

**Edward "Ed" Soliday, Registrar's Office and Administration**  
**Transcript of Interview for the History SIUE Oral History Project**  
**Interviewed by Ellen Nore-Nordhauser**  
**June 27<sup>th</sup> 2006**

Ellen Nore [EN]: It's Tuesday, June 27th, 2006. This is Ellen Nore-Nordhauser. I'm interviewing Mr. Ed Soliday. For the 50th Anniversary History of SIUE. [Recording stops] I asked you first, um how did you come to be at SIUE?

Ed Soliday [ES]: Okay, a good question. Some background to start out with I, ah, oh 13 years prior to coming to SIUE. I operated a retail hardware store in Wood River [Illinois]. That I inherited from my maternal grandparents.

EN: Gosh.

ES: So, the income stream was good, but that time commitment was not. We were open six days a week. And I was usually there on Sundays, doing book work and preparing orders and so on that I couldn't do while serving customers during the week, well, that got to be a little much. So, I decided, "Hmn, I think I'll sell this business." So I did as of July 1st, 1967, well, then, of course, I needed the job. So I thought about it a bit. And SIUE was gaining prominence, of course, at that time, and it started out about 10 years earlier, I guess.

EN: Mm-hmm.

ES: And they had taken over Shurtleff College, in Alton [Illinois]. And so on. And in fact, I had one employee at the hardware store who left to get a job at SIUE. So I thought, "Well, that's a potential." So I talked to ah, somebody, and in what they called personnel services, I think at that time and talked about, you know, potential jobs that they might have, well, one was a purchasing agent. And that sounded like something I would qualify for, because I had all this experience purchasing products, from wholesalers and manufacturers and so on. So that was a civil service job.

EN: Mm-hmm.

ES: So I had to take a test for that. So I went over to the personnel office and took the test. I think it was administered by a young man named Bill Likes [phonetic], if I remember correctly. And, you know, I took about an hour, I think, to take the test. And then Bill said, "well Ed you're over here for most of the morning," he says, "we also have a test that you could take here," for I think the title was Assistant to the Registrar, he said "only takes about 10 or 15 minutes" and I said, "Oh, okay." [EN laughs] so I took that one too. Well, I think I finished at the top of the heap of applicants for the purchasing agent position, but there were no no openings. There was however, an opening for Assistant to the Registrar. And I was contacted, came over and talked to Bob Bruker, who was a Director at that time.

EN: Mm-hmm.

ES: I think you've interviewed him.

EN: Yes. I have.

ES: And so I was hired. And ah, my my job was to schedule classes.

EN: Yes.

ES: Was my first job. And I was supervised by a man named Clarence Beasley-Collier CB Collier, he was known as. And he taught me quickly, how to schedule classes. So I guess the point of all that is that my background in ah, and with a bachelor's degree in Business Administration, and many years of experience in the hardware store, didn't really bear upon my, my job, that I that I got.

EN: Where did you go to college?

ES: University of Illinois.

EN: Okay.

ES: Well, first two years at Washington U [University in St. Louis, Missouri] and I transferred to University of Illinois to get my bachelor's. Yeah. Then I was drafted into the U.S. Army during the Korean War.

EN: Mm-hmm.

ES: And when I got out, 1954 that's when I took over the hardware store from my grandfather. So, now I will say that I left. I left, I left the university in 1983. And maybe at the end of February, or something like that. And ah, we moved to Las Cruces, New Mexico. I got a job offer at New Mexico State to be the ah, Adviser to the School of Business. But ah, oh we built a new house. And it was kind of a lovely place in the foothills of these 9,000-foot mountains, or whatever. But 45-50 miles from El Paso, Texas, actually. But I just didn't adapt.

EN: Yeah?

ES: I didn't take the job. And I don't know, I guess I just loved the vegetation, the trees, the grass, and so on which there was very little of down there. So, I came back and got a job then as, hmnn I don't know whether the title was Administrative Aide or Administrative Assistant in information, the Office of Information Technology.

EN: Okay.

ES: And ah, there, I guess I did use some of my business background, because I wrote bid specifications for new computers, disk drive systems, and printers, and so on and so forth. So a little of it came into play there.

EN: Hmm, oh, that's really interesting.

ES: Yeah.

EN: I said, can you describe changes in your unit over the time you were here? From '67? To '96? So, I guess you were really with two...

ES: Two units yeah.

EN: Different groups.

