your own school. Then you've got to run your program through the university and then if they don't want to approve it, we can not respond very quickly to new changes because we're so slow bureaucratically. It takes a couple of years to even get something going and we worked hard for a doctorate degree and it was just shot down. In our department it just killed everybody's motivation at that level and we intended to put all our energy at the masters level and we have done that and it's excellent, but as I talk with my colleagues the last five years, nobody has any interest whatsoever in starting a Ph.D. program.



Q: How about the Higher Board?

A: It never even got out of the graduate school.

Q: Since the Higher Board decreed that we would not have doctoral programs, perhaps the Graduate School here didn't push it because they figured it wouldn't go anywhere anyway.

A: Those were the days of trying to determine what level of university this was this going to be, a number one or a number two or number three. We were constantly under this problem of fighting this perception that this was going to be a masters level university and that's all and as you well know, lots of us did not come here with that expectation. You came with the expectation that we would have doctors degrees.

Q: Yes. That is a major frustration.

A: If nothing more than an extension of Carbondale's system and that is if there was little cooperation in anything from my point of view and my interactions, there was less cooperation at that level than any other level. There was not much effort made by Carbondale to integrate doctoral programs on this campus to my knowledge.

Q: Do you remember the cliché, the best of our kind?

A: Yes.

Q: We never were quite sure what that meant but it sounded good...

A: But that was frustrating.

Q: Some of us have said we might be targeted to become the best four year junior college in the state.

Q: Any other frustrations you've (mixed voices)?

A: Well I don't think we've ever had adequate space for faculty in this. I think the planning in these buildings was really terrible. I don't have a lot of other comparisons except where I go to other universities and see some of my other colleagues and friends who have much better faculty facilities than we do. Your's is a pretty big office. Most of us are crammed in these 10 by 10 things and its abominable.

I don't want to get on the administration but I see this constant creep of more and more administrative offices all the time and more room for instruction being eaten up by another program or something. Remember in this building we use to have this whole floor and over there were all instructional rooms.

Q: Two thirds of you say this building, Peck, there's three wings. Wing number 1 we'll call faculty. Wing number 2 use to be instructional now isn't. Wing number 3 used to be instructional now isn't. Barbara Teeters destroyed the first floor of Peck for classroom instruction.

A: I don't like living in the pits of building III now. I've been there for 12 years and I have no windows in the room at all. It's just the pits. And I've complained about it a couple times trying to get to move upstairs. I'm always told well we keep the departments together. So you know I can let it bug me or I can just say it's the pits and forget it. Go on to other kinds of things.

Q: Happy memories.

A: I still think coming out here to this campus in 1965 is really one of the really neat memories. I was then right up above you guys right here. There's no parking lots, remember the mud. You used to go out there at night and have to push the cars, push all your friends cars out of the mud in order to get them out going. That kind of stuff. The Faculty Club was in the beginning days so much more cohesive and together. We knew everybody. Everybody knew everybody. You knew everybody in every department. You worked with lots of people and so forth. Those are all the really good things that happened.

Certainly the Mississippi River Festival in it's early days and I qualify that clearly. Before they brought the rock bands. The early days were certainly a major cultural achievement for this campus and this side of the river. It's really one of the outstanding things that was going on.

The whole influx of the university people into the city of Edwardsville I viewed as very positive. I'm not sure the people of Edwardsville viewed it as positive or not, but I certainly did. I think it gave a whole dimension to the school system and a lot of

children there that had been around a lot of places in the world and were real parochial in the sense of ever having gone anyplace that was a very positive thing. Those were all good times more laughs than nonlaughs, I guess.

Q: All right.

A: Oh and certainly talk about funny things. I hope you got Al Kuenzli's episode in this system.

Q: You tell it.

A: . Well, Al was in the Psych department as you know. You know Al better than I did. He was only with us about 4 years I think when I was here. He certainly would have been called a very, I don't know what the word is to use. He was very opinionated in the sense of the kinds of things he felt. It was the first year we were here I think. He had a little blue Volkswagen and it was parked over where the University Center is now. And knowing Al he was parked I think where he wasn't suppose to be parked, I think that was the first thing. Then as he was driving out this police man tried to stop him and Al said blow off or something like that and drove over, this is the story I got, drove over the policeman's foot in his Volkswagen.

