

5-17-2007

# Interview with Emil Slowinski, DeWitt Wallace Professor of Chemistry

Emil Slowinski

Follow this and additional works at: [http://digitalcommons.macalester.edu/chem\\_oralhist](http://digitalcommons.macalester.edu/chem_oralhist)

 Part of the [Chemistry Commons](#)

---

## Recommended Citation

Slowinski, Emil, "Interview with Emil Slowinski, DeWitt Wallace Professor of Chemistry" (2007). *Chemistry Department Oral Histories*. 2.  
[http://digitalcommons.macalester.edu/chem\\_oralhist/2](http://digitalcommons.macalester.edu/chem_oralhist/2)

This Oral History is brought to you for free and open access by the Chemistry Department at DigitalCommons@Macalester College. It has been accepted for inclusion in Chemistry Department Oral Histories by an authorized administrator of DigitalCommons@Macalester College. For more information, please contact [scholarpub@macalester.edu](mailto:scholarpub@macalester.edu).



MACALESTER COLLEGE  
Macalester College Archives, DeWitt Wallace Library  
*Oral History Project*

**Interview with:** **Emil Slowinski**  
DeWitt Wallace Professor of Chemistry, 1964-1988

**Date:** **Thursday, May 17<sup>th</sup>, 2007, 9:00a.m.**

Place: Office of Emil Slowinski, Macalester College, Olin-Rice Science Center  
Interviewer: Laura Zeccardi, Class of 2007

Edited interview run time: 1:23:27

Accession: 2007-12-21-10

Agreement: Signed, on file, no restrictions

---

### Subjects

0:00 Education background and activities before coming to Macalester  
How found out about Macalester

02:47 Campus visit  
Chemistry Department in Carnegie

03:38 Initial reaction to Chemistry Dept, and students and faculty  
Coming in as Chairman of Dept, Fred Stocker, Shiflett, growing the  
department, Lou Garvin, remarkable professors already here, Vietnam  
War

09:43 EEO, Arthur Flemming, Mac's reputation in the Twin Cities, diversity,  
international students

18:39 Courses taught at Mac

19:37 Pre-med advising, University of Minnesota Medical School and Al  
Sullivan

24:59 Interim, and dropping of if

27:41 Campaign for the '80s

29:47 1980s, John B. Davis

30:36 Presidential Search Committee for Bob Gavin

32:17 Political and general campus climate in the 1980s, Bob Gavin

33:37 Financial problems, change in faculty

35:03	Push for faculty research
35:55	Tenure, Al Beltman
41:01	Publication of textbooks
47:20	Teaching style
53:20	Changes over the years (students, Mac's financial situation, secretaries, academics, affluence, social changes)
1:05:49	Favorite time/memory (positive atmosphere on campus, former closeness of faculty), mentoring and goodness of people, experience in WWII, traveling
1:20:06	Tom Hill, Yahya Armajani

**Interview with Emil Slowinski**

**Laura Zeccardi, Interviewer**

**May 17, 2007  
Macalester College  
Olin Rice Science Center  
Office of Emil Slowinski**

LZ: My name is Laura Zeccardi and I'm a new graduate of Macalester College conducting interviews for the Macalester Oral History Project. Today is Thursday May 17th, 2007, and I'm interviewing Emil Slowinski, Professor of Chemistry in his office in Olin-Rice. So to begin just, what is your educational background, and what were you engaged in directly prior to your coming to Macalester?

ES: Well, I had quite a lot of work experience before I got to Mac. I had taught at Swarthmore for three years, and twelve years at UConn. And then came here in 1964. My training was, undergraduate, at Mass State College, which is now UMass in Amherst, Massachusetts. I was brought up in Greenfield, Massachusetts. And I went into the war—there was a big one, everybody went—and I was in the Army for a couple of years. And then came out and Mass State let me graduate with a Chemistry major in three and a half years. By a rather freak circumstance I was admitted to MIT graduate school in physical chemistry in '46 and got out in September in '49, when I went to Swarthmore. So I'd had quite a bit of experience when I came here. I don't know what your other questions are...

LZ: How did you first, were you approached by Macalester, was that something you...

ES: How did I find Macalester? Well, it was a surprise. I had never heard of Macalester, but I got a call from the Dean, saying that he was looking for a head of department, and would I be interested. I liked Swarthmore, that wasn't why I left. I could have stayed there. But, I did like the small school. And UConn was a big school. A nice location in Storrs, Connecticut, and we had a nice house there. But I was somewhat frustrated by the way the University was going, especially in the Chem Department. So we took the job here. And I came in with tenure, full professor, Chairman of the department. So it was a tricky situation. I had seen chairmen before, and I had been impressed with the fact that this is not a simple thing to do. I was under the gun when I came in, and did what I could to get to know the profs here and the students. I think by and large it worked out pretty well. Those first years, particularly, I was aware that I had to do things that made sense to other people as well as to me.

[02:47]

LZ: Were there factors or things about Macalester that really drew you to the school itself?

ES: I had never heard of the place. It was co-ed, I knew that. I visited the campus. This building, not this building, the old Olin building was under construction. And Janet Wallace was under construction, so it was a long time ago. We worked in the old Carnegie building for a year, and my office was an old lab room. A balance room on the top floor. That building had all of science in it. Chemistry, physics, mathematics, geology, and biology. Packed in to Carnegie. It worked out pretty well. That following spring we moved into Olin. And that's where we were for twenty years, I don't know, maybe more.

[03:38]

LZ: What was your initial kind of reaction to the Chemistry Department and the students and the faculty?

ES: Well, I was inheriting the job of Chairman from a man who had been chairman here for twenty years or more. A very nice person, and he felt bad about the fact that the Dean was determined to bring in a new chairman. He and I got along ok, but that was a tricky situation. And we did get along. I asked him when I came what he would like to teach. He had two more years to go, so he taught Physical Chemistry and I taught Intro Chem the whole time. And that was good for me, because Intro is an important course and I taught several different, two versions, that we have of it. So, that was one factor. The department was small. Fred Stocker was in it, John Scott, and a man who had been teaching part-time who worked at 3M. And I let him go, so there were basically four of us that first year. The former chairman was here. So there were four of us then. And that following Spring we hired Wayne Wolsey. The spring after that we hired Truman Schwartz. The department was growing and the number of students—the number of majors I think when I came here was four—and we ended up probably with fifteen or so in the end of the four years that I'd been here. So, it was a change. I'd obviously had training that this prof had never had, so that there were aspects of physical chemistry that he really wasn't very aware of. And it was time to make a change. I don't know if he ever forgave the Dean. But I think...it wasn't just with Chemistry that these changes were occurring. Lou Garvin was the Dean and he hired—the day he hired me, or the day I came here, the head of Geology came, Henry Lepp, with a similar kind of experience. Lou spent that previous year and maybe the next

