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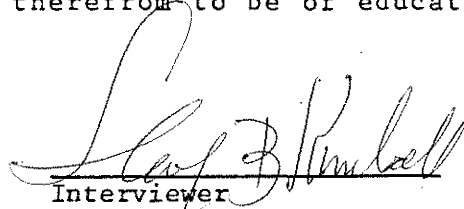
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SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

ORAL HISTORY

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SIUE ORAL HISTORY PROJECT

Summer 1991

Eric Sturley Interview May 21, 1991

Interviewed by Stanley B. Kimball

FILENAME: Sturley. 521

Q: Professor Emeritus Eric Sturley of the Math Department thanks for dropping by my office this May the 21st, 1991 to share some of your reflections and memories. Why did you come to SIU in the first place?

A: Well I was quite happy in the job I had at a small liberal arts college in Pennsylvania, but I heard about this new university in Southwestern Illinois. It seemed like an interesting challenge and also the salary was higher than where I was before. At that time the state of Illinois was quite wealthy and salaries were very good at SIU and I felt it was a real challenge to start a new institution.

Q: You came here in?

A: In January of '58.

Q: And I came in August of '59. The salaries were good and this challenge... How were you made aware of this challenge?

A: Well the fact that I had visited the Shurtleff campus in Alton that summer before the University started, and I saw that teaching there would be an interesting challenge. I knew the story of Harold

See's survey of educational needs in the Metro East from the middle '50s in which he estimated that we certainly needed a state college on this side of the river.

In fact we needed one in this whole St. Louis area because the only universities around were private and many of the people in this area felt they couldn't afford to go to them. Some went across the river to Washington University and payed high tuition or west away to Carbondale or Champaign. They wanted a place they could go where they could have a job and still spend some of their time in classes and work towards a degree.

Q: In your opinion what happened? Harold See was soon no longer around.

A: Well there were two very strong people running SIU at that time and Delyte Morris had had been here for ten years. He changed the university at Carbondale from a small teachers college with a small agricultural school to a university and he wanted to be in charge of what was happening here and Harold See wanted to be in charge. And it was a conflict of two very strong personalities. Both wonderful people I felt. Unfortunately one had to go, and See left.

Q: Why have you stayed here so long or why did you stay so long?

A: Well I liked it. I always happened to have interesting jobs. During the 60s President Delyte Morris had started many overseas programs and I was involved in two of them. If the campus at any time got boring you could always go to some interesting overseas program

and perhaps in some cases be bored overseas, but I found them all really very exciting and we were always growing, doing new things, and very often disappointed but it was a place where things were going on.

Q: Please list your various jobs and positions you have here. I presume you started out as an instructor, a professor of math.

A: Yes, I was Associate Professor in mathematics and then in about six months or so they started having Division Heads, acting Division Heads because President Morris had had some problems with deans down at Carbondale. He didn't want any deans at Edwardsville or at Alton and East St. Louis, so I was an acting Division Head for science for a couple of years.

My teaching load was reduced from 16 to 12 hrs. per quarter. Some of the faculty taught 20 or more a quarter during the first years.

Then I became in charge of Academic Advisement which was also an interesting job because Academic Advisement had been badly handled by the faculty before. There was no organization at all. The students came in to register and there was a group of faculty members at tables and the students went to one of them and asked what courses they should take and if the faculty member happened to be teaching physical education and was advising a science student, it was disastrous as was the science teacher advising in physical education.

And the first day of classes I always had to go over my class list and check with everybody and make sure they actually belonged in that class and usually I had to kick about a third of them out and find another, more appropriate class for them. So they wanted somebody in charge of Academic Advisement.

I think it was about 1960 that they put me in charge of Academic Advisement and I got a group of seniors who had been through SIU, been through the ropes; knew all about the in's and out's of our various courses and they acted as advisors. We had a table with a row of these senior advisors when students came in to register and their advice was generally more appropriate than that of randomly selected faculty.

