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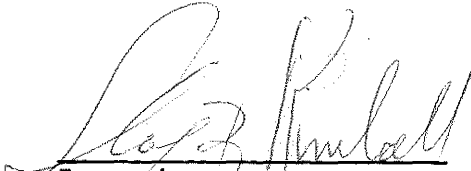
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ORAL HISTORY

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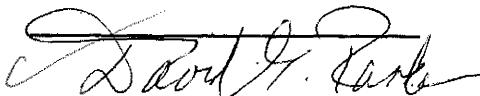
  
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SIUE ORAL HISTORY PROJECT

Summers 1990-91

David Rands Interview, July 25, 1991

Interviewed by Stanley B. Kimball

Filename: RANDES.525

David Rands, Professor Emeritus of Chemistry at SIUE, July the 25th, 1991, thanks for being willing to come back on campus and share your memories and reflections about having built this campus over period of time. You came here when I did in 1959. You retired just last year, that's thirty-one years.

A: Yes.

Q: Why did you come to SIU in the first place?

A: I was employed at Monsanto. I had been a research chemist for three years and had decided that I wanted an academic career. I had an offer from the University of North Dakota, which my wife vetoed. I had been recruited to come here by Bill Probst, who had been a graduate student with me both at Oklahoma and the University of Iowa. I had known him since 1950 and he came here in '58 so he recruited me to come over here in '59.

Q: It's seldom I find anybody here earlier than I came. Bill Probst, is he still around?

A: No, he died in 1975.

Q: It would have been nice to interview him. He was a real pioneer. Dave why did you stay so long?

A: Well, I kept finding new and interesting things to do. In 1967 I was on the university Graduate Counsel. Don Myer was acting assistant dean of Graduate School at that time. When he went on leave I was asked to serve in his place for that year. So I got a taste of administration doing that and after that I went on sabbatical to the University of Miami. When I came back I was appointed to the first board staff.

Q: The Board of Trustees?

A: Yes, that's when Jim Brown was the Chief of Staff and I was the first Academic Program Officer and I tolerated that for about a year and a half, when I couldn't stand it anymore. Then I came back to the department. But I've always been able to do new and exciting things. I've had the opportunity to spend a great deal of time in Eastern Europe and I guess I just never saw any reason to leave.

Q: Walk us through your various titles. You came as a professor in chemistry I presume.

A: Assistant Professor and Associate, in '69 full Professor. In 67- 68 I was the acting assistant dean of the Graduate School. In '70 to '72 I was academic program officer for the Board of Trustees

staff. From '72 to '75 I was the departmental chairman. I've been the acting dean in Science from time to time when either Don Myer or Shjankar Nair were absent for an extended period of time.

Q: So you've spent about half and half would you say?

A: Maybe a fourth. A fourth of my time in administration I guess. Because I was in East St. Louis for seven years.

Q: Is that where you started?

A: Yes, I started in East St. Louis.

Q: I was assigned to Alton, I didn't ask for it I just came and they said you're in Alton. I stayed there until we came here. I never did teach in East St. Louis.

You mentioned East Europe. How does that fit into your career?

A: These were all research visits to Eastern Europe. While in Rumania I worked at the Research Institute for Soil Science and Agro Chemistry and it's complimented my interest in natural water systems. I've worked with these people who are essentially soil scientists. I was interested in the aqueous phase and we look at the interactions in a community sense. Then in Bulgaria I worked with some people in a Water Technology department in a university on the Black Sea and we got interested in Black Sea water and this kind of thing.

Q: We're you ever able to bring those people here.

A: Yes. I've had visits from three Bulgarians and one Rumanian. It's been very difficult for the Rumanians to get out of the country as you well might expect.

Q: I hosted, or we hosted, one Bulgarian in History and one Hungarian in Business . I think it's a dimension of this university that isn't fully developed. We need a whole lot more.

A: I'm scheduled to go back to Bulgaria in September. We're giving a paper at a conference on the chemistry and pollution of the Black Sea at that time. Its a collaborative effort between people here, me and my students, some of the faculty in Bulgaria.

Q: What would you say were your most significant, greatest achievements? What did you want to do and how did you succeed in doing it?