couple of years building the college that existed for the following basically forty years. It was an important thing he did. I think he worked awfully awfully hard. He came to UConn to check me out. He didn't want to buy a cat in a bag. I think by and large, he did a really great job and many of the profs that some of you have known, most of them are retired now, really made the college I think for a long time. There were some remarkable people here already. There was a guy named Ted Mitau who was very well known in political science. And a philosopher, Tom Hill, and Murray Braden in the Math department, and Yahya Armajani in History. And these were men of stature. They really were. And when they spoke at faculty meetings people listened. They were real leaders of the faculty, and that was good to find. I got to know people pretty quickly because they had a room in the old student union which was available to the faculty for lunch at noon-time. They had a pool table in there. Everyday I would go over there and have lunch. I wanted to meet people, and that was one of the ways I did it. We would play pool and shoot the bologna around and have a good chat. Much of the time the Vietnam War was on and Ted Mitau was a defender of the Vietnam War. And I was opposed, an opponent of the Vietnam War, so we had some interesting discussions. That was a tough period in a way. Just about when I came, the Vietnam War was getting going. And Armajani and Braden and I, and a few others, would stand in front of the student union objecting to the Vietnam War by just standing there. That went on for quite a few years before that war finally ended. It ended not because of the older people in the country, but because the students got up in arms. There was the draft. And we had some students here who didn't want to go in the draft. One of them went to British Columbia, took a Ph.D. there. Some of the profs in other departments would run lectures on the...I guess you would call them informal classes...on war. The students, it was important then I think on the campus, so that when the kids, the students, finally protested the war in an

organized way, the war ended. It had gone on for ten years, so it was an untrivial contribution, and they didn't realize, I think, what their role was—the fact that they were protesting being drafted, that really mobilized the students. Where here, there is a war in Iraq on that's just as bad, if not worse. But I haven't seen any real student activity, or faculty activity particularly, in opposition to the war. I'm one of the real opponents. I've got a bunch of posters on my bulletin board about this. Vietnam was different, and it did color the college some. I don't think it interfered with the program, but it was on the scene from the very moment I came to Mac.

[09:43]

LZ: What were some of the other events, Vietnam was a big one, but I know that in general that was just a very...

ES: Well, I came in '64. In '68 I went to Poland. I got a scholarship—fellowship—from the National Academy of United States and Poland. They had a joint program and I applied to go to Poland. My parents had come from Poland, and so I figured I should see the place. The US government had propoganda about Poland, or communist countries in general. And I wanted to know how true that was. It turns out that it was not terribly true. But I went, and that year, a guy named Arthur Flemming came in as President—who had some rather interesting ideas about education. He wanted to bring more blacks—do we call them blacks now? —American blacks, not negroes, they didn't call them that, we probably call them American blacks now. Is that right? Anyway, he instituted a program that first year to bring fifty into Macalester College from the ghettos of Chicago, Philadelphia, New York, and these kids just weren't ready. We had them in chemistry, and they really didn't have the background to graduate from high school. So it was

a tough time and that program, it was called the EEO program, cost a lot of money, had resulted in our prime supporter, DeWitt Wallace, dropping Macalester College cold potato, just like that. He had an advisor here whom I knew quite well, who I think influenced Wallace and the money stopped. Mac went through a rather traumatic period, and at one point I think we may have taken a salary cut or no raises or whatever, and people were let go. It was kind of a tough time. Not everybody agreed with me that Flemming had to leave. But he finally was thrown out. He, in his valedictory address...indicating he was resigning or retiring, you'd have thought he'd done great things. In a way, he wanted to, but he was not a good man to implement the program. So, he went out, and that caused some turmoil. And the program ended somewhat later, after Flemming left. He was here maybe three years. He spent a lot of money that he didn't have. And just, had rather unrealistic ideas about how to run a college. He'd actually almost brought two down before he came here. Apparently, when we hired him, a couple of weeks after we'd hired him we got an congratulatory letter from the AAUP, the Association of American Professors from the University of Oregon, saying "thanks, we were about to toss this guy out." So anyway, Mac suffered over this, in ways you wouldn't think. When I came here, we had a good reputation in the Twin Cities, as a great liberal arts college. And a lot of our kids were commuters, some of our chem majors were. And Flemming brought in some protesting types from the group down in Chicago, the election campaigns, and this guy gave a talk over here. He was a wild guy, and the people in the Twin Cities could hear this. So that almost immediately we stopped getting a lot of applicants from the Twin Cities. That changed the character of the college I think in a negative way. I think we're back now, but that was 1970, so that was a long time ago. But once you get a bad reputation, you don't change it. It's slow getting built, but you don't get over a traumatic thing, and that was traumatic, I think. There were some changes, sure.

The college itself had financial problems, as you might expect, because Wallace basically had been footing the bill—whenever we went over our budget he would meet the budget. He was a nice guy, in fact, I had some connection with him when my books came out. Of course we would send him a copy. You know, I got a very nice letter from him saying very nice book and all, signs it "Wally". But it was...he wanted to use his money well. And he didn't feel we were with that program. We took a long time to get over that. We did, we went through a couple of Presidents, and just slowly slowly slowly got our reputation back in the '70s again. When we hired John Davis, superintendent of schools in Minneapolis, to be President here, I think that signaled a turn around. So we haven't made the kind of blunders that we made under Arthur. He was basically a nice guy. He was. But he wasn't a realist, and he did not know how to manage. And he stated, in a faculty meeting he would say "DeWitt Wallace must support us bang bang bang." And he had been told DeWitt wasn't going to. So it was kind of a—it was sad—and a lot of people suffered. We had to let some people go, it wasn't easy. So, that was another event, perhaps the other event. We, I think learned something from Arthur's reign here—that we did need to bring in more than just the WASPS. When I came, Mac was a pretty white school. Not very wealthy—we were not spending a lot of money—but we weren't nearly as integrated as we are now. And I think as a result of Flemming's being here, we finally brought in able black students and also some black faculty. We had a black prof in chemistry for a while. Unfortunately he left us, but I don't think it was Mac's fault. We brought in kids from all over the world. That is now going strong. I really support that. Students coming here from countries where the living standard is much lower than here, they don't have a lot of money in general. Some of them are rich, we get some rich ones. But I think that the ones who are probably the best are the ones who come in and get a free ride. We had a student here from Sri Lanka—a

good student, and he, I think, got through Macalester with just work-study. That was good, as far as I'm concerned. I'm kind of sorry that he hasn't gone back to Sri Lanka, but that's not necessarily a good place to go back to. He's in computers—he majored in chemistry but went off. His father, I was told, never made more than two thousand dollars a year. There was no way that he was going to come on his father's income. But he was a pretty sharp kid and got into one of the schools in England, I think, that take international students in high school. And I think he came here through that, and quite a few have. We had somebody in the admissions department who basically went around the world looking for good students. Jimm Crowder, you might want to talk with Jimm. I don't think he's working for Mac anymore, but he may be. But you don't see him, but he was on the road doing this kind of thing. And so that has definitely changed the picture here. I think by and large he's brought in fine students. The kids who come from these other countries are what I call hungry. They want to succeed and they work hard and they stand out. It's good for Mac to do this.

