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Whiteker, Roy Oral History Interview

Doris Meyer

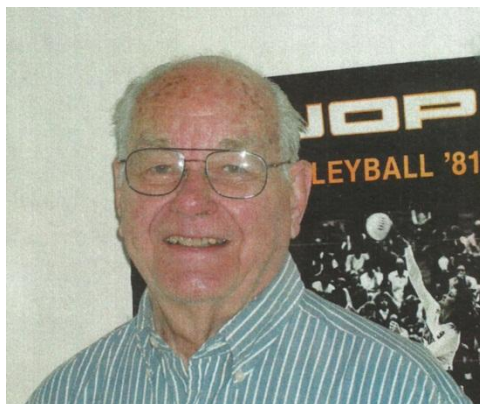
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FACULTY EMERITI INTERVIEWS
UNIVERSITY OF THE PACIFIC ARCHIVES



Roy Whiteker

Dean of College of the Pacific, 1976 – 1989

Professor of Chemistry 1989 - present

By Doris Meyer

July 18, 2011

Transcription by Jordan Sears-Zeve, University of the Pacific, Department of Special Collections, Library

Subjects: Early Administration, COP Dean, Absorption of Cluster Colleges faculty, development of Physical Therapy program, International Studies program, Chi chapter of Phi Beta Kappa.

UOP ARCHIVES FACULTY EMERITI INTERVIEWS

WHITEKER (Roy), 1976-

May 12, 2011

[TAPE 1, Side A]

[Begin Tape.]

MEYER: Okay, hello.

WHITEKER: Hi.

MEYER: Roy, it's July 18th

WHITEKER: July 18th. 2011.

MEYER: And we're here together. Roy Whiteker and Doris Meyer, and Roy has been selected to add his contribution to the oral history collection. And we're really pleased with that opportunity to meet with you. I think that you had a chance to look over the questions, but you can skip any of the questions, or I might skip some of the questions. And it, anything that you think you would like to cover that we did not, then toward the end maybe we could come around on that.

WHITEKER: If, if I remember.

MEYER: That's what everybody says. The little microphones are these little things right here.

WHITEKER: Oh, oh sure.

MEYER: And there's one on my side and one on your side. Right. Roy, I am really not sure so I'm asking you the first question, and that is, when did you come to the University, and in what capacity did you originally arrive?

WHITEKER: I came to the University in 1976 as dean of the College of the Pacific. Now, there's a history before that. At that time I was working for the Fulbright exchange of scholars program. I was director of the council for international exchange of scholars in Washington DC. And there was a little bit of a controversy because the program which had been for some 35 or 40 years in the National Academy of Sciences was moved to the American Council on Education, and there was a question to begin with whether I would go or not. The Academy was going to find me a job, but I had 45 staff people, and I decided that no, I would go with the American Council in Education. We had to develop a new facilities. It turned out that we only had 1 Xerox machine after having had 6 floors of 3 Xerox machines per floor at the Academy. It turned out that they had dropped their computer programs, their computer offerings, so I went to my friends at the Academy,

unbeknownst to the president, and said can you do our computer operations for another year. And so they said as long as the president of the Academy doesn't find out, we'll do them for you. So, anyway, so fortunately I was able to take care of that. I reported to the vice president of the American Council on Education who was a very distinguished political scientist from Syracuse. And he and I did not get along too well. And so one day I had a meeting with my staff, which I had every Friday except for two people that took care of the telephones while I was meeting with the staff. And so, one of those women came into the room where I was meeting, and she said Dr. so and so, is on the line for you, and I said will you please tell him I'm in a staff meeting, and I'll call him as soon as I get through. So, she went back, very shortly she returned and said he wants to speak to you now. So I left, went and spoke to him, and what he was all upset about was that I was using, only for internal memos, I was using material that had been prepared when we were working under the auspices of the National Academy of Sciences, and instead of having something that said administered by the by the American council on education. That afternoon I started looking for a job, and I called Cliff Hand. And I had met Cliff earlier in 1972 when we had a meeting of our foreign scholars at the University of the Pacific, and I was so impressed with the faculty who participated in the discussions. And I'm not sure I remember all of them. There was George Lewis in sociology, there are Arlan Hansen in English, and I think Larry Meredith, but I'm not sure. And I'm sure there's one or two others that I've forgotten. But I was so impressed that when I talked to Jean afterwards, I said, you know, if there's ever an opportunity at University of the Pacific, I think that would be a good place for us to go. So, anyway, so having said that, I called Cliff, and he said, well, we're in the midst of looking for a Dean of COP, and we have, I think he said 7 candidates in the first group and 8 in the second group. But I'd be glad to add your name to the second group. So I said, okay, and so later on I was interviewed by the committee and faculty etc., and when I was heading into the COP office afterwards, I ran into Walter Paine and he said you've got my vote. Well. I knew Walter was a wheel on campus, and so, anyway, and so it wasn't too long afterwards that Paul Halben, who was chair of the committee called me and offered me a job.

MEYER: So were that actually 15 or so?

WHITEKER: Yup, and I was in the second group.

