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Alan Gould

ORAL HISTORY

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DATE 12/1/87

Alan B. Gould
(Signature - Interviewee)

(Address)

DATE 12-1-87

Michelle H. Shank
(Signature - Witness)

Gould, Alan B.
MWH-15-8

11-16-87

Dr. Alan Gould (1938 -)

Dr. Gould is Dean of the College of Liberal Arts at Marshall University. In this interview, Dr. Gould discusses his involvement in the early establishment of the Yeager program, the faculty input and the development of the faculty mentor program. Dr. Gould expresses his views on education as a whole then the impact the Yeager program will have on Marshall University.

An oral interview by

Michele Shank

SOCIETY OF YEAGER SCHOLARS

TAPE 8

November 16, 1987

AN INTERVIEW WITH: Dr. Alan B. Gould

CONDUCTED BY: Michele Shank

TRANSCRIBED BY: Gina Kates

TYPED BY: Gina Kates

MUH-YS-8

MS: This is a mic check; 1,2,3,4. This is a mic check; 2,4,6,8. This is one in a series of taped interviews on the History of the Society of Yeager Scholars. My name is Michele Shank, and with me today, November 16, 1987, is Dr. Alan B. Gould, Dean of the College of Liberal Arts at Marshall University.

MS: All right, Alan. Where were you born?

AG: Huntington. Huntington, WV.

MS: You're kidding? [laughter]

AG: No. I'm a native.

MS: [laughter] Thought I was the only one.

AG: AT least there's two of us.

MS: Okay. In what year were you born?

AG: 1938.

MS: 1938. Did you go to West Virginia schools, then, I presume?

AG: Yes, I went to...well, a little mixture, yeah, but most of my education is here, uh, in Huntington. So, I would say. I would say almost completely.

MS: Alright. And, your degree?

AG: Uh...I have a Ph.D. from West Virginia University.

MS: Mmm-hmm. And your job here at Marshall University?

AG: I'm the Dean of the College of Liberal Arts at Marshall.

MS: Alright. How long have you had that position?

AG: Well, I've been in the position since 1980. Uh, for a short time...uh, I served as the acting vice-president for Academic Affairs and uh, then for a short time following that, I served as a kind of a special assistant to the President, so, aside from the time about November of 84 to June of 86. During that period that's when I was the acting dean and special assistant. Other than that, uh, I have been dean of the college since 1980.

MS: Okay. So what are basically your duties, as Dean of the College of Liberal Arts?

AG: Well...

MS: Or is that too complicated a question? [laughter]

AG: I'm still trying to find out what my duties are. Well, you know, I'm responsible for the, uh, all the operations within the College, that is, all the programs, degrees, the personnel, the activities that go on within the college. And the College of Liberal Arts is the largest at this institution.

MS: Mmm-hmm.

AG: We have somewhere in the neighborhood of 115 full-time faculty, 30 or 40 part-time people. And 13 departments, so, by far it's the largest of the undergraduate colleges at the institution.

MS: When you were growing up in West Virginia, [pause] was there a great importance put on receiving a college degree?

AG: Yeah, well no, no, I guess there wasn't. It depends a lot on the family, I guess, you're in, and the interest that the family has, in ah...in education.

MS: Were you from a large family?

AG: Uh...I have 2 brothers and a sister. And uh, neither my father nor my uh...nor my mother graduated from college, but ah, his father did. And there was a...always an interest in books in the household; education, and the importance of education. So I think a lot of that depends upon the background you come from, and the kind of attitude they had.

MS: Did your brothers and sisters go on to college?

AG: Yes, uh, and one of my brothers went on uh, finished, along with me, and he is presently a...vice-president for CSX, in Boston, uh, excuse me, Baltimore.

MS: Great!

AG: In systems analysis, computer areas. And uh...I'm a Dean.

MS: And you're a Dean! [laughs] When did you first hear about the Society of Yeager Scholars, uh, not by name perhaps, but the idea of a unique program?