So the policeman called for help and thus not only did the Madison County police, but the State police chased Al down I-270 and started shooting at him on the highway and shot holes through the back of his little Volkswagen. And they got him on the other side of the river finally over in Missouri. They picked him up over there.

And of course, we all laughed ourselves silly about that. We thought that was the funniest thing in the world, that they would go after this guy and start shooting at him in a Volkswagen for driving over a policeman's foot. Every time we tell that story we just laugh about it.

Q: I remember..

A: It's hilarious.

Q: I've been told that the pieces which have the bullet holes in them is owned by this campus.

A: I saw his trunk at an archives demonstration up in the University Center. That's great. And then I heard about, which I did not see. This is another one. I think some of these things are absolutely hilarious. Some people may not. I'm sure the beaurocrats don't.

But then I heard about one of the guys that was spray painting the parking meters that were out here in this lot before they got it changed around. Those old parking meters, he was so angry with the things he would go out there with spray paint and paint the parking meters. And the police finally set up observers up top here on all the buildings and they finally caught him. I don't want to tell you what his name was but..

Q: Student or faculty?

A: Faculty member. Yes. Call up the chief over there and ask him who it was. I won't tell you, but I know who it was and they caught him. I thought that was hilarious. He just thought there shouldn't be an parking meters there and he got so angry he spray painted them all and then they would have to clean them off. Oh boy that stuff was so funny. Those are two things that I constantly laugh about that happened that were just hilarious.

Q: All right let's go for a third.

A: I'm sure if I would sit around with some of my friends and if we started yacking about things it would be, a lot of other things would come up. But there probably more related specifically to things that happened in departments or things that happened with your own group of people and those kinds of funny things that go on here and there.

But those were two incidents that I remember very well from way back. And I kept in touch with Al for many years. He went off to Simon Frazier University in British Columbia. He taught there for a number of years and as far as I know past maybe four or five years ago.

Q: Worst memories.

A: I don't have anything in the sense of worst in a sense of anything that left a really indelible impression upon me. I was disappointed with the quality of some of the instructional units I was around in the school of education. Very disappointed with that. It's still a memory, but it's not I didn't have a direct

responsibility for it so it wasn't that. I was very concerned about the quality of the students that were being produced and the justification for what was being done. But that's not unique to this place or any place else.

I've always felt that as professionals we have responsibility to maintain a certain level of performance and that we should be doing that business and when I don't see it being done it bothers me. I get unhappy with that kind of situation. It's quite honest I can't think of anything that really bugged me for a long period of time. Oh yes you don't get a raise you get ticked off about that or something else, but all in all I feel at least in relation to everyone else in the university that I have been treated as well as everybody else. I don't think any of us have been treated very well to start with. I think we should be considerably higher paid than we are. But in relationship to everyone else here I have never felt that I have been discriminated against in any form of economic discrimination or anything like that. I've been treated like anybody else pretty much.

Q: Well, that's good to hear.

A: When I sit back and remember my 25 years here there's just a lot more things that I find interesting and experience as I've had working with other people and like teaching with Ron Glossop in that War and Peace course.

Sam Grant. I worked with him. I worked with Weingartner, Frisbie, Ted Frisbie. I mean working with those kinds of people, Fred Voget, I mean that is great working in a course with people like

that you just learn a lot about things that you don't know about. It's marvelous listening to people talk about things they know about. And that's been really nice. I took two years of Russian here and I really enjoyed that. It was quite an eye opener. I was at least in the bottom third of the students but two-thirds of them were better than I was but still it was fun.

I just don't remember anything that was really really bad experience. Even when we had all the turmoil, I considered a vast majority of that turmoil a very positive learning situation for this campus, I mean terrible things could have happened here with all this glass and everything and nothing did. All we got was a couple chairs pitched around in a few classrooms and a lot of noisy demonstrations and things like that and I thought that was all pretty good. It at least woke up people a little bit about what was going on.

Q: Were you ever involved in relating the campus to the community?