A: I think when you look back at your career and get ready to retire Stan, that the most satisfying thing is the students that you put out and what they think of you when you come back. There are two fellows who periodically check with me, they were in my first freshman Chemistry class in 1959. One of them is now a professor in Argentina, no Brazil. When he comes back he contacts Charlie Chapman, who is an appelate court judge here in Mt. Vernon. He was a Chemistry major as well and they call me and we go out to dinner and tell lies about the old days in St. Louis. It's students like this who are I think this is the most satisfying thing I ever had come out of my academic career.

Q: In addition to that what would some of your other most satisfying contributions.

A: I think my interactions with people in Rumania and Bulgaria probably are satisfying as almost anything else I've done. Just in terms of making them understand we're human beings too. Just the kind of interaction between the Eastern European and the American culture. So many of the people you meet when you go to those countries are talking to their first Americans.

Q: Tell us a little bit more about well their relations with the, I guess I'm trying to say, the formal relations between this university and those universities beyond just, was there anything beyond just exchange of scholars?

A: No, my, all my visits were either National Academy of Science exchange programs or a Fullbright. It had nothing to do with the university.

Q: I see.

A: Except that when these people came over here to work with me they were accommodated by the university. Don Myer, for instance, provided a small stipend so they could have a little walking around money in their pockets while they were here. But I had them stay with me, they stayed in my home when they came here to work.

Q: For how long a period?



A: One fellow was here for three months. A young woman that I worked with over there was here for a month last year.

Q: My dean was very generous with a Bulgarian historian and he was here for nine months and he was quite happy over at Tower Lake. Actually over the last three months his wife and son came over and it worked out very well.

Dave Rand, what has brought you, what did bring you and perhaps is still bringing you your greatest satisfactions, having devoted your career to SIUE?

A: You mean in addition to what I've already told you. What I have done for the university?

Q: That or just what you feel you mentioned students of course and you mentioned your international activities. Anything else you feel particularly good about or gave you pleasure professionally or socially.

A: Having been one of the pioneers and seen what our very very hard work in the early days did to develop the university I think. The structure and what's going on now is not what I expected to see back in the early 60's. I didn't expect the conditions to be what they would be now because which are largely a function, of course, of the economic situation.

Q: Now is that good or bad?

A: Well, whatever, it can't be helped.

Q: No I mean. Is there more or less than you expected.

A: It's less than I expected. Sure. But certainly having seen us go from the kind of quarters we had in the old East St. Louis High School to this campus has certainly been a form of satisfaction.

Let me put in something parenthetical here. I'm sure you at the time would sense the difference in feeling between the people in East St. Louis and those in Alton. Ours was more an urban environment and you guys had a small college atmosphere up there. But I remember that Leo Cohen would tell people that the faculty at East St. Louis got extra combat pay for having to serve down there and there were some faculty members who believed him. Some of the Alton faculty. But I think there was sort of a (I don't know what it was like), but I think the people in Alton had a more gentle air about them than we people in East St. Louis.

Q: Well I was an Alton type. I don't know how much gentle we were we might have had a little more country club surroundings, or campus surroundings perhaps. Obviously, we did. We had this nice little forty acres Baptist college, Shurtleff.

A: Sure. Sure.

Q: Obviously.

A: But it was this was reflected in the students as well. At least the students in chemistry, we tried on several occasions to form a joint Chemistry Club between the two campuses. And there was

just some kind of barrier to getting these kids together. The kids in East St. Louis seem to be a little more independent, not quite so conventional. I guess having grown up on the streets of East St. Louis maybe had something to do with it at the time.

Q: Now you mentioned something very interesting a moment ago. Relative to hopes, dreams, aspirations, anticipations, couple of comments. Were you ever involved with Harold W. See?

A: Not very much. He was here of course, for what was it about a year? He left about 1960.

Q: He was here long enough for those of us who knew him to turn us on to the potential of this place. Of the people I've interviewed those who got turned as I was really thought we were going to take off and he was going to break from Carbondale and really show them how to do it. Unfortunately he was kicked upstairs because of that and that never happened.

Now the question I want to ask you is, what was the justification for your hopes and dreams and expectations of this place which I gather have not quite been fulfilled.

A: Well, we knew from the very beginning that we were in temporary quarters. That we were running separate programs, we had a full undergraduate program in both centers. And we knew in a few years we were going to join up here and we were going to have a completely new facility. Everybody was expected to initiate graduate programs, I think that was just understood, I don't know where I got the

impression, but I think it was something everybody just agreed upon. We were a state university or at least part of a state university and because of our location and of the industrial and scientific atmosphere in the St. Louis area, there was no question that we were going into graduate programs.

