

CALIFORNIA STATE UNIVERSITY, SAN DIEGO

ORAL HISTORY PROGRAM

History of the University

DR. SUE EARNEST

Interviewed

by

Lois I. Marriott

on

November 29, 1973

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INTERVIEW BETWEEN:

INTERVIEWEE: Dr. Sue ^[Wolfer] Earnest

INTERVIEWER: Lois I. Marriott

DATED: November 29, 1973

M: This is an interview with Dr. Sue Earnest, who was a professor of Speech Pathology and Audiology at San Diego State from 1947 until 1973. She was also a student at San Diego State College from 1925 until 1928. ^{HE} Would you please ~~just~~ give me some biographical information about yourself? For instance, when and where were you born?

E: Fargo, North Dakota, and I came two months early. Therefore, I should have been born in the West. I was a preemie in a period in which they didn't know much what to do with premies; so they just put me on a pillow and kept me warm. As I work in Special Education and talk about the hazards of premies these days, I realize how fortunate I was to come out whole. (laughter)

M: Were your parents on their way across the continent?

E: Yes, and I just came suddenly, as I say, two months early. So I was born in "Windy City," Fargo, North Dakota.

M: Where were your parents on the way to?

E: They were on the way, that time, to Vancouver, where I lived at the very beginning, and then we came south. My father methodically stopped at every major city all the way down to choose the perfect place in

which to live. He almost voted for Roseland, Oregon. The roses were in bloom at the time. But thank God he came on farther south to San Diego. Then we went out in the country, that which is now called Encanto. We were a mile from the nearest transportation of any kind, more than a mile really. He thought, having lived in greener climes, that a ranch should be fairly large, and he thought God blessed us with water here. It didn't take him awfully long to find out that it was a lot of hard work and a lot of hose work to maintain any kind of a ranch. So he sort of gave up after awhile, turned very religious, and left us. (laughter) ^{He} So my mother raised us alone since the time I was four, and my youngest brother was six weeks. But, may I say here, when people talk in terrible tones about a broken family, I want to hit them because our family I suppose you could call broken. We had no father, but we had such a wonderful mother, who provided father and mother care for us, that we never once knew that we were a broken home. We just had a wonderful time. (laughter)

M: How many children were there?

E: There were three. Let me just tell you a little bit about this ^[period] because this also is a time that is gone that was kind of wonderful, and I get terribly nostalgic about those thirteen years in the country. We lived up on the top of a hill with a wonderful view. Every night mother would take us out, and we'd look toward Point Loma ~~then~~ and fifty miles south across the border. When our father left, my mother, who had been a teacher and a principal, was really hard put.

~~HP~~ There was a little later a crash while we were up there on top of that mountain. ~~The financial crash of Well, in 1929 we were off the mountain.~~ In the early times, 1918, 1919, it was very hard to get along. So, my very provident mother saw to it that we had plenty of books, one of the old wind-up Victor machines, and ~~we~~ had good records. We had a great oak table around which we sat every night when we came from school. In rainy days we always carried our shoes because of course you want your shoes dry all day. (laughter) So you had those lovely, lovely experiences of gooshy mud between your toes as you walk to school. It was over a mile to school; well, I'd say it was like two miles to school, but it was lovely, lovely country. Then when we got there, we'd wash our feet under the tap outside in the schoolyard and then put on our nice dry shoes. Then the process would be reversed coming home. ~~HP~~ Mother raised all our vegetables, our chickens, and our goats. That's when I inherited the herd of sixty goats because I was the eldest, and I got to herd them more. My memories of Sundays are ^{the} lovely, lovely experience of sitting in the hot sun in my bare feet with the stubble under my feet. I could read one Sunday School paper: ~~it would take just the~~ ^[10:15] period of time it would ^[1:15] be for a goat to complete maybe fifty feet of eating. Then I could get up and sit down again and read the next Sunday School story. So, I always was the first at Sunday School so I could get the beginning, the intermediate, and the advanced Sunday School papers. They hardly kept me in reading material from one Sunday to the next. (laughter) I can remember all these experiences

like when a little goat would be born and lost, and you could hear him bleating out in the brush and you'd go out and find him, triumphantly bringing him back. Goat meat, roast kid, was our Sunday dish if it wasn't roast chicken. We had a great fig tree--I'll always love fresh figs because of that early experience--and our own citrus trees and so forth. We were almost a completely independent family unit living out those years with almost no dependence on any other source of food. We made our own clothes, of course. And I don't think any period in my life has been so satisfying as those thirteen years up on the top of a small mountain in Encanto.

M: Where is this exactly? Would you locate it according to today.

E: Oh yes. ^[Highway] Now 94 has cut through on the north side of what was Encanto. So, from our mountaintop it would be maybe five blocks over to where I could look down on 94. There used to be--I don't know if there still are or not--radio towers near where our home was. But, when I grew up, it was unimpaired. We always said, "Oh, we're so lucky; we have the most beautiful view in all of San Diego." At that time there was none of this kind of lower, lower class trash that has moved into it. Well, I hate to say that; that sounds smug. But there's a different type of person who has moved into the Encanto area. At that time there were very nice middle-class people, who didn't have much money, but they were good people. They were people one liked to have one's children associated with.

M: What were these thirteen years? What was the period?

E: Well these were the years that mother was raising her family and

deciding to give all her attention to them. You see, she had been both a teacher and a principal in Iowa. And as dear old California has always been, it doesn't make any difference where you got your credential, when you come out here you just better get some more course work. She had little children. She couldn't get away long enough. She tried in 1918 to come here to school every day. I think this is sort of interesting what that meant, what a struggle that was. I would go with her and go to the Old Training School, which was down on Park Boulevard in the old original College, the old two-year College. First of all we'd have to walk this long, long distance to the train. It was a train then. Then we'd take the train to the city. Then we would take a streetcar out to the College. So, this whole process would take maybe two and a half to three hours. So to come and take the courses necessary to activate her credential again was just a herculean effort. But she was going along pretty well on it when the 1918 flu epidemic came along, and we almost lost her. And that's when I as the eldest just had this desperate fear because we had no relatives here, and we were alone in the world. The other two younger boys would always say, "What will we do if anything happens to mama"? I remember I used to go and listen to her breathe at night just to be sure she was still alive. It was really a traumatic period. Then happily we got through that. ^{PP}When I was thirteen mother said--and this kind of reminds you of the story of Mama's Bank Account--"Well now it's time to go to the city. It's time for you to really get better help with your educations."

So we went to the city, and mother went into Real Estate rather than going back into teaching.

M: Do you mean you moved to the city?