ES: Yeah.

EN: Well, did that class scheduling, get easier, by the end of your term? Because of the new classroom buildings or...?

ES: No, ah, well I'll give you a little history of that. I can't quote the exact enrollment numbers. But when I started in 1967, I think it was someplace around 8,000. And then the next year, went up to like 10,000 and something [EN laughs], and then 12,000, then the high watermark in 1970 - 13,704. Now there's some controversy about that number that some say that's what John Rendleman said it was.

EN: Uh-huh.

ES: And it may or may not be, you know, accurate. But nevertheless, it was going up. And part of the reason was that the Vietnam War was ...

EN: Yes.

ES: ... winding down and a lot of former military personnel were [ES clears throat] going to school on the GI Bill. So, let's see, what was the point of.

EN: Well, I was asking you how class scheduling changed between '67 and if it got any easier?

ES: Well, no. Essentially, I had, well, we started out in the Peck, Peck Hall, as it's called now. And then the Rendleman Building wasn't finished yet. It took a year or two before they finished it, and then we moved over there. But the facilities that I had for scheduling this 13,700-student body was essentially the Peck building. I had about four rooms in the library, including the Abbott Auditorium, I had maybe a half a dozen rooms in the Science Building. And I think about three in Dunham Hall, called the Communications Building. And that was it.

EN: Uh-huh.

ES: There was no Engineering Building, no Art and Design Building. Now that did include, I did schedule a few classes, a handful of classes in Alton and in East St. Louis at those places. So it, but at that point, around 1971, my job changed from scheduling classes to working with a new student information system.

EN: Okay.

ES: So, I didn't have more opportunities. So, I, you know, I, I worked with the fella who replaced me scheduling classes, Lez (Lester) Farrar, but uh I didn't continue to schedule classes. But scheduling was uh [ES clears throat] very well, I got to be a very stressful job, given the fact that we had, you know, such an increasing enrollment. And in fact, that's where I, maybe this was an aside, but that's when I started jogging [EN laughs]. I got kind of stressed out and I don't know I remember I tried transcendental meditation and a couple of other things. Nothing worked.

EN: Uh-huh.

ES: One day, I went out in the alley behind the house and whatever and I ran up to one end and down to the other seemed like every time I put my foot down, a little bit of stress disappeared.

EN: Oh, that's interesting.

ES: Yeah. So, I started jogging at that point. And now idiot at that as I am at age 75. I still can't stop an addict.

EN: Yeah, it's really inspiring.

ES: So, in, ...

EN: Did you must have gotten a lot of snoot from faculty and people when you schedule the classes.

ES: Yeah.

EN: Lot of people yelling at you and...

ES: Oh, yeah. Well, I only remember a few really negative events that I'll tell you about. I and I was bouncing around like tennis balls, actually [EN laughs], because, you know, they would. The class that was supposed to be a class of 48 only had 29, the class, it was supposed to have a max of 24 had 33.

EN: Uh-huh.

ES: And so, boom, boom, boom, I had to shovel them around. But most most of the faculty, most of the chairs and the deans were, you know, they were just not a problem. I remember three complaints. And in two of the cases, they were right. There was a faculty member who I think he just gotten his doctorate at Yale, and he came to teach theater. So, he was assigned to the, at that time Communications Building. Well, he had a small class in a fairly big room. So, I had a big class in the Peck building that I moved over there and moved him over. What I didn't realize was that it was a hands-on class.

EN: Oh.

ES: He had to be near the theater facilities. He was teaching lighting and background and all that stuff.

EN: Oh yeah, okay.

ES: So, he complained, but very politely, and ah, I switched him back to that room that he originally had. So that was no big deal. Then a real nice man. [ES clears throat] He was the chair of some, I think of some department in engineering. And not only did I do the schedule at that time, but I also made up the calendar pretty much on my own [ES laughs].

EN: Uh-huh.

ES: And I really moved it up one one term, I think it was a fall term. And it was because of some quirks and where the holidays fell, or something like that. And what I wound up doing was wrapping final exam week around a weekend. So it was Thursday, Friday, Saturday, and then Monday, Tuesday and Wednesday. And he he complained, saying, "No, that wasn't good that I should have it Monday through Saturday." And again, he was right. [EN laughs] So I never did that again. And the third complaint, though, really upset me. It was from a faculty member in the School of Business. And it was a very mean vicious complaint. And I can't remember whether he wrote, or whether he called me but his the nature of his of his complaint was that I had moved to his class, which again, didn't fit the classroom to some other place. And it was too far from his office, and he had to walk to far [EN laughs]. So that one didn't go over very big with me [both laugh].