Most people expected to have Ph.D. programs, of course, as we came to realize later the country had reached saturation point in terms of Ph.D. programs and probably in most other disciplines. Which I think had a lot to do with the fact that we have not had many doctoral programs here.

Q: Are you familiar with the obviously you are with what Higher Board decreed that terminated quite permanently doctoral programs and expansion. We have 2600 acres, we could've had an agricultural school,,, but the higher board began to assign things state wide and we got the dental school, Carbondale got law and medicine.

A: John Rendleman was doing all he could to get the law school. That was going on while I was on the Board Staff, but it just wasn't to be.

Q: Now on this Board Staff, explain that a little bit and tell us about your activities and successes and failures.

A: At that time, as we know it resulted from the problems that President Morris had and the Board of Trustees on the advice of an outside consultant formed this board staff mainly to keep them informed. And that was our function, as I viewed it, to keep the

Board of Trustee informed and to deal with the board of Higher Education.

My area had to do with programs. New programs as well as old programs and that was about the time when the master plan was introduced and we were dealing and there was still a lot of people very much interested in the graduate programs, doctoral programs and we had some contact with it, trying to dredge up something that the board might look on favorably, but it didn't really work very well. We had the teaching disciplines that were being tried. And these things just didn't really materialize. For instance having the Physics department give a doctoral of science which was a teaching degree rather than a research degree. These things never materialized around here.

Q: Speak to the Morris troubles.

A: If you recall this had to do with the 2 million dollar house on campus and what came to light was that he was more independent than the board thought he should be. He was doing many things that it turned out he shouldn't have done without board approval and I think this was just the thing that tipped him off and as I don't know if I want this to stay in the final draft or not, but the thing that disturbed me as much as anything as my position on the Board Staff was the only justification I could see for my job was that the board could not trust the presidents and we were there to keep tabs on the president and keep them informed of what was going on.

Whether if it was that they couldn't trust them or not, but that was simply my perspective.

Q: I interviewed Jim Brown. He was quite categorical. He said either the Board of Trustees goes all the way supporting the president or they don't. It can't be or it's awkward, very awkward at least, if it's half and half. So obviously you were caught up in this half and half.

A: And if they're going to support him, they have to know what he's doing.

Q: Yes. And so you in a fact were a liason.

A: Yes.

Q: What about old ordinary major frustrations, in your various capacities, Dave.

A: One of the frustrations that I noted in all these years is that faculty bodies, whether they are university counsel, department committees or what, they are among the most glacial of all committees in terms of movement. If you want something done, if you want something studied and a recommendation made you certainly are not going to get quick action out of a university faculty group.

I'm sure you've had enough experience to know this too. These various study groups, calendar committees, and whatever. It just takes an unbelievable amount of time, program reviews or what ever is happening and I don't know whether that is good. In some ways I guess it is. I think in general this very slow time of response of faculty

groups can be a very frustrating thing.

Another thing that has nagged at me, I guess since the early '60s, here is our General Education program. I think some people probably like it all right,, but I guess I never was a fan of the general education system and maybe that's because I did my undergraduate work in a Liberal Arts College where we were thrown into our courses with all of the other majors. I think the intent perhaps of the General Education program is to give the kind of breadth that a liberal arts major gets, but I don't think it's really worked that way out here. I don't know what your attitude might be about this.

Q: I did not like the trendy, relevant, hit or miss courses that proliferated to achieve some vague, general ed. goal. I always said fine, we already have most of the courses we need. Let's structure a core curriculum and get on with it. I was on the very first committee. I represented history and the powers that be gave history and geography nine quarter hours and we were supposed to come up with geo/history or history/geography or something.

Well I categorically refused. I said give us any number of hours you want, but we want to teach pure history and you can do what you want. Well I guess I was persuasive because we got six hours for history. Geography, or more properly, Earth Science got three and from that day to this whatever history has done in General Studies has been our basic history courses.