A: No, I never held any position whatsoever where I had to have direct relationship with the community at all. Even when I was administrator, those kinds of things usually went through other people in our faculty. For example, establishing practicums with agencies outside it would be other people in the faculty who would do that. Once in a while I would get minimally involved in it, but in general my answer to that would be pretty much no. Other than just a member of the community myself.

Q: Any academic programs targeted for educationally disadvantaged?



A: No. No. Nothing other than internal to our own department sitting and talking about what we can do in order to assist minority students to get through a psychology program so that when their done their competent and become leaders. And we've had a number to do that and in many instances it has taken special effort and lately it's been international students.

Our department didn't have any international students until 3 or 4 years ago, I think was. Now wait a minute, we had one from Guatemala or something like that. Then we got a gal from Ghana who came through and then we had another one from Venezuela. We've had two Chinese since then. So the whole international dimension has really I would saw the last five to ten years we never had much of that before. I think that's good for the department and good for the campus.

Q: What kind of contributions to do you feel the university has made to the area?

A: Oh I don't think there's an question about that. If you want to get into the economic contribution to start with. We'll just forget that because that's so tremendous it's unbelievable. All you have to do is walk around the parking lots and everything around this area and you notice that.

Certainly, I would hope that the universities contribution in terms of providing a dimension of both intellectual endeavor and cultural diversity to this side of the river has been very useful. Just as an example, as much as the fact is as I was never really ever really involved in Martha Grahams Dance thing in East St. Louis ever

in any form or manner whatsoever. Certainly, the university contribution to supporting that activity there has been innumerable. It's been unbelievably good.

Q: Martha Graham or Catherine Dunham?

A: Catherine Dunham. Martha Graham is another dance lady. Sorry. Catherine Dunham your right. Catherine Dunham. Sure.

Q: Yes.

A: You get on to that thing and you get on the concert corral touring into the schools, you get into the SIU Jazz band doing that kind of thing. You even go to these Old Guys. The contributions of Jean Kittrell and the Old Guys made to going out in the community and we know that all those guys, Wiley and Havens, and Brown, and Holden. That whole group never took a penny for everything they did. They gave all that money to the foundation. It always went to the foundation.

Q: Now that's important.

A: A lot of people don't know that. You could ask Wiley, he's still around or ask Dan Havens. Old Guys played for free and gave there money to the foundation.

You think about Rudy Wilson serving on the school board, of Edwardsville School District for seventeen years. That just happens to be what I know I'm sure in Alton and in Granite City and in other

places the same impact has been made. So it's made not only a from a financial point of view, but certainly having a university is something that's unique. I would never live in a town if it didn't have a university nearby. I would never do it again. Never. I've done it a couple of times but I wouldn't do it again. It changes the whole atmosphere. Now as you well know there were a lot of animosity, not a lot, but there were certainly some animosities because of some things that were developed here. I hope that most of that has disappeared now in the last twenty years and there's less of that.

Q: I think so. The retail wholesale merchants are still afraid of our bookstore.

A: Well, I don't know why. It never makes any money.

Q: And the hotel/motel people killed our conference center.

A: Yes. That's true and I guess you just have to fight off those kinds of things now and then. But the Business Park may get going who knows. I think it's kind of interesting.

Q: Brian Donalley is working very hard to make it successful out there. We have sort of an official history of the university and there's of official documents. What would you care to record that most assuredly would never be in an official history?

A: I don't know if I've got anything like that because most of the stuff I've been around has certainly been in the Florence Gilleg documents that she was maintaining there all the time in the office, the whole record of the development senate is there. I can't think of anything I've got.

Q: The point is that's all the official stuff.

A: Yes.

Q: There is an official history, but there's always an unofficial history of an institution and some of the things that you shared with us, the Al Kuenzli thing would be considered somewhat unofficial.

A: I wouldn't want to have that story get lost.

Q: Now there is the magic - Now I will rephrase my question.

A: I'll see if there's other stories I can think of Stan and if I do I'll send them over to you. In terms of things that I wouldn't want to get lost.

Q: Any other topics what would you care to contribute to this oral history?

A: Well, you know, I look on your list here and that's about all I can remember. I would hope you would get a hold of Larry Taliana. He's still around because he was here before I was and served as

chair of the department before I did. So he's even earlier and in fact he's been administrator and one of the things Larry might be really interested, you might really get from Larry that you can't get from everybody else because Larry played a very unique role on this campus, Stanley.