EN: Well, after you got into the student information system, what kind of system did people it was all done by hand at that time was.

ES: Yes, it was pretty much all by hand.

EN: Was this the first student information system?

ES: I think so.

EN: Okay.

ES: I would, I would call it that. And it was, it was instigated by John Reiner.

EN: Yes.

ES: Who came here about in either late '60s or early '70s. And so, uh, and the technology involved in that student information system was, as you say, way, and above the paper and pen system, pretty much that we had before. It was also about, you know, a mile over my head, I did not really [ES laughs] comprehend all this stuff. But lucky me, I needed a mentor. And I had one name of John Reiner, and I would just pick up the telephone and call John and say, "John, how to, you know, how do we do this? Or how does this work and so on?"

EN: Uh-huh.

EN: So, John, and I, you know, became close associates, and even friends, you know, and still remained so that way. You get together once a month.

EN: That's that's nice. So, you started out with the handwritten records?

ES: Pretty much, yes. Yeah, pretty much handwritten records and everything. And then, when the student information system came in, it converted more to technology with, well, punch-card system.

EN: Uh-huh.

ES: And the data entry. At that time, information technology was called the Data Processing and Computing Center. And they had maybe, oh, I don't know, six or seven people in the data entry. And I take everything over their admissions applications that were coded, you know, and, and all the other data and one one big challenge that John had with this new system was ah, previously, each new student was assigned an alphanumeric ID. Well, we went to the social security number, as the ID and John had that come up with, you know, 11 or 12,000. Social Security numbers and enter into the system. That's just one example of, you know, a lot of changes that occurred.

EN: Yeah, right.

ES: So, it was, it was a different ballgame.

EN: Amazing.

ES: Yeah.

EN: So was the new, was the data processing in place when when the peak was reached in 1971?

ES: Yes. Well, no, I, you know, I can't remember when that system actually took hold, but I think probably about 1971. And what was your question again, was...?

EN: Well, I asked if you when, when you had this huge influx of students, were you processing the data? Or were you still doing it by hand?

ES: No, I think we were still doing it by hand.

EN: Okay.

ES: Because most of the people in 1970 that system wasn't in place yet. And a lot of them applied, you know, early in the year.

EN: Yes.

ES: Or they we're continuing students are coming along, so yeah.

EN: Gosh. Well, okay, now, when you came back... from New Mexico, tell me about that work that you did.

ES: Well, ah...

EN: When did you come back? You left in '83?

ES: Yeah, I came back in '86.

EN: Okay.

ES: And it helped that the information technology unit was, was under John Reiner's jurisdiction at that time. And so, you know, John knew something about my capabilities and so on.

EN: Uh-huh.

ES: So, maybe that helped me, you know, gain the job in that unit. But, again, technology was, you know, your question about the biggest changes that have occurred?

EN: Uh-huh.

ES: Definitely, definitely, technology. T word is ah, a biggie.

EN: Yeah, right.

ES: And even now, you know, I'm sure you're aware that the university is ceasing to print the schedule of classes.

EN: Yes.

ES: And ah, the catalog, and students are going to be able to register online, they get their grades over the Internet, and so on and so forth.

EN: Mm-hmm.

ES: So that, you know, those are pretty stunning changes.

EN: Yes.

ES: I used to have to not only get the classes scheduled, but then I had to prepare that schedule, handed over to the publication's department.

EN: Oh, yes.

ES: So that was another part of my job. Plus, registration was a major, uh we had, well, we call it ballroom registration, it was in the Meridian Room of the University Center. And it was a mass

registration. All right, and just, you know, thousands of students tracking through there from station to station. And, and I worked that, in fact, I would, I had some responsibility to set that up...

EN: Mm-hmm.

ES: ...and make sure that everything went well. But even then, we had, there were some data processing units at the end of the line, and the students had hand over all their cards, and they would punch in the data, and it got into the system that way.

EN: Mm-hmm. Well, when did when did registration, switch from the ballroom registration to registration with advisors?

ES: You know, I don't know.

EN: "I don't know," okay.

ES: It was after it was after I left and and, I think, and came back in '86, so I'm not sure.

EN: Okay, was between '83 and '86 then.