E: We moved to the city. The city then was East San Diego. At that time ^[BOULEVARD] El Cajon was a sea of mud. It was rather a wide street then, just as it is now, but not paved. I remember we slipped and slithered. This was a period, remember, when the cars had to be cranked. East San Diego was just developing. To us now it seems to be a decadent part of the city, but at that time it was the newest part. ⁴ So mother did very, very well in Real Estate. Mother was of the school of thought, which was part of that generation, that education came above everything. Mother would say--I can still hear her saying it over and over again--"They can't take it away from you. If you have an education, they can't take it away from you. You can have money, you can have houses, and they can come and take it but not your education." So she stressed that, and I think perhaps she was more thrilled than anyone in our family when I got the Ph.D. My youngest brother almost got it. He's one of those people who did everything but finally turning in the dissertation. So he really to all events and purposes got his too, though he ~~just~~ didn't quite get the title.

M: What are the names of your ~~other~~ two brothers?

E: The one who's now passed away, who's just younger than I, was James. And then the other is Don. Don is now City Manager of La Mesa. He has been City Managers all over the United States. He started out in San Diego as one of the Assistant City Managers, and then he went to

Georgia, and he finally went to ^[a large city in Florida.] ~~Oh, what is this large~~
~~place in Florida? I can't think of it. It's one of the major cities,~~
~~not Miami.~~

M: ~~Orlando?~~

E: ~~No. (laughter) I should know that. But anyway,~~ ^{#1} ~~he's~~ had a lot of
responsible City Manager positions. City Manager work is a highly
competitive one in which the average life of a City Manager—I mean
the average time he stays in one place—is two years. So that is
hard on a family. Finally he decided to come back at much less money
to San Diego and go into City Schools. He was in Administration,
for awhile in Financial Planning, and then he went into Community
College work. But now I think he's having the best time of all as
La Mesa's City Manager. Well, if you've been reading the papers
over the years, you know there's been a lot of dissidence, a lot of lack
of agreement in that geographical area. It's been his pleasure to
try to get warring factions together. He's been somewhat successful
and enjoyed it a lot. So he's here, and I enjoy him very much.

M: You said you are married?

E: Oh yes. Forty-five years this month. On the twenty-first of
November.

M: Do you have any children?

E: Oh yes. I have a son who is a Professor at Stanford University. He
is next to the top in Computer Research. There are two parts of Com-
puter Research in Stanford University, one mainly government funded and

the other mainly University funded. He's in the one that's being federally funded. He's an MIT and Cal Tech graduate, and he has three children. My eldest grandson is now in college. ^{RP} Then I have a daughter here in San Diego, who was a Speech Therapist for fourteen years and finally found the man of her choice, a very lovely person, who's a teacher in the City Schools. She found him in the ~~Rome Airport. No, the~~ Rome Train Station. They have a family of three, and they're much younger. The youngest is two months old. So there's that vast range between eighteen years and two months in six grandchildren.

M: And they live in this area?

E: The three youngest ^[grandchildren] and their father and mother live in San Diego, in Mission Hills six blocks away ^[from us].
^{would}

M: ~~Could~~ you ~~just~~ tell me a little bit about the education you've received, starting with the school where you used to wash the mud off your feet?

E: (laughter) Well, I think San Diego City School education has always been respectable, but out there it was real country. It was like going to school in Julian, for instance. I was very happy with it. I thought we had excellent education. Of course at that time there were no junior high schools, so one went all nine grades in the elementary school. So when I left there at eleven and went to San Diego High School, I was at that period next to the youngest girl who had ever gone to high school. At least that's what they told me.

M: What school was this? Is it still there?

E: The Encanto Elementary School, ^[AND IT'S STILL THERE] ~~Yes~~ It was ^{SORT OF} ~~something~~ interesting ^{THAT} ~~my~~ first teaching job out of San Diego State College was there. They sent me right back there. I had to teach first graders in a great hall that was used on Saturday nights for dancing. So the first hour and a half of every Monday morning, I spent identifying the desks and getting them back in place. (laughter) But it was a good experience.

M: When you attended, ^[WERE THERE] ~~was it sort of~~ combined classes so that you could progress at your own pace?

E: Oh yes, ~~that's why~~. That explains ^[HOW I FINISHED EARLY] ~~it~~. You see, I didn't go to school till I was seven, and I was out of there at eleven. Now the only way that I achieved this was that they had two classes in a room. I would do all the sixth grade work, and then I would hurry over and do all the seventh grade work. (laughter) So four times I skipped a grade, or let's say I did two grades in one year four times. So that's how I got out at eleven. ^{JP} So then when I graduated from San Diego High School, I was just barely fifteen with long curls, freckles, and I thought that babies were born in cabbages. (laughter) So mother, very wisely again--mother was the most wonderful, unusual woman--said, "No, now this is the time to see the world." Now here it was real Depression for us. It wasn't 1929 yet, remember; this was 1924. But for us, we had no money. So we bought an old Buick, and mother had cupboards placed on the side, just like you'd have in the kitchen, shallow cupboards with knives, forks ^[WITH DOORS THAT OPENED AND CLOSED] ~~spoons and plates, and that open and closed cupboard doors.~~ My

younger brother by this time was learning to drive very well. Mother went to the bank and she borrowed, I think, ~~it was~~ two-thousand dollars. Now that would be maybe twenty-thousand dollars now, or more than that. But it was an enormous debt for us to go into. But she said, "This is important. You must learn about your country, and you're too young to go to college." So we got in the car, and we just started. We did a great squirrel pattern of the U.S.A. At night, we didn't have sleeping bags; then, there weren't any. We each had our own blankets and we would roll up beside the road under a tree and sleep. I remember mother at noontime and lunchtime would always go to the dairy. In every town there would be a dairy or a dairy outlet, and we would buy milk, cream, and fresh berries or fresh fruit and bread. And this was our regular luncheon. I can still taste it; it was so good. So we had one hot meal a day at night. So we lived very economically. We saw the whole U.S.A.

M: What time period was this?

E: A whole year. We took a year.

M: So the younger children were taken out of school?

E: They were taken out of school too. Now mother justified this by doing the teaching herself having been a teacher. She saw that we did some studying along the way. So ~~then after~~ I came to San Diego State then, not in the fall of 1924 as I should have, but in the fall of 1925 because I had taken this year off. Now, when I came to State down on Park Boulevard, it was a two-year College. By the time I graduated in 1928, it had become a four-year College. But it was still a two-year

College, and it had just come up from San Diego High School. When I was ~~in High School~~, a senior in High School, the people who were in the College were in the same institution. I could see them coming up and down stairs, these "older people who were going to College." So I was in the very beginning of changing into a true two-year institution. I note in looking at this Annual for 1926 that there were just forty faculty members. There were only three hundred students, and all three hundred of us stood on the front steps, and we have a picture of this, in the old portico of the old building now no longer in existence. So things were changing very rapidly. I noticed in the next Annual in 1927, it had grown to fifty faculty. But these faculty did not have Ph.D.'s. They were simply well-trained teachers, probably with Master's Degrees in most instances. I noticed that the first cap and gowns worn by faculty, ~~I think~~, came in 1928 or 1929. They didn't even use them in the ceremonies at the end of the semester.