Because Larry was a Clinical Psychologist the faculty used to come to him with there personal problems. And I know that for a fact because a number of the faculty contacted me first because I was in the Psychology Department and said who can I talk to, and I would say in our department there's Larry Taliana you could talk to him.

Now I'm sure just telling you that people came to him is not the violating any confidence at all and I know he would never say anything about any individual in that regard, but he could probably give you a sense of if there were certain pressures and if people were buckling under certain pressures that were there. Because there were pressures it was long days and long weekends. A lot of work and if that seemed to show up with some people in instances where I can't indicate that whatsoever at all.

Q: If I could interview but two other people, and you've given me one excellent suggestion, Larry. Who might the second one be?

A: And I'm just thinking in my own area, I can't. Erwin Brinkman was here before me but he was here only 1 year before me. He came in '63. Larry was the farthest one in front of me. there's no one in my department now that Erwin has left. Another guy that would have a very interesting insights in this stuff would be Bob Russo. Bob was associated with the center for the study of Crime Delinquency and

Corrections, when he first came here and also served as associate dean for a period of time in the Graduate School. He would probably have some insights into that organization and it's contribution to the campus because it lasted really quite a long time before it kind of folded away to.

Are you getting at all into these old guys from physical plant that are still floating around here in the early days.

Q: So far I have not.

A: See Betty Wilder, she knows a lot of those kinds of people. You mentioned her name.

Q: She came in '63 and she phoned me. I sent her information and I have not heard back.

A: I'll tell you 2 guys that you should really get. Jim Brown. If you can get Jim Brown to talk.

Q: I talked to Jim.

A: He was very influential on the campus and then to get another point of view Howard Webb, who has recently retired from the chancellors office, Professor of english and the academic whatever it would be called under the chancellor. Howard Webb was in that faculty group when I was the president and I know him, but he was a

Carbondale guy see so it would be interesting to talk to him about what does he remember of those early years and his own perceptions about it.

Q: Was he on this campus?

A: No. He was on Carbondale but he was on the Faculty Council. and the University Council made up of Morris, what they called the area Vice presidents Ruffner, Rendleman, MacVicar, the chairman of the Faculty Council, which was the position I held for one year and the chairman of some other group. So that was the University Council and they met to consider things that went through the Faculty Council and everything else. So I served on that to.

Q: Anything you would like to add about that experience?

A: Well that was very enlightening, I learned a lot hanging around Morris and even for the one year that I did it. I learned a lot just driving down to Carbondale and back with John Rendleman. Just listening to him talk about what happened and how the campus grew and these kinds of things and how they actually got this campus started the political business that went on with it and I'm sure that your aware of that.

Q: Well somewhat I've heard various stories. Anything peculiarly enlightening?

A: No, the only story I hear is that the University of Illinois wanted to open up the Chicago Circle campus and that it was only Rendleman and Morris that literally lit up then so the southern Illinois legislatures so they wanted the support particularly from the democrats around here and so they said we get this campus you get Chicago Circle.

Q: Yes the politics -

A: There always fascinating.

Q: Fascinating and overwhelming. I've heard many a version of this. I'm now back to 1953 I thought 57 then 55. People are telling me stories of 1953. Now we're really moving. I don't know that we can go beyond 53.

A: Yes, I don't know either.

Q: Bob, you want to add anything to anything?

A: No, the major thing I wanted to get on to the record was how we established the senate here and the people involved in that besides myself. I know Leonard Wheat, I don't know if Leonard is still alive. He was up in Minnesota some place he was around here from the early days I remember.

Q: He was here when I came.



A: He was involved in that. Bill Emblom was. Dan Havens was. Warren Joseph was very actively involved in that process before he ended up going up into the chancellors office and becoming the head of personnel up there. There may have been others but I would almost have to go back to those minutes somewhere to see who they were.

Q: For the record I want to formally thank you for coming by and sharing this with us and it's been very pleasant and thanks.

A: I really want to thank you for doing this Stanley that's what's wonderful. I kept saying to myself I sure hope someone starts getting this down before everybody is dead.

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