A: As a department, chemistry has never had a big enrollment in our General Studies courses. Some departments have provided a lot of

opportunities for students. That has not been what has happened in our department. I recall when this was rather hotly debated. Harvey Fisher from the Zoology Department at Carbondale was up here acting as liaison with the architects for the construction of the science building. I was talking to him one time about a letter that I had written. I guess I wrote it to Morris or to the committee. I don't know where I made the point that if we assume that a student has a certain ability to retain information or to think or to do whatever he has to and we can represent this as a volume. If we try to broaden things too much it becomes very, very shallow in order to maintain that same volume whereas if we bring things together we'll attain more depth.

Q: Any other frustrations?

A: I'm sure many people feel who witness the activity with the union that faculty are under paid. Faculty are under paid as compared to people in industry, however when I decided to leave industry and come here, I understood that and I made a very deliberate decision that I was going to accept my salary position in order to do what I wanted to do. I know that if I had stayed in industry my salary certainly would have been higher than it is now.

I think we have to realize that the satisfactions of the academic life which allows you to do pretty well what you want. We have freedom of choice in what we teach and what kind of research we do. Our hours are very flexible and I think that's something that has to be considered.

Q: We both hear people complain all the time and I want to say,



well why don't you get out then.

A: That's right.

Q: If you want money what in the world are you here for?

A: Especially in the sciences; why did you come here in the first place, because there are so many industrial positions available? I have a little more sympathy for people in the humanities because certainly your opportunities are not as broad as ours.

Q: Well as we say, Dave, you can not do history.

A: That's right. That's exactly right. Although the time and I think history is one of the disciplines that I feel particularly sad about in terms of the demise of the liberal arts education. Before World War II, history majors were hired by industry. That was training to become an executive in industry or in some company.

Q: Some of your best memories?

A: Probably the best days we had were those early days in East St. Louis because there was so much to do and anything we did was good and was improving things, those days where we had to make do. We didn't have all of the equipment available, all of the supplies available. We didn't have any xerox machines and we had this intensity. We wanted to do things.

I think those were probably some of the best times that we had

here. We were developing new programs and new courses. We were fairly independent. We wouldn't see our dean more than a couple times a quarter. As you recall we didn't have formal department chairman in those days. There would be some guy at each campus who had to see that the schedule was put together somehow and materials were ordered or whatever was needed. So I think those days were good and another reason was that we had a very close contact with people in other departments. Since we moved up here, we're isolated in the Science Building. People in the Humanities and Social Sciences-- those contacts just evaporated.

Q: Many have pointed out the joys of the closeness in the good ol' days.

A: Yeah. That's right.

Q: Socially as well as academically.

A: Sure.

Q: Carry on with happy memories.

A: Before I came over, I was thinking of a few anecdotes, who some of our more outrageous characters were in East St. Louis center. One of the guys that was quirkiest down there, that's the word, would be Bob Steinkellner. I'm sure you remember Bob.

Q: Yes.

A: In education. Bob was very proud of the fact that he had two masters degrees, one in Education and one in English and he felt that this qualified him to be quite our superior creative writer. He was always writing things, mostly with a patriotic or an Americanism theme and he'd stick them in all the mail boxes. Finally one day Jim Turner the center director told him to stop putting those damn things in his mailbox. He'd had enough of that.

Steinkellner was among the people who played bridge every day at noon. Jerry Runkle, Florence Fanning, Probst were in that group. He took an awful lot of abuse because of the fact that he wasn't as serious about playing bridge maybe as the rest of them were. Of course I have to admire him for that. It was merely a recreational thing for him.

Q: We had a ferocious bridge club around here.

A: Yeah.

Q: Don Taylor and ...

A: Don was in that crew in East St. Louis.

Q: Oh was he? And Herb Rosenthal and Jerry Runkle and Stew Weiss. They were serious players around here.

A: Another anecdote that was really rather an interesting thing,- when we first came here in '59 of course there wasn't much around in the way of material supplies and that was the first time that anybody

was being hired who had any possibility of doing any research in the sciences. At that time botany was taught in East St. Louis and the zoology courses in Alton. They didn't try to teach all of the biology courses at both centers so at that time there were two botanists, - Howard Pfifer and Steve Davis in East St. Louis.