As soon as a student showed an interest in a major field we sent we sent them to a major faculty member in that field. But as long as they were undecided and freshman we did the advisement of students. That was given up as soon as I quit that job in '62 and became the Assistant Dean of the Graduate School. It was too difficult to train a new batch of students every year in the advisement process and so they got permanent advisors, essentially the system we have now. Then I went into the Graduate Office on this campus, but the dean of the Graduate School was at Carbondale and we were just an adjunct of Carbondale.

Well all through this early period we were an adjunct of SIU at Carbondale. After two years in the Graduate Office in '64 they put me in charge of the Mali, Africa project. For the next three months I was involved in getting a group of people together to go to Mali. We worked in the school system there. They had a printing operation. We produced the first book in Mali. It was a book of stories written

in English. The stories were collected from Malian students by Wolf and Bird, our two English experts. The printing, collating, binding etc. was by Gerard Lucas, our editing expert. It was all primitive, but it worked.

We had a little off set printing press. Don King, who later on came here as chairman of the Guidance Department, made tests for the schools and for job placement after school.

Our librarian catalogued the ministry library.

Q: Now these were three years when?

A: From 1964 to '67.

Q: You returned from Mali and then what?

A: Gerard Lucas became the project leader for Mali and I came back to SIU. I came back to the campus to teach math. At that time the vice president in charge of our campus, MacVickar had an idea of an honors program, and since I had just come back from Mali and we had gotten good reports from the State Department on what we had done there he thought I would be a good one to work on the new honor's program.

It was a program where I would get outstanding students and free them from the usual university requirements. Let them concentrate on a major field or do whatever they felt they should do with deans advising them. And so it became known as the Dean's College. However I was able to get only one dean to act as an advisor. The other Dean's College advisors were all faculty members.

Q: Is it still that way today?

A: Yes, but I don't think we need deans.

Q: I think we still have a Dean's College.

A: Oh yes it's still going. It's changed a lot though. There are a lot more restrictions on it. There were absolutely no restrictions when I was in charge of it except they had to have five recommendations from faculty members to get in. Some students graduated without majors.

Q: And then what?

A: Well then in the spring of '70, I turned the Dean's College over to Howard Davis and went to Nepal to head up the SIU program in Nepal. We had a program similar to the one in Mali going on there. I was there for a year and a half until the end of that project in 1971.

Q: And then?

A: And then I came back and just taught mathematics. All of the time I had been teaching mathematics; my other jobs, acting Division head, Advisement, Assist. Dean, Dean's College coordinator, were part time jobs except the overseas ones.

In 1980 Howard Davis retired and I took the Dean's College over again for four years before retiring in 1984.

Q: Very few would have an experience as varied an experience as that. This gives us a great deal to talk about. Let me start with this, the oversees program. I don't know in what way it was connected with your work at all.

A: It wasn't. I'll tell you how I got into it. The State Department wanted to have a university team go to Mali. The idea first came up I think in early '63 and they invited the University of Pittsburgh to send a team. Well the University of Pittsburgh sent two men over there and they spent six weeks, came back, reported that really they could do a lot of good there.

Pittsburgh didn't want to get involved. They had too many foreign programs. Then they asked Indiana and Stanford and they turned it down. About that time our man John Anderson, Associate dean of the Graduate School but he was interested in programs in Washington and so forth. Anyway he was in Washington and he heard about this and he said SIU will take it.

So then he came back and the requirement was these people all had to be able to teach in French. Curiously enough there were not very many people on midwestern campuses who could teach in French and who also want to go to a fairly primitive country and whose spouse also wanted to go to a primitive country. These were the basic three requirements.

And so he didn't find anyone in Carbondale so he came up to Alton where we had about 100 faculty in Alton and East St. Louis combined. This is in early '64, but I was in charge of the Graduate School, and he came to me to see if there were anyone on our campus who could head up this program.