MEYER: yeah, backing up just a little bit, Roy, on the Washington DC experiences. Where did the Harvey Mudd thing come it?

WHITEKER: That was before that. If you want my full background after I got my PhD from CalTech, I taught for 2 years at MIT, found out I was a teacher and not a researcher, and they helped me find a job on the West Coast because I said I wanted to go back. The chairman of the department wrote to several places, in writing to Pomona College the chair of the chemistry department at Pomona said, oh, there's a new school – Harvey Mudd College – opening up a school of science and engineering, why don't you apply. Which I did, and was elected as one of original 7 faculty member of Harvey Mudd College.

MEYER: And you were there for how long?

WHITEKER: I was there from 1957 until I went to Washington in 1971.

MEYER: and then you were in Washington from 71 to

WHITEKER: 76

MEYER: 76.

WHITEKER: Right

MEYER: And in the both of those Washington experiences, or both of those groups with whom you work. Were you... You were the administrator.

WHITEKER: Originally, when I went to Washington I was the, it was the deputy of secretary at that time, of the committee on international exchange of persons. My boss was a distinguished anthropologist from New York University, he was head of the office. He got into trouble with the academy because we had some scholars from Romania, and this was 1971. They had been under Chauchescu for I don't know how long, they were very naïve young men, and so he took them into his office, as he did with other groups of scholars, served them shlivavitz, and told them where the local whorehouse was. The academy could not stand that, the academy offered me a temporary position as interim director. This would have been in December of 1971. They were looking for a head of the office, they were originally pointing towards somebody who was president of one of the seven sisters colleges, couldn't find anybody, and so somewhere towards April or May, they asked me if I would stay on as director, and I agreed.

MEYER: Then, when Cliff and you had your conversation, and you arrived in Stockton and you have visited that time before when you were

WHITEKER: I'd, yeah, I'd visited that place in 72, right, yeah.

MEYER: And, at either the visit time, when it seemed like everything was someplace that you might like to be, and or when you and Jean moved in, what were your impressions of first the community and then the university?

WHITEKER: Well, we liked the community, we lived in Lincoln Village West, not on the lake. And as a matter of fact, we couldn't find a house other than the lake or just south of the campus that would take care of all the money that we received for our house in Washington. But anyway, we settled in Lincoln Village West, it was, you know, a wonderful place to be, we had a 10 year old son, and he was only 8 I think, at the time. And it was, you know, a good place for us to raise him. We were near to the elementary school, we weren't that far away from Pacific and shopping and so forth, and, you know, we just thought Stockton was a great place to be, and still do.

MEYER: That's just great, and... let's see now, who preceded you as a, or were you after Jake, the first College of Pacific dean?

WHITEKER: No, and I never remember the man who didn't last very long, Gwen can tell you, but Cliff Hand had been Dean, and then when I came Cliff was vice president, and Ken Beachum was acting dean. But there was somebody else.

MEYER: Bill Binkely

WHITEKER: Binkely, that's right...

MEYER: Bill Binkely was there someplace in that.

WHITEKER: Yeah, he was after, he was after Jacoby and before Cliff Hand

MEYER: That's right. So, as the dean of the college of Pacific. Well, let's say it this way, how many years had the College of Pacific been its own entity separate from... what other units could be identify, like pharmacy, or when did it become what it is, more or less?

WHITEKER: Well, of course, it essentially was the whole university, for a long period of time. Until the very other schools began to break out from the College of the Pacific. Became the University of the Pacific then back to the College of the Pacific, and I don't remember, remember the dates, I think it was somewhere in the 40's when the University then went to the college. But when I came there were the 3 cluster colleges that were here when I came. The conservatory of course was here, the School of Engineering, the School of Pharmacy, no School of Business yet, And let's see, I guess maybe, oh education, School of Education.

MEYER: Right, yeah, that's right. Yeah, when I asked you that question, I wasn't sure of the answer because when I came in 56, I didn't even think differently about everything, it was all just the University to me. And, well, then let's see. What else can we talk about [raymoon?] what about people that really helped you, or did you really have some mentors in the beginning, or were you placed in a position where you where, and so much autonomy or whatever. What was your managerial and hierarchy?

WHITEKER: Well, there's Cliff, Cliff Hand was my mentor. He was academic vice president, he was the one to whom I reported, he's someone that I had known briefly in the past, and he was, you know, having been dean of COP himself, he was very good at handling things. In fact, I'll tell you later, there are several things that he was able to handle that I probably couldn't have done as a new dean. The interview process, I thought, went very well there were 2 faculty members that I was deathly afraid of, they asked such probing questions, and continually, that I wasn't sure what was going to happen. One was Marty Gibbson and in psychology, and the other was Herb Reinelt in religious studies. And both of them, you know, were just there to get me.

MEYER: Yeah, well...

WHITEKER: Now probably they were there to get all of the candidates for dean, and so I really didn't take it completely at heart, but they scared me.

MEYER: You were intimidated by faculty people. I'm sure you intimidated lots of faculty people yourself

WHITEKER: Only later, after I got the job.