[18:39]

LZ: To sort of move the focus on to some of your more personal experiences, just to kind of talk a little bit about what types of courses you specifically taught in your first years at Mac and how that changed over your years here, if it changed.

ES: It didn't change. When I first came I didn't teach physical chemistry which is a third year course. After Shiflett left, I did. But each year...I taught Intro and P-chem most of the time. I taught, my first year here I think I taught analytical, because at that time we didn't have Wolsey.

Those were my courses. I really enjoyed intro, and I think it, it was probably enjoyed by the students too. At least I hope so. They didn't complain every much.

[19:37]

LZ: I know that you were the pre-med advisor, if you could comment on that.

ES: For a good many years. [cough] Excuse me, I take an inhaler, I've had a congestion problem in my lungs, which are pretty good, but the inhaler affects my voice. Early on, immediately, I became the pre-med advisor. Mac had, and still has, a lot of students that go into medical school. We were pretty...we've been pretty fortunate over the years in getting them in. I got to know the Dean of Admissions at the U Medical School, Sullivan, Al Sullivan. He got to know me, and Scotty Welsh, who was in bio—came in as the new bio prof after a few years. So, I'd advise the students. I remember I had one student from another country—quite a few came in—and I told her that if she wanted to get into medical school she'd better get married. Because she had no money. And medical school might be sympathetic to a kid from another country, but they're not going to support that kid. So she got married, and she's still married. And I still go to her, now I go to her as my doctor. I would give them that kind of advice, and she wasn't the only one I told that, and it was true. It was kind of too bad, because it put the gun on them in a sense—if they were going to medical school and had to have relationships, how was that going to work out? You couldn't be sure that it would work out well at all. In a sense, they got an entree into medical school by getting hitched to an American. Some did, and ones that I know of who did are doing very well. When I wrote recommendation letters for the students, I didn't slant them unduly pro-student. You know, I wanted to be fair about it. So if the kid had warts,

I'd let them know. I don't think that hurt their admissions. At one point I found that the pre-med advisor at St. Thomas would have the student in and show him the key recommendation letter and then he would say "Are there any things in this letter that you would like to have removed?" And then he'd send the damned letter in to Sullivan. I found out about this. That year, I guess it was that year, St. Thomas got a lot more students than we did. And I knew Sullivan pretty well, and I told him what had happened. And he didn't deny it because he could recognize that. And I don't think it affected us unduly. But that one year that happened and I didn't like it, but I didn't change my recommendation letters. I had to admire Sullivan. One student I had recommended to medical school—I was in Poland at the time when he was applying, because I guess I had had him earlier on. He was a Chemistry major, I think. We had what we called interim here. It was a January term, which I liked, where students did things differently from regular courses. At one point I taught technical writing. Another time I taught computer programming—we used to have to program computers in those days. Well, this student had taken a course in movies, and he was supposed to see these various movies and then write reviews of them. I knew the prof who was running this course, and he never showed up at the movies. In fact they didn't see him very often. And this kid saw a movie and he had reviews from newspapers and he copied them. Maybe not completely, but not making note of the fact this was taken from this and this. And so the prof flunked him in this course. Accused him of cheating. This got to Sullivan, and he actually wrote to me in Poland and asked me about this kid. I felt that this was not fair to have flunked that course. That prof flunked the course as far as I'm concerned. In any event, I wrote back and said that I thought this was a good kid and that this wasn't fair what had happened. And he got into medical school, and he's now a doctor. So, Sullivan could listen, and I think by and large most of the students that I recommended got in. Occasionally there was one who

didn't, who probably should have applied again, which was the usual deal. But, I don't know how he felt about being rejected, it must have been close. He wasn't a great student, but he would have made a good doctor. There are now about twenty students who are doctors in the Twin Cities who went through Macalester in the period I was here. Some of them I see once in a while, one of them has done quite a lot of work for me. When you get to be my age you need to have good doctors.

[24:59]

LZ: You had mentioned the interim program, and that was eventually dropped.

ES: Yes, I'm sorry it was. I remember the day it was dropped. I was in favor of it because it was a sort of half-speed academic you might say. It gave profs a chance to get to know students—these classes were pretty small. And you could do things you wouldn't do otherwise. So I liked it. But some of the profs didn't, they didn't have ideas of stuff that would work. So, one day it came up for a vote in the faculty, and it was voted down. And I was sorry about it. But it didn't come back. It had a predecessor called "Man and His World" which was even more ambitious than interim. This was a program for freshmen which was designed to essentially introduce them into the fields of knowledge, I guess that would be the way you would say. So that they had a component in science, a component in literature, a component in music and art and humanities—a very ambitious thing. And I think it failed because the profs couldn't cut some of the programs. They had to try to teach math and they didn't know much, and it was embarrassing or whatever. So that was dropped after a while. It was part of Lou Garvin's goal I think to transform Macalester. "Man and His World" was a good idea, but it was not easily

implemented, let's put it that way. If it might have been done in a somewhat different way it might have worked better. So then interim came in, and that was a one month deal and you had to take three out of four I guess. Some kids went to Europe, toured the art museums, a lot of that kind of stuff. And there were programs here at Mac in science and in other areas. I think they were pretty good. And the vote was close. I'm sorry that it was dropped as casually as it was. Some schools still have interim. St. Olaf does, I know because I have a granddaughter down there. They call it J-Term or whatever.

[27:08]

LZ: Was it financial reasons that the program was dropped or was it more the overall faculty...

ES: I think it was the fact that the faculty was ready to take a longer break than they were taking, having to do that, interim. I don't really know. I was disappointed in the faculty and in the attitude. It was not unanimous by any means, but there were a lot of people who didn't cry when it ended. I cried.

[27:41]

LZ: There was a program called the Campaign for the '80s, if you could maybe elaborate a little more about what that was, and what your involvement was with that.