We interviewed people during that morning and didn't find anybody. We found people who spoke excellent French but didn't want to go and so forth. And I took him home for lunch and my wife said, why don't we go, and so we did. I had lived in France before the war. I was a liaison officer with the French underground during the war and so my French was fluent, but very bad, very incorrect.

Q: In 1962 there was an academic program started overseas. I for example took a group of students from here to Vienna and it was SIU abroad or some such thing and we thought we were really going to take off now and get overseas connections, but that was the beginning and the end of it. Carbondale subsequently developed and today has quite an extensive overseas program. We have virtually nothing. Why do you think that with Mali and Nepal and then this little '62 experience in Austria, why have we not done anymore overseas?

A: I think it has to do with Delyte Morris. He boasted that the sun never sets on SIU. He made a trip around the world in 1966. He stayed a week with us, and wherever he went he stayed with an SIU project.

He flew from New York to Mali. Then we had a small project in Nigeria. Then he had a long hop from Nigeria to Afganistan and then to Nepal, then a project in Thailand and then we had two projects going in Vietnam and then he headed for home and the sun never set.

Q: So this was pretty much a Carbondale thing and we weren't invited much.

A: Yes. Well it maybe because, while I was getting a team together in the fall of '64, they gave me an office down in Carbondale and I was down there for three months.

Q: Periodically SIUE has tried to go abroad. Nothing much came of it, but it is recycling and something may happen now. I certainly hope so because a real university needs such oversees work.

A: Well we have China.

Q: That is winding down. I understand this is the last year of the China connection.

A: Oh, I see.

Q: Eric, what would you say were your most significant contributions in each of your several areas of work?

A: Well I think just getting us started in the very beginning that first year. I was the senior member of the math department. I was the only one who had had previous college level experience teaching mathematics and I was more or less in charge of the program and I felt we got a fairly decent program started.

And the other thing I thought was an accomplishment that I'm proud of was our program in Mali. When I was talking to people from the State Department before going there most of them said you can't possibly succeed. The French will want to keep complete control of education in Mali and they'll sabotage you with every chance you get. And so I was careful to be very pleasant and polite with the French and we got along beautifully. And nobody could believe it in the State Department that this project had worked.

Q: Did any of our students participate?

A: No, unfortunately. We tried to get them to.

Q: It was just for students from Mali?

A: Well we sent students from Mali to Carbondale to do various projects, but none of our graduate students either from this campus or from Carbondale came over. We had projects for them if they had come.

Q: What you consider your other significant contributions?

A: Well I think the Dean's College was. At least I think it filled a need at the time and it was a way of recognizing those top notch students. It gave those good students a certain amount of freedom to do things they wanted to do.

Q: Did it work well? Was it a viable program?

A: I felt it was. We made a lot of mistakes of course at the beginning. I remember one fellow we had in the Dean's College. He had excellent recommendations from the department he was majoring in, however his grades weren't adequate so he was not able to graduate with his class. And nowadays the Dean's College is very strict about keeping your grade point average up which I didn't worry about too much in the early days. I felt if the student was doing something interesting that his or her faculty advisor thought was worthwhile he or she was getting a good education.

Q: Was the Nepal assignment very much like the Mali assignment?

A: In some ways it was, but many ways it wasn't. The personnel I had in Mali had all had lots of overseas experience before and they knew how to get along in Africa. Of the people who were in the Nepal project, I think only one of them had had previous overseas experience.

There were ten of us and when I say that I mean besides myself. And we had a lot of problems with the Americans seeing what needs to be done and as Kipling wrote, pushing the East or trying to hurry the East, there are ways you have to do things differently in some

countries. These people tended to be too impatient I think. Excellent people and doing a great job, but not being quite as affective as they could have been which I found frustrating.

Q: How would you describe SIU's mission in Mali and Nepal?

A: Do you want from SIU's point of view or from the State Department's point of view, see these were State Department programs.

Q: Well then were you pretty much on loan to the State Department?

