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ORAL HISTORY

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Step J. Kimball

Interviewer

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Address:

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ref W. Zerkheid

Interviewee

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SIUE ORAL HISTORY PROJECT

Fred Zurheide Interview, May 14, 1991

Interviewed by Stanley B. Kimball

Filename: ZURHEIDE. 514

Q: Frederick Zurheide, School of Science, long time colleague - thanks for dropping by my office this Tuesday, May the 14th to share your reflections and memories and record for posterity all kinds of interesting, important, funny, serious events in your long career here. Why did you come here in the first place?

A: Well I was down at Carbondale finishing up the Masters degree there. All set and ready to go. Contracts cleared and everything ready to go to the White Sands Proving Grounds to work for the government studying cosmic radiation. That's the topic in which I did my thesis. During that time my wife, Fran, was working in the computing center there and of course she did some of the work that was in my thesis, except it was the old fashioned kind of computing and not the newer kind. We had to use cards and all of that. But they started this new campus up here and Dr. Schnabel.

Q: John Schnabel.

A: Oh good 'ol John Schnabel was the registrar. He would bring down the registration cards from these new courses that they were setting up. Clear to Carbondale because they had no machines to handle them as yet. My wife was doing some of his work and so as you know John, he will talk to any friendly face. During the summer of '58, early

summer, he said, well see 'ya next fall and she says no you won't because we're going out to the desert. He says well why are you gonna do that. We need people up at Alton you know, why don't you come up and see us? John says I know that Larry McAneny needs help.

We had already planned to go to the Muny Opera in St. Louis in a couple weeks so we said okay we'll stay over and come in and talk to you on a Sunday in August. So we did. We went to the opera - had a nice time. Went up...

Q: This was what year, Fred?

A: It was '58. They had been open for one year essentially. They had some few courses before that, but not really under the full fledged starting program until the Fall of '57.

So I went up and was told to come to Eric Sturley's house who lived right there by campus, just two blocks away. Larry McAneny was there and Eric and then, now I'm going to forget the name if I don't...I'll remember it. Anyway another person had just taken over down in East St. Louis. Turner.

Q: Gene Turner.

A: Yes, Gene Turner had just taken over as sort of head of East St. Louis. I was the first person that he had interviewed because Going was out of town.

Q: Dean Wm. Going.

A: Yes. Well it wasn't at that time. I don't think they called him Dean yet. But they soon did after that. Anyway we talked for a while and they talked with Fran too. She was there since we were in a family house setting. It was sort of nice. They said well excuse us for just a moment and then so we went out and got a cold drink in the kitchen and came back and Turner said unfortunately this is as much as I can possibly offer you. I don't think that you would really take this would you. Which I thought was sort of a backward way of making an offer, but I said well I'll consider it and even though it was a little different than what I could probably be getting at the government job in a shorter time.

Fran and I went back down to Carbondale and thought about it. Well I had in my training before not only been in the liberal arts track and got a B.A. in math and physics, but also got a B.S. degree at the same time in education. I was certified to teach physics and math. The teaching aspect sort of intrigued me. The aspect of being in a spot where you had to drive 40 miles to see a tree out there in the desert didn't intrigue me very much. My wife and I were both from central Illinois and like at least to see plants and land and something green once in a while.

So we ended up deciding that we would come to Alton and help them start this new endeavor that they just barely had going. So that's the way I got the job. It was really John Schanbel's trying to get people. He brought in quite a few people.

Q: You came from Carbondale?

A: The big mother.

Q: What's that?

A: The big mother as far as SIU is concerned.

Q: Since there have been over the years some feelings between the two campuses, rightly or wrongly, your experiences with both campuses, pleasant, unpleasant, normal, or anything you could throw a little light on on those early days and the relationship between the two campuses.

A: Well of course with Delyte Morris being in charge of both and truly in charge. It doesn't matter where he was: he was in charge and rightfully so. I mean he did great things particularly in Springfield and so he was pretty much in charge. Early he tried his best to keep the two campuses close. Like there was no choice for us whether or not we were going to have textbook rental. He helped put that in at Carbondale because when he went there he couldn't afford to buy books.