ES: I believe. But that's a guess.

EN: Okay.

ES: There are that? Well, I don't know. Also, I was thinking about that number 13,704 the high watermark. Some say, and you've probably heard this, that that's just what John Rendleman said it was. That it really wasn't the 10th day official enrollment number. I have no idea whether because I wasn't working with the student information at that time.

EN: Uh-huh.

ES: But, again, I've been told. And again, this is hearsay, that the archivists, microfilm all that information, and it's stored someplace in a former coal mine in Kansas.

EN: Oh really.

ES: Yeah, yeah.

EN: How interesting.

ES: Yeah, but I don't know, somebody must know that sort of thing.

EN: Okay. And I had no idea. I really hadn't heard that. That was only a number that the Chancellor wanted.



ES: Well, he, he as I recall, and again, this is just hearsay. But he called he would call the Bursar's Office and ask them how many people had paid their fees. That's just, you know what I've been told. So the 13,704 may be a real number, but whether it's a number that occurred at the end of the 10th day.

EN: Yes.

ES: ...they have to measure it. And whether it includes those who dropped out and got a refund, and prior to that date, I have no idea.

EN: Okay.

ES: So it could be jumbled up a bit.

EN: Okay. Did you know John Rendleman

ES: No, I didn't know him much. I recall one meeting that we had. And there were a group of us that went to his office. And I remember him, he was interested in boosting enrollment, for sure.

EN: Mm-hmm.

ES: And he encouraged us to be as hospitable as a Sears store, to people, everybody that walks in the door. And I thought that, that was an interesting comment. And I did a, I did a presentation to Rendleman and then later went to [Earl] Lazerson on, about attrition. I noticed with all this data flowing across my desk with the student information system that there seemed to be, well, there was a code for new new freshmen and so on, and I'd see these numbers from quarter to quarter. And I thought, "my gosh, it looks like, you know, a lot of these students aren't hanging, hanging on that long."

EN: Yes.

ES: And of course, now attrition is one of *the*.

EN: Yes, that's what I'm thinking you read my mind?

ES: Yeah. They, you use that to evaluate the amount of the quality of an institution. So, um I, I had the data processing people worked up the program, so that I could track that. And I could track any incoming group of students from quarter to quarter or fall quarter to quarter, you know, how long and I and I then wrote up a report helped by John Reiner and a woman that Bev (Beverly) McLain, who typed it all up for me. And I found that, I don't know what year this was, initially. I updated it later in the '70s. But it was there were only 66% at one-year, new freshmen who were there the following fall term. So, that seemed to be a problem. So, this report I did. I tracked students for a good while. And I, I did this presentation to Rendleman. And I don't know when it happened, but I think what I didn't have any solutions for it. I just wanted to point out that, you know, it was potentially a problem for future enrollment.

EN: Yes.

ES: And one thing that did happen, I think that advisement for freshmen and sophomores was arbitrary. You could get advisement, or you could just go on your own. I think that became mandatory after that.

EN: Uh-huh.

ES: Students had to seek an, you know, uh advice from an advisor.

EN: This is after your presentation to Rendleman?

ES: Yes. I'm pretty sure I, I don't think it. No, I don't think it was after the one to Lazerson.

EN: Well, how how did John Rendleman react when you gave this presentation?

ES: I don't remember. I don't know that he had much to say about it, at the time. Maybe it was, you know, something he had to think about a bit because the report was a multi-page thing.

EN: Yes. I've seen that report in the archives. I might even have taken some notes on it.

ES: Oh. Okay.

EN: Uh-huh.

ES: Well, it was, you know, I, I had to get data processing to do, do the program so that I could track the students. But it became apparent that attrition was something, that should be, or retention should be something that they should focus on.

EN: Sure. Well, what about Earl Lazerson's reaction?

ES: Well, Earl Lazerson, and I like to talk about him I, I got along with him very well, but some people didn't. But as when he was chair of the Math Department, I worked, you know, closely with him as I did with all the chairs to squeeze in and all that when I was scheduling all the math classes and so on. And I, I and I had updated the report on the presentation again, but I really don't know how he responded.

EN: Okay.

ES: He didn't say much at the time. And so I don't know what his reaction was really.

EN: Okay. Did you know him better than you knew John Rendleman.