A: No. Well it was very mixed. The State Department gave SIU the money for our project. My salary was paid from the state of Illinois. But, of course, when I was over there I had periodic meetings with the people in the AID program and I cleared everything that we did with them.

Q: AID?

A: The Agency for International Development. Oh it's called USAID now.

Q: So in effect this was a contract with the State Department to go over there and further education in those countries.

A: That's right. Yes.

Q: So it was not exactly an SIU project, but an SIU contract with them to do it.

A: That's right. Yes. When I went to Mali there was only one other person from SIU, the librarian came from Carbondale. The other people came from universities all over the place.

Q: A related question, but one that sometimes elicits different answers. We discussed some of your greatest contributions, what have been your greatest satisfactions around here these many years?

A: Those are the same as my contributions.

Q: Let's discuss some of your greatest frustrations.

A: Well I think my frustrations were in many cases just petty things that are hardly worth talking about. So this is just off the top of my head. I'm trying to think of a good one. Well, of course, you always have frustrations with students. You have a bright student who can do good work, you're sure they can do good work and they fool around and I think that is for any teacher the biggest frustration they have. They just can't get to a particular student to get anything out of them.

Q: Well I gather from a variety of things that have been said that you've enjoyed it here; that you've been happy and successful.

A: Yes. Well moderately successful, but very happy. Yes.

Q: Your best memories around here, social, academic, anything.

A: Well one of my best I think was in Alton, about the second year. David Blackwell came in as a visiting lecturer. He was a black man who grew up in Centralia, went to the University of Illinois, got his doctorate there in mathematics and was chairman of the mathematical statistical faculty at Berkeley at the University of California, the biggest statistics department in the country.

I took him down to East St. Louis and had some people come in who had been in his fraternity which of course was an all black fraternity at the University of Illinois. It was a great satisfaction to introduce a person like that, a black person who had succeeded as the top of the field in academic affairs. He had written some very, very good books in statistics, in probability theory.

Several years later I was chairman of the committee that recommended honorary degrees candidates to the Board of Trustees. We recommended him for an honorary degree and he was our commencement speaker.

I felt bringing someone like that at the top of his profession had a good effect on our students, both black and white.

Q: What do you think the impact, the difference that Blackwell made first in his lecture in East St. Louis and subsequently receiving an honorary degree? Did you feel that black students resonated to this, were inspired?

A: I couldn't tell. Certainly I know the people he knew from his University of Illinois undergraduate days were proud of him. He was a very impressive person. He gave an excellent talk.

Q: How about some more best memories.

A: Well there were a lot related to the Mali project. We had a lot of wonderful things happening there. One day we were having cocktails with the Israeli ambassador to Mali. He said he wanted his son to go to an American university and the only two he knew were Harvard and SIU and so he wanted to know a bit about them. I told him that President Morris was coming over in a couple of weeks to visit us and he could talk to him.

It was interesting, there were two universities that people had heard of. He wasn't the only one who told me that, Harvard and SIU. SIU made a big impression in Mali. That is you can be a little frog in a big pond, but we were big frogs in a rather little pond. And his son did come to SIU. He went to Carbondale and got his degree. He went four years there and had a wonderful time and I saw quite a bit him from time to time.

Incidentally he avoided the draft in Israel by coming to SIU. I think they caught him when he went back.

Q: You've had so much experience in the Dean's College, previously the Honors Program. Did that bring much satisfaction to you?

A: Well, it did because I had students who... I remember one student who was majoring in art who was a truck driver. He was about 45 years old and he drove one of these big trailer trucks on the highway and he said, there must be more to life than just driving a trailer truck. He liked to paint so he came into the art department. I saw no reason for requiring him to take courses like freshman English or American history if he didn't want to. He did take some of those courses but because he wanted to not because they were required. And he took lots of art courses and I think he was very happy.

Q: Do you have any idea what happened?

A: No, I don't. I didn't follow him.