So things of that type, there was just never a choice. The description of courses--we essentially just took their catalog and started teaching similar courses. We slowly started to add our own and, as anywhere, the course depends on who is teaching it anyway. I mean it doesn't matter what's exactly in the catalog. Our first students had to go to Carbondale to graduate which was sort of a pain.

Then the big one that came up is when they started to redo the General Education requirements, the famous General Studies course situation. We quickly got so we adopted our own books since we had a different clientele than what they had at Carbondale this whole new campus sort of started as strictly liberal arts.

I mean the background really was liberal arts even though there was business and there was education and things of that type, but the requirements and everything else was very much liberal arts oriented. So that meant that much of our courses were for liberal arts students and not just our own majors.

Q: Did you ever wish you had stayed at Carbondale or perhaps gone back?

A: Oh, I, no not necessarily. I thought the situations here were much more enjoyable, particularly up at the Alton campus. It was like kids with a new toy kind of situations. Everything that we tried, we could do. The workloads were very, very heavy because there wasn't enough people. So we taught many more sections and bigger sections than what we do now even. We had to improvise like mad.

In '58 they opened up East St. Louis and some of the bickering between here and Carbondale developed a little bit more between East St. Louis and Alton of with Carbondale because they thought here they should agree more and so sometimes the people didn't get along.

Q: That's an interesting comment.

A: Yeah.

Q: Did you ever get well acquainted or were you interviewed by Harold See?

A: I talked with him some. Of course not at first. After I showed up on the job for about a week or so, I had a note saying Dean Going wants to see you. I went up and he says, we got a minor problem. Turner offered you the top money that he could offer. Unfortunately we've also had George Arnold transferring up here from Carbondale faculty in physics and there's a policy that we can not increase his salary more than a certain percentage and he's taught down there for about three years and they offered you more money than what we can give George and we just don't think that's quite fair. I says well let me talk to Turner about this.

So I called Turner and he said, I made you that offer and I will make sure we can stick to it, but you may have to come to East St. Louis where I'm in charge. I went back and talked to Going and Going said well they really wanted George down there in East St. Louis so Mildred could be at the main headquarters there with See because of her writing, he says well we'll make the increases up to you right away. Well since this was still a lot more money than I was making as a graduate student and even including my wife's salary from before, I says okay. I said I'd rather stay here so we did renegotiate. I never have recouped that early cut.

Q: When I first came in August of '59, the salary was around \$700 a month on a nine month contract. Is that somewhere near the figure that was typical in '58?

A: I think it was. I can't remember exactly without looking it up. That sounds very reasonable.

Q: I did a little checking and it was about \$1,000 a year more than the average, at least history Ph.D. Now in your field I don't know. But \$700 a month was awfully good for a new minted history PhD in 1959. All right now the reason I mentioned See is I got the See Treatment. He was terribly enthusiastic and ambitious and visionary and I just thought we were going to go off and become Harvard on the Mississippi. That didn't exactly happen and of course in my opinion Morris didn't like that, didn't want us moving that fast. Was that your impression?

A: Definitely. Not at first so much because I think Morris liked See's cheerleader type, to help to get the public support and funding for this campus that they were going to be developing.

I was at one party of the science people and Harold See came in near the end of the evening, it was a small spot so we were sitting around on the floor and everywhere else. He was talking and he really thought this should be Southwestern Illinois University and not a campus of SIU. This was originally called Southwestern Illinois Center of SIU. We didn't know that there was already lots of trouble brewing right then, because that following Monday morning Harold See's keys didn't open his office.

I had no big issue with See except for his very enthusiastic approaches, cheerleading kind of style, which was fine. We all sort of enjoyed it at that time.

Q: Why have you stayed here what 32, 33 years?

A: I must like it. Others came in '58, Don Myer came, unfortunately he died last summer. But we were very close with their families and their kids and our kids grew up together and lived down the street from each other and all kinds of things for a long time.