M: ~~My goodness~~. So ^{it} ~~this~~ was ~~in~~ 1928 when you graduated from ~~STATE~~.

E: Yes, I graduated with a Teaching Degree and a Four-Year College Degree. You didn't have to have your Master's then; you had only the four years.

M: Then you went on to another institution?

E: Yes, but I stopped and procreated for awhile. I taught two years, and then became pregnant, and had my first son, and then decided to stay out awhile to take care of him. Then two years later I had a daughter. I stayed out awhile with her, and then I went back to school. So except for that period of procreation, I have taught steadily from 1928 till the present.

M: Where did you get your advanced degrees?

E: Then I went to USC in 1938. There's this long period, fifteen years of teaching in the San Diego City Schools, which included doing Theatre, putting on all the shows, writing all the shows. This was a lovely, debilitating, marvelous experience of which I really gave it my all. I was exhausted all of the time, but still it was a wonderful experience. During this period of fifteen years, I was raising a family. So, in 1938, I decided to get my Master's, and I met Walter Hepner. In the meantime, before we leave them though, and before I go on to the Walter Hepners, I want to talk about the first faculty, the lovely, lovely people of the periods of the twenties: Arthur G. Peterson, Coach Peterson, and President Hardy, and Irving Outcalt.

M: All right. Could you just finish up with your education and then we'll come back to your student days here and go into depth in that.

E: All right. So then I got my Master's in four years, and of course I had to do all this on top of teaching all the time. I was raising a family, I felt, and I had a mother with me. By this time mother had had a serious illness and couldn't work anymore. So for seventeen years mother lived in our home, and I felt that I must take care of her, that I must support her. This was one of the reasons why I went back to teaching. So, it would be about 1942 ^{when} I got my Master's. I didn't get my Ph.D. till 1947, and then that's when I came to San Diego State. Walter Hepner had said to me on several

occasions, "Now when you get that Doctor's, you come and ask me for a job." And I did, and he did. And I've been here ever since.

M: ~~All right.~~ Can you remember your first recollection of San Diego State? I imagine it would be as a small child.

E: You mean of all of the San Diego States?

M: Right.

E: Yes. I was a very small child in 1918, since I was born in 1909, and I remember the Old Training School you see. When mother was going back to get her additional classes ~~for her credential~~, to update her credential, she took me along. So there was that period in which I experienced the First Training School on Park Boulevard.

M: How many years?

E: No, this was a matter of months before mother came down with the flu and gave up. I didn't graduate from there. I just went there for awhile.

M: ^{would} ~~Could~~ you just tell a little bit about the way the Training School was organized and about how many teachers and students there were?

E: I don't remember how many teachers there were, and I don't think it was organized so differently from the way it was on this campus. It was always known as a very permissive, creative, imaginative or imagination-provoking, school. I've heard all through the years only good things, really.

M: It would be sort of a predecessor, then, to the Campus Lab School?

E: It was the predecessor of, and I don't think the methods were so different.

M: ~~Well, all right.~~ Well, let's go into your student days at San Diego State.

E: ~~How long do you want me to talk about all this stuff?~~

M: ~~Oh, as long as you would like.~~

E: Well, I don't know how much of it is useful. But I think the thing that hits me hard about remembering the twenties is the type of person on the faculty with whom we were working. Now there was Mrs. Ada Hughes Coldwell, who was a "laidy" let me say. In all of the best sense, I don't think she had many of life's experiences. We all felt we knew more about life than she did. I remember she used to lecture us on the bunny hug, and she used to point out that this developed in the brothels of San Francisco. And so that when we danced, we must not dance too close to one another. But she always said it in such an absolutely sweet and lovely way. She was married obviously, but I never really knew whether she knew much about the facts of life. But here for instance is her message, and I can imagine in 1973 this being the message of the Dean of Women:

"Greater than stars or suns, bounding, O soul, thou journeyest forth, To know the universe itself as a road, as many roads for traveling souls." And so she goes on. ^{PP} There was this great emphasis on ethics, and beauty, and the loveliness of life. We really didn't learn anything about the sordidness of life at all in that period. It was a remarkably clean time and group, and when I hear about bathtub gin and the twenties, it just makes me know that either I missed a lot or things were different here. You didn't even tell dirty jokes very much

then, and you had all kinds of idealism constantly in front of your eyes and in your ears. ~~Here is Arthur G. Peterson's saying, and I think this is interesting.~~ We were living on small means. Our clothes were often secondhand; somebody would have given them to us, and we would do them over. That didn't matter. There was no censure in not having things; in fact, quiet idealism was admired. Quiet, non-attention to commercial things was a fine quality. So here's Arthur Peterson's message at graduation: "To live content with small means; to seek elegance rather than luxury, and refinement rather than fashion; to be worthy, not respectable and wealthy, not rich; to study hard, think quietly, talk gently, act frankly; to listen to stars and birds, to babes and sages, with an open heart; to bear all gently, to do all bravely, await occasions, hurry never; in a word, to let the spiritual unbidden and unconscious, grow up through the common;--this ^[+1BE] is _^my symphony." Now we talk about the young people now having kind of made the oldsters sit up and notice a new attitude and value system. We had it then, and I think maybe this is the eternal value system of young people in all ages, because there was almost no need to have wealth to be accepted at that time. Now there were other girls who had cashmere sweaters when I didn't have them, and who obviously ~~when~~ ^[when] they went off to Europe and had farewell parties, ~~and~~ _^they would take these liners. Remember when they had the big parties before you went on the liner? And I used to think with a little pang, that would be nice. But I didn't feel put down. I didn't feel that I lacked anything. I just didn't happen to have a chance to go at that time.

So there was almost a complete lack of either knowledge about life as we know it now in all of its rawness, or the details were never discussed with us. So that we were, I know now, in a kind of a fool's paradise. But it was very creative and very lovely.

M: Were there any other people that you remember from that period that you'd like to ^{mention} ~~bring out~~?

E: You mean people who have been successful in the community?

M: Yes, or faculty members ^[on campus] ~~who have~~.