AG: Well, I think the first time I really heard about some kind of an idea, was when I was sitting back there as the acting v.p. Ah...Joe Hunnicutt and maybe some others, had approached the new, very new, President Nitzschke, even back then, about doing something in a dynamic sense to uh, encourage ah, academics. And even the, they were talking about doing something, which would be ah, to the activities that go on in support of athletics. I know that uh, there were...and I was not to any of the discussions, that went on. I only got them second hand, but ah, I know they were talking about such things as potential lectureships or visiting scholars uh, names, illustrious names like Iacocca and others were thrown around, and, so what are talking there, uh? Early, probably, '85? (Mmm-hmm) Some time in there that uh, I first became at least aware that something

AG: or someone was thinking about trying to do something in the academic sector. And that the emphasis was to be...if we can do things in uh, the uh, athletic areas, if we can have a big green program, that helps in some way to augment and offset what the state can do for athletics, can't we have the same kind of activity in the academic area. But that's about all I knew about it.

MS: Mmm-hmm. So, when did you become fully aware?

AG: Mmm [pause] I can't remember the dates. I would say it was probably in the Fall of '85, early, sometime in that time, sometime, probably fall of '85.

MS: Did they bring you on to serve on the sub-committee or any...

AG: Yeah. Ah, and I can't recall the dates. Maybe you've got some of the general dates that you can help me with ...

MS: In '85, I think the sub-committee was formed.

AG: I can't recall just exactly when it was. But it would've been about...

MS: Maybe early '86, after the train trip. Maybe .

AG: No, it was before the train trip.

MS: It was before the train trip.

AG: Yeah. The train trip was, what, November?

MS: It was February of '86.

AG: February of '86. Strange how time flies when you're having fun.

MS: Mmm-hmm.

AG: Well, it would have been well beyond, before (before that?) the train trip.

MS: Okay. So, what was the job...who were the members of the subcommittee and what were...what were their duties?

AG: Well, I don't know; it was kind of loose confederation in which people were picked up and added to as needs arose; as you..as Joe started working on this, and obviously if you're going to talk about a founding father, it would have to be Joe Hunnicutt, I think. You know, he probably had more to do with this than anybody. I think in part, because Joe's belief that just about anything can be done. And uh, so I was trying to think uh, back at that date, there were people, such as of course, Dale Nitzschke, Terron Hunter was asked to participate. And I don't even remember the date Joe and I and Carol-I think it was Carol, went to Charleston to pick up, uh, Chuck Yeager, the first time we all met him, and drive him down to his brother's house, uh,

AG: near Charleston. It was near Cross Lanes, I forgot where it was, Putnam County somewhere, to uh, to talk to him the first time; in any detail about it. Now, I know that uh, that Joe and Nitzschke had uh... had telephone conversations with Yeager before that, and uh, of course, by then I pretty well aware of uh, Joe's uh...where Joe got his idea for it; you know, reading the book and traveling back from Maryland or Chesapeake Bay, and stopping along the road and [pause] and calling ah, the President and saying that he knew then what he wanted to call it and why he wanted to call it that. Uh, so, it was after that, before, well before we took the train trip. And I ca...I can't remember the dates; it's awful, but I can't remember just exactly when it was and...

MS: And History is one of your subjects, isn't it?! [laughter]

AG: Yes. it is. But..

MS: Tell me, tell me...how you felt when uh...your general feelings were, when you had Chuck in the car, and the three of you were sitting there, talking to this man, as you...trapping him, so to speak?

AG: Yeah. Well, the thing that I found very interesting about it, is receptivity. He was uh...you know you...you know that a person like that has tremendous calls upon their talents. But ah...everybody and anybody either for financial rebutation or for support of a...some kind of a foundation or charitable activity, you know. Always go to people with names that people can identify with. So obviously, you know, ah...he's been approached by many people to do many things. And so, frankly, I thought it would be a little more difficult than it actually turned out to be. He visualized, I think, rather rapidly what we had in mind; of course I wouldn't wanta put words in...in ah...the general's mouth. But, he alluded to ah, the work that he done in California, through an academic scholars program out there and, ah, they would bring in people uh...experts; well-known people to interact with high school students, and uh...he knew the value that this kind of program has and he is uh, or seems to be extremely interested in education and interested in youth. And I think because of that, he was intrigued by this, and I