And of course Larry McAneny has been a long time office mate and very, very close friend.

I was interested very much on the educational side of physics as well as with the physics part. My colleagues would never hinder me from doing all kinds of activities with physics teachers of all levels or whatever. In fact they would join in and help out teaching special classes in the summer and so forth. But most of that was usually on top of the regular load. It hasn't been until more recently where the entire School of Science was able to put in a program and get designated monies to do exactly this kind of thing in our Excellence in Science and Math teaching Project.

Q: You would put on a demonstration from time to time in the Physics Department.

A: Sure. Yeah that's...

Q: On your own time.

A: Sure. I would usually do it at the request of the Physics Club. They would usually do it and say well you know we need something sort of special and it sort of started one time just before the Christmas break. So they called it the Christmas lecture. They wanted something just before exams to sort of lighten up a little bit and to see some of the items in the class for that first quarter that they hadn't had a chance to see.

I'm a gadgeteer so I do a lot with equipment. I started to scale up stuff, instead of using small steel balls for something you'd use bowling balls. I still do it whenever they ask. I don't do it unless they ask and so sometimes they don't ask and then it get to be more like Valentines day before they remember it.

I think we're slowly starting to become recognized, you know it's taken an awful long time. We were just the new kid on the block and nobody wanted to come here, but now the kids I'm talking to are children of parents that have been here for classes I've even had some students that I've had their grandparents in class because when I first came I was very young. Half my class older than I was. Because, as you remember, even when you came to Alton there was a lack of community colleges, nothing around and so the people just came out of the woodwork to take a class. They weren't in a program or anything. They wanted a class to take.

Q: Were you involved in relating the university to the community, if so please comment on this part of our work?

A: Over the years I have been very active in statewide organizations - past president of both the Physics Teachers of the State of Illinois and president of Illinois Science Teachers. I'm one of the two that have been presidents of both groups. I've been on various national boards relating to science.

I represented the Science Teachers of Illinois at the first launch of the shuttle. They had a special conference down in Florida to try to decide how the shuttle could be used for educational purposes. Even at that time we decided that they better get a teacher up in that thing as soon as possible. Unfortunately the first teacher was in a disaster, it blew up. Many educational programs have been flown and used. It was mainly due to that first conference that really pushed for every extra spot that could be used for projects from elementary or high schools or college. It doesn't have to be elaborate. Just buy some seeds. Do whatever, anything and so NASA agreed very much with that. More recently, we've tried to extend across this terrible wall that's running by us here, the Mississippi River. Instead of being a nice river, it has turned out in many cases to be a wall because it's another state.

Q: The wall - the water curtain.

A: Yes. The water curtain. We've tried to keep just the physics teachers on this side of the river together, but there just wasn't enough of them to form a large enough group to really keep it going. If everyone wasn't there, there wasn't enough people. The only way we could keep it going was that SIUE put in all the effort. We have the meetings. We send out the mailings. We did it all and that was

not those teacher's sort of group. It was our group. So recently, two years ago, with some help from the American Institute of Physics, I got together with the St. Louis county people and now we have formed a Greater St. Louis Physics Teachers Alliance. We have now about 70 or so on our active membership and about 300 for our total mailing.

We meet once a month, usually on a Saturday morning and we always have 35 to 40 people show up. We meet at different schools to keep moving and so it's no one person's group. It's their group and we do things that they want to do. Like last year each time after short sessions they spent the rest of the time building something. If the teacher wanted it, they told them ahead of time and for five to eleven bucks they want one of those. They would come and we would set up an assembly line of the teachers. They'd have a chance to communicate. They'd have a chance of taking home something that they could use immediately.

I was able to offer off campus credit toward some of this. So it's been very active. They're going great! We don't have to run it. We can just sit back and just go and attend and be the ones that if something doesn't work out, they know they can always fall back and get the help.

Q: We've talked about this water curtain. Trying to integrate ourselves more successfully into the metropolitan area. The St. Louis press does not help us at all. If it's bad about us, they'll front page us. If it's good, they'll bury it in the Illinois edition.