E: Well, I think one should always give great respect and appreciation to Sybil Eliza Jones. At that time there were only a few things you could do on campus. You could be in plays, you could write for the Aztec, you could write for the Annual, you could paint The Mountain (laughter), you could go on these hikes down to the San Diego River which is now Fashion Valley. You'd go down there at night and take along your box lunches, and build a bonfire and roast weiners. In fact, my mother's sapphire is buried down there somewhere (laughter), which fell out of the ring one night. But you see these were pretty simple pleasures, but they were very satisfying pleasures. These were the things that we did at that time. Now Sybil Jones had just come from the Pasadena Playhouse which was very famous at the time. She believed in students really creating. I'd say that she and one other wonderful gal, Deborah Smith, really kind of dominated the creative life of this institution at the time. Sybil had students writing plays and writing plays; oh we were so creative we felt. Then we would put them on. Then we would write

original skits and go before all the women's clubs and the men's organizations. One of these series was on save the beaches, ~~what I mentioned to you a moment ago~~, in which we begged the populace to do something about the beaches being bought up by individuals and then ~~denied~~ ^[FOR THEM BEING DENIED] access to the public. This was one of the many things that Sybil Jones became involved in. Now it takes a faculty of maybe thirty to put on the plays at this institution, which they do very well. But ~~at that time~~ Sybil Eliza Jones alone put on, ~~well~~ ^{in 1926} ~~she directed~~ eight One-Acts and three Three-Acts all by herself. You say, "Well how could she do it"? Well one thing she did was ~~she didn't~~ ^{NOT + +} worry very much about scenery; she didn't have a man to make scenery. So what did she do? She approached it with what they called then set pieces. You would simply put a couple of pieces of furniture in front of a curtain, and with lighting this would become a living room. So she paid almost no attention to scenery design as we know it today. It was a spartan stage, but the acting I think was very creditable. And the amount that that woman put out all by herself was really extraordinary. ^H Now the other person I want to mention because she was great. She's still alive. She's in one of the rest homes, but one of the more interesting ones up on a hill, ~~this~~ some kind of manor--I've forgotten its name--up in Pacifica. Deborah Smith so imbued her students with the thought that she was truly interested in them as people, that she has really guided their lives for forty years ever since. She's still invited again and again by various students to come and meet the old gang. We belonged to what was

called then Treble Clef. There's still a Treble Clef here, but that Treble Clef then was a dominant force. To be elected President of Treble Clef was something pretty wonderful. She was a fine musician; we put on beautiful operas and operettas. But that isn't the important thing about Deborah Smith. The important thing about her is that she was a great teacher. She was a great teacher because she gave all of herself to her students ~~on a personal level~~, on a tremendously personal level. So whenever during the years I have faltered, grown weak, grown tired, grown bored or anything, I would think of Deborah Smith and say, "That's your goal if you can hang on to that." So she was one of the great gals in my life anyway at that period.

H Now among the students who have gone on to do great things of that period, there's Lewis Schellbach who became Head of one of the main banking firms of New York, Robert Frazee of Frazee Paint. Dr. Walter Kaulfers became a Professor at Stanford, William Stillwell became a Professor, Paul Pfaff became a Professor. The funny thing was out of this small group a great number became Ph.D.'s. So statistically, it was a much higher percentage than you're getting now.

M: What do you think is the reason for that?

E: I think it's because we had a lot of inspiration around here and a lot of really close relationships with our faculty members. It wasn't just what happened in the classroom; we met them afterward for coffee. We did things with them on weekends. So it was a vital relationship. Frederic Osenburg became a Professor at ^{UNIVERSITY OF ARIZONA, TEMPE} ~~Tempe University~~, Richmond Barbour became very active in the Special Education Program of the City

Schools, Hugh Gillis became Head of the Department of Theatre at San Jose, Terence Geddis became Dr. Terence Geddis in the City Schools, and so it goes on and on. A lot of these people really achieved a great deal. ^PI think maybe another thing ^{that} should be mentioned about this period ~~and that~~ was that we had a lot of women's rowing clubs. I'm sure this has been mentioned by other people. But I was, for instance, coxswain of my group, and we really got up at five in the morning and really went down and practiced. And old--he wasn't so old then; I suppose he is now--~~but~~ Mr. Seelig, Al Seelig, used to go out with each one of our crews and practice with us on the bay. The men also did a great deal of rowing; they had their rowing crews too. Then our rowing crews as you know became sororities which were local. They didn't become nationals until about 1947 when I came here as a Ph.D. to start my teaching. In fact, the sorority that I had been active in as a student was the one that I sponsored for five years as a faculty member until I finally decided that sororities were as dated as antimacassars, and that they really didn't have much to offer anymore in terms of this changing world. And at that time I dropped out. ~~Don't quote me on that one; I think maybe you better cut that one out.~~ (laughter)

M: What was your major field of study when you were here?

E: Speech. Drama. Theatre.

M: You were very active in ~~these~~ ^{the} plays ~~then?~~ ^[that Sybil Jones directed?]

E: Oh yes. I had a lead in a lot of them. And I was going to go on to Hollywood, and that's another story. (laughter) But I don't think

that's particularly interesting to San Diego State College. But I did have my period of meeting a lot of people in Hollywood, and I was going to drop the educational approach to life and become an actress. But fortunately I learned in time that that really wouldn't be the better goal for me.

M: This wasn't Speech Pathology at this time?

E: No. Speech Pathology I didn't go into until 1938. It was Creative Speech, Public Speaking, and putting on plays and writing plays. So that my fifteen years in the City Schools, except for my first three doing elementary teaching, were all working in Theatre and Public Address.

M: Besides being on the Rowing Team and doing plays, what were some of your other extracurricular activities?

E: Oh, I was (laughter) just looking at 1927 Del Sud, which was our Annual. That was the year that I was the Assistant Editor, and the Editor, who was a charming slightly older gentleman, absconded with all the money. (laughter) And there I was, Assistant Editor, left to put out the Annual with no money at all. I don't remember how we solved that, but we did. Out came the Annual. (laughter)

M: Was the Editor ever caught?

E: No. He skipped the country. He went completely elsewhere. I think he went across into Mexico. I really don't believe the sum was that large to make it that attractive. He was a very bright person who wrote poetry. For some reason he needed a lot of money in a hurry, and he just left with it. So that was one of the small scandals of

that period. So that was what you did if you were a woman. Then I also wrote for the Aztec, ~~I was on the Aztec~~, which first was the Paper Lantern, and then became the Aztec. I did a lot of journalistic work.

M: What was the reason for the name change?

E: I think it was when we changed from a two-year Junior College status to a four-year. We decided that we had to have a new name for our paper and new colors. We changed from purple and gold to black and red, and I was here at the time when that change was made. Then we changed our school songs. And I've always thought that our old song of Father Juniper^o Serra written by our Vice-President Irving Outcalt was a much more singable, attractive, and witty song than our present one. But I'm sure that's why we changed, because we changed our status. We were playing football then with four-year institutions instead of two-year institutions.

M: Were there any other extracurricular activities? ^[FOR INSTANCE] Did you participate in painting the S on The Mountain?