MEYER: Well, in the change of the guard in your coming, did you take a little time to kind of figure out what's going on here? How did you want to change the organization of your own, own staff, or, how did you move into that thing?

WHITEKER: There essentially was no time to do any thinking about changing or anything of the sort. I think within the first week that I got here I went to a conference at Santa Cruz that had been planned for some time, I drove a couple of regents over there in my car so immediately I ran into them while we were gone out poor dog got a slipped disk and I had to go, we had to go to the vet, when we got back to figure out what we were going to do with him, and so forth, so there was really not time for adjustment or anything. And then, of course, the big issue that was facing the university was the clusters. What to do with the clusters. The enrollment was suffering, and also during the first few years that I was dean, enrollment in engineering and in pharmacy was suffering. And music never did have a very large enrollment, so their cost benefit ratio was way down, so really, the college was the part of the university that carried the university's financial stability on its back. And so I, you know, I kinda recognized that to begin with, and in a sense that probably gave me some leverage with President McCaffrey and vice president Winterburg, as well as the fact that I could read their budgets when they were presented at the - I can't remember the council, whatever the council it was that it was at that time. Anyway, because I could see where, where some of the holes were, and they always gave me what I asked for. So I was really, you know, very pleased with that. And the other thing was when I got here, I was immediately besieged by, I don't know how many departments that were looking for money for renovations, including the department of physical education.

MEYER: Sure...

WHITEKER: And, of course, there I was able to do something that I couldn't do in the other departments because I knew that Ced Dempsey who was athletic director had money there from their contributions etc, and so when I declined what PE asked for, he always got the money to do it from his other kitty. So anyway, so that was, that was one thing. The other thing is the school of, the department of business with Sid Turoff were chomping at the bit to become a school. So that was another thing I had to deal with right away. And let's see, there was something else that I was going to mention, I've forgotten temporarily.

MEYER: Yeah, back to the business department of mathematics, it was during your time that, that shift took place that we moved from Mathematics to business administration

WHITEKER: it was a separate department of business.

MEYER: Describe that transition just a little bit.

WHITEKER: Well, Sid had done, you know, all of the homework necessary to show why it was important to have a school of business, and so you know, there was no problem as far as I was concerned. I was able to go along with that and it was the very next year that business became a separate school. And when they hired Elliot Kline, since he was a public, in public administration, it became the school of business and public administration. And I'm not whether that lasted beyond Elliot Kline's tenure or not, but of course it's now the school of business, business administration.

MEYER: Back to the cluster college issue.

WHITEKER: All right.

MEYER: When the decision was made to close shop over there, was there any thought about dropping one or the other of the three before the others, and what then would happen to their faculty folks.

WHITEKER: As, there were the three colleges, Raymond – which was a liberal arts college – Callison – which was international studies and were the, I guess at that time the sophomore year class went abroad, and Elbert Covell College for... it was a Spanish speaking college for half Latins and half Americans. The first thing that happened, and I'm not quite sure how long afterwards was the combining of Raymond and Callison, so it became Raymond-Callison college. And I don't remember who was Dean of that, it could have been Margaret Cormek, the other dean – the dean of Raymond – I've temporarily forgotten, but I think he left almost immediately after I got here to go to University of San Fran, no, it wasn't San Francisco. It was one of the schools in San Francisco or women's college near the University of San Francisco, I can't remember what it was...

MEYER: Golden Gate?

WHITEKER: No, it wasn't Golden Gate, no...

MEYER: Well, anyway.

WHITEKER: Anyway, so they combined that and they, a number of the faculty, well, the faculty of course got very concerned about what was gonna happen to them, and it looked like eventually they would be folded into the College of the Pacific. And so the faculty, some of them came to see me very often to see about coming into the college. Some of them didn't have disciplines that would fit. Fortunately Cliff Hand was there. He had been in Raymond, he knew the faculty, he knew where all the warts were and so forth, and so when I would tell Cliff it looks like I can't take care of this particular faculty member, Cliff says I'll take care of it, and I don't know what he did. I'm sure he bought some of them off. But we got a number of faculty members who became among the best

faculty in the college in spite of some of the departments' apprehension. In fact, some of them said, well, we don't know those people over there, we've never seen a vita on them, so how can we judge who they are? I'm, I've, you've lived through that, you know what that situation was. And then Elbert Covell I think was the last one to close because enrollment was just plummeting, and so some of the faculty then came over to, to Pacific. I Andres Rodriguez in Physics for example. Les Robinson, can't remember... Anne Funkhousers husband, Boyd Matthias. But he was a little difficult to place.

MEYER: Yeah, that must have been a difficult transition, although, when you read through the oral histories of some of those folks that were transferred as it were, they have wonderful recollections of their cluster college experience, and, like you say, they were some of the outstanding... they were, they were probably gathered in because of that uniqueness opportunity that Raymond gave them, and... You know, we've done a very nice job of collecting some of that data from that time, and Neil Lark just recently talked to Clark Shimeall, so he would have a little more information about the Covell situation. Well, let's...