ES: Well, that was during the time of John Davis, I guess. And I guess I was head of the faculty committee that was supposed to raise money. And as I recall I didn't do very much. I gave the college some money. But I don't remember much about it...we might have written some letters,

and maybe we visited with every faculty member. And how successful we were, I never knew. They didn't tell me, and they probably shouldn't have. I did something on it, I gave a talk at the gym in the fieldhouse, everybody came to the fieldhouse for a celebratory party, and I was one of the speakers at this party. Maybe I was the speaker. I don't know. Couldn't have been.

Anyhow, at that point... I liked John Davis, and the lights in the fieldhouse were lousy, so I was trying to set up a fund for the John Davis fieldhouse lighting project. And actually we did get lights. A lot of people thought my idea was bad. Now we have the John B. Davis Auditorium, which is more appropriate... I played tennis with John, and I'd have to be frank, he didn't play very well. He and his wife came over and played another woman and me. And well, he hadn't played as much as I have. He's my age, and he's a fine guy. During his tenure, he probably turned the general opinion about Macalester in the Twin Cities around. As I think about it, he was a positive influence wherever he went. He was a very good manager. He managed a lot of different outfits including the Children's Theater.

[29:47]

LZ: Were there other sort of programs in the '80s that tried to reverse the image that Macalester had built up in the late '60s...

ES: It wasn't as conscious as it might have been. I think we lacked the leadership that would point in that direction. There wasn't an obvious project for the President to take on. I think John didn't do it in any conscious way, but he had in mind the image that we needed. So he made a real contribution. He wasn't an academic, no. So he did things in the academic program that I

didn't necessarily like. But you couldn't help but like John Davis. He was a real good leader in this place.

[30:36]

LZ: Did you serve on a, I think a Presidential search committee and then...

ES: I was on several of them.

LZ: and then for what President or Presidents was that?

ES: Yes, I was on the committee to get a President to replace John. And Bob Gavin came in. Bob Gavin was a chemist, is a chemist. And when he got his Ph.D. we were looking for a chemist, and he came to interview. He really impressed people. He's a very handsome fellow and came across very well, and we offered him a job. The secretary for the Dean said "if Bob Gavin teaches intro chem, I'm taking the course." I think she was being facetious but she did say it. Jackie Peacock was her name. Anyhow...Bob went to Haverford, and rose up through the ranks—became Chairman of the Department and Provost. And when this opening came up, I asked him if he was interested in applying. I nominated him, let's put it that way. And they contacted him and he did apply. I went to Haverford as the on-site man because after we made the boo-boo with Flemming we decided we'd better have somebody to check the campus. So I spent a day at Haverford talking to students and the President and people in the Chem Department and everybody, and he came across pretty positively. So we hired him. I'd have to say as President he did many good things and quite a few bad things.

[32:17]

LZ: Given that the late '60s and '70s were such a...the political climate was just so intense at Macalester, what types of things did you see in the '80s that students and faculty sort of took notice at. Were there events that equaled Vietnam in the '80s?

ES: No, not really. I think the college changed when Gavin came. He wanted for Mac to be a high level college. He wanted the research to increase, and it did under him. He tended to micromanage, I guess they called it, and that influenced profs in various ways. It turned an awful lot of people against him. He lost some very good people, let's put it that way. One way or another, I was political in the sense that I communicated with him a lot and tried to let him see where things were going wrong. But he couldn't hear very well. He's a nice guy in a lot of ways, but we're not really on speaking terms at this point.

[33:37]

LZ: Did the financial problems that Macalester saw through the EEO program, and just with mis—the budget—did that affect salaries or tenure or just overall funding for programs...

ES: It affected a lot of things, sure. 'Cause we were running on empty for a while. There was one point where one of the board members wrote out a check to pay the faculty that month. That was not good. So we were slow coming back, and raises were few and far between. The funny thing is that the faculty was really a community in those days. When I went there, this gang of us that had lunch every day, and that was non-trivial. Faculty meeting was attended by most of

the faculty. Things were changing, but they, I think the faculty were more committed to the college than they are now. Under Gavin they became more committed to getting those research papers out, and that colored their attitude. I think that that's changed now, because Mike McPherson was not that kind of guy. So fear in the faculty is not a predominant emotion anymore. I think that under Gavin there was a lot of fear. He was insecure. I shouldn't say this.

[35:03]

LZ: Did this push to do individual research and to publish was that in order for—did professors feel like they needed to do that to get tenure and sort of save their positions?

ES: That's right. Um-hm. It was an important factor, and Bob turned down a lot of people for tenure. That didn't improve his image at all. He wanted to make the college look better. And I think the college looks better when it is better. That wasn't the way he looked at it sometimes. A lot of the things he did made us look good in the, whatever, the *Newsweek* listing of great schools. We're not doing that so much now, and I don't think we need to. We're getting a lot more applicants than we did in those days. Partly because our image is better.

[35:55]

LZ: What was your own process of tenure, of getting tenure, at Macalester?

ES: I got it the day I came.

LZ: Really?

ES: Yeah, I came as a full professor with tenure. I wouldn't have come without tenure. I had tenure at UConn and I was doing ok there. I did most of my research by myself at UConn. The graduate students at UConn in my opinion shouldn't have been there for the most part. We were getting C students from mediocre schools, I won't name any of them. And those kids really shouldn't have been in a Ph.D. program. Our Ph.D. program, as I could see it there, there was designed to man the laboratories with assistants, and that's a dumb way to do it. Ultimately they couldn't get enough graduate students to do that, they had to bring in the physics students. That was not a strong program, and I don't think it is now. That's too bad, but there are probably a lot of them around like that. The good students go where our good students go—Cal Tech, MIT, Berkeley, Princeton, you name it. Harvard, but not to UConn. And I think we have this problem all over, so that if you've got a great prof in a department, yeah that prof might bring in some great students, but you have to have that and we didn't have that when I was there. That was disappointing to me. I published at UConn, but I didn't have very many good graduate students. I had a few. So that, that colored my attitude towards UConn, and when I came to Mac I think I told everybody, we had to do research. And that summer, that first year after I was here, we did. And we had money to do it, good ole' DeWitt was paying the fee, so we could do this. A fellow named Al Beltman, whom you've probably never heard of, I should talk a little bit about Al. He was a Mac grad and at the end of World War I he started a trucking business—typically hauling kids' trunks from the depot up to Macalester College with a truck, maybe with a horse and wagon at first. And Al built that company up so it's now called Beltman North American Van Lines. In the Twin Cities. He was a fine guy. He married a student, who happened to be at Mac. She was the lab assistant in the Chem Department. He wasn't a chem student, but he got to