E: Oh yes, oh everybody did that. When the Freshmen came, ~~that was one way of~~, they all had to wear green beanies, ~~by the way~~. All Freshmen had to be identified. Then you had a big bonfire here and the pep rallies. That's when Coach Peterson, who was also an enormous influence on many lives, ^[GAVE] ~~with~~ his pep talks. I've often thought that football and baseball teams over the world could use more Coach Petersons. He's the one after whom the gym is named you know. Well, he would get up in front of that bonfire and exhort us to have the

spirit until we all felt we just had to have the right spirit toward this institution. Then we would all walk from here over to Black Mountain and paint the S. But the ones who had to do most of the work were those green-beanied Freshmen. (laughter) ^R We had hazing a lot then. ~~May I say that too?~~

M: ~~Oh yes.~~

E: I can remember when I was a pledge in the sorority, hazing was at its height. I remember they put gooey molasses all through my hair. They put raw eggs in shoes three sizes too large for me. They they made me run in front of cars down through Mission Valley, and when the car went faster I had to run faster with the eggs squirting between my toes. Things like this were still going strong in the fraternity and sorority structure all through our period. And I was very glad to see when that foolishness was stopped. (laughter)

M: What student government participation did you contribute?

E: Well I was the president of the ^[WOMEN'S ATHLETIC ASSOCIATION.] ~~Associated~~ ~~What was that organization called?~~ It was the, ~~no not the Associated Women, but it~~ ^[which was] ~~was the one that was the people interested in athletics~~ under Jessie Rand Tanner. In 1927 I had met Les Earnest, who was a Commissioner of Finance. I remember there was a meeting at Pulman, Washington of all the West Coast Presidents and Vice-Presidents of the women in ^{W.A.A.} ~~the~~ ^{what} ~~in the heck was that name--women interested in the body~~ beautiful anyway. We didn't think we could go, but Les at that time was making up to me a bit. He said, "I think I can arrange for enough money to be taken out of the treasury so that you can go."

So the two of us, the President and I ^[who at this point] was the Vice-President, went to this meeting. ~~Women's Athletic Association is what I was President of. At this point I was Vice-President.~~ It was just a nice experience of meeting the leaders of all of the other colleges. That was one thing I was very interested in. [#] I was in everything that had to do with theatre. I was in practically everything that had to do with music. When you go through this ^[Annual] and look in the Twenties, that's really what there was. You had sports for men, and for women, you had musical activities, ~~and theatre. That's all you had,~~ and sororities. That was all there was, nothing more. You had your class officers, of which I was one too, but you met several times a year and put on a big dance. You couldn't really call that very much of a contribution to the school.

M: Tell me ~~a little bit~~ about meeting your husband and when you actually got married.

E: Well, this was a matter of having three women to every man on campus; so that if you copped one at all you were very fortunate. I'm not sure that you were very selective; you just had a man to take you to events. He happened to be a very nice man, but I remember feeling a certain triumph in being able to cop one at all.

M: What was his field of study?

E: Science. He became an Engineer. For years he was identified with the City. ^[of San Diego] He started out in Engineering, but I think he was his happiest when he developed Mission Bay. He's called the "Father of Mission Bay". He was chosen, for instance, just last month to be the

Marshall for the Annual Festival of Lights ~~which all of the boats,~~
~~you know, go~~ They've called it off now because of the energy crisis, but he was very flattered to be asked. He spent ten years of his life in which he , night and day, thought, slept, dreamt only the development of Mission Bay. So it's his child in a great measure. He had a lot to do with the development of Sea World, for instance. His major job was to see that the highest level of architectural design too place everywhere, and that nothing poorly built could enter the picture. He had a great deal to do with the making of the islands and the dredging of the Bay; so that there are some parts of that Bay that still are going to be developed later that are not yet developed. There's quite a future still for Mission Bay.

TAPE I - SIDE II

- E: I married him in 1928. I remember he used to always take me out to Encanto. At that time Encanto was considered such a "fur" piece, that he would take me out on Monday morning, and then I would stay out there and live at a home all week because it was too far to come back to the city. Then he would pick me up on Friday night. So I taught there one year, and then the next two years I ~~came and~~ taught in East San Diego. So then in 1930, our first child was born. So I really can say that I never really went with anyone else. I had a few dates with someone else, but it was a matter of just going with him and then getting married, and this is forty-five years later.
- M: What was the attitude of the community toward ~~the~~ San Diego State at this time? Was there a close rapport, or were they sort of ignoring

State?

E: Oh, I don't think people paid an awful lot of attention to the College then. There wasn't that great an effort to involve the community that there has been since. No, I think it was just a pleasant little school, doing the things it wanted to do, rather removed and out of the way. And I don't think the President at that time ~~had any feeling that he had to~~, Dr. Hardy for instance, ~~I don't think~~ ~~he~~ ever felt that he had to go down and meet the Council or become involved particularly with the Rotarians and that sort of thing, which is now considered part of a President's duty. I didn't feel ^[The Community was] that ~~they were~~ negative. I just think they didn't pay too much attention to the College.

M: How did Dr. Hardy relate to the students?

E: Very well, but this I'd like to underline. Both he and Outcalt were gentle, slow-speaking, measured in tone, voice and command of English. You had a feeling that here were scholars. These were the last of this type that we had at this institution. Irving Outcalt wrote a ~~play~~, a Greek play, called Admetus, which was presented out in front of our porticos at the old College. Our next ^[President] ~~person, you remember,~~ ~~was~~ Dr. Hepner, was a different type. He was more of a doer, less interested in the scholarly life. And I think that in general all over the U.S.A., the attributes of a College President have changed. The scholar is no longer the type sought. So I was very glad I got to know these two gentlemen. ^{It} It's an interesting thing; I have lived forty-five years in one house in Mission Hills, and it happens to be

President Hardy's old house. Isn't that interesting? It's where he lived while he was President.

M: Did you buy it from him?

E: No, I bought it from another couple who had it after he had it.

But I often think of him in that house. I love that house; it's just a lovely, big, old Mission Hills house, cool in summer, warm in winter, a two-story place with ~~a~~ great stairways going up, lots of wasted space on the second floor. But I don't mind that. You have the walkway around, you know. I was rather glad that President Hardy had lived there earlier. (laughter)

M: Were there any problems at that time when you were a student that existed or that you thought existed?

E: Which kinds of problems?

M: Oh, lack of understanding of students.

E: You mean confrontation type?