AG: think the other thing that intrigued him was uh, the fact that it had such an emphasis in Appalachia, that he being an Appalachian he could identify with it. There were a couple of caviots that he had with it, which I thought were very interesting. One, that it should not be tied to need, that uh...financial consideration should not be one of the things; you should go for the very best people you can get. And...is the determination that there should be, you know, an opportunity for Appalachians to become involved in this, but that it shouldn't be just totally Appalachians. Ah...he indicated it's very important for people to rub against each other; and it's important for people in the Appalachian area these students to have some kind of contact with people from outside the region. Because often, if they stay in Appalachia, they're going to have to have contact with people, you know, beyond the borders of the state, or the borders of this region. And uh...those...those are the kind of concerns he had, plus, he wanted to make absolutely certain that uh...the program was an active and sound one, that uh...what we were going to attempt to do, would be uh, a quality program. So, with those kind of stipulations, as we drove along, by the time we got to ah, his brother's home, he had, for all practical purposes, committed himself to the program. (That's great) Which uh, startled me to no end, because it wasn't that far; you know, it wasn't that long a drive. But, ah, [pause] he indicated at that time he was willing to...to participate and lend his name.

MS: Ah...was there a hard-sell on the car? Was it just a simple explanation? Or

AG: No, it was rather a simple explanation of what it was, and Joe did most of the talking, and uh, of course as the longer he talked, the thicker his accent got. (True, true) [laughter] And before it was over with, there was two good ole boys up there, deciding, and they thought this was a good idea. And so, uh, by the time we got there, I think he had pretty well established that he would do it. As long as we...we met those kinds of things, and based upon ability, not finances, that it would try to serve Appalachians, but the same time, there would be a mixture of others within the program, and that uh, he would give his support to it as much as he could. He made it very clear he wasn't going to make it his life's work. (Mmm-hmm) That uh, he has his own interests that uh, and rightly,

AG: should be fulfilled to the degree that he could help with those limitations, he would be more than happy to.

MS: He seems to be giving very generously of his time, but...amazingly so.

AG: Yes, he is. I...I don't whether it's because he's...you know, probably because he's become obviously more and more interested in the project, uh, because from what I understand, he is...he guards his private time, very jealously.. (Yes) And he has a lot of activities that he has to carry on. Yet, he seems, in comparison to all things that he has to do to give tremendous time, and he seems to have a tremendous interest in what's going on in the program. And it's very good.

MS: I was going to ask you how you felt ah...about a name person, period. Do you feel that this program would have...gotten off the ground as successfully without General Yeager's name?

AG: No. No. ah...and this has nothing to do with the quality of what we are doing or anything else; name and identification is very important. But it's not just the name of an individual, that's important, that is; I mean it's important to have...have an identifiable name with it. But if you can identify someone from your region who's made considerable contributions. And who represents ah, someone who...who worked hard, perhaps didn't have the advantages that he would like to see that ah, others have; it carries with it, I think, an even greater significance. And, the other point is, that any institution worth the salt, should try to do something, you know, in the area of encouraging scholarship amonth their students, to improve the academic quality of the programs, within it's institution. And they all do something, so, uh, the question is, well that's....something one should applaud. But...at the same time, it's something that ought to be expected of you; it's something that's not unique-it's something that's essential for any institution to be doing. But what we would be doing then would not be much different than perhaps a number of other institutions would have done. And, I also think having someone's name like the general's name ah....lead's you into being a little more...ah, ..uh, enthusiastic about what can be done. And it...it helps you break down certain barriers about traditional ways of doing things. So your program can grow a lot more; because it adds that kind of [pause] ah, flavor to it, that perhaps if it's done simply by academissions,

AG: within the academic community, while it is creditable is much more traditional. Having it this way with someone who is known and who is concerned about education, who is concerned about you and who did not have or enjoy the opportunities to do those things themselves; gives an outside influence in to such a program that you would never have gotten in the academic sector. It just wouldn't have happened. So, I think, it's a combination of both of those, that makes this one unique.

MS: In the film, "Only the Best", ah...Dale...says assembly line education. How are we making the Yeager program different?

AG: Well, it's quite different. Um...I think first of all, the selection process is going to see to it that you're not going to have...I don't like the term "assembly line". I really don't think that we're producing cans of tomatoes, and I don't think Dale means it that way. What I think he's trying to say is that it's just like anything else; if you're producing ah, if you're trying to raise the academic level of society, there's certain things that you have to do in a general nature, to uplift the whole group. But, at the same time, this does not proclude you from doing other things to encourage those who have talents and gifts. And lift them to a higher plain. And the hope is, as yo do that, you're helping the whole group lift up. So...one obvious factor is that uh, by going for students who...who are well-rounded academically and socially. Ah...they're not going to be like "typical students"-they' re going to be different. Secondly, then their expectations should be greater and the demands of what they expect for their....from their education should be greater. And you as an individual instructor should be in a position to man more of them. Simply because they bright, doesn't mean they know much. It simply means that they have all the indicators of...of uh, really becoming outstanding people, and uh, Browning put it very well, when he said your...your reach should always exceed your grass. And, it's not going to do any good to bring bright people to an institution and not stimulate them; not really