know her and they got married and they ran their business. He ran it the way you could hardly believe. I got to know him pretty well. I'll tell you how I did—he had walked into Mac and said "I'd like to give you my estate." At least a significant chunk of it. And he set up what we would call a charitable remainder trust, for I think a half a million dollars. Which in 1965 was a lot of money. So they talked to me about it and I met Al. It wasn't his entire estate, but it was a good chunk of it. He was getting married a second time, his first wife had died—there's a picture of her on the wall in the chem building here. Al I think was feeling guilty so he came in and did this. I don't think he ever regretted this. For the next ten or fifteen years I took him out to lunch twice a week [year] along with somebody else if I was not Chairman. I knew him very well. And he was really the kind of guy you'd dream about as a businessman. He ran a successful business, but he never let it color his life. He lived in a very modest home on Portland. He had a lot of very nice things in there, they traveled some, but he never flaunted his wealth. So he'd go to Mac functions, and I would invite him to come, and we'd go to lunch and talk about stuff. It was really a good relationship for me and I think he enjoyed it. And finally he got Alzheimer's and he couldn't do it. The last time we had lunch I asked him "Al, do you remember where you were born?" He didn't. That was the end of that, it was clear that he was going downhill. But anyway, he did make a very generous donation, and we still have Beltman Scholars at Mac. And over the years they support summer research. In fact the money was designated for Chemistry, but ultimately it ended up in the sciences. It was more than chemistry could really use. So I was around when this occurred, and it was a big piece of our endowment originally. So I, I was involved in that.

[41:01]

LZ: This might be a good time to talk about your own research. I know that you've published quite a few textbooks...and how that developed.

ES: If you look over there, you could point the camera right at those books over there. Those are my books, of which I was a coauthor. When I was at UConn there was a prof named Bill Masterton who was interested in writing stuff. And he wrote a problem book and he wanted to write a text. And he was talking about around the department but my skills in English I felt were mediocre. I got a sixty in English, Freshman English at Mass State. Bill and I talked about it and finally we said "ok we'll go for it." So 1960 we sat down and started writing. The first book is the one over on the left there, it's paper-bound. It was done not by xerox, they didn't know how to Xerox then, so it was mimeographed. A woman typed that and it came out when I came here, I think. Then we were looking around for a publisher and we found one, Saunders, W.B. Saunders. And a first edition came out in '66, that green one. We were unknown and neither of us had any reputation but we wrote this book. A new editor came in to Saunders, a young wise guy who recognized that maybe this book would amount to something, so before I went to Poland he wanted us to do a second edition, which is the one next to the green one. And that was a big change from the first. We had a very high level book in that green one; we watered that down a little, but not unduly. The book did much better, and when the third edition came out, it became the most popular chem textbook in the United States. And it stayed that way for three or four years. It was a tremendous surprise to us that this happened, but it did. That's the dark brown one over there. That book did so well because in that edition we decided to do something original, which had not been done before. The typical textbook had all the descriptive chemistry at the end, and typically profs wouldn't use that part because it was kind of hard to teach and

kind of boring, or it looked that way. So usually you would get through the theory and then sorry kids, you can read the rest of the book by yourself. So what we tried to do was to bring those descriptive chapters into play into the main text, and we did and that worked very well. That was our complicated formula. We were doing ok at UConn, but we weren't hot shot researchers. I was publishing, but that had nothing to do with it. People liked the book. There were some things in there that were really kind of funny. I wrote some jokes. They weren't necessarily what you'd call jokes. But they were in the side columns. And there's one I remember in there, famous quotes, you know "Be not the first by whom the new is tried, nor yet the last to turn the old aside" which comes in because some scientists don't want to change some ideas, that kind of stuff. The kids would come to the ACS meeting, who were using the book, or had used it in the past—they'd usually comment on how those side column comments were worth more than the text. I think those are still in there. They were just sort of informal notes, not always funny—trying to make the profs look like people. And I think that helped. And I think too often profs take a high level, talking down to you guys. We tried not to do that. Along about that time we also got involved in a lab book and we're still with the lab book. I dropped the textbook after I retired. I'd gone through six editions and that was enough. That was hard work. The lab book was much easier, so I stayed with that. And it's now going into its ninth edition. I was going to drop it, because I'm getting old. I'm older than your grandfather, probably, [laughter]. I probably am. Anyhow, the president of the new company—our company was taken over—he calls up, and would like to talk about the new edition. And I wondered why I should be involved in it, and he says "well this book is still our best-seller". Twenty years I've been retired, for crying out loud. So I figured that the book would sort of just drop, and that would have been ok by me. But he said "I'd like you to do another edition" and I didn't want

them to bring some kid in who didn't know anything about writing as my co-author or a co-author, I would be out of it, but I would have no control. So, being the egotist that I am, I said "Ok, I'll do it." So, it's underway. It's not going to be world changing. The book is old, but a lot of the new ones do things that I don't agree with. Namely, they move the lab out of the lab and into the computer room. This book doesn't do that. There are two what I call "dry labs" in our book, and in some of the more modern some of them might be half dry labs. So for me that's not what I would want. And it turns out I guess a lot of other people want hands-on chemistry. Our stuff is used in high school AP courses, community colleges, and a few large schools, but not like it was in the old days. So, I've stayed with it, and we didn't...change the tone of this book to appeal to those who want it to be more modern. We're doing a few more modern things, but not many.

[47:20]

LZ: When you were still teaching, did you writing these text books change your teaching style?

ES: It probably did. I was pretty hard on my students, I think. I gave them homework to do and I expected they do it. I had one kid who got a B once because he didn't do his homework. But he got A's on the tests. But I counted the homework ten percent. So he was very upset when he got a B. And I probably was a little bit hard on him, because I would say, if you could do this material, then you shouldn't have to do the homework. Anyway, I counted it. And when I counted it he didn't get anything, because he got 0 for homework. But he was an independent minded kid. I went to his wedding, actually, afterwards. And he's done fine. He's a very bright young man. Maybe he got an A the next term. Maybe he did the homework then, I don't know.