M: ~~Well not quite that bad at that time. I'm sure they didn't go into, but sort of that way.~~ [Yes that Type of problem]

E: No. I don't think it would have occurred to any of us. Now remember, at that time the percentage of people going to the university was about 10 percent of those who had graduated from high school. Remember now, it's about 65 percent. So you had a highly selected group in terms of real interest in learning. I think the fact that we all felt so grateful, so lucky to have been able to go to school, that it never would have occurred to us ~~to~~ in any way to have anything except utter respect for our faculty. It had been ingrained in

us. It was part of that time. It was the way we were all raised. I think also we all considered it a privilege to go to the University. ^{It} Now I've been spoiled on this campus. I have, in these years from 1947 till the present, worked with also a highly selective group of people. The kind of people who help people are already selective. The kind of people attracted to Speech Pathology, Audiology, and Deaf Education are the kind of people who have been well-raised and who have a sense of obligation to their fellow mankind. So in all these years, I've only had one person who looked like a hippie in our Department, and our Department has ^{STUDENTS} 400_A in it, ~~400~~ students. They're well-brushed, well-combed, apple-cheeked, clean, fine young people with a great sense of dedication. So in this bad period that we've all witnessed, I've had very little experience with it. But I've come over on the other side of the campus, and I've seen some that I really were just as glad were not in my classes. (laughter)

M: ~~All right, well~~ do you have anything else you'd like to say about this period as a student or should we go on? ^[TO YOUR YEARS AS A FACULTY MEMBER]

E: ~~The early period.~~ I think we've pretty well covered ~~that period~~, that early period of the twenties.

^[YOU'VE ALREADY MENTIONED]
M: All right, fine, and ~~then you covered~~ your activities between this time and when you came back in 1947 as a faculty member.

E: Yes, I think I've said all that is particularly interesting. I remember very well in 1930, when this institution began. I can remember the rattlesnakes, seeing them in the sun. I can remember ^{that} the earth was so barren. I can see why the Company that gave it to

President Hardy gave it away. Rocks right up to the surface. Practically anything growing on this campus had to grow because the earth was brought in from elsewhere. It was the poorest land you can imagine. I can remember very well after I got here in 1947, all of us wondering why in the world we didn't buy more land moving toward the west because we could see we were growing so fast. But always we would be told, there's no money, there's just no money. Then, of course, had we been able to buy some of that it would have been such a help now.

¶ I ought to tell you one thing. In 1947 when I came, there were only 5000 students. That which is now the Faculty Lounge was all we had for students to eat in, that very small space. The man who ran the place had been well-seasoned--that's perhaps the wrong word--well-trained in cooking hamburgers. This was just about all he knew or understood. So the fare was limited, and the need to get in and out was great. We were told at one time that we shouldn't take more than four minutes to eat because with 5000 students to get in and out it took too much time. (laughter) So there was a great sense of pressure at that time in trying to eat in that very limited space, and ^{to} eat rather poor food too.

M: ~~The faculty thinks it's bad now. (laughter)~~

E: ^[The Faculty now] They think it's crowded ~~for faculty~~ with 1500. Well that was 5000.

M: When you started teaching here, had the Speech Pathology Department been ^[established]?

E: No, it was still Theatre and Public Speaking.

M: What were you teaching then?

- E: My first year I taught English. I was hired as an English teacher by the President. This was one of those bulging years; this was one of the years when they had to suddenly expand the faculty. ^[I was hired] But ~~it was~~ with the understanding that as soon as there was a position in the Department of Speech, I would be hired. The first year I taught English and Psychology. ~~I taught~~ some courses in Psychology. At that time we apparently thought we could teach anything. Then the second year, I came in to teach Public Address and some Theatre. ~~From then on I went back in 1938.~~ I had been going from 1938 until 1947 doing ^[general] work in Speech Pathology. So I gradually developed some courses along with Dr. Pfaff in Speech Pathology. We both taught them in the early years.
- M: Were there just the two of you in the Department then?
- E: Only two of us in Speech Pathology, but there were others in the Department. By 1947 the Department had grown to six or seven. But you see now since we have split--what was it, four years ago--in Speech Pathology alone, Audiology and Deaf Education, we have ~~I think~~ ~~it's~~ ten full-time and six or seven part-time. There are even more people in the Department of Theatre; so we have really multiplied and grown a great deal.
- M: What is your opinion of the academic scholarship of the institution at this time as compared to when you were a student? Do you feel it had improved, worsened, or stayed about the same?
- E: Talking about college-wide, or in my department?
- M: College-wide.

E: Well obviously, if 65 percent of your high school graduates are going to college, you have a lot of people who don't belong in college here. I've had some real doubts about some of the new schools that have developed in the last four or five years, schools within schools. Let me say that when--I'm not sure you should put this in your notes--but when they developed a curricula for Black Arithmetic, I had some doubts about that being necessary.

M: ~~How was it~~ ^{[What] [the situation]} when you first came in 1947? ~~This would be a period of~~ ^[World War II]

E: That was right after ~~the Korean War~~. So we had very mature students. That's when Clair Burgener, for instance, first popped into our classes. He was one of our majors over there, now Senator Burgener you know.

M: He was a Speech Major?

E: He was a debater; so we saw a lot of him. I'm not sure what his major really was, but we were fortunate in having him over there a lot and enjoying him a lot because when you practice debate, you're over there practicing many, many hours. The maturity of the people coming back from the ~~Korean~~ War made it a great joy to teach. For several years, these people were five, seven years older than the usual college student. In that maturity they had a great deal more to give. I really enjoyed that period. ^R I'll have to say something kind of interesting. We were really bursting at the seams in 1947. That which is now the Audio Visual Department was where the entire Department of English, and Speech, and I think some other Departments, all sat desk-to-desk in one room, no dividers, nothing. You just had a desk and enough room for one student to sit down. We went on like that several

years. Then we moved into the temporaries, and did the same thing.

^[They were]
You'd say terrible conditions for counseling, but we got to know the faculty in a way that we have never done since. We got to know each other very, very well, and it really was rather nice.

M: I've heard a lot about the Faculty Committee System that was working during Dr. Hepner's period. Do you recall anything about the committees that were in existence?

E: Oh yes. But I don't think there were as many ^[under Dr. Hepner] as under Dr. Love.

Remember that San Diego State has been rather famous throughout California for being perhaps the first in developing faculty autonomy-- faculty decision on administrative detail. There was a lot of this in Hepner's time, but I thought there was even more of it in Love's time. So that finally, really, your administrators don't have so much to administer any longer. This is good, and it's bad. For instance, I was eight years Department Chairman. The load eventually becomes almost intolerable to a Department Chairman, because so much of it has now sifted from up here to down here. ~~So that if you're trying to teach . . .~~ In our department we were allowed only three units off, and in my first two or three years I was allowed no units off. I did this in addition to full-time teaching. If you have to get all these reports out and try to run a first-rate department, you simply haven't the hours in the day to do it, because so much of this has come down from the upper levels to decision making at lower levels.

M: What was the Administration doing, then, at this point? What did they do?

E: Well, as long as the amount of paper work has proliferated as it has coming out of the main office of the Chancellor, I'm sure they have plenty to do. But I'm afraid it's just handing papers from here to here to here. The amount of preparation of reports to be put into computers has become horrendous, particularly in the last two years. It isn't fun anymore to be Department Chairman.