AG: test them. So, that leads you to the next thing. If you bring in bright people, which makes them different than the other students that you normally have to deal with, extremely bright andaggressive kinds of individuals, then you're going to hve to have an aggressive bright, different kind of program, to attract them and, to keep them. So, then that's going to have tremendous impact upon the academic program, an programs that you're going to offer. So, one thing leads to another, then thirdly, once they leave the institution, uh...they will probably be the kind of individual's who are going to go on, to something; graduate school, professional work or something like that. [coughs] So, you have to take those things into consideration, as you build the program. See, your whole structure's gonna be different, and if that's not enough, you also know there's going to be...while it's important to have relationships with the rest of the academic community, by the very nature that they're in a group; they're gonna have a group identify, and so, therefore, that makes them different than most students. And so, again, they're gonna be unique and that has to be taken into consideration, what you do. So, all the way up and down the line, by starting such a program wtih the background like Yeager, that you're including into this, you're going to hve to come up with something that's different. And different by it's very nature, means, it's not going to do the same as the majority of the students that you serve.

MS: When the curriculum was being put together (mmm-hmm) ah, what kind of input did you have?

AG: Well...when the first group of ah, people [pause] faculty and administrators and so forth, were identified, that was that just to get the program going, was identified. We broke then into a number of potential areas that we could think of, that had to be taken care of. Ah...how we're gonna select the scholars, what were the qualifications of the scholars,

AG: how were we gonna select the uh...the faculty, you know, who's gonna deliver the program; a lot of things. The one that I asked to serve on was the academic program. That's the heart of anything. And uh...so, therefore, the one...the thing that I had the greatest interest in is what are we gonna teach em? Quite frankly, it's good that others are interested in the other activities that are going on. But...the person that has influence or input in the academic program, in the long run, is gonna have a greater influence on what's gonna happen in the program, than anyone else, and to me, the academics of it are the most exciting, because of the quality of the students that they were dealing with, and the fact that uh, we were not working through traditional committees, and I have nothing except that you have to work traditionally to get things done.

MS: And this is not a traditional program [laughter].

AG: It's not traditional, so therefore, we had an open blueprint to devise and develop what we thought the right kind of curricula ought to be for these kind of students, and to me, that was probably the most exciting part of it. To be able to...to be in it...the creation of the academic part of the program, not the social part, not the qualifications part, because I knew those things would occur, and we knew the kinds of students we were going for. So the most important thing's what are we gonna teach em, when they get here; what do we expect them to do. And to me, therefore, serving on that one was the most important. And being the Dean of the College of Liberal Arts, I was determined to see to it that they got the basis of a broad liberal arts education, and uh, I think we succeeded doing that. If you look at the Yeager curricula, and if you look at the Yeager seminars. The other hope is, that if this does work, it'll have an ancillary...to it, or a collary [?] and that would be that it could have a very positive influence on the evolution of our Honors program. Because I see the two as being extricably woven together, uh, each having

AG: benefits for the other, which in turn, if...if that works and the two works, together pretty well, I could see a very significant impact on the general curriculum of all students that we have.

MS: So you consider this a spillover good effect?

AG: Mmm-hmm. Absolutely. And uh...if you look at the...developments that have occurred in the Yeager ah, seminars, you will see the influence that the college and Liberal Arts, which I think is important in the education of the whole person. You know, we can train somebody to do about anything we want. They can develop....they have plenty of time, ample time, to develop their profession; and learning how to learn, learning how one liberates one's self, uh, that can only come through the liberal arts, so that's the emphasis. And...and I think you see that in such things as the seminar on communications. And, then of course the one that we have just recently developed, it's a beautiful piece of work, it's one of the finest that I've ever seen, uh, the syllabus that they've done in the humanities, it is just absolutely incredible. And, one of the benefits of that, I think, is that you have the benefit of our faculty working for two or three years, well, more than that, five years, six years, on a basic humanities program. Which demanded inner-displinerian teaching among three departments and philosophy and religious studies, and classical studies. And, it...the beauty of that is that uh, these are people who have worked together and...uh...for six years, in developing these courses. So, you develop a constancy, you develop an expertise that you really can't get often times in honors courses, not top them, because honors courses are based around a theme, and you bring professors in, who are interested in that particular theme; they work together in concert, to build their lectures, or whatever, and they attend each others works, and so forth, but then at the end of the semester, that team disbands and another team is formed, so you lose consistency. And you really [pause] other than what you learn as a member of that seminar, teaching it, so that you can improve yourself maybe the next time you offer an honor's seminar. You have no sharing, you have