A: Sure.

Q: It's very frustrating. We historians at one time there was something similar to what you're talking about and I belonged to it--something called the Greater St. Louis Society of Historians and it worked for a while and then, I don't know why, it just kind of disappeared. Yours sounds much more successful .

A: We'll see if it goes.

Q: Now along those lines of contributions to the area - integrating the University into the area, what do you consider other significant contributions that you Fred Zurheide have made in the past 32 years around here?

A: I would say to the straight science majors-- physics, math, chemistry, and biology, plus engineering as well now since we have them. I've been fairly involved with teaching many of those beginning courses. As I said, I'm a gadgeteer. I like to use equipment and I think I've had some influence over my colleagues. So I think it has changed many of them instead of giving just a straight lecture as to go ahead and show some of this material at the same time. That's always a big feature with the students. They always enjoy seeing an actual phenomenon instead of just hearing about it.

The other one is help the department push for some physics courses that aren't just for physics majors, for the more liberal arts students. We started early with one of just astronomy and that was very strong pushing for that was Will Shaw and that's why our sky

lab is named after him and a week from now we're going to have the Shaw lecture series and it's being helped sponsored by his estate and his family and it's always based upon some type of astronomy or cosmology at least. But we've been able to bring in some excellent speakers for that. Well his interest in that pushed that part but there were a lot of others.

So we have a whole series now of numbers in the physics area and not only the low level, the 100's, but at the 300 level. Any course in the Physics Department now at the 350 level, 350 to 359 is a course that the general students can take and not have to worry about the levels of mathematics. In other words, they're very, very basic.

The art majors, the theater majors, these kinds of people really get a lot out of them. And it's not just physics. We teach it from physics, physiology, and psychology of seeing something and interpreting it. So we integrate all three of those. That's a very, very nice course.

We have another one in the physics of music and acoustics which does a similar kind of thing in sound but it's more for the music majors and other people as well. And we're fortunate to have a couple physics people who are pretty good musicians as well. So George Henderson and Roger Hill, they're both pretty good musicians and so they are usually the ones that teach this course. We have another one in the physics of high fidelity which is sort of unusual. This is one course that we were developing at the same time that they were doing it at Carbondale. Carbondale liked it so much that they have it as their only beginning general studies course at the 100 level. They ended up writing a book. They still use it. We teach it still at the 300 level.

Q: How fortunate for non-science majors that have to take science courses. It's very unfair I would think when they were in with physics majors...

A: That's right.

Q: ...and of course designed for physics majors.

A: Well I think the same thing is true with the whole General Studies thing and when I was chairman of the General Studies Committee, I harped on that a lot. When new courses came through, even when some of yours came through, I asked, is this for a major. If so, how can a general student take it without all the other preparation.

Q: Yes.

A: How many students would be able to take it except for the language majors or maybe someone fortunate to have a lot of background. So that's why we developed those courses. Unfortunately not all of the other departments in the School of Science do the same thing.

Q: Have you done much work with our exchange Chinese scholars?

A: Yes.

Q: How do you feel about that?

A: Good and bad. I think some of it sometimes has been wasted in what they could have obtained. We've had three physics scholars who have been over. One of them was very interested in the teaching and lab aspect and so I'd make sure that I also took him to some of the statewide conventions of physics teachers so he could see, and I actually had him give a paper there telling about the difference he's noticed and things of this type. I think he got a real good experience.

Some of the other ones came over and spent almost the entire time in the library because they were over to really do some of their own research. I don't think they gained as much. They didn't visit classes as much.

I was fortunate enough to join a group of physics teachers from all over the United States when I was on sabbatical in the fall of '83. My wife and I joined these elite tours of the major universities of Russia and China, so we got some very good contacts in China while we were there. Now if we know it's from a certain university and a certain person signed the letter of reference, we don't have to worry about those students anymore because we know we are getting some excellent students.