Q: Have you seen many of the students you have worked with over the years or particularly since you've retired? Do you run into many of them?

A: Occasionally but I haven't made a big effort to do it. I mean I haven't kept in as good touch as I should have perhaps.

Q: How about some humorous things over the years that you recall?

A: Well one of our outstanding faculty members in the very early days was an education professor named Leonard Wheat. Leonard was something of an absent minded professor. He knew all that there was

to know about school systems and the laws of schools and so on. He was really an encyclopedia on this, but he wasn't very good at simple, every day things.

One day he offered me a ride home. I lived very near the Alton campus fortunately. It wasn't a very long ride and when he tried to stop in front of my house nothing happened. We just kept going on. Finally we were able to stop down the street. He said that's funny, I just put a quart of brake fluid in yesterday. It must be all gone.

Q: A quart of brake fluid!

A: Yes. He went on down to East St. Louis driving that old Cadillac without any brake fluid apparently. All the faculty avoided riding with Leonard.

Q: In all of your half a dozen or more types of work around here, did you have much to do with the East St. Louis campus?

A: Well I taught a couple of courses down there and officially when I was acting Division Head I was in charge of the science teachers down there, but practically it was too difficult. The director of the center was handling their affairs pretty well, so I found that I really didn't need to get involved. Perhaps I should have been. I don't know. So I have from time to time taught classes there.

Q: Were you ever formally involved in relating the University and its activities to the community?

A: Yes. I think it was in 1960. You probably remember this too. The bond issue was going to come before the people for a vote.

Q: Oh, yes.

A: ...and we were all invited to go to community groups, schools, anybody who would listen to us and give a pitch in favor of the bond issue. You remember Mayor Daley in Chicago guaranteed us two million votes from Cook county and we needed two and a half million votes to pass. The other half million had to come from the rest of the state so it was up to us to see that we got the other half which we did.

And I found that very pleasant and in many cases very enjoyable. We had a standard spiel we were told to give. You probably remember this don't you?

Q: Yes.

A: Nearly everywhere I went people were enthusiastic about getting a new campus and getting a real university built.

Q: Bruce Brubaker was in charge of that.

A: Yes. I had nearly forgotten that.

Q: And the very first non-teaching assignment I had was I found myself one of these volunteers and it seems as though I volunteered to take Greene county. Well I went up to Green county and I did my thing. I am happy to say that the bond issue passed but Green county

turned it down. Statewide it went and I was just a little embarrassed that the county I was in charge of, well I did not win them over.

A: I gave a talk in Jersey county and I had the same experience you did. I'm not sure, I don't know whether Jersey county voted for it or not but I suspect they didn't. But other places that I went they were very, very receptive.

Q: Any other special or unusual relations with the University or relating the University to the area at large?

A: Area at large, I think more of certain groups.

Q: All right.

A: We have, in the Math Department we've had summer programs especially for high school teachers or some specially for elementary school teachers. When the new math became a big thing about twenty years ago, the elementary teachers, many of them, were terrified of it.

I gave a course to elementary teachers, this was the last year we were in Alton. And tried to tell them something about it and allay their fears a little bit, but I'm not sure I was successful. I felt it was something we were doing specially for the community that was, may have helped.

Q: Were you ever involved in any particular programs for the educationally deprived?

A: Oh just a few years ago I went to a seminar at East St. Louis. It was for math teachers who were going to teach Upward Bound students and that didn't work too well. We had a week and we were supposed to spend all day for five days at it and these people were a little bit unhappy. It was vacation time for them, being asked to come to a seminar during their vacation time and I'm afraid that I was pretty much a failure as far as that was concerned. Maybe we did some good. I don't know.

Q: Since you came here in those very, very beginning days how would you assess the impact on, the contributions to, the community, our area that our campus has made, the Alton, the East St. Louis, and now the Edwardsville?