AG: no sharing, you have no consistency. But through the basic humanities program, we had that. And I think that's reflected in the quality of that particular seminar, because of the regimmine and discipline that these people have had in working together before. Because interdisciplinary studies sound great, but my concern is to a dean is often times they become indisciplined; there is no focus, and they tend to ramble so you have to make sure that the people that are doing it, understand all of this. So, the second one is ah...one which we are going to be very much involved. And then the one on science and history that we're gonna be involved in and even the one in arts-fine arts, ah...we're very fortunate to have a new faculty member, Sarah Fowler, who has a background in art and philosophy, and she is going to contribute to that one. So, you can see, that in the integration of what's occuring within the building blocks of what it's going to be to a Yeager scholar. The aquisition of knowledge, the interrelationship of knowledge, and to be able to think inductively, uh, and learn that once you have mastered this, that you can apply that to any...any situation, or any set of materials that you want to. Uh...it is going to be a great benefit to them.

MS: [pause] How were the Yeager professors chosen, and what was the feeling of the faculty?

AG: Well, I really don't know exactly how they were chosen. They...the..a committee was formed; they did a rigorous job, I thought, in trying to identify what they felt a Yeager scholar ought to be, but it's my understanding that at least this first time around nearly everybody applied, you know...to be a Yeager scholar, you know, became a Yeager scholar.

MS: Or Yeager professor?

AG: Or Yeager professor, I'm sorry. I keep doing that. So, I...just between me and you, was a little...concerned, a little disturbed.

MS: You were concerned?

AG: Yeah. (Okay) I mean, my God, if we're saying that we're gonna get the very best, right?

MS: Mmm-hmm. And everyone that applies, gets it. [laughter] Then we're not being selective enough on our professors (that's right) as we are on our students.

AG: Absolutely. And I don't...I think that..I..I

MS: How can we fix that?

AG: [pause] We start doing that. We start...people will respond to things, to the degree that you show your willingness to work in it, or the quality that you think it deserves; and if...all I have to do is apply to something and I get in it, what have I given you? (Mmm-hmm) Alright; what do I expect in return then? You know, nothing from it, really. (Mmm-hmm) Ah...it's like any other award that anyone would get. The awards that you cherish, are the ones that you know damn well are hard to get. (That's right) And uh, so...that...now maybe I can understand it to a certain degree in that you want to get a program off the ground. (Mmm-hmm) And you wanta start. But it...it's sorta surprised me, in the sense we're showing all this concern about bringing our numbers down to 30, and I was involved in that, and boy, that was hard...I wanted em all, the 50 we had.

MS: The interview process.

AG: Yeah. And uh...the interviews off campus first, before they came here. All that was extremely well-done. I mean, it was quality thing, and then the students that came here, and the way they were treated and...uh, the reception they got, the response we got from them. Well, it was reflected in the fact that we got, what, about 19 of the 20, top ones that we wanted. (Mmm-hmm) And then, we got the first alternate or something like that. That indicates that the thing went well. Because the students obviously saw quality...and they saw things in this program that was unique, ah, I knew some of the things that they would like, and they were there, and they responded very positively. And the people who did the interviewing, both off campus, at those very centers, certainly helped, because that showed to the students who were being interviewed off campus, before they got here, that there was some rigor, and these are the kind of students who ah...thrive on competition anyway. Uh...if they have the opportunity, even if they're not interested in that particular goal, or that particular prize. They're competitive. And when they see other students of comparable

AG: background and so forth, that prize becomes more important because others say its of value.

MS: Why did...these gifted students choose the Yeager program over so many of the great programs? What do you think the attraction was, that we got 19 out of the 20?