Steve had just finished graduate school at the University of Iowa and his specialty was fresh water algae. Well he told Turner that what he needed was good temperature control in the room. So he bought this enormous window air conditioner. We'd always go down there on hot summer days where he'd have the temperature about 74 degrees just to get away from the ferocious heat of the rest of the building just to keep his few culture tubes full of algae thriving and happy. But this was something that just some how or other caught Jim Turner's fancy or he accepted the fact that here was something that had to be done. He had to have a cool room so his algae wouldn't die so he could do his research. Unfortunately none of the rest of us were able to convince him that our own comfort might make us work better. But we would get Steve's cast off air conditioners as he'd have to get new ones to protect his algae. In some of those first years it was really miserable.

Q: That was an unusual pecking order. Wasn't it?

A: It was. It was indeed. You'd get a lab full of bunsen burners and during the summer time it would be...

Q: I didn't dodge it but I never taught one hour in East St. Louis. Worst memories.

A: Worst memories. Maybe I'm trying to put those out of my mind.

Q: Well a lot have.

A: Yeah.

Q: But the record is poorer for it of course.

A: I don't know if I even want to talk about anything like that, Stan. I guess there's really nothing that stands out as a poor memory that I would want to talk about. I think probably the reason for that is that often these bad memories have to do with personal conflict and I'd just as soon not put that in the record.

Q: Fair enough. So let's turn the coin over again or stand it on it's edge and get back to the humorous, bizarre, strange, odd, unusual, funny things.

A: Probst and Dorris Wilton had a contest going. Through campus mail they kept mailing a one foot section of two by four back and forth to each other and that developed into a kind of continuous game where both Probst and I would exchange various odd things with Dorrie, and this carried over until we came up here to the campus.

One time Dorrie sent Probst an old girdle through campus mail. It was when the registrar's office was over here. He got so angry that Probst came over here.

Q: Over here in Peck.

A: And he brought this girdle over and nailed it to the wall above Dory's desk and Dory didn't see it when he came in. It was too high for him and he sat there for a while. He said all these girls were sitting back there giggling until he finally noticed it.

Q: Now it's interesting that you told this story, Dave, because Dory gave his version of this same stupid two-by-four thing. Anything else like that?

A: There were various things everyday for instance, people would take a break and go down to the cafeteria for coffee or something, but this is where all the jollity would go on. After all we were a much younger group in those days, we had more energy then as you well know.

Q: Regretfully.

A: Yes. Yes. One of the interesting things that we did was in the earlier days when we were considered a part of the university we weren't a separate university. Our trips to Carbondale for I was on the all university graduate counsel and we would alternate meetings here and Carbondale. So every other month a bunch of us would get in a car and head down there and at that time John Richardson and Jim Austin were on the counsel and we would usually ride in the same car. John would entertain us with sea stories all the way down and back of course.

Of course with some of they joint committees we would meet in the restaurant in Marissa. I'm sure you went to some of those.

Q: Do you remember the name?

A: The Orr house.

Q: Yes and the stupid jokes about going to the Orr house.

A: That's right. It was inevitable, of course, that we should break off to be a separate university. It was a fascinating experience to be involved in activities for the whole university.

Q: Now I want to drop anchor there. I'd like the Dave Rands reflections on the relations between the two universities or the two campuses perhaps what would you care to tell us as the separation evolved and took place and any particular misgivings you might have had since many people feel very strongly that they've done us wrong. Maybe that's erroneous, but you were here in the middle, so enlighten posterity a bit on this inter-relations and the separation.

A: I think my first awareness of this probably came at the very beginning where we had a curriculum, this would be at the department programmatic level. We had a curriculum that was the same as Carbondale and we carried that through for quite some time until we got together up here on this campus and started evolving courses of our own, without having to get any kind of interaction with Carbondale.

I think my first experience though these kind of inter-relationships were on the Graduate Council where we had members from

both Edwardsville and Carbondale on the committees. At this time, I was on the Program Committee. There were a lot of new programs being proposed at that time. A lot of Ph.D. programs from Carbondale and new masters programs from here. One of the things that would be obvious I think is that a critical review of these program applications is strongly affected by the personal relationship of the committee members with the people who are proposing the programs and I think that we who are from the other campus in both cases this would swim either way.

We were relied on quite heavily to provide some kind of piercing criticism of a program proposal. I think it was comforting perhaps for the people say from Edwardsville to be able to say those guys from Carbondale said this and this about your program. Or just to point out that they were members of that committee. I think it's a little more difficult to be highly critical in terms of a review of a program proposal or a review of a old program. If your people of the same community, the peer review thing was fraught with peer and collique review I think is fraught with certain problems and I think that was one of the things that a lot of the people were worried about when we talked about separating that all-university graduate council into separate graduate councils. This was before the universities were even separate.