Unfortunately we don't have enough assistantships to be able to offer very many to them and to some of our own students that come up through our own program and want to go on. So that's a hassle. The program isn't really big enough to handle that. But one of the more recent students that I've had that I've been really sort of proud of. He is from the Shanghai area and was a teacher at the pre college level there. It would be sort of equivalent of our high school but it's not really, there it's different.

He came over to get more advancement, so he came into our straight physics program, not the education program, straight physics. Excellent student. Won the graduate student award for physics top student and all that. His office was right next to my lab. He saw us using some real high tech stuff, particularly high tech for him and that is to use a video laser disk with some 50,000 individual slides stored on it, matched to a computer so a person could either arrange tutorial or demonstrations, individualized for a student so they could go through the material in any order.

He got very interested in this and particularly one disk that was based upon the collapse of the Tokoma Narrows Bridge in the state of Washington in the early '40s. He took on as his masters research to develop what would be a good tutorial at different math levels and also for demonstration.

So he developed a computer program to run four different levels through this same disk at math levels which would be for elementary school, for junior high, for high school or early college, and then one that was very advanced, for the teacher. At first there was some minor discussion about that kind of a topic for such a good physics student in the department, but very quickly they said it's all right.

Q: All right.

A: Yes, he just recently gave his defense of his thesis. While he's here, he's also getting a masters degree in computer science. We've had some excellent students like him.

Q: Over the years what have been some of your greatest frustrations around here?

A: Well if we start way back in Alton, we got to live with the lack of various items very quickly, you know equipment, space and everything else. The biggest hassle was that the only large lecture room was over in the chapel, the second floor which you probably gave many lectures in as well. It would seat over 200. It was a theater stage like setting that fanned out. It turned out that we had somebody whose name I won't mention in charge of audio visual. He was in charge of making sure the equipment was there.

Well certain equipment was supposed to stay there, but unfortunately this one year there was a music appreciation class that met immediately before my science class. They used a grand piano on the stage and they would have audio visual come up and move this grand piano right down at the front foot lights of the stage every day and then they would never move it back. So we only had less than ten minutes really to set up all my stuff. Well I had a portable lab sitting on the stage too, but the piano was always in the way so we always had a hassle. It finally got to a spot where I made out a formal complaint letter to the A.V. Department. I just checked off the things that were wrong that day and I would just fill in the date and mail it. I sent a copy to the administration.

Well this guy got very mad. I kept sending these, he really chewed me out for doing this and I says who's your immediate boss. He says well he says I work for John Abbott you know head of the library system. I says, oh I didn't know that John was your boss. I said I play bridge with him every month. I said, I'll have to talk

to him about this. Well John actually is good mannered and slow fused. He said well we'll see about that. We've had some other complaints. This guy disappears at the end of the year. And we got good service after that. I don't know if that was before or after when you came. I don't know if it was the first year or later but that was a hassle.

Well the other hassle in that room that you might well remember, it had windows on three sides and they could open except there were no screens in the windows, so in the fall and the spring you started getting all the bees and wasps and all the insects come flying in the room if you opened the windows.

Well that was before they had air conditioned the building and so you had to open the windows. I mean it just got too hot in there and particularly at test time. It was always just a disaster with the bees and wasps that would fly into the room. That was some of the early hassles.

Transporting stuff back and forth between East St. Louis and Alton was a hassle and so finally we convinced them that we shouldn't have to share equipment. We should just duplicate the orders and so that was one time when Harold See says yeah. He says we're going to need it all out at the new place anyway. He says just order duplications of the stuff so we were able to do that. So that helped. That helped a lot. But otherwise out here at Edwardsville space has always been one of our hassles.

We fight for every inch of space. More recently engineering has taken off and grown, they gobbled up every space so we lost several of our labs. Little relief may be coming with their move over to the industrial park with electrical engineers. Although we haven't seen any of those rooms released out of engineering yet.

We would like to give lab experience in our lowest level courses. We have not been able to for years because we just don't have the space to have lab facilities for the upper level courses so we are trying a program now with one of the low level courses by having the lab meet every other week. So instead of having only 16 students in a lab at a time, we let the section grow and then split them so they meet every other week. You know it's helping, but... Particularly some of the programs something like elementary education - starting with certification after '92, they will have to have had a science course with a lab.