M: Is the Department Chairman considered part of the Administration?

E: Yes and no. Up until now she ~~is not~~ or he has not been paid any more. He or she is a very important part of the total interrelationship. There are plans afoot that this person will be put on a twelve-months basis instead of a nine-months basis and will be given an extra stipend. But so far I don't think it's developed except in a very few places. I think a few spots have developed, but that's all.

M: Do you remember any significant events or problems during either Hepner or Love's time?

E: Well did you want me to mention when the Chairman of the Department of Education produced a child by one of his students in his home?
(laughter)

M: This would be quite a unique problem. (laughter)

E: Well we didn't have much to talk about in the way of scandal in those days. So this gave ~~this~~ a lively topic for quite some time, because, of course, he had to resign, and the poor girl was ostracized. At that period that's one thing I think we must have been awfully blind. Any girl who got into this kind of scrape and had an illegitimate child was forever damned. We must have been terribly cruel. This is

one of the good things that's come out of the present period, I think. We're growing a little more understanding and less apt to point a finger.

M: What did happen to the girl?

E: Well, she had the baby by herself in her room in the home of this Dean of Education. She stuffed it in a shoebox, and it died. Now I don't think she was charged with murder. She just sort of slipped away after that, and he lost his job. But you know, there weren't many scandals. That's why, when there was one, it offered a great deal to talk about.

M: What has been your involvement with the Aztec Center?

~~E: Not very much. The new one here?~~

~~M: Right.~~

E: Not very much. Oh, way back when I was President of the Alumni Association in 1936, when I was going through my nest-building period and was between professional lives, we did try to raise some money and talked about this as a goal. So the Aztec Center didn't come full-blown like the Phoenix Bird; it took many, many years of planning and talking about. Hepner, I remember, was kind enough to come to our meetings and give us encouragement as an Alumni Association at that period.

M: Would you say, then, the building fund was actually started back in the 1930's?

E: I don't think it really started until a certain amount of the students' fees went toward it. I think we raised money, but I think it was so

minuscule that it didn't do much good. Yes, I think it was started psychologically, but not with very much money at that period.

M: Did you notice any difference in the administration of the College between Love and Hepner's time?

E: Yes, but I think that was a matter of growth. The bigger it became, the harder it was to see the President and get to him. The chain of command was clearly outlined. I remember this used to bother me sometimes when I was Chairman of the Department. I couldn't allow one of the faculty with whom I was working to go directly, because I was told by our Dean that if he talked to one of the faculty, I had to be there. In other words, there was this rigidity of command that went into effect which cut down on the spontaneity that we had in the early years, when we could just sit down and talk to the President and say, "Let's try this out and see if it will work." But I don't think you can blame or point a finger at anybody for this; I think it was just a matter of becoming bigger, and with bigness comes lack of spontaneity.

M: ~~Right.~~ One of the things Dr. Love did was to establish ~~or he was instrumental, I think, in establishing~~ the Faculty Senate.

E: Yes, but that's another example of administrative duties sifting from the top down, being made at faculty level. Of course he has been lauded for this; it's considered very avant-garde and very good. But, I can remember with considerable happiness when those administrative decisions were made by somebody sitting up there, and I could have put all my time on teaching school, which was the reason I was there. It's

a double-edged sword; when you get to make the decisions, you also haven't the time to prepare as well for your students as you would like to.

M: Do you think it's possible not to have Committees and Senates, though, when your institution is this large?

E: Oh, I think it's working quite well. I do wish the amount of paper work could be less sifting down to the department level. It's become horrendous. It's the kind of thing where you're told today that you should have had something in yesterday, and you just learned about it today, and where it will take maybe thirty or forty hours to work out a report. This happens over and over again. It isn't anybody's fault. It isn't our Dean's fault; we have had some wonderful Deans. Our present Dean, for instance, in the College of Professional Studies is the most cooperative and loveable guy. It isn't his fault at all. But it's the increased tasks being fed into computers at the State level, and much of it, I think, needless.

~~M: How effective do you think your Department has been~~

~~E: Now that's a heck of a question. (laughter)~~

M: Are you satisfied with the growth ~~of it~~ and the development of ~~it~~? *your Department*

E: Well, of course, one should never be satisfied. But I've been very, very pleased. We are the only institution, or was in June--I don't know what's happened since I left in June--~~in June we were the only college~~ college on the West Coast which had double certification in Speech Pathology and Audiology. That means we were certified to be a train-

ing institution, and we were certified to give services to the community. The others are falling into line and getting this certification, but we were the first. We have a very well-trained faculty; I'm very, very pleased with them. We are recognized all over the U.S.A. People come from many, many other parts of the U.S.A. to do their work here. In fact, we're much too popular; that's our problem. One should never have 400 people doing the major when jobs are becoming increasingly scarce. So this semester, they're setting up a numerical cutoff. Only X number of people can even apply for the Department.

M: What are some of the types of jobs that a student would ~~go out and~~ ^[see appendix for?]

E: He could become a public school speech therapist. He can go into private practice. He can work in hospitals. He can become an audiologist testing hearing in hospitals. He can become a college professor. He can work for a doctor doing hearing testing. Then there are all the ramifications for Deaf Education. One can work in private practice. One can work in public schools, or in state schools, for the deaf. So, it's a field in which there is a multiplicity of job opportunities.

M: ~~Can I just ask you~~ ^{[did] [get]} how you ~~got~~ interested in that part of speech?

E: ~~Yes,~~ I think almost always we are influenced by a great teacher.

^[I met]
When I was at USC, Dr. Lee Edward Travis, who has been called the "Father of Speech Pathology", a very vital and young person. He's still, at this time, only seventy-seven years old. When you consider that he has embraced in his lifetime the entire field--there was no

such field when he was a young man at the University--it's a remarkable thing to have met him, to have known him, and to have been influenced by him. When I got his wonderfully enthralling message, then I decided I wanted to branch off into this field, and Dr. Pfaff did too. Up until that point, Dr. Pfaff had been in Theatre and Public Address also. So we were both deeply influenced by Lee Edward Travis.

M: So you've been in it since the very beginning?

E: Yes, actually I did public schools' speech therapy; I would say I'm one of the first in California to have done anything in this field.

M: Do you have any opinion on the Joint-Doctoral Program that was instituted here at State?

E: Yes. We were striving to get one in our own Department. Our problem was that the institution with which we would want to get a joint-arrangement didn't have a good program; we were stronger than they were. So, I don't know what we're going to do, and I'm talking as if I were still here. The University of California has nothing to offer in our field, except for one institution, Santa Barbara. But none of the other University of California ^[campuses] Colleges have anything at all in Speech Pathology. So, I would hope that in time that evaporates, and we can become an institution which gives it here completely. We have a very good library, for instance, in our field here.

M: What is you feeling on the name change?