WHITEKER: One comment I want to make about that, when I came here, everybody, including all of the upper administration and so forth kept telling me how unique the cluster colleges were, well, having been part of the Claremont colleges, I didn't feel that it was unique, and the thing that was so striking to me was that the Claremont colleges, even though they were completely separate, with separate boards of trustees etc got along so well. We didn't have any problem with the Chemistry department at Pomona when I was at Harvey Mudd, in fact, there was a lot of cooperation. Eventually they started using our upper division classes for their upper division classes, etc. So there was essentially complete harmony when... one exception, they wanted to have their own chemistry library and not join up with us, I think that was it. But, when I came here, people talked about how unique the cluster colleges were, and I didn't see that it was really any different from that other than they were all under the same university, where as in Claremont they weren't, but here they were fractious. They were fighting with each other. And that didn't happen in Claremont. And, of course, I wasn't here at the beginning of the cluster colleges, so I don't know why that happened. It may have been partly because the CoP faculty were not involved in helping to hire them. I mean, immediately when I got to Harvey Mudd College, they were hiring a Chemistry faculty member in Pomona. They wanted me to sit on the committee that reviewed all of his stuff and interview him. That's why I say I just never understood that. First of all, it was not that unique, and secondly it should have been arranged differently so that they people talked to each other were colleagues rather than... we're over here and you're over there.

MEYER: Yeah, as I remember the Eucalyptus curtain, you know, we talked about all the time. And there was something there that was the we and the they and there were these folks and there were we folks, yeah. And I don't know what, whether there were some jealousies involved in there...

WHITEKER: I'm sure there were

MEYER: Maybe uh, some, thoughts about difference in money or salaries or... there was something. Perks.

WHITEKER: And facilities, because UOP, when I got here, essentially all of their facilities were horrible. It just, you know...

MEYER: Yeah, that's right.

WHITEKER: I hated to see that, you know, all of the quonset huts, and the rats in the quonset huts, and Knoles Hall, for English, and the attic, and just all kinds of things that were not good. And it was only when the clusters left, and COP's office moved over to Wendell Phillips Center and we essentially took over Wendell Phillips that the college really began to get its own space.

MEYER: Yeah, speaking of Wendell Phillips, this is not on the question at all, did you ever know him?

WHITEKER: Nope. From what I understand...

MEYER: There was always a lot of scuttlebutt about Wendell Phillips, evidently contributed peanuts and then got a building.

WHITEKER: Yup, that's what I heard. No, I never did want to meet him.

MEYER: Yeah, there was something funny there, evidently. And, we all heard jokes about that, that's for sure. So, what about the philosophy lodge? That was part of, was that part of...

WHITEKER: That was Raymond.

MEYER: That was Raymond.

WHITEKER: That was Raymond, to begin with.

MEYER: And then, so, did philosophy lodge... I can remember them being there forever.

WHITEKER: I think almost immediately, when, at least, the Raymond Dean's office was where the COP Dean's office, became. And, at least from that time on, the philosophy people were there. I think they got that lodge very early on. I mean, I came in '76, and probably was within the next couple of years that they were able to get that building. And, you know, they were in terrible shape, in uh, whatever the chapel...

MEYER: yeah, they were upstairs there in Colliver Hall.

WHITEKER: Colliver, yeah.

MEYER: Well, I guess we better figure, we better figure out where we are. I'm sure we're all off track. Anyway, let's see, uhm, oh yeah. Where did Mentor come in? Was that during your time?

WHITEKER: No Mentor was after, after I had left the Dean's office.

MEYER: So, how was, were we social studies, sciences, how was the College of Pacific divided during most of your time, then?

WHITEKER: Well, in terms of the requirements for students, they had to have so much in the humanities, so much in the social and behavioral sciences, so much in the hard sciences. And that was their general education program. So it was, rather, it was rather loose, except for the number of units, while I was dean. The Mentor program didn't come in until afterwards. It probably came through Benedetti, I'm not quite sure who instigated that to begin with, but it wasn't during my tenure.

MEYER: But during your time, the general ed requirement would be so many courses within each of those three categories. And the 3 categories, again?

WHITEKER: Humanities, social and behavioral sciences, and natural sciences.

MEYER: Like Math would be...

WHITEKER: Was in with the natural science, yes. Those may not be the exact titles that were used, but effectively.

MEYER: Okay, when you came on, Roy, all of the issues regarding the 60s, and all of that, that was past history.

WHITEKER: That was all past history, yeah. I never had to deal with that. And, of course, I heard about Larry Meredith's...

MEYER: Yeah, that was exactly my next question!

WHITEKER: yeah, I heard about all of his involvement during the 60s and so, but, you know. That was gone. I had lived through that at Harvey Mudd, but it was not, not much... school of science and engineering, and there was only one of the engineering professors I remember that just told his class if you're going to have a demonstration, or something, don't bother coming back to my class.

MEYER: Well, that's great.

WHITEKER: So, we, they nipped it in the bud there.

MEYER: was Larry still the chaplain when you came?