You will not be able to take a survey course for the sciences and have it count so that's a hassle. A special program we have is the Excellence in Science and Mathematics Project. Three of us are team teaching a class especially for future elementary teachers, a lab only class. Drs. Bryant and Smith, and I teach each class every quarter. I think it's been very, very beneficial for them.

Other hassles, of course early parking. I was fortunate in that aspect because I had the unfortunate aspect of having a bad leg, being burned when I was a small child, so I was always able to get a disability parking. As you remember when we first came out here, the only parking near these buildings was a small disability lot behind the library, a very small one. Everything else was way out and that was the exercise to take the place that we had no gym. Right?

Q: Yes.

A: And Morris really liked that. Of course he never walked that except on a sunny afternoon, maybe once. Otherwise he never walked it in the rain or the cold winds, or anything else. So I was very, very popular when it was raining because everybody wanted a ride to the parking lot to get to their cars. But then of course when Rendleman came up and met with some of the faculty he asked what's the biggest thing I can do around here that would increase the morale of the faculty. I think everybody in the room says, get the parking closer. He says done, done, done. And so they immediately started putting this other parking in and it's still a mess. I mean they still can't decide what they want to do with that stupid parking lot.

Q: Oh, that's great, Fred. Let's, let me approach this, let's talk about happy memories now - just anything that would fit that category.

A: Oh, great times like, well like those Christmas lectures. I mean that was a lot of work, but that was fun,- particularly to see your colleagues out there enjoying it as much as the students. After the first year they enjoyed the things that didn't work as much as the things that did work because they knew what troubles it was to set up and do. Having good close friends that are willing to drive in the snow just to take a class or fill in or whatever for you. To have students come back and thank you. I think that's probably the most important.

My wife doesn't like it, but she's grown to live with the fact that we're in the shopping center somewhere and a former student will come up and thank you all over the class that they've had and I can't remember their names. I can usually remember their grades. I can't remember their name. I see the face, I see the grade. You know after so many I think after a while it's not that I'm truly forgetting. I think that it's sort of like a computer, the data base is just full up and when you have to decode it a little bit you finally get back to it. But I think that's nice.

I think when some former students, that are out either in industry or out in teaching, when they call you at home and says you know I've got a real problem and I don't know who else to turn to and I know if you don't know it you'll know who will know. I think that's nice that you know we can build up that kind of rapport with students and when they say on an evaluation form that they didn't do as well in this class as they should have, but it's not your fault because they really enjoyed the class.

I enjoy teaching, I mean that's sort of where I get my kicks. They can take the committee work and all that, I know it's necessary to do that and to do all of it, but to have a class and to be able to respond with class interaction. I'm not one to write out lectures. I'm one to do it at most from an outline of the topics I want to cover that day. It bugs our lab manager at times because I usually ask for things that I want the day I do it. I don't ask a couple of weeks ahead of time and so that aspect is not always as good. I think those are probably some of the main joys.

Q: Okay. How about some just plain, ordinary, funny, humorous, bizarre, unusual, strange kind of things that might have happened here and there?

A: Okay. Well bizarre, I can think of one very early. I remember and you might have even been there by that time because I, it was either the spring of '58 or the fall of '59 - I don't know which one right now, but the entire Alton group had a picnic out at the park there in Alton on the other side of the high schools. It was a great party. We really had a ball with that.

All afternoon went into the evening I mean they practically had to chase us out of the park. Nine months after that there were about eight babies born at Alton Memorial Hospital to faculty wives.

Q: One of which was my wife Violet. It was so unusual there was a photograph in the Alton Telegraph...

A: Yeah.

Q: Of all the eight mothers and their babies and I think... We had a one year party so we invited all the mothers with the one year olds to our house. We were living on Western Avenue. Oh, I'd almost forgotten that was unusual...

A: Yeah. That was bizarre. Other things that over the years was when Will Shaw down at East St. Louis and he also liked to do these big demonstration type of things and there they had a regular theater in the old high school. A big stage, curtains, and everything, and scenery that they could need.