A: Well I think it's made a tremendous impact. The fact that almost everybody wanted us here when we were looking for a campus. That is we were established at the old Shurtleff campus in Alton which was much too small for us and in the old high school in East St. Louis. The people of Alton offered us a 50 acre park right in the middle of Alton for our new campus. In East St. Louis they offered us a similar area, a park to set up a new campus to build on.

People wanted us here. Some farmers who had to give up their land were unhappy. In meeting with our alumni I got a feeling of great satisfaction from many of them. They are very pleased with what they got from SIUE. Many of them have told me if we hadn't been here they'd still be working in some uninteresting job.

Having a college degree and what they learned at SIU has made it possible for them to find, do the sort of thing they want to do.

Q: Do you have any reason to believe that when the math department students, graduates got out in the area as teachers, did we end up with better students eventually?

A: I think we did. Yes. I think that we have made a difference in that respect. In the 70s I think our students were better prepared than in the 60s.

I don't have any measurement of this, but this is just a personal opinion from visiting, going out with student teachers, and visiting various schools and talking to teachers and so forth.

Q: You said everybody wanted us. Alton offered us 50 acres and East St. Louis offered us a similar campus. Would you say the same thing about Edwardsville?

A: Well I think on the whole probably so. We heard more from the people who were worried about what a bunch of rowdy students would do in downtown Edwardsville. I've heard this from people in Edwardsville in the early days and of course most of our students except the ones that live there never go to Edwardsville.

Q: I think the good merchants of Edwardsville would pray that we would go down there.

A: Of course they should.

Q: Because downtown Edwardsville is dying.

A: We came in to Edwardsville at a time when we gave a tremendous boost to the real estate business. Roughly half our faculty live in Edwardsville and we've given a big boost economically to Edwardsville.

: But some people, some of the old timers were unhappy. This was going to change the way the town had been. It was a pleasant little town and county seat and so on but...

Q: I started to say one of my friends in economics, Don Elliot, was asked to do a study of the economic impact of the campus on the area.

A: Yes I remember that study.

Q: And it was exceptionally favorable on paper that is the proportion of our income we spent in Edwardsville or Madison County or the state of Illinois and whether we own property and all of that. I remember reading the results. It was indisputable economically a good thing. How some people feel about it socially and politically is of course something else.

A: Oh I had one other fairly humorous thing. When we started out at East St. Louis, that first year we were in a rented store. We just rented a store. I don't know what it had been, what sort of store it had been. We had just two or three people teaching there. There were some rooms in the back of the store where they had classes.

Q: This was before the old Rock High?

A: Yes. And then the next year, this was in summer of '58, Delyte Morris worked out a deal for leasing the old Rock High School.

Q: They wanted to build a new high school.

A: Yes. And so they declared this old building unsafe so Morris was able to rent it for \$1.00 a year. Now it needed a lot of repairs and SIU fixed it up, put in air conditioning in some rooms and fixed the plumbing and so forth. So the next year the people in East St. Louis saw this and they said well that's a much more valuable building and these people have lived there for a year and we think we ought to raise the rent. Ores. Morris said fine, let's double it. So SIU had to pay two dollars for a year's rent.

Q: For two dollars a year.

A: Yes for that next year.

Q: Would you care to address anything of your own question? Any comments in general you'd care to go on record with, Eric?

A: One of my disappointments, back in the early 70's we worked out a deal with Washington University, I think it was with their Applied Science Department to give a joint doctoral degree in Computer Science. Our students would go to Washington U. for some classes, their students would come here.

At that time we had a big, new computer which was better than anything they had at Washington University and all students would use our computer. SIU students would pay SIU tuition, Washington University students of course would pay Washington University tuition. This seemed like a good deal for both of us and it was approved by the SIU board and Wash. U. then the Higher Board turned it down. It was a great disappointment to us. We already had about three or four students in the program who were ready to start the program the next year.

It was the higher board in Springfield who killed this. Washington University had agreed to it. They were all set.

Q: What else do you have in your notes there, Eric, that you'd care to address.