WHITEKER: Larry was in, at that time, in Callison, then it merged, and he still had an office over there. Larry was very sneaky, because when Raymond-Callison folded, and the faculty merged with the COP faculty, he had to get out of his office, over in uh... whatever the international studies place was at that time. Whatever the name of the building was. Bechtel at that time. Anyway, and so, unbeknownst to me, I'd given him his office over in the, you know, the chapel area, whatever the other one is from Coliver.

MEYER: Sears and Colliver.

WHITEKER: Sears, yeah, I had given him his office, and the next thing I knew he had talked Ralph Anderson into taking down the wall between his office and the one next door, so now he had this magnificent office which was probably larger than mine, but was necessary to house all of his books. But, you know, Larry wasn't about to go through his new Dean to deal with things. He knew enough people, and had enough pull and enough savvy to know what to do to get what he wanted.

MEYER: Speaking of Larry, Ced Dempsey told me that Ced came because he and Larry were a very good friends at Albion College, and...

WHITEKER: I didn't know that.

MEYER: Yeah, and so Larry told Ced Dempsey about the athletic position, and that's how he came, and then Ike – Issac, remember Ike? – yeah, Ike also was part of that group. And Joe Serra, who was the local orthopedist. SO they all were Albion people, and the group came, and apparently Larry was one of the earliest, and maybe Joe Serra, too, but that's uh, that was interesting. Let's see... Let's go on to the section about administration here again. So, I think you already said that you reported to Cliff Hand, and then, were there any departments that answered to you for which there may have been some change, or change now, other than business, was it behavioral science, social science.

WHITEKER: No, the departments reported individually to me. I did have meetings with the individual units. I mean, I would have meetings with humanities group, etc etc. But most of it, it was quite separate, in terms of how I interacted with the departments. And, you know, I liked to let the departments do what they wanted to within reason, as long as we were able to get the funds for it and it made academic sense. Now, there were, the college was rather large and amorphous when we got here, but, you know, Fallon House was such an important part of the Drama Department, there was the marine studies program at Dylan Beach that was part of the biology department, where the kids went during winter break. There was even, and I don't remember the exact title, I tried to find it, but a department or a school of visual sciences at the California Pacific Medical Center that somehow I got involved in too, so there were just so many things that I had as Dean of the college, it was, you know, wasn't as wide reaching as Cliff Hand's as academic vice president, but just so many, so many different things.

MEYER: Right

WHITEKER: And, one of my philosophies was, I didn't want to lose anything, and that happened because while I was in the Fullbright program, we, my office was publishing a quarterly journal through George Washington University, and I think it was a journal on American Studies, but I don't remember the exact title, and I let that slip away and my senior staff at the Fullbright program jumped all over me, you know. We've had that for 25 years, we didn't want to lose that, why did you let that go, etc. So when I came here I decided, I'm not going to let anything go, you know, whatever I've got now, it's gonna stay with... well, that didn't happen. But anyway, that was, you know, I, I just didn't want to see any disintegration of what the college was. Except I, business was, made sense, to become a separate school, so I had no problems with that. And eventually I had no problems with the other things, but it was just sort of there, you know, you don't want to lose anything more than you have to.

MEYER: But you were a decision maker and a conduit between each unit that we were talking about, like drama and theater, and Bob Winterberger, finance, or the president, or... did you go primarily to Cliff Hand, or primarily to the president.

WHITEKER: No, I didn't go directly to the president, always went to Cliff. I always felt that that was, that was the chain of command, and I wasn't going to skip around it. Sometimes we would inadvertently I would go around him at our executive policy committee meetings, and I remember also one of the early things that you may remember that I had to deal with that that there were a large number of faculty who wanted to go up for promotion that first year that I was here. They had sort of been waiting, they weren't quite sure what was going to happen so they went up for promotion. And so during my first year... I don't remember the total number but it was something like 13 or 14, was a large number, and I, there was about 40% that I did not approve of, and I... you know, wasn't quite sure of exactly how, how the rules fit the individual people, but when I talked about scholarship, and teaching, and community service, I had to look at all of those things, and I, you know, the departments all recommended them, but I turned several of them down, and I know that there were several who were very bitter about that.

MEYER: I'm sure

WHITEKER: But I was, you know, I wasn't quite sure what the standards were, but I felt that in terms of what I was reading on paper, that that was what I was supposed to do.

MEYER: Right:

WHITEKER: So anyway, so I've never been too unhappy about that, but I did get in a fight with McCaffrey at the executive policy committee, in turning somebody down. And he jumped all over me, and the executive policy committee voted to sustain what I had said. And later on I had some of the people who were the vice presidents come up to me afterwards and said McCaffrey should never have stepped in like he did.

MEYER: The whole thing about tenure and promotion is so sticky, and so, of course, over the years, we've gone with a greater and greater accent on the research angle, and a

reduction in probably the service on the committees and all of that. If you were, I'm going to ask you a question that's not on here, and you don't have to answer it, but if you were in charge of things right now, not just in the college but any place, where do you stand on the issue of tenure and criteria for that?