ES: Yes. So because of the fact that I'd worked with him, when he was chair of the Math Department. Yeah. In fact, I, I had a year ago or so I had an appointment over Barnes Jewish with the dermatologist and I walked in, and I saw out of the corner of my eye there were a couple of people sitting in the waiting area and I walked up to the desk and the woman said, the clerk said, "what is your last name, please." So if you could pull my file out, I said, "Soliday." And

then the voice from over there said, "would that be "Ed Soliday?" And I turned around and it was Earl and Anne Lazerson, they both had an appointment. So, we had a nice little 10 minute chat or so, before they got called in.

EN: Oh, that's nice.

ES: Yeah.

EN: Yeah.

ES: Well, and I think again, I maybe I'm getting off subject a little bit.

EN: No, I wanted to ask you about your opinion of his presidency. leadership, and...

ES: Oh. I I think it was great. I think he has a legacy that, you know, and I think it's unappreciated. I think he formed, well for instance, the, what's it called... Leadership Council. Think that was his idea. I think he lobbied hard for additional funding or new buildings, new classroom buildings. And I think University Park was a big part of his legacy, too. I think that was his idea.

EN: Mm-hmm.

ES: You know, maybe not only is but at least he a push those things.

EN: Mm-hmm.

ES: ...and, and I think that, you know, he was a very important important part in the history of SIU Edwardsville. But, you know, I know a lot of people, I've talked with various people, and they don't agree with me [ES laughs], but I, that's my opinion.

EN: Sure. Yeah. Right. Well, I was going to ask you about some of these lower people like like [Andy] Couchman, and [Ralph W.] Ruffner, did you know either of those.

ES: I knew Andy. Andy Couchman. Just a bit but not much. No. I, he was he was...

EN: He was a kind of acting president.

ES: While right, no, I didn't know him or Ruffner. Buzz Shaw, I never, I hardly I don't think I even met him. The only thing I can remember about Nancy Belck was when the, ah, well, I officially retired in the fall of September 15th, 1994. But then I came back to work two more years as a consultant three days a week. And one of the projects that I had during that period was the the internet was just getting off the ground and SIUE needed a site. So I wrote some material for the for the homepage, and I...

EN: I love that first homepage. I've always thought that was the best one we ever had.

ES: Well, it I had written something about the beautiful campus. They're rolling 2,600 Green Acres, forested acres and so on. Nancy Belck edited that and changed it to 2,660 acres. So she had an eye for detail [EN laughs]. I was 60 acres off.

EN: Okay. That's the only contact you really have?

ES: Yeah, that's the only contact I had with her.

EN: Okay.

ES: Yeah. There was another woman I didn't have contact with her much but we lived in Grandview for a while the Grandview Subdivision and is, her name Barbara Teters?

EN: Uh-huh.

ES: I don't remember her position. She was Chancellor? No, I don't know.

EN: She was a Provost

ES: Provost. And she. She walked around Grandview quite a bit. She was a real walker, it's how she got her exercise.

EN: Mm-hmm.

ES: But I never I don't think I ever met her, had any visual contact with her.

EN: Oh okay. Okay. Well, any other administrators that you worked with?

ES: Yeah, yeah, I think I should mention several. Well, Bob Brooker uh um, was an excellent boss. And we got along just wonderfully, and, ah, you know, never cross word. We develop the social relationship, as we did with the Reiners. And we still, he lives up off River Road in Godfrey, beautiful site there, and my wife Peg and I get up there to see them and we go out to eat together, you know.

EN: Right.

ES: You know, things like that. So, so I was very fortunate to have somebody like that. In fact, when he first interviewed me, I remember going into his office in the Peck Building, and he and I went in and he asked me to have a seat and the this sofa thing was, I bet 20 feet long and Brian-orange and I thought, "Oh, my gosh." So I sat down here. He's looking over my, my application. And he looked up. And he said, "Do you know Sam Vineyard?" And I said, "Sam Vineyard, he was one of my best friends growing up. And in fact, we, we drove out to the Rose Bowl in Illinois, played in the Rose Bowl together in 1952." And so I said, "How did how do you know Sam Vineyard?" Well, turns out they were housemates together at Murray State University in Kentucky.

EN: Okay.

ES: So that was I was kind of stunned by that. But everything, everything went well, with with our relationship, and I never had a problem. Then he left and I know that early '80s, I think, and then he was he was working out in New Mexico. In the you know, the Albuquerque, I can't remember the whole town where he lived, but I went out to visit them.

EN: Yeah.