But I did try to make him work hard. I got a letter yesterday from a former student—I won't tell you who it was—I got to know him very well. He was my advisee, and we were pretty close. He's now a doctor. Anyway, he told me some years ago that one time he was in class and I called on him and he wasn't ready to give me the answer. He said "that was the last time I wasn't ready to give the answer! But you never called on me again!" Anyhow, I enjoyed teaching. I think what I finally did was become more relaxed. I never read my lecture to the class. I'd make a few notes before I went into lecture on what I was going to talk about. But I didn't use it unless I had some numbers that I needed. And I never kept those notes, so I think that the lecturing was a little fresher than if I had. And I guess the key change was that I was dishonest in a sense. Maybe that isn't quite right. I'd tend to accentuate the positive—tell the kids how great they were, or how well they could do, or how well they had done on something, and not harp on what they didn't know. Where at the beginning I was maybe more on the other side, emphasizing the need to work harder. I cried when I retired, and when I left UConn I cried. And I'll be crying now. Well, it was a great job and Mac has been great to me. I have an office and I'm 20 years retired. Nobody else who is twenty years retired has an office. Well, that might not quite be true. Eddie Hill has an office and he's been retired a long time. When we built this building, they had a lot of extra offices. And so I was in this room, and they were going to kick me out because I wasn't a prof. And so what we did was we brought in a former student of mine who works in the department one day a week as a lab assistant, and that's her desk over there. So, she comes in and that gives me this office. I shouldn't say that, anybody who reads this who's a boss would say "kick that guy out." I've tried to help Macalester, too. I have to say I made more money than I ever thought I'd make in my life. We give a lot of it away. Some of it to Macalester, and I feel that's appropriate. But it isn't just to Macalester. So anyhow, they've been

generous to me, and if I didn't have this office, I couldn't be working on this lab book. And email is nice. And I still have contact with maybe twenty students, former students. Not all doctors, though a quite a few of them are. That's an important part of my life. You see, by the time you get to be my age, everybody you knew is dead. My editor, my co-author, Bill Masterton. Lot of profs around here. Henry Lepp. Many of them. And so you find you're looking around and everybody else is young. Or decrepit. I live in a residence like that. It's a nice place to live, beautiful, but all of us are older. You have to be fifty-five but most of us are seventy-five or more. And an awful lot of them are using canes, walkers, wheelchairs. And so far, I've been very fortunate. I really would have to say that is true. My health, I don't know if it's going to last. I've got this cough for seven years. And Mayo said "You know, we don't know what causes that cough and we don't know how to cure it, goodbye." So, I did a lot of different things, and this doctor I go with helped a lot. So it's under control, I feel pretty good. But it's there, lurking and that may take me out. I don't know. It can happen overnight. So I try to enjoy myself as best I can. And this adds a lot to my life to be able to come in here and talk to people, not many, but some, and just get out of the unit. The unit we're in is small, a small apartment. It's a nice place, but it's a small apartment, and my wife doesn't mind a little extra space, so I'm outta there. So it works out well.

[53:20]

LZ: So, just um, in general, even though you did retire in 1988, you have been here and just, I'm interested in the changes you've seen, if there have been changes, in the types of students that you've seen, or just the relationships that you've seen between students and faculty or students and the administration.

ES: Well, I think I'd have to say as I watch the Chem Department, it's more one on one than it used to be. I rarely would have a personal interview with a student if the student was having trouble. I could, but they typically wouldn't come in. They come in a lot more. What I would do, is before an exam, I would have a review session with any interested students. I'd have them go to the board and ask them questions before a test. And I did that for many years. I think now they don't do that, they tend to have kids come in and talk during their one on one deals. So that's good. It takes time and I don't know that it's... it gives the prof more of a mentoring role than I had. I didn't consider myself a mentor, but I was, I guess willy-nilly. I never tried to become a father figure to anybody. But I would level with the kids. That's different. And I think probably, I don't know if it's all over the campus, but in this department, there's more research going on in a very significant way. There's a lot more money. The college is a wealthy college now. It wasn't then, it was lean and mean at the beginning. There was guy named Bud Rudolphson who sort of ran the financial part of the college out of his back pocket. If you wanted some money, say, to have a speaker come in, you'd go and ask Bud and he'd reach in his pocket and pull out twenty bucks and hand it to you, and that was it. That's changed. A lot of people in development, especially. Much more emphasis on money raising, and the college is wealthy. Half a billion dollars, roughly. Well, then even with Al Beltman there might have been maybe one hundred million. So that part has changed. The college is wealthy, and we've spent that wealth in faculty, secretaries, support people. When I first came there was one secretary for the whole faculty. One secretary. And she was a good secretary. And she did some work for me. And then I added a student, a work-study kid, came in and she'd do a lot of my typing, too. She could type, so she was with me a few years. Well, that's changed. And when the computers

came in I wondered whether we were going to get rid of the secretaries, 'cause the computers will write your letters for you, and you don't have the secretaries. You don't dictate letters anymore. But the secretaries did not disappear. I'm not quite sure what they do. I think they have a different kind of work, and the department is twice as big or three times as big as it was. So there is more paperwork, we've got a lot more paperwork. We worry about dangerous chemicals and we have a big project on them and all kinds of stuff. I...Barb Ekeberg is our secretary, and she helps with the lab book when she'll be working on it this summer, not on company time but on our time. But it's, it's different. So we have a lot more support system and we have a lot more people in development. I may have reservations about it, but that's, that's the way the world is. I think the thing that I like least about the academic thing now is that everybody gets at least a B or A. The average when I taught was C. It was an honest average. I really don't know, but I don't honestly think that it's sensible to have a B+ average at Macalester College for all of the students. That is, they're good students, but they ain't that good. So that bothers me a little bit. My role in the college is obviously minimal at this point. I guess, I feel we probably spend more money than we used to, and maybe should, but I'm not in charge of that. I come from the Depression. I literally came out of the Depression. I went through Mass State on zero dollars. I worked one summer. Tuition at Mass State was fifty dollars a semester, and they gave me a full scholarship. And I commuted the first year, and I earned the first summer something like one hundred and sixty five dollars. And at the end of that first year I still had money left. So, I didn't spend money, and that still is my feeling. When we started making money on the books my wife and I decided not to change our lifestyle. And it didn't, and it hasn't, and it won't. So that my perspective on that is probably different from some of the profs. They're making at least twice as much as I made when I retired. I haven't found that people in

general tend to give away a lot of their money. I don't know why, maybe they think they need it. Maybe they do. I don't know. But I have a feeling that a lot of the kids coming to Mac come out of money. Their whole attitude towards life may be colored by affluence rather than poverty, and mine was colored by poverty I think. And I think the kids coming in from other countries on free rides are more likely to look at the world in a different way than those who are here now. It's hard to deal with affluence, I think. You see it in a lot of places; athletes get too much money, next thing they're shooting their girlfriend or something stupid. Or getting into drugs. And I think that there's more tendency probably to do that now at Mac than when I was there. When I was at Mac, men and women weren't sleeping with each other. That was not on. It happened, but it was not, not the way it is now. And I'm kind of sorry about that. I frankly think nothing comes without a price. And it may look attractive, at the time, but I mean, I'm a normal male. But everything comes with a price. The rise in divorce may be part of that price. Or, staying married but not being monogamous may be a price. And it looks like a lot of our big bosses are in this category. It's kind of a change, I think, that's not for the good, no. But I'm...the pendulum swings. And I'm sure there are lots of satisfactions in a casual sexual life, but what do they call it—weekly monogamy—serial monogamy, no that's not the same, no. So, that's a bother for me. And uh, I think it's changed—there are a lot of things that have changed. I don't think the kids read like they used to. Television wasn't around when I came. There wasn't any, or basically none. So then people read more. Now, I think, a book is perhaps useful to a prof because the kids have to read it. That's too bad. My hobby at home is to read. And I read, you'll never guess what I read, pornographic literature, no, I read old classics. Sinclair Lewis would be an example, but not the only one. I think in general people aren't reading. Our profs are probably not reading like I do. Our new, our current profs. My son doesn't read. If