WHITEKER: Well, since I was never considered myself to be a researcher. I have never felt that research should be the overall end all be all for the University of the Pacific. Yes, it's important. It's important for our students. We have graduate programs, chemistry still has a PhD program in conjunction with the School of Pharmacy, but it's, it is not, it's there, it's very important, but I still think teaching is the most important thing. And it's very difficult to come up with some kind of a mix for the faculty that will allow you to deal with that. And I don't know whether we're there at that point. At this time we're not. We may have gone a little too far towards research. I've seen some very good people that did not get tenure that would have made a very good contribution, I think, to this institution. So I'm, I'm ambivalent about it. I believe that when I was here there was not enough emphasis on research, but it was not considered that important as I saw it within the schedule for promotion and tenure. May have said that it was, but in terms of the actuality, I don't think that it was. So somewhere in between where we are now, and where we were when I came, and probably when I left the dean's office, is where I think we should be.

MEYER: Yeah, I noticed the same things, and I think things have gone over, and I think they're sliding back to the middle a little bit more.

WHITEKER: I really haven't been, haven't kept that close tabs on what's going on. I try to, try to keep my nose out of there. I, I go to my office to clean out my inbox and my email and to take care of my correspondence and things like that, and I try to stay out of departmental business and so forth. I haven't been to a chemistry department meeting in, you know, 4, 5, 6 years.

MEYER: I've never been invited to a department meeting either. Which is fine with me. You mention a little bit ago about the winter term. And we've had, we've had various, we've had 4-1-4, we had winter term, we had various, the 4-1-4 was here when you were here. Was it here when you came, or was it...

WHITEKER: It was here when I came.

MEYER: What do you think about that in recollection?

WHITEKER: Well, I was surprised when I came to find out what happened. But I thought there were an awful lot of good things that could happen during that month, and so, no, I became a fan, a supporter of winter term. So I really, I really liked that concept. The thing that I'm not really happy about now is that the time for the semesters is cut down.

MEYER: Wow, they're real, yeah...

WHITEKER: I mean, if I were teaching, I mean just this year, they were cut down by a week. And it was enough to try and get in to the 15 or 16 weeks that they had when I was teaching after I left the dean's office, was enough to try and get all the stuff in freshman chemistry in that we needed to do. And I don't know what I would have cut out if I had to go to 14 weeks. So I think that was, that was good. I think I liked that. And it did give a chance for different things. As I said, the Dillon Beach experience, the Fallon House, abroad – trips abroad- you know, I think there was, there was good reason for it. And I think the students and faculty, from what I could see, they made good use of it.

MEYER: Yeah, I'm sure there were some cracks in there, but basically yeah, I thought so too. Uhm, we're all jumbled up here, but that's okay. It doesn't make any difference. You know, you talked about your own teaching. I wanted to ask, I've always admired the fact that you continued to tutor or help athletes others etc etc, and talking about teaching versus administration and so forth and so on. Did you sort of miss that, or for a while?

WHITEKER: Yes, the last teaching I had done before I went to the Fulbright program in '71 was at Harvey Mudd College, and I did miss it when I went East, and I missed it when I got here, and everybody says, well, why don't you teach? Well, a dean with 22 departments and all kinds of other responsibilities, I never felt I could do it. I don't know how Benedetti was able to do it, except I think it's easier in political science than chemistry, but maybe I'm wrong. So anyway, so I never felt I could do that but when I left the dean's office and went back to the chem- or went to the chemistry department, I, oh, always had an appointment there, and I think I'm the last Dean that did not have tenure in a department. Every dean hired after me, after I was hired, did have tenure, but I didn't; anyway, I was allowed to teach in chemistry and so I taught half time for 3 years. I should have taught more, because I had dropped from a 9 month salary as an administrator to half of a, I'm sorry a 12 mo- and 11 month salary as an administrator to half of a 9 month salary as a professor, and I thought my son was through with his education, and I found out that he wasn't. He wanted to have a masters degree. And so, anyway, I had a few years there before I got my pension, but I didn't want to take that until I was 65, and I left the Dean's office when I was 62, and so I taught half time until 65. And then on an ad hoc basis after that probably for almost 10 years. And then I haven't taught for, I can't remember the exact year, but I still have an office, they allow me to have half of a TA's office, in the department, and I still tutor students. Usually, well, I won't take more than 2 a semester, and usually it's been men's and women's volleyball players. I don't know why were so, except Terry Luskevich came the same year I did, he converted me, so. But anyway, so that's, that's always good. I like to do that, and I think I help the kids, and it helps to keep me reasonably current, they won't let me do anything with freshman chemistry, of course, except I had one student that wanted me to tutor him in organic and I said, Zacky, I said, I haven't had organic chemistry for 60 years. And he said, well, you can come to class with me. And I said, no way, I'm not going to do that. And so, anyway, it turned out I tutored him for the first 4 or 5 weeks, because that was all freshman chemistry, and then my wife and I went on a cruise, and when I came back he said well, you gonna come to class? And I said no way. I'm through.

MEYER: Did he? Did he pass?

WHITEKER: Oh yes, sure, he became a pharmacist.