A: Well some of the rush in part of that first year. In the fall of '57 we had 25 faculty at Alton, about two or three at East St. Louis and we expected 600 students and 1200 registered. We needed more teachers, any high school teacher who could teach anything at a college level. We had teachers from high school, from industry, from Monticello College, from Principia. Our advanced calculus course was taught by a physics professor from Principia College.

Q: Now these 25 faculty at Alton, some of those were Shurtleff carry overs weren't they?

A: A few of them were. Yes. There were three or four of them.

Q: Ed Warren.

A: Ed Warren in music. Harold Broadbooks in Biology.

Q: Claire Girard in History.

A: Norm Showers in Physical Education.

Q: Oh.

A: And there was another woman whose name I've forgotten in Phys. Ed.

Q: Babette Marx ?

A: Marx, yes. Babette Marx.

Q: We have mentioned Shurtleff Eric. A lot of people would like to know more about that. Can you tell us more about the end of Shertliff and the rise of SIOE?

A: Not too much. Shurtleff was in terrible shape. Financially in really bad shape and a year or so before SIU moved in a group of Alton businessmen got together and offered them about a million dollars to put them back in shape, but the Alton businessmen wanted to have a couple of their people in control of finances.

Remember this is a Baptist college and the Shurtleff people said no.

SIU rented the campus from the Shurtleff Board in the summer of 1959. I think after ten years paying rent SIU would own the campus. During the first year students who had started at Shurtleff could graduate with degrees from SIU or Shurtleff, whichever they liked.

Now when we moved in to the Shurtleff buildings they were a mess. No repairs had been done for I don't know how many years. The library was getting one journal, the *Reader's Digest*.

That first year I assigned one of my students to write an essay on some topic. I don't remember what it was, I went over to the library. Looked at the catalog and there were six books listed that I thought should be good for her to read on this thing that she could use for references and six of them were in the Shurtleff catalog so I told her this. I said there are these six books in there why don't you go and look at them. She went over there and she came back and said she couldn't find any of them. So I went over with her and checked. They had all disappeared. The catalog had nothing to do with the books that were there. We found lots of books in the shelves but not in the catalog and this is what SIU moved into.

Q: That's what we inherited.

A: Yes. We had blackboards. It was very difficult to write because they had so many indentations on them and then you couldn't erase it. The first year or so of teaching there was really frustrating at times and a lot of fun.

Q: Well I came in August of '59 and I'm beginning to think that those...

A: We had gotten those new blackboards by then.

Q: Yes, those of us that came in '59 owe a great debt of gratitude to you '57 and '58ers because it was considerable more civilized by August of '59.

A: Yes.

Q: I was on campus and I'm almost positive Ralph Bunch graduated from Shurtleff and came to our campus and spoke once.

A: I don't remember that. I shared offices with Larry McAneny who was the Physics Department the first year. There was not hardly any laboratory equipment and he went to the ten cent store and bought wires and other gadgets to show the students something about electricity. They were in almost the same shape in biology and in chemistry as far as equipment was concerned.

Q: I was in one of the buildings on Leveret Street for Social Scientists and three of us shared a typewriter. We left it out in the hall and when we wanted to type we'd go bring it in. It seems incredible now-a-days.

A: Yes.

Q: But those were what we call the good ol' days. I remember the first and only xerox machine on campus, the first and only mimeograph.

Well have we met, did us old pioneers meet the challenge? Did we fulfill the dream.

A: Well I'd like to think we did. I don't know. One thing that was helpful to us when we started out, we had the same courses they had at Carbondale, the same textbooks. It would have been real chaos if at the beginning we had come in a few weeks before school began and had to set up a program of courses, develop a curriculum and then find textbooks for it. So those first few years we used books.