Well he did this one where instead of just having a small pendulum swinging to show conservation of energy, he rigged up a big rope from the top of the stage and hung a bowling ball on it just a few inches off the floor. Then he backed up against the side wall far enough that he could pull this ball back and he could be standing against part of the scenery wall there and let the ball swing out and back.

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A: Well he did this a couple times trying to convince the students that if they really believed in physics like he did there wasn't any danger because the ball would always be losing some of the energy as it would swing out through the air and swing back. He did this a couple of times and they would all 'ahhhh' as it come that close, within inches. You have to you know really trust yourself if you're leaning against a wall.

So right towards the end or he said that he pushed the ball when it left instead of just letting go he pushed it hard and the students saw this and he was still just talking to them and not really looking at the ball. He knew he pushed it, so just before the ball got back he was watching out of the corners of his eye, he just ducked out of the way. The ball hit part of the scenery and went

right through the wall of this new play scenery that they had set up and just tore it all to pieces. They really got after him about that. That was really pretty funny.

That was some of the fun, crazy kind of stuff at Alton for many of the years there once a week after the good weather of fall and before the good weather of spring, we played volleyball. Faculty would play volleyball.

Q: I played.

A: Yeah, right. And the good thing was if you were on Dick Spears' side, he could play one side by himself, but the only thing you could do was to then have Don Myer on the other side. At least he was closer. He wasn't as tall as Dick, but he was up there but that was always a fun, good thing to do as you well remember. We finally got a few of the ladies to come in and join us particularly from the P.E. group but typically there was usually just barely enough there to play; Ragen Carpenter, Eric Sturley, Jed White, Larry McAneny, Don Myer, you, and Dick Spear. Ragen Carpenter was the funniest thing on the volleyball court I've ever seen. He's funny anyway. Oh, Morris Carr. That's one you should interview.

Q: I interviewed Morris Carr yesterday, Fred.

A: Oh, okay. Good because he was there before anybody essentially. Well a lot of other small, items but those were some of the great ones.

Q: Well those are really great stories and you're one of the few persons that can take me back to the beginning and I can relate to things as - almost as far back as you can go. Were you ever involved with any special academic programs directed to the educationally deprived?

A: Yes. We have been particularly working over the last several years with bringing teachers of minorities here in the campus and making sure that their background is up to grade because many times the schools where the minority students are going, are way under funded. It's very difficult for them to get salaries that are high enough to overcome the disadvantages that they would bring the really top grade teachers in.

The teachers there could be very dedicated, but if they don't have enough background in the science that they're teaching or help with developing and using cheap equipment, the students aren't going to do it. So this is one that we've been dealing with and we'll be dealing again this summer with this same issue and these are on small mini-grants that we're able to get in to help do this. We usually follow up then during the year with these teacher and they come in or we go down to them and try to help them.

Q: All right.

A: Yeah. We had some programs on the top edge that was great which never was continued. We brought in some talented high school students one summer and we had a social studies and science and earth

science/geography components with these and these were general interest students, but they had to take materials in all three. It was wonderful. We had a great time.

It was four weeks long so we'd pick four dates in history and we had to talk about each of the areas during those times.

The faculty troupe, one from each of the areas, had a difficult time limiting ourselves to just four dates. They were Sept. 2, 313 B.C. (Battle of Actium); Dec. 25, 800 (Crowning of Charlemagne); July 14, 1789 (Storming of the Bastille); and Aug. 6, 1945 (Bombing of Hiroshima).

That was a great project, but unfortunately we had somebody in charge up at the top that decided that it wasn't a worthwhile activity and she is no longer here.

Q: Two or three final questions here, Fred. An important one, based on your experience at SIUE what contributions do you believe the University has made to the area?

A: Now we are getting students whose parents have had a chance to go to college.

Q: So you see second generation.