you watch television, you're not going to read so much. So we don't watch television. So we watch, once in a while we see a good one. We see some garbage, too. One TV show doesn't break for ads—Turner Classic—TCM, so we watch that once in a while. Not very often. But, I'm sorry the kids don't read. I'm not sure about classical music, whether the students here are involved with that. They should be but they may not be. I don't know that they're involved with the Guthrie or with other theaters as much as they were then. College should open up doors, and there are a lot of doors that some students don't open, I think. That's one thing, we used to live in a different senior housing project, over in Inver Grove Heights. And we went there first, it was brand new—the place we're at now was open but not available. We're at Becketwood now, if you've ever heard of it, it's a very good place. Anyhow, we went to Inver Grove and they, the Board of managers consisted of a bunch of guys who were wannabes—wannabe managers of their own businesses but weren't. So they came to Gramercy Park. And figured they were going to show the residents who's boss, so the place was really out of control. And I got on the Board and I met a guy who looked at it like I did. We changed the whole atmosphere of that place by not having to rule over everything. You can't park your car in the parking lot more than half an hour. Anyhow, this fella was typical of people who aren't educated. He graduated from high school. Very nice guy, my age, eighty-five, eighty-six, not in good health. We go to the Minneapolis Institute of Art pretty often and there was a show over there. This show is, involved wood carving, all kinds—by machine, by hand—really great stuff. Easy to watch, you didn't have to be a genius to understand it. So I was talking to my friend, and I said "You know, you ought to go see this show at the Institute. It's free, it doesn't cost anything" and he said "no, I guess not" and I said "have you ever been to the Institute?" He was brought up in South St. Paul...never. Never. Well, that's what I think is typical of people who haven't an education, and probably

typical of a lot of people who supposedly do. And I think one of the things Mac should do, and I think does in a lot of ways, is introduce you to the outer world. And that was one of the things that I missed in my education at Mass State or in high school. My teachers in high school never suggested I go to college. I graduated number one in the high school, but they never suggested I go to college. They figured if I was going to be a mailman, that's about as high as you can go. It was a tough world.

[1:05:49]

LZ: Just in closing, do you have a favorite memory or a favorite time at Macalester that really stands out for you?

ES: I was thinking about that. There are a lot of favorite things about Mac that I like. One is, the atmosphere on the campus has been positive all the time, really. If I walk into an office I don't find people are looking some other way, they look at me "what would you like." Here the atmosphere it was very positive. The thing I liked most about the older faculty, older college, was that the faculty was close. It's surprising how close. There was a woman named Margaret Day, who sort of was a social secretary. I don't know what she, what her official role was. She wasn't Dean of Students. She sort of was around to I guess smooth the rough edges, maybe I would say. A maiden lady, as far as I know. Anyway, every month or so she would run a tea. And she, tea and crumpets and fruit and stuff, for the faculty. And I would go, and faculty did go. And it was nice. When I first came I wanted to get to know people on the faculty. And pretty soon I knew a lot of them and I got elected to committees a lot. I didn't have trouble with that. But that was part of the game. I don't think that's part of the game now. Anyway, I

remember there was a very sad time, when we were wondering if we were going to be around, it was that bad. It was Christmas. And they decided they would have a dinner, not sponsored by the college, it was sponsored by us. We had roast beef, and a fine dinner over in one of the rooms in the dorms. We went over there, good attendance, and we sat around and we sang songs. And I remember Henry Lepp getting up doing the one about the five peasants in a pine tree or something. It was really nice. It was a warm place and that continued for quite a while. Lou Garvin, who was a guy who should be known better on the campus, and when he was retiring—yeah, he retired after Flemming left, shortly after. He ran a party over in the Science Museum. They had an upstairs room—the old Science Museum—and he hired a band. And we had a good time. I guess that was still that kind of thing. The faculty would turn out for affairs that are not going to draw such a crowd now. We weren't as sophisticated perhaps, but that was nice. The faculty wives ran the thrift shop and there was second hand clothing. I bought stuff there, some of the clothes I've got on now. And I did buy stuff there. And my wife, and the faculty women knew each other and they had a club. And that club is now degenerated into a book group but most of the people in it are not on the faculty. So that changed, and maybe the world changed. I don't know. But I think, I don't know what's caused it, but there's a difference. And now I guess the President has a tough time getting a quorum with the faculty meeting. That was not a problem in those days. We were more involved and we felt we probably had more of a say. So, there's positives and negatives. I've had a wonderful life. I'm invited to be at a reunion dinner for the class of '65-6-7, 6-7-8, I guess. So I'll talk about mentoring, because I never had a mentor. I could have used one in high school, you're darn right. My mentors were people that I knew. The reason, one of the reasons—I don't know what I would have done otherwise—I went to college is that spring of the year, along about March or April, there was a guy in Greenfield,

which is about fifteen miles from Amherst, who was running a commuting service. And he had an old vehicle and he needed another passenger. It cost a buck and a half a week to commute with him. That sounded pretty good, and I got the full scholarship and my mother gave me my lunch and I ate at the house and she did the laundry, so I didn't have a lot of expenses. Anyhow, this guy said, "why don't you come down to Mass State and see what it looks like." I said, "I don't know if I want to go to college." "They have class on Saturdays. It's a morning class, by a good prof, why don't you come?" Well, I went, and it was a world shaking experience. This guy was probably better than any prof we've got at Macalester College right now. He was a charmer, he was an artist, he gave a beautiful lecture on botany. I mean it was the best lecture I had ever heard because I had never heard a good one. But I was convinced, I guess by that, that maybe there were possibilities. My world was a small world. So I went to Mass State in part because of that. Then I made a little more money the next year and I lived on campus, and things got better and better. But I bet you there were ten times when somebody suggested something to me, his was a conflict of interest as well as his generosity, but other times people have suggested something to me that they saw I should do, or needed to do, or needed to think about. In the Army, guys did that. Or my roommate in college did that. A guy put me in for the job here at Macalester. He wasn't a mentor, it was a reciprocation deal. I met him at Swarthmore. They had an honors program and after I left Swarthmore they invited me to come down and do honors exams, so I met this guy. I'm a Quaker and he was too. He got fired from Swarthmore for reasons that weren't his fault, and was looking around for a job and he interviewed for the chairmanship at UMass, where I was a graduate, and had suggested this job. And he didn't get the job. Then he interviewed at Macalester College—and turned them down. They made him an offer, I think, I'm not sure. But he turned it down, and Lou said "who would you suggest," and