E: Oh, very pleased of course. It's long overdue. While Hepner was still here, he was pointing out that we had a greater percentage of Ph.D.'s in this institution than in most of the so called universities

of California. It was long overdue, and it was only a political thing that we didn't get it a long time ago.

M: In January now we're getting our second name change.

E: What's it going to be now?

M: San Diego State University. ^[Do] ^[have] I wondered if you had any preference between ~~the one that we have right now~~ ^[California State University, San Diego and the new one].

E: Oh I don't like the one we have now. I looked at it as a temporary device. No, I think San Diego State University, as President Love was seeking it to be, is a much preferable term.

M: I'll just ask you a few questions here to summarize the years that you were on campus. What do you feel has been the role of research versus teaching?

E: It's a teaching institution. We can kid ourselves and say when we offer a job to a person in Kalamazoo, why yes you can do research. Well you can, but you do it by your seat of your pants. You're given maybe a small stipend by this special committee, maybe \$300. But we do not back research really here. Maybe this is all right. Maybe it should be the difference between the University of California system and this system. I don't see anything wrong with this being a teaching institution, but let's not kid ourselves and say that we do much research. In general, we do not. I think a few departments do. In the marketplace, in the kind of Department I am in, the only real research we do is what a Master's Degree student does. They do some pretty good research for Master's Degree students, but it isn't what is called true research in terms of what goes on in the major

universities.

M: Did you ever feel a pressure to publish at all?

E: Yes. I felt all the time I should be doing more than I did, but there were only twenty-four hours in a day. When I had to make a selection between publishing or getting a fairly decent lecture the next morning for my students, I chose the latter.

M: Did you want to publish for your own sake or was it a pressure from the Administration?

E: No, the Administration here has never pressured that. It's one of those ego devices that you feel you should, and you feel guilty if you don't.

M: Have you had anything published?

E: Oh, yes, but just the usual articles in professional magazines. I haven't done a book.

M: You planning one?

E: No. I'm in a new life now, and it isn't retirement.

M: When UCSD was first opened--in 1965 I believe--what would you say was the relationship between UCSD and State? Did you feel that it was going to be a help or a hindrance?

E: I believe that additional universities in a town are a good thing. I remember, however, they came in in a very different way from the way we came in. We've had to struggle all the way through the years for any land additions. The University of California came in with exorbitant demands we felt. It happened to be that my husband was very much involved with the City of San Diego, and answering those

demands at that time. So I knew ahead of time what they were asking for, and they were asking for land which seemed to us way, way beyond their possible future needs. Now they probably were the wise ones, but this Institution has never had those advantages. We've had to inch our way, and buy a house here and tear it down, and buy a house there. We've never had the City of San Diego just give us acres and acres and acres. Now I suppose this sounds a little jealous; I think it is. (laughter) But I also think the University of California was wise in just saying, "All right, if you want us, these are our requirements," because we know how quickly an area grows up, and how hard it is to get land.

M: Do you think there has been any detrimental effect on us because they are now here?

E: Heavens no.

M: Do you think we've lost better students to them?

E: I don't think so. In fact, in my own Department a good many students have come from the Department of Linguistics there to our Department here. Now that isn't anything to be so flattered about I suppose, because theirs is a highly academic, research-oriented, program, and maybe they just wanted to come over and do something that would prepare them for a job. I don't know what their motivations were. But we have received several very fine students from them. No, I don't see any reason why we shouldn't be glad that they're there.

M: ~~Okay~~. How effective do you feel the Library has been in serving the needs of the academic community?

~~E: Now you have me on the spot. (laughter)~~

~~M: You're honest.~~

E: Actually, I don't know enough about this Library. I got so disgusted with the other Library before this one in trying to find the material in my field that I went out and bought the books myself. We developed our own Departmental Library, and we have a pretty good one. At that time the stacks were so gowed up that I couldn't find what I wanted over there; so I just gave up. ~~Have you been here long enough to experience the other Library?~~

~~M: Yes.~~

E: Since this beautiful edifice has come into being, I've had just about everything I needed in the Department, and so I just haven't used it very much.

M: I see. Did you feel that it was a lack of the Library?

[organization]

E: I thought it was an architectural monstrosity. I thought it was architectural planning at the worst level.

M: Then the problem wasn't that the books weren't in the Library or weren't on the shelf but that you didn't like the building.

E: I just couldn't find the books. Well, they were in all different places. Of course, part of the fault is that in my field our books are never in one place because we go into several areas. They have to be scattered in the best-run library, but they did their little extra best scattering them at that other library till I got so I didn't assign my students anymore because they couldn't find them. We've developed a pretty good library of our own of the basic stuff; so we got along.

M: ~~Okay. Would you just tell me what you've been First of all,~~

~~when~~ did you retire?

E: June 7, 1973.

M: What have you been doing since then?

E: Trying to keep checks from bouncing in a business in which I've put my nest egg fourteen years ago. The eggs have never hatched, and I've been trying to find out why. So I've been putting in fourteen, sixteen hours a day trying to straighten out the business. Honestly, ~~when I said checks I want them not to bounce anymore,~~ when I arrived in June, I found that between January and until June, \$500 worth of bounces had taken place at four dollars a bounce in this business. I won't name the business (laughter), but I've been dedicating my life to reestablishing an image with the banks. (laughter)

M: You're working full-time there, then?

E: Yes, without pay. I have a thing about post-dated checks and bouncing checks. I've also suspected some much more deep, dire things, like maybe some chicanery and some embezzlement and so on. I'm working on things like that.

M: After you get this cleared up, though, you wouldn't continue?

E: I'm not going to stay there forever, no.

M: Do you have any plans?

E: Not definite, no, not to this point. I have a husband who just had major surgery and a heart attack, so we're kind of playing it cool for awhile.

M: Have you been active in the Alumni Association recently?

E: Well, I went to a lot of meetings with George Sorrenson around the Spring of this year, and I've gone to a couple of the meetings since. But I can't say I've been active; in fact, I haven't been active in anything. I'm sitting here feeling a little guilty just because I went away from my bouncing checks. (laughter)

M: Well do you have anything else you would like to say before we conclude?

E: I just think it's a great Institution, and there have been some beautiful people who have dedicated their lives. Dean Mary Mendenhall, for instance, is another one that made a great impact on a great many people while she was here. She's been gone now for about nine years, I think. We don't even hear from her anymore, but she was a tremendous influence when she was here. Katherine Ragen, who retired in June, made a great impact and left deep and beautiful memories with lots of people. So, I've been privileged to work with the very finest people in the world. ^H Let me tell you, when I'm in the business world as I am now and meet a different brand of person, I realize how fortunate I've been to spend all my lifetime with a highly selective group of passionately devoted, idealistic types. I'm just a very lucky person.

M: Well thank you very much.

END OF INTERVIEW