The textbooks that were used were the same books that were used at Carbondale and our courses were essentially interchangeable. Gradually as the years went by we developed our own courses and our own curriculum. I think now in mathematics our courses are completely different than the ones they have at Carbondale. And at the first few years our students got their degrees at Carbondale. And we had quite a few, I had quite a few Shurtleff students in my classes the first two or three years.

Q: Anything else you'd like to put on the record?

A: Did I mention this? When Harold See did his original survey back in around '55, he estimated that by the middle '70's, if we started a university, by the middle '70's we'd have 35,000 students. He was talking about the whole metro area of St. Louis because there was this demand for a low cost state run school. There was none in the area.

The other two universities over in St. Louis were private and fairly expensive, too expensive for the sort of student we were going to get. And only junior college around was Belleville Area Junior College and that was quite small at that time.

In between 1955 and 1975 the University of Missouri at St. Louis opened and by 1975 they had about 10,000 students. Three junior colleges on the other side of the river, two others opened on this side of the river. When you add up all the students they had somewhere between 50 and 60 thousand students. Now if we had been the only state institution, we might have had all 50 or 60 thousand of them. That is if we could have possibly handled them. So Harold See's prediction was in any sense too small not too big as many people thought.

Q: Do you remember somewhere around 1958-'59 we imported a New York educator named Alonso Myers?

A: It was before that. Harold See was working for Alonso Myers you see.

Q: We have been hovering between 10 and 11,000.

A: Yes.

Q: I think we got to 13,7 at one time and that's about tops.

A: So his prediction has pretty well held up.

Q: Yes. I wish it had happened.

A: Well I don't know what we'd do with 60,000 students.

Q: Well that's why we have 2700 acres, for those 35,000 students that we're going to get someday maybe, Eric.

A: Yes.

Q: Any last words of wisdom for us.

A: I think you may be wrong about the acres. One of the reasons we have this large acreage is that at the time that we were negotiating for this place, at Carbondale they were expanding very fast and they were having to buy up land that during the depression the college had sold because they were short of money. They were having to buy up land at exorbitant prices in order to expand and Delyte Morris did not want this campus to have the same problem.

Q: And he was right. We will never have that problem. Of all the problems we've got that is not one.

Q: Well thanks, Eric.

A: And you're really good at this. Should I stop now?

Q: Well, not if you're going to pay me a compliment.

A: I'm saying you're an excellent interviewer.

Q: Thank you. I want that on the tape, Eric, and on that happy note before you change your mind we will end.

A

Academic Advisement, 3, 6

AID, 12

Alton, Il, 8, passim

Anderson, John, 7

B

Belleville JC, 29

Blackwell, Prof., 14

Bond Issue, 18

Broadbooks, Harold, 25

Brubaker, Bruce, 18

Bunch, Ralph, 27

C

Carbondale, Il, 2, 8, passim

China, 9

Computer Science, 24

D

Daley, Mayor, 18

Davis, Howard, 6, 7

Dean's College, 5, 11, 15

Divisions, 3

E

East St. Louis, passim

Elliot, Don, 22

G

Graduate School, 4, 8

H

Honor's Program, 5

I

Israeli ambassador, 15

J

Jarard, Clare, 25

JCs, 29

K

King, Don, 5

L

Lucas, Gerard, 5

M

MacVicar, Robert, 5

Mali, Africa, 4, 5, 7, 8, 9,
10, 11, 12, 13, 15

Marx, Babette, 25

Math dept., 3, 6, 10, 19

McAneny, Larry, 27

Morris, Delyte, 2, 3, 8, 15,
23, 30

Myers, Alonzo, 29

N

Nepal, 6, 7, 11, 12

P

Physics, 27

S

Science, 3, 17

See, Harold, 1, 29

Showers, Norm, 25

Shurtleff College, 1, 20, 25,
26, 28

Social Sciences, 28

St. Louis, Mo, 29

State Dept., 5, 7, 10, 12

U

Upward Bound, 20

V

Vienna, 8

W

Warren, Ed, 25

Washington U., 2, 24

Wheat, Leonard, 16