This did happen and Herb Rosenthal I think was probably the strongest proponent of bringing about this separation. I remember going to a meeting at Herb's house because he was recuperating from surgery. I don't now if you remember that, that was probably back in the 60's sometime. He was in pain, but he was adamant that we were going to have separate graduate councils on the two campuses and I



think the biggest concern was that we would lose this kind of more detached evaluation of what was being done.

I think the separation into separate universities was inevitable because we were just too far apart for one president to try and run both universities and I guess it certainly became necessary to designate a president for each campus that would deal with the board not that that's turned out to be favorable to us but I think what has done us wrong was the Board of Higher Education master plan. Where Carbondale was to be a comprehensive university and we were given a mission which is reflected in where we are.

Q: That's the sad thing. We had such promise or we thought we had such promise and ambition and that was why many of us came here and stayed here and I have had people I have interviewed people that have not accused me necessarily of being paranoid, but I've had people say weren't you guys at Edwardsville a little paranoid, or that is Alton East St. Louis and Edwardsville, about what was going on between the two universities and I said, well I guess so, I guess we were a little paranoid but I think we had a little justification. Frankly we got tired of being treated as poor cousins and we got tired of being treated as some kind of extension program. Specifically what happened to you in some of these meetings where you felt we were being treated as poor cousins?

A: I don't think we were being treated as poor cousins by the faculty necessarily. I felt in all of my relationships with Carbondale faculty that they had ample respect for us. I don't think we were treated as the guys that came in down the railroad track to

visit them on Sunday afternoon. It was not the faculty, I really don't feel that way.

Q: Well what was it?

A: For one thing, I guess it could have been history. That place had been there for many years they had a permanent campus they were bigger, they had graduate programs before we did, they had doctoral programs by the time we had master programs. I think that's bound to do it and it's bound to do it in terms of the size of the budget and in terms of the signing of the commission for the particular university.

Q: What about the administration? What about Morris? What is your impression of his feelings relative to the two campuses?

A: Well, Morris obviously was trying to build this place.

Q: This place? Here, Edwardsville?

A: Yes, Edwardsville. And we have to recognize that by 1969, he was in disfavor, so he didn't have an awful lot of time. He had maybe ten or twelve years to develop this and we didn't start teaching classes here until 65. The science building we were there in 66. So it was only a couple of years after we started moving our courses here that Morris was out of it. He put in a tremendous amount of effort. I don't think we would be here if he hadn't been president at that time. I think everybody has to agree with that.

Q: I'm sure that's given.

A: I'm not sure it's Morris who determined the fate of this place. I guess one of the things I see is the time when John Rendleman was named chancellor here and McVicar in Carbondale. This would have been a much different place if McVicar had stayed here and John hadn't been put in charge. Because they were so , John was very careful not to interfere with academic matters, MacVicar was a much stronger academic than John Rendleman. I think that could have had as much affect on it as not.

I first encountered McVicar in 1950 when I was a graduate student and he was the chairman of the Bio-chemistry Department at Oklahoma State when I started graduate school down there. He was a brash young man, very opinionated, but a very very bright guy. Much more academically oriented I think. I really guess as I think back on it, that is probably one of things that may have had some affect on what has developed here. I don't know if he could have done anything about it. But it is an interesting fact to speculate on.

Q: How would you assess the contributions of this university to Southwestern Illinois?

A: Well, I guess it's in Southwestern Illinois, and I guess I would restrict it to the metro east area; it certainly has provided education for a lot of young people in this area who probably would not have gone to college if they had to leave home. One of the things that strikes me about this area is the insularity of the students. I find it particularly distressing when some of these kids who turn out to be very bright finish their degree and they don't

want to go to Houston, Texas to get a job as a chemist.

I think this is changing some, but for many years this was a particularly interesting thing that seemed to me. They just didn't want to leave the area. Part of this had to do with the fact that a lot of them had families and had laid down family roots here. A lot of them got married or were about to get married and their families were here and they wanted to stay here for that reason. But to go off to somewhere else to work was not something that seemed to be too common. They were willing to go off to graduate school in other parts of the country.