AG: I think the part of it was the way they're received, the interviewing process that went on before they got to the campus, the uh...telephone and mail contacts, which were absolutely essential, that they receive before they came on campus, you know, to get the initial, ah, interest going; the use of the, ah, members of the ah, I guess the Board of Yeagers, if they weren't already on it, you know, to make the appropriate telephone calls, or doing what they could to encourage interest in the program [sniffs]....

MS: So, the board of directors...direct interest, that's important.

AG: Right. All of those things, you know, added to that, and then the way the program was handled when they came here for their first interviews. I think it's a combination of all those things. And the obvious ah...ah, notation that underwrote all of it, was the quality of the program. That we were going to offer. Then there were things that...things in the program, that I...as I said, I knew that would intrigue the students.

MS: What are those things?

AG: Well, I would say the trip to Europe, the Oxford experience, I knew that---I knew that one would, ah...probably had a lot to do with it. Number two, the individual attention that they would get.

MS: The mentor-type program.

AG: Right. And...the third would be the...that it is different than something they may have come in contact with before, so it's a combination of those activities. But any student who is a ...really interested in education, likes the idea that there are going to be people. [end of side 1]

MS: Okay.

AG: Go ahead...I just wanta say, to have the mentor system there in place, meant that they would get individual attention. And any good student likes that; to have that kind of attention. So, I think it's those kind of combinations.

MS: Okay. Tell me a little bit about Joe Hunnicutt. How important was he to this program? I mean, other than the idea itself but....

AG: Well, Joe was the, I guess you'd call him the inspirational father of it. I mean, he ca...he came up with the concept. First, I think he came up with the idea that something should be done. Ah, that in itself is important. Then the second thing is, that uh...as he came up with different ideas, ah...he didn't necessarily, because one of them didn't work, maybe, one of his earlier recommendations, or whatever, didn't work. Joe just didn't say the "Hell with it"! So, you not only have to think that in the general sense of "gee, there's something that we can do, that's important". Then the next thing is to come up with ideas; that's important. The next is be...be willing to see some of those ideas shot down, and yet still have the preserverience to go ahead and say, "Well, we're going to do something". So, it's very important. So many people along the line just say "The hell with it".

MS: Ah...Yeager quotes Joe as being the tank with the velvet tracks.
[laughter]

AG: Well, I don't know how velvet they are. I mean...Joe...Joe really was...I...you know, he was the one that really kept the thing going. He is receptive to ideas, too, which I thought was very...and we would sit upstairs on the 3rd floor and talk about some realy crazy things, and uh...9 times out of 10, he'd get em delivered. He would find a way to do it. (That's great!) Yes, it is great.

MS: A lot of people are saying that this happened at just the right time for Marshall University, because they needed this...program. What...do you have any comments on that?

AG: Well, ah [pause] you know, what's the right time? Ah...the...it's getting things started. For example, I would say that the Yeager's program has had a very meaningful impact upon a lot of things we tried to do, you know, at this institution. And get the institution moving. Ah...our president, as you know, is dynamic. That he is habitually looking for ways to ah, to assist the academic quality of life at the institution. So, it was fortunate, I guess, that we had a president like that there, who would be, receptive to someone coming in off the street, that perhaps he didn't know very well, and starting to talk about how we can do things to improve Marshall; and listening to that and then, incorporating individuals within his administration he thought would be receptive to it, you know, a little at a time,

AG: to work with these individuals, to see what could be done. Because there are limits to what you can do and can't do. Uh...I think the Yeager's program...I don't think the times necessarily right at Marshall for it. I think the Yeagers' program helped make those times right. It's all a matter of perception, you know. Marshall was here; Marshall had the same potential for five years before the Yeager program started. Marshall was one of the few institutions that was growing in the state. So, uh, it wasn't that suddenly things changed at Marshall, and the Yeager program then accentuated that. I think the Yeager's program helped make people aware of potential that was already here. So, you know, what's first? The chicken or the egg? (right) And uh, what contributes the most, you know, to making these things happen.

MS: Critical thinking, ah, leadership qualities, these are terms that are associated with the Yeager program. What...is your definition of leadership, Alan?