he said “how about Slo?” So Lou called me up, and that's why I'm at Macalester. I wasn't looking for a job. So those things happen. There's a student that I had, one of my best, she's a student [prof] now at Iowa State. And she was a good student. Very low profile, and quiet, reserved. A very good student though. And I guess I must have mentioned to her that she was a good student. She went on to major in chemistry and she has been Chairman down at Iowa State. She was one of the—probably the—best research chemist Mac has ever had as an undergrad. She had been given some kind of prize so she was writing about her experiences at Mac, and specifically thanked me for encouraging her. And then I thought, well Jesus, I didn't do anything. Well, you know, it didn't take much, but I did talk with her. And I think she credited me with getting, at least starting her on the road where she's at. She's a really fine researcher. Anyway. These mentors are important, and I didn't realize it. I never had a formal one. No prof ever at Mass State ever mentioned anything. One psych prof mentioned I should major in psych, but he was looking for psych majors. I decided I didn't like it anyway. No, I was...I came from a tiny town. And there's a lot of kids in tiny towns. And you don't learn about stuff, especially with no television. It was a cruel world out there, and then the army was a cruel world, so mentors are important. Even in the army I didn't have any. But I learned to live with people. If I didn't, I'd have got shot. There was one scene. I worked at Radio Luxembourg in the war. Our company was assigned to take over Radio Luxembourg when the Germans pulled out. They had been running it, but they didn't destroy it. So we set up a news bureau at the radio station. And I was a radio repairman. And there were three kinds of characters in our group. One were the people that ran the radio station. We called them the mosky-boskies, they were propaganda types—they gave the news, they could speak a bunch of languages and stuff, they were educated. Then there were the technicians like me, who ran the radios, and it wasn't

just Radio Luxembourg. Then there were the truck drivers who did the hauling of food and stuff. And you know, those three groups didn't get a long too well. One night it was a really scary thing. One of the mosky-boskies—I admit he was somewhat feminine—but he carried a big P-38 I guess it was, a German automatic pistol on his hip. And one night he, I guess he was having supper, and he had done something when some one of the truck drivers said something. He maybe threw some coffee on him or maybe made a slurring remark. But when they got back in the barracks this truck driver was beating the crap out of this guy. And I thought "Oh, shoot, he's going to pull the pistol and fill him full of holes." He didn't. He took it. He probably deserved it, but that was the kind of place it was. And that didn't happen too often. I found I didn't care for some of those guys, especially the ones who were truck drivers. They had no education. I got to be friends with some of them. But I realized that in everybody, no matter whom, there's some good. And I still feel that way. We've traveled a lot, we've traveled in the world. Three times around the world. I had a job in Australia, and I spent a year in New Zealand in the department there. And many times people would come and help out, and that was pure generosity on their part. They weren't mentors, but they were helpers. This impressed me, that no matter where you are, we were in Italy one time—I didn't speak any Italian, and we were going up to Verona, to an Elderhostel from Rome, on the train. And a couple was sitting across from us and I thought it was a guy and his wife or a guy and his girlfriend, and I had a book of Italian phrases and I pretty soon find out that she's his sister and he's escorting her up to a job in Bolzano and that was a surprise to me. See, the family didn't want her going up there by herself. So we talked and talked, and they found out where we were going. And we stopped. We were taking a very devious route to Verona to avoid going through one of the big railroad stations. They said "no, it's a lot shorter, you go this other way." And this is all in Italian, and so they

showed us how to change trains where we were, and pick up a train that was going to right to Verona. The other one was going to go to Milan or something, I don't know. Anyhow, it's lunch time and we didn't have any food and we asked them "Where can we get something to eat?" He said , "We've got some here" and so we had their lunch too, with them. Well, that kind of thing impresses me, obviously. I get moved when things like that happen. Even when I think about it. And it's happened many times. That's another thing that makes me think, people, as people, are good. If you don't think that, I think you've got a problem. But I do feel that way. In general, if you approach somebody in a positive way, you'll get a positive answer. That's not always the case, but that's generally the rule. I've had a wonderful life. I'm going to go one of these days, not too long from now either, and I hope I go quick. I'm not decided how I'm going to deal with it, it doesn't look like I'm going to go quick. Anyhow, I'm grateful for what's happened to me here. I very...I liked UConn in a lot of ways, and I still have friends there—the ones who haven't died. But it was the right thing for us to come here.

[1:20:06]

LZ: So, in closing is there anything you want to add that we haven't covered? This has been a lot of...

ES: That you haven't covered? Boy I covered more territory than you would think.

LZ: I think so!

ES: I don't know. I guess I'd advise people coming to Mac to—as a prof—to not overestimate the importance of that next paper. But, I think they sometimes do—it's not hard to do research, you can do research—but you I think have to realize that there's a college to run too. And the faculty should be involved in that in significant ways. Many are now, but it's not as pervasive as it was when I was around. I haven't mentioned Armajani I guess, have I? Or Tom Hill? These heroes of mine on the faculty. They were getting on in years, they're both gone now. Tom died at the age of ninety-five down in Chapel Hill a few months ago. These were great guys. And I don't see that in our faculty now. They—Armajani was one of the few men I would rate as wise. He had been hired by a former president on a train. Armi was Iranian, from what'd they call it before—Iran, no it was another name—anyway—he was Persian, Persian. And he was, I think he was in religion or history. And he just had a manner about him that was wonderful. He wouldn't speak off the cuff. He was a realist, but he was wise, he was a wise man. I really had to admire that. And Tom was the same way. And there were a few others. But they were rare and I don't, I don't see our having any right now. Maybe we do, but I sort of doubt it. They were, these people were in their fifties or sixties at the time and spoke slowly and carefully. It was impressive; when they talked people listened. I spoke and they didn't listen to me. But it was a privilege to know them. No matter where you go you may run into quality like that. That may be gone now. It's certainly gone in our national government.

LZ: This has been a great amount of fun. Thank you for sharing all your memories.

ES: Lots of stuff off the track. No, it's been good. And I can't say I ever had an enemy on the faculty. There are people I didn't like very well. And there are a few others. They just didn't

seem to behave the way they should. And I was involved in a lot of politics. All in all, there were some great people up there, and are I'm sure. When you get older you tend to get separated and you tend to say the good stuff was the old stuff and that ain't necessarily so. Ok. Thank you.

LZ: Thank you so much. It's been a lot of fun.

[End of Disc 1:23:27]