MEYER: Jumping ahead here, the word Fulbright, the word Danforth, sound to me over all the years that they have something to do with government, something to do with sponsoring some help to individuals – either sending abroad, etc etc. Can you tell me a little bit more about those programs? How did they, how would they effect either our university, or our students, or our faculty?

WHITEKER: Can't tell you hardly anything, if anything, about the Danforth program, but the Fulbright program has been around since 1946, and Senator Fulbright at that time got the idea that from the sale of surplus war material in countries abroad that we could use that for the exchange of persons. So, uh, the first countries that were countries in the middle east, near east, in Europe, in Japan, China, etc. because that's where we had war material. Immediately af- well, it was put under the state department, and immediately thereafter, they decided they had to have funding for organizations to handle the applications and to handle the scholars that were coming from abroad to be their supervisor. So they went about getting all kinds of money from various organizations and they put, the sponsorship was under what was called the four research councils. The American Council on Education, National Academy of Sciences, American Council for Social Studies, or the Social Science Research Council, and the Humanities. The American Council for Humanities or something. So they were, and still are, the four sponsoring organizations. The state department then broke things down into the graduate student program, the education program – the educators, like high school teachers, etc – and the advanced, the scholars program, which was for PhD educators, and then where they threw the lawyers, and the journalists, and so forth. And so they started... I don't remember the number of countries, but it was probably something on the order of 15, and then it just kept expanding. The countries started putting money of their own into the program, setting up financial commissions abroad, to handle those things. And, our part of the program, when I was there, handled over somewhere between 3 and 4 thousand applications for Americans who wanted to study abroad for something on the order of 500 positions. And many of those were determined by the foreign country. The binational commission would say, we need somebody to teach oriental languages. Or we need somebody to do research in this area. And then they had scholars coming from aboard that we were responsible for. And that was related to what I mentioned earlier. The regional meetings that we had. We had four or five of those a year at various institutions across the country where we invited the foreign scholars to come and meet with the local people and so forth, and have a program, kind of an enrichment program, for them. Because, you know, we had a lot of people. The ones coming here, several of them were studying engineering at Stanford, so this gave them an opportunity to see something in terms of the humanities and social studies etc. SO it's been an excellent program over the years. The state department is the one that goes to Congress to get money, and the money has been up and down and so forth, so the number of people who can be handled under the program has changed. Right now, the program that I was there with... as I said, it went from the National Academy of Sciences to the American Council of Education.

Right now it's under the auspices of the institute of international education in New York, which has handled the graduate program ever since the beginning. So our faculty are eligible for grants under the program. And I'm not sure I remember all of them, but Sy Kahn had more than he was ever supposed to have, and I heard his side before I came here because we had one person who was involved in Eastern Europe in a Fulbright program. And whenever they ran, couldn't find anybody for a particular job they decided anything like Sy, they would call on Sy. Same thing happened in Finland, when he went to Finland. Sally Miller had one, Bob Dash had one, and I can't remember... there used to be a plaque in Wendell Philips that had our recipients of the Fulbright awards. And Arline Hansen had one, don't remember any more than that but I know there were some. So our faculty are still eligible for those awards and so are our students. Our students, when they graduate, are eligible. I mean, the year before they graduate, are eligible to apply for graduate awards for additional study abroad. Not necessarily to get a degree, but to do studying that is really only, you know, possible in the foreign countries. So a lot of our students in the School of International Studies are involved in that.

MEYER: You know, I think that this particular year I remember reading about the us, Peters, Mcaff, Peterson from physical therapy over in Pharmacy school, she has one coming up, and there were...

WHITEKER: I think there's somebody in conservatory too.

MEYER: Uhh... there were a couple of other, boy, student, men students too. Well, we better look back here and say, we're, we're sort of off the track here, but that's okay. Yeah, wouldn't make any difference.

WHITEKER: As long as I can get home in time for dinner.

MEYER: Yeah, it's three... we've only been going about an hour. Uhm. Let's see, administrative activities that you most enjoyed and least enjoyed. That's a sort of a subjective question, but any thoughts about that?

WHITEKER: Well, I did enjoy the interaction with the faculty in terms of the, you know, through the departments primarily. I'm not sure I ever liked the interaction through the various groups when you met as a group, because, you know, you didn't really get to do a lot of things, it was more the individual kinds of things. The one thing that I would have liked to have had more of is more interaction with students. But there just wasn't that much time available. And that was one of the reasons we had the assistant and the associate Dean. So, anyway, that was one of the things that I would have liked to have done. I didn't like the evaluations for promotions and tenure. I didn't like having to deal with that. I knew it was important, but, you know, if I could have had my druthers I would have rather not had to have do that thing. So I don't, wouldn't, did like to, to have to suggest that somebody not be continued on payroll. So that was not, not fun.

MEYER: You, you had an assistant Dean like we were talking about with Jan earlier. Was there only one?

WHITEKER: No, well, I had an associate and an assistant.

MEYER: Okay. What was the difference?