ES: So it was kind of fun. Seeing that wild country,

EN: Right? The sky is so blue out there isn't it?

ES: Yeah, for sure. So, yeah, well, one other administrator I would mention, is when I first started, I don't know if there was a president or Chancellor, or whatever. At that time, there was a kind of a triumvirate, who were administrators, Bruce Thomas, I think was one Larry McAneney. I'm sure it was another, and the third was Jim Comer. And Jim seemed to have jurisdiction over our area, the Admissions and Records area. And I got to know him. And he was a very nice guy. And just as an example, one day I was scheduling those classes, and I had papers spread all over my desk [EN laughs], and I was going bonkers. And he, he came in and he said, "Ed," he said, "Let's take a break." And I said, "Take a break." And he said, "Yeah, follow me." And I said, "Well, where are we going?" He said, "You'll see. Come on." So I said, "Okay." So I got up, I told the lady, the front desk, I was going to be going a little while, I didn't know where. And so we we walked out and we went over to the baseball bat, which was at that time close to the classroom buildings. And the Cougars, were playing some other team. And we sat in the bleachers, and we watched for two or three innings. And he knew that was, you know, it was just a nice thing for him to do...

EN: Yes.

ES: ...to kind of relieve my stress and you know, have a nice break, like, right. So I was, you know, friend, Jim's for a long time. Finally, well, his wife, Lynn, and I think died. And he's now moved out someplace, Pennsylvania, where his son lives, I think.

EN: Mm-hmm.

ES: I remember the last time I saw him, he was up at the fitness center on the track. And he and there was somebody, the young man he was running, and then he walked over, and he run and so on. And I was telling, I think I was telling Bob Brooker about that. And I said, "you know, I don't know. He seemed to be coaching this guy." And Bob said, "Yeah, before he came to the University, he was he was a track coach at a high school as well."

EN: Oh, I see.

ES: So it was called interval training. I never heard of that before. But uh anyhow.

EN: I noticed when I'm running, a lot of the students do that go flying by and then they're walking and I'm just barely jogging as fast as they're walking and then running again.

ES: Yeah, it's a different style.

EN: Yeah.

ES: But But Jim was, Jim was a nice, nice fellow, and I was very lucky to, you know, have him. And if you want, I'll talk about a few faculty members that I...

EN: Sure

ES: ...knew and so on. One was Tom, I think Tom Anderson,

EN: Is he's still living in LeClair [Neighborhood]?

ES: No, he passed away, I believe.

EN: Oh, okay.

ES: And he and his wife Liz had a had a daughter who was a student worker of ours, and she was good. She was really a great student worker. And I think Tom was the chair on one of the engineering departments.

EN: Yes, he was he was dean of engineering.

ES: Oh, was he okay? Well, I used to, I get these big print out reports from data processing, and I would split them up and send them to all the appropriate people and I sent regularly one to Tom and one day call me and he said, "hey Ed. There's some changes I'd like to have in that report." He said, "there's some additional data." He told me what it was. And he wanted to reformat it a little bit. And I said, "Okay." So I had to write that up and submit it to the data processing and Computing Center. And the programmers over there, they did it, and it printed out just the way you wanted it. And I found it, I sent it to him and and he called me up and said, "oh, he said that he said that it's just right." He says, "I now call that the Soliday Report." [Both laugh] So, it was it was a good working with him. And oh, another person. Let's see, I was gonna mention Jack Ades. Yeah, he's, he's really one of the Golden Oldies because he was teaching I believe that Shurtleff when SIUE took it over?

EN: He was?

ES: Yeah, I think so. Yeah, I believe that is to be checked out. But I think he was at Shurtleff. And, and maybe, well, maybe not when SIUE he took it over. But anyhow, before he came to Edwardsville, I think they lived in Alton.

EN: Yes, they did.

ES: And, and he he was, of course, Chair of English language and literature for many years. And, and he was a joy to work with as was his Secretary Henrietta Detmer [phonetic]. And, in fact, he reminded me recently that there were 92 sections of English 101, in 1970. So that may have been a peak.

EN: Gosh.

ES: But Jack has always written a couple of books, and...

EN: Yes, I read quite a few of his essays.

ES: Yeah, yeah.

EN: Really quite wonderful.

ES: Yeah, the last one, I think was a *Mattress Tales* or something like that, and that I that I have.

EN: Mm-hmm.