AG: Of leadership. (Yes) Well, leadership is that...I don't think it's an acquired ability; I think you can acquire improvements that better facilitate your leadership, that uh...assits you in developing techniques of leadership. The leadership is something that actually just comes from the genes; you know, what...when the building catches on fire, alright, everybody jumps up and starts running around, what makes that one person stand at the door, with a chair in his hand, and say, "Alright, by God, everybody get in line. We're going out of here, one at a time, or we're all not going to get out of here". You know...what makes that one person do that, with everybody else running around in big circles. You know, was that person trained? Was he or she told that uh...sometime or another, the building's gonna catch on fire, and someone's gonna....[inaudible]

MS: This is what you're supposed to do. [laughter]

AG: That's right. I don't think that happens that way. I think that, uh...certain individuals have leadership potential, and then, what's necessary is to find these individuals; and then to assist them to develop those techniques of leadership. And I think that uh...those techniques that you can train them, give them the familiarity in handling situations, which in turn then, reinforces that leadership quality, so that they can handle meetings, they can handle a crowd, they can handle themselves

AG: in any situation, and it's the self-confidence that comes, through the uh...through the education they receive. Though social relationships that they have. Ah...that ah, improves that technique. Because, if it was true, the leadership came only from those who had quote the best of life, unquote; then you wouldn't have rags to riches stories, would you?

MS: NO.

AG: You wouldn't have a Lee Iaccoca, you wouldn't have a lot of people, who have that ability, and that those who quote have the benefits of the better life, would always be your leaders. And that's not the case at all; far from it. So, I think, one thing to do, is try to find those individuals; from whatever strata they come from, who have those symptoms of leadership. And then you develop the programs to enhance those; to bring them the self-assurance and confidence that they're going to need. Because after all, these kids are 18 years old, (Mmm-hmm) and they haven't had ah...to face a lot of things, yeah, but...but nonetheless, they have indicated that potential, by being members of various student organizations within their high schools, uh, president's of their student bodies, editors of their school newspapers; things which would indicate on a voluntary basis, their willingness to assume responsibility. So, the key to it is, in looking up their record, have they assumed responsibility? In some form or another, have they helped educate themselves, have they, ah, gone out and got jobs? You know...what have they done? Which would indicate to you that they have the right stuff.

MS: What...are your...expectations [pause] of what these students should be after graduation?

AG: After graduation?

MS: What do we expect of them? What do we expect five years down the road? Ten years down the road?

AG: Well, four years down the road, alright? [laughter] Four years down the road, I expect them to graduate with the broad general, liberal arts education, or the equivalent thereof, with a specialty in one field, that uh, they may wish to go into, in relationship to seeking a livelihood or a profession. That's what we oughta do.

MS: Period?

AG: Period. In four years. And if we do accomplish that, we've accomplished a lot. Secondly, I...have every anticipation and belief that whatever they go into, and I would be surprised if not all 20, all 20 will go into something; go into graduate school, go into an internship program, in a business. They will go into something which will necessitate training for their livelihoods. That's why they have to get the liberal broad-based education before they are trained. Because, one of the sad commentaries I think we have on our lives, is that...somewhere around the age of 35-40, many individuals who have opted for training, and have done well, they get to be 40, and they have reached some pinnacles of...of success within their profession, and then they begin to ask themselves the question, "Is this all there is"? (Mmm-hmm) "What else is there to life"? Well...that's because, I think, they've been narrowly trained. They...they don't have the perceptions, they have not had the opportunities to ah, experience other activities, which are as meaningful, or much more meaningful than their own particular profession. And I think society then suffers alot, because these individuals, by the very fact that they're dynamic and were able to rise within systems, could apply that same ability to a wider spectrum of things, to community involvement, to activities within museums, or orchestras, or ah, boys clubs, or alot of activities, which ah...by their very nature, what they've been trained to do, they might _____ themselves from it. And uh...you know, education is not a destination. It shouldn't be a destination; it's an experience. And it's an ongoing living experience, and if, you narrowly train yourself to do a thing, you may perform extremely well at that thing, but your life is much more meaningful, meaner it's a meaner life; I mean, meaner in the sense of not having experiences, that are out there. And, if you don't have those experiences, how can you contribute? You really can't.

MS: In West Virginia, with our hard and economic times and the support we're getting from our state...how can...what are your ideas on improving education, period, in West Virginia?

AG: [laughter] (Big question!) Big question.