A: Second generation. I think that is the biggest change that's been around and whether or not they come here, the present students, or go elsewhere, I think that it has influenced the family at home to say yes you know you're going on and you can do it. We will support

you and help you go on because they had the opportunity to have something whether it was a full degree program or just some classes. I think that is a very, very large contribution.

I think another one is like three weeks ago I had a statewide conference here on campus for physics teachers. They come on campus about every three or four years. A lot of them coming from the Chicago area and they say every time we come down we just enjoy this beautiful campus, you know you're so lucky not to be boxed in by other buildings. I always agree and tell them a lot of looking ahead was done to make sure that there was enough buffers on the ground to keep out other stuff.

I say there's a lot of complaining about it and I can remember back in some of the other funnier stuff we're talking about. I can remember back when Myron Bishop was out there trying to buy the land and some of the people would run him off and go like crazy.

Q: The signs - Myron Bishop, go home!

A: Oh sure, sure. And the time that we had the faculty party over where the faculty club and campus police are now. Harold See had rented a helicopter to take everybody for a little ride to see the entire plot as it was only on campus. They had not been able to purchase the horse racing stables that were right there where the center of the campus is now.

Well with this helicopter flying around those thoroughbreds were having a fit in the stalls and unfortunately the owner came out with a shot gun and shot at the helicopter, Will Shaw was in the helicopter at the time, and actually hit the helicopter; nothing

dangerous, but it is a federal offense, he soon dropped his opposition for selling his ranch, stables, and all to the University. That was some of those unusual episodes of this area, but the fact that industrial people, labor people, the general people thought enough about needing this place that they contributed a great deal to help purchase the land where we are.

The politics to get the bond issue that put the first buildings here. The only reason it worked is because Chicago Circle was also going in for the University of Illinois, but they got \$50 million and we got \$25 million. You know I think that affected this area tremendously. There are still a few groups in the area that bad mouth us still and unfortunately some of those are actually some of the high school counselors in the area.

Q: Is there anything that you'd like to add now on any topic for the record?

A: For the record. People keep asking me when I'm going to retire and I say I'm too young to retire. They say, but you've been here forever and I says yeah, but I sure will retire from here when the contribution to the retirement system won't go to my benefit.

That's sort of one of those crazy kinds, as long as I'm still enjoying what I'm doing and my health is fine, and the creek don't rise too high. If the paperwork and other things don't get too bad, I will stay on and enjoy myself and hopefully make some contributions.

Q: Fred, I want you to do just that because I myself have no intention of retiring and I'd hate to be out here all alone.

A: Yeah, true. Besides where you know what else could I do that I could have fun in doing?

Q: Amen. I think we're well paid to do what we please, Fred, most the time.

A: Most the time.

Q: One final question, if I could interview two other, only two other people, who would you suggest?

A: Somebody like Zeek Holden or Larry McAneny or Bob Duncan and oh , from the art department, art history...

Q: John Richardson.

A: John Richardson who drew that beautiful sketch of that committee. Yeah it was really crazy. In fact any of those that were on that that are still around. There are a lot of people that have been here a long time but a lot of them were only in their classrooms so you know...

Q: Well I asked for three, Fred - or two. I got three excellent ones and on that bit of success and high note let me again thank you for sharing this not just with me of course but for the University and well in the archives for all time.

Fred, I've come back because if I don't get the tape going quick precious stuff up front gets lost and if I turn it off too soon precious stuff... Please repeat for the record that story you told about General Studies, Bob Duncan, Delyte Morris ...

A: Okay. It was one I just remembered because we were talking about General Studies. I'm fairly certain of this. Bob Duncan was in charge of the faculty group at that time.

Q: In Alton.

A: In Alton. And we had had some kind of a vote for changing on the General Studies or something and Delyte Morris wanted to recall the vote and not honor it and instead of giving it to him - recalling it, Bob Duncan tore it up and ate it. Ate the report and I don't know what finally became of that issue as of now, but that was one of those wacky ones again that I remember now.

Q: I was on that original General Studies myself so I remember a little bit about it.

A: Uh-huh.

Q: Well on that peculiarly weird, strange story, Frederick, thanks again.

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