ES: And he even alerted me a number of years ago to some publication called the *Pun American Newsletter*, and people submit puns to it. So I started doing that. And they had the poor taste to publish dozens of my puns over the years [EN laughs].

EN: That's nice.

ES: But Jack, and he, well, they lived in, they lived on Fourth Street for a while he and his wife Connie, who's a retired teacher, and now they live in Grandview Subdivision and but but he again, very pleasant person to work with.

EN: Uh-huh.

ES: And oh, let's see. Another one I'd mentioned is Hollace White [phonetic], Hollace was uh, I think he was chair of mass communications for a while. And then I think he became the Dean of Fine Arts as I recall.

EN: Uh-huh.

ES: And I just so much enjoy going over to his office, his Secretary Carrol Wright [phonetic], would usher me in and we would sit and work out, you know, any problems with scheduling, or the later the student information system and so on.

EN: Mm-hmm.

ES: And he he had a kind of a rich baritone voice, and he was always ultra friendly. And then when ah, well he after he retired, as an emeritus, he developed some disabilities and lived in Highland, I believe, and his son would bring him to events like Arts and Issues and other things

at the university in a wheelchair. And he was still just as friendly and smile on each face as he was when he was working.

EN: Mm-hmm.

ES: So, pleasure to be with him. And I guess the final one, I would mention and there are a dozen more I could, but it was a physics professor named Ik-Tu Khan [Phonetic].

EN: Oh, yes.

ES: I and I, I used to see him occasionally. He's passed away.

EN: Oh, yeah. I wrote to his wife recently.

ES: Oh, did you? And I used to see him, ah, particularly on Sundays.

EN: Yeah. On the track and track. Right.

ES: But he, he came into my office one time, maybe I was still scheduling classes, I don't remember. But he had a smile on his face. His hand extended to shake my hand and he said, "Ed, you're one of the most efficient administrators I've ever known." And I was flattered to say the least [both laugh]. And it was, it was just a joy to know him. And even when I'd see him on the track again, he might want to shake hands, but he always was smiling and just enjoying talking. And one of his legacies, and I don't know where this is. But after, after he retired, he developed a mathematical formula to track hurricanes accurately, to, to, to predict where they were going to go. And I think it was submitted for a patent. And I don't know what the status of that is. But if it works, as is indicated, oh, that potential to save, you know, thousands of lives and millions of dollars to know exactly where that is going to go.

EN: Yes.

ES: So, I, I hope that's his legacy, because that would be wonderful.

EN: That's interesting.

ES: So those were some of the standout people that I recall.

EN: Uh-huh. Do you have any memories about the buildings?

ES: Oh, not, not a lot. I will, in this sense, I do, I guess, the ah, the classrooms. You know, one of the early things I had to do when I was scheduling classes was to go around and check all the classrooms to make sure I knew, you know, what they look like, where exactly they were, and that sort of thing. And so I was, at one time, I could have rattled off the classroom number of every room and in all the buildings and the capacity of those rooms. And well, I remember, I hope I'm accurate on this, the library auditorium, now known as the Abbott Auditorium had 144 seats.



EN: Uh-huh.

ES: But I could squeeze a few more people in by putting up a row of chairs in the very back row. And it was always a given that Art 101, would be in their art appreciation, because there was a lot of slide projection, and that, you know, wonderful screen and projection.

EN: Yes.

ES: So those always had priority to go in there. There's that well, there's another story, I'll tell you, I don't know whether this is true or not. But anyhow, it's kind of funny, but maybe you won't want to include it in this but. David Huntley was chair of Art and Design. And he, well, again, all the, all the, all the chairs, were scrambling for adjunct faculty to teach, you know, additional classes that they hadn't anticipated when the enrollment was soaring. So, David Huntley, of course, was one of those. And ah, Art 101 as I said, was in the library auditorium. Well, the adjunct instructor [ES clears throat] for this class that he found was a young lady from the other side of the river. I don't know what her qualifications were for, of course, for teaching the class, she had another full time job, and that was as a Playboy Bunny at a uh Playboy club... Well, I think the the word got around, particularly among the male population about her and at that time, you could get into classes that were allegedly full by going to the instructor...

EN: Yes.