MS: You can give me a big answer. You can give me a little answer.
[laughter]

AG: Well...[pause] our state, you know, has had economic difficulties, primarily, I think, in part...because uh...uh the economic base of the state. We either have extracted industries, coal, timber, sand, gravel. We produce raw materials, or have produced lumber, we produce raw materials that are then exported to other places that are produced into finished products, that are shipped back to the state for consumption. Now, I'm no great shakes of economics but I do know, that the value of the goods and commodities is not necessarily the raw materials; it's what you do with them. (Mmm-hmm) And, the multiplier effect in your economy is not in the production of the raw materials, but it's in the production of the finished products. And [pause] we don't do that (Mmm-hmm) or as much as we should, and then, unfortunately, the...some of the industries that w....that we were heavily into, are not only to be extracted industries, but industries such as steel and chemicals, things of that nature, which uh....are _____ too, and you have to keep up your equipment, etc. I mean, all the things that go into that, so, therefore, that part of our industrial base is hurting, too. So, it comes down to, you have a state that uh...does basically have, I think, at least some idea of the importance of education. If they didn't have ideas of the importance of education, the per capita percentage that goes to education wouldn't be as high. (Mmm-hmm) You know, when we look at the indicators of what West Virginia does for

AG: But it's in the production of the finished products and we don't do that or as much as we should and then unfortunately the...some of the industries that we were heavily into are not only the extracted industries but industries such as steel and chemicals things of that nature which are [inaudible]...too and you have to keep up your equipment, etc. I mean, all the things that's part of our industrial base is hurting too, so it comes down to you reinstating that um, does basically have, I think, some at least, some idea of the importance of the importance of education if they didn't have the idea of the important of education, the per capita percentage that goes to education wouldn't be as high you know, when we look at the indicators of what West Virginia does for education, of the things that we don't look at that we should is where does the state put it's money? That's always a bottom line; you look at about people tal about a lot of things but where do they put their money? Because I think there is a lot of truth in the old saying that where is your money, there lies your heart also, alright? It's not what you see that is important; it's where you put your money and then if you find you've been putting your money someplace that you don't think is as important then you change that, but you first find out where you're putting it and in relation to per capita income within the state we rank somewhere around 12th, 11th, in the percentage of per capita income that goes into education it's just that we don't have enough; we just don't have the kind of money to do it but the kind of education that traditionally put it into has been primary and secondary reading, writing, arithmetic, basic education so I don't....it's all together fitting and proper to say that the people of West Virginia are not supportive of education; they have but it's that if you have a small base to start with um, you have greater demands upon your dollar all the time, and you have a small income if it's not enough to sustain all these activities then you look at the bottom line and say that spend x amount of money on students that's true. Which then drives us down to 48 or 42nd but in the willingness to spend the money that you have, which is another indicator per capita how much do you give to that we the people in the state give as much as they can, I mean, 10th, 11th, 12th is pretty good. I think what we have to do in this state ist recognize that we do have limited resources so where can you get the biggest bang for your buck and I think

AG: that we in education have responsibility that's from pre-collegiate through higher education to prove to the people to state that you will get a greater yield on your investment through education than anything else that um, more educated um, populus brings in more jobs um, a good education system assists in kind of a quality of life that um, manufactures businesses [inaudible]....people with education that stay in the state pay more in taxes because they generate more money I know that there has been some studies done that would show that a person will pay back a state a hundred times over in taxes for what the state put into the cost of their education for graduation of college um, we just don't do a good job in articulating that, that people the better education the [inaudible]....college education they tend to vote more they um, pay more taxes, they much more in the area of volunteer work you will find them serving on my committees and doing more citizens activities and giving many more man hours free volunteer time than any other part constituency you have in the population and they'll also the kind of people who in turn will demand a better quality of life, that their expectations are higher, even their demands are higher and I think often times in West Virginia we have too low expectations of what we should expect other parts of the country would not tolerate some of the things we put up with, um, the quality of roads or anything else they just wouldn't tolerate it, absolutely say no [inaudible]...we're going to do it differently. I don't care what it takes; it's going to be done. And they do it. Some of the states really don't have much more economic base than we do so I think those things are important but what I think what we have to do is to tell the state that it has x amount of dollars to invest; those states that have been willing to invest in education have reaped the greatest profit in return on the investment than any other thing they've invested in and that includes any kind of tax breaks to businesses, or all the other things that you use as inducements to rake people in that the greatest benefits that has been approved in any state has been the upgrading of the educational system.

MS: Okay. Alan, thank you very much for this interview. I appreciate it.

AG: My pleasure. I enjoyed it.

MS: Okay. Thanks

[end of interview]