Q: Now by staying here however, did they not tend to better the area?

A: Of course, sure. I think that is quite clear. You certainly run into a lot of young people, younger than you and I are.

Q: They're a lot of those.

A: Their graduates from here. You contact them all the time. Clearly that has had a very definite affect on the region. We're sort of a urban university .

Q: How about economically and culturally?

A: In terms of what has happened to the economic situation cross country I don't know how much affect we have had on it. Certainly culturally I think there's been a definite affect on it. I don't

know whether you know it or not, but I play the violin and I play with the Belleville Philharmonic. Now that's one of my retirement activities. I played with the SIU Orchestra when John Kendall formed it on the Alton campus for a few years and I'm quite aware of what his string program has done with some of the schools in the area. Unfortunately economics has caused a phase out on some of those programs around here, but there certainly has been a cultural affect.

Q: And then of course drop back a moment our payroll if nothing else has made an economic impact around here. And then of course our expertise. The mayors and the planners and the shakers and the movers can call upon us. The sewer problems in Glen Carbon or whatever.

A: Well, in 1969 I was a member of the mayors blue ribbon committee in Collinsville, studying a new sewer project.

Q: Good case in point. And I have lots of colleagues and not only locally, but state wide and nation wide and European wide. Would you care to embroider or amplify or add to any of the things that we've talked about all ready.

A: Not necessarily. I guess one of the rather interesting things about this place and having been here as long as we have been is the diversity of people who came here in the first place. We didn't have a normal kind of academic hierarchy when we first came here. As I recall in the science division in East St. Louis we had assistant professors and full professors and we were all rookies. When I first got here for instance, Probst who was the Division Head for sciences

at East St. Louis only because he was the only Ph.D. on the staff until a number of us came in '59.

That would be Will Shaw and Kermit Clemens and here we were, we were people with a fair 20 year age span ranging from Assistant Professor to full Professors, but we all dealt with each other equally. There was none of the academic pecking order at that time. The full Professor didn't lord it over anybody. They weren't overbearing with the young Assistant Professors and everybody's opinion was accepted at that time because we were all new to this place. And it was a new kind of institution. That in my experience in our school that I think is just now being overcome and we've become much more traditional. Where I think that the full professors are perhaps more powerful than they were in the early days of this institution. I don't know if that coincides with your experience or not.

Q: Somewhat. I usually joke that the history department has the philosophy of the three musketeers. One for all and all for one. Where rank, tenure, salary, duration counts, but not a whole lot to tell you the truth. So we are quite egalitarian. That's fine, but like anything else except good will that can be run into the ground too. Now what about somethings we haven't talked about. I haven't asked would you care to address posterity on any subject of your choice?

A: You mean what to do about the future?

Q: Well, the force of my question is suppose to be anything you

care to add to the record that we haven't discussed.

A: No.

Q: That I haven't raised for example?

A: I'm occasionally amused at complaints about teaching loads. I'm sure you are too.

Q: Yes.

A: I think I always think about it. It must have been the fall of 1960. I'm starting to sound like an old timer when I start in like that. At that time we calculated our teaching load in terms of credit hours in our school as 1 hour of credit for 1 hour in lecture and 2/3 of an hour in credit per hour in lab. In the fall of 1960 I had a 23 hour teaching load. That would be equivalent to 23 hours of lecture. I was teaching three courses with the labs included.

Q: That is the worst horror tale I ever heard.

A: That was just an enormous load. Because we didn't have enough staff. Probst and I were the two faculty members down there and we were teaching the courses for a full undergraduate program in chemistry.

Q: Let me make a comment. Over the years I have observed people who have labs, foreign language instruction, music instruction, phys.

ed., subjects rightly or wrongly that are considered kind of, shall we say, set. One does not need to keep up with a tremendous amount of literature on teaching freshman German or freshman flute or something. Those people in the applied arts tend to teach many more hours than those of us who are supposed to keep up with the enormous literature in the field. As I have sympathized with these horror tales I've heard over the years. I never exactly volunteered to do any more teaching to balance it out, but I think when you talk about lab, that obviously increased your work load.

A: Oh yes. Well as far as anything further I think I'm kind of talked out pretty well. If anything further comes up-

Q: Let me thank you for being willing to come in and share this with us and it will be in the archives. I guess as long as Lovejoy Library stands.



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