ES: ...or by going to the department and getting a closed class card. so called, well, they've called me up one day. And he said, he said, "Ed, I'm really sorry." He says, "I really apologize for this." He says, "I know that so-and-so this woman's classes in the library auditorium." But he said, "and I know the capacity is 144." But he said, "she's allowed many more people in there. Now there are 275 in that class, and she wants you to move her to another facility." But he said, "I know you don't have it." And he said, "I tried to explain it to her." He said, "what she plans to do is on the first day of classes, come over and picket your office." I'm going, "oh that's all I need" [EN laughs]. But it never happened. So I don't know whether knowing David's sense of humor, he might have made all this up, or, you know, he was just bugging me a little or something.

EN: Oh, okay.

ES: I didn't really have to worry about it. I thought, "I'm going to take a day of sick leave or something and stay home."

EN: Well, you have a basis for comparing SIU because you, you look, you looked over the University in New Mexico and you attended U of I.

ES: Mm-hmm, yeah.

EN: And so what do you think of our university in terms of its its nation state and its prospects?

ES: Well, I don't know that I would be a good judge of that. But I will tell you that. You know, the trend now is toward the residential aspects of it.

EN: Uh-huh.

ES: ...with the new residence halls completed next year there'll be 3,500 students living on campus and if I don't know how they I don't know what the criteria, but it's officially classified now as a residential campus. But that seems weird to me because there are still many more commuters than residents. But to me, it will always be well, an experience with our next door neighbors. When we moved where we live now in ah, Dunlap Cove, there was an older couple living next to, well five or six or seven years older than we are. And ah, they, their youngest daughter got married, had a child. And about as soon as the child was born, her husband announced that he was a gay and he left... never to be seen again, never to contribute toward them. So the daughter, and the granddaughter moved down with the couple next door, and other couple took care of the little baby. And the mother got a job working part time at one of the Famous Bar stores. And she took classes at SIUE and I think she she had mentioned, enabled her to to get a degree, I think she had a double major accounting and auditing perhaps, and, and she got a job, gosh, starting at like \$45,000 a year or something like that.

EN: Uh-huh.

ES: And she was able to buy a home and raise the daughter, and so on and so forth. Had it not been for SIUE, you know, she could have gone she could have commuted to a community college or something like that and gotten an associate degree but I don't think success would have been in the cards for her, without, without the university. So to me, the commuting aspect is still quite, quite important. The chancellor at the retiree thing the other day said something about well, not only 3,500 students will be living on campus, but I think he I think the number he threw out was about 2,500 also live in the area, in private, in you know, private places. So maybe that's why it's classified as a residential campus. I don't know. But commuting is still critical.

EN: Yeah. So that that in your mind that really differentiates it from U of I.

ES: Oh, yeah, yeah, I don't think U of I, have that much. You know, that many commuters. Definitely didn't when I was there, because you weren't allowed to have a car. And so, you know, there were, I traveled up there by train. And then I did, I did violate the rule. I think in my senior year, because my grand, my maternal grandparents name was different from mine, and the car was registered in his name. So I drove it up there and parked it right in front of this house is independent living house where I live, because I figured you know, what are the cops want to know not?

EN: Right.

ES: So I never got a ticket. [Both laugh]

EN: Oh, that's nice. Okay. You, I asked you what have been the most important continuities and changes? So I guess commuting, you would say?

ES: Yeah, I think that continuity, still sticks and probably will. And of course changes. Technology is by far the biggest one in my mind there.

EN: Well, do you have anything? Anything else to add or any?

ES: Well, yeah, one comment, I would say that working at the university was, you know, just a, maybe a lucky decision on my part, but it certainly was rewarding. If it was more than a paycheck. It was, even if I contribute in a very small way to thousands of students achieving their goals in higher education. That just is very rewarding. I would say that, you know, I could have stayed in the hardware business and made a ton more money, but this was a better choice.

EN: Did you feel like you were part of a team when you were working...

ES: ...at the university?

EN: Yes.

ES: Yeah, to some degree I did because I work closely with a number of other you know, individuals and we get together for meetings, not not always scheduling classes. For instance. So that was pretty much an isolated activity.

EN: Right.

ES: Yeah, that I had to do pretty much on my own. But in information technology, it was more of a team member. For instance, I had to develop a disaster recovery plan. Well, I couldn't do that on my own. I had to meet with people in different areas to determine how we would restore service and the event of some catastrophe. So a little bit, a little bit of both team and individual efforts.

EN: Oh, good. Okay. Well, thank you very much.

ES: Mm-hmm, you're welcome. Well, it was fun.

ES: It was really formative. And yeah, for sure.

[Recording Ends]