WHITEKER: The Associate handled most of the... academic kinds of things that I didn't have time for, or I needed help with, or something of the sort. The assistant handled primarily all of the interactions with the students. Their petitions for course and standards, and whatever kinds of things, and I had some excellent staffpeople, among the Associate Dean that were really very good. Don Dunnes was one. Gene Pierson was another one. Course, Ken Beacham that had before I was there, and he continued for a year, and so he was, he was an excellent person to be an associate dean. There's only one that I had trouble with. The assistant deans Jan, was dean during most of the time. Anne Funkhouser was during part of the time. I didn't think Anne's heart was in the job. I'm not quite sure where it was, but anyway, she was not, not one of my best. But Jan, fortunately, was there during a great deal of time. Gene Pierson was another one of the associate deans, if I forgot to mention him. And of course Roy Burgstrom who went over to administration in the Dental School. So I had some very good ones in the dean's office.

MEYER: Okay. Let's move ahead then. Let's see. Uh, committee structure, then... people, you know you so, you missed the opportunity to work closely with students. Did you have any connection with parents, regents, people that were a bit out of the community?

WHITEKER: The. Sometimes people on the executive policy committee, which was the deans and vice presidents, would be asked to come before the regents. And that was really my only contact with them. Occasionally we would have lunch with them, but not... not very often. And I can't remember some of the. I know that I had to go occasionally to talk about programs before the regents. But for the moment I can't recall any of those programs that I had to discuss with them. One of them could have been the program in physical therapy because I was on that committee and I would have dearly loved to have it in the college, lost out to pharmacy because they had more space than we did. We didn't have any space at that time. And uh, so pharmacy did, as I mentioned earlier, both pharmacy and engineering were down in enrollment during my first few years in the dean's office. So anyway, so, as I told you, I don't like to lose programs. I never had physical therapy, but I thought it belonged in the college so...

MEYER: Well, I think they have lots of applicants over there these days. Boy oh boy.

WHITEKER: Absolutely they do, and I've taken advantage of their program a couple of times. From O'Connor Woods, well, with the OLLI program, the Office of Lifelong Learning program. They have strength and balance courses every spring, or have had the last two springs, which I've taken in the physical therapy program.

MEYER: The whole field of physical therapy's expanded tremendously to include a lot of areas that were on the outside for a long time. The issues, uh, I never wanted to be on Academic Council. I never liked the issues that would be at all related to negotiations and

labor versus management and whatnot. Did you have... And there was that period of time that you spoke briefly about when money was really super important thing around here. And everyone wondered whether we'd be able to keep our head above water. One time I remember we did not get a salary raise at all. Were you involved in a lot of that? Were you involved in a lot of that difficult times?

WHITEKER: Not... not really. I don't recall that I was ever asked to attend academic council meetings. I did occasionally, but not very often. And I don't remember having any issues that would have had to come before the council. Essentially, they were university issues that would come there. Even the COP Council... I don't know, I never really liked to get involved in the middle of those arguments.

MEYER: I never did either, but, did you always, did you ever feel yourself, even though you weren't in that conflict we'll say, or those conflicts, did you feel yourself being in a position of loneliness as the top of the heap. And here are the rest of the faculty and students and so forth. Is there a loneliness up there or did you not feel that?

WHITEKER: I don't think I ever felt that. I'm not sure why. I could see where it could have happened. I just don't recall having felt that lonely. There were probably always people that I could talk to, certainly while Cliff Hand was here. I could talk to him about anything, of my associate and assistant deans were good to talk to. I haven't mentioned Jackie Smith. I don't know how I would have done without Jackie Smith to begin with, because she knew all the ins and outs of, not the college, not just the college but the university. And she did a marvelous job of helping. When she left I was kind of like a fish out of water for a while. Went through a number of administrative assistants. I can't tell you how many, but nobody approached Jackie in terms of...

MEYER: And she's out at O'Connor Woods now, I bet you see her often.

WHITEKER: She's at O'Connor Woods, yeah. Yup, we see her. Yeah, we see her quite frequently. In fact I just saw her the other day because it was, it was her birthday party. This was all of the birthday people for the month...

MEYER: Of July, yeah.

WHITEKER: Each month are celebrated, so she was there at the birthday table last Wednesday. So we went over – not to celebrate with her, because we weren't invited – but we could go over and congratulate people.

MEYER: Well, and there's one area that I've really been just dying to ask you about, and I'm sure you're just proud as a peacock about Phi Beta Kappa. And I wanted to be sure, and I've been thinking about it all afternoon long. Since the oral histories are to record some important contributions I think that even though you were an administrator all those years, one of the things that you fought for, for so long was the Phi Beta Kappa, and when that finally came to be. Could you review that whole process?

WHITEKER: okay. When I came in '76 one of my hidden agenda goals was to help get a chapter of Phi Beta Kappa for the university. And, course, Cliff Hand was member of Phi Beta Kappa, and Cliff, I think had tried once before. And early on, I had looked up the dates, I think it was '78 or '79 we applied for a chapter. We were nowhere near ready for a chapter. We had, forgive me, too much money going into football, too little money going into the library resources, and too few students that were top notch students. There were so many, when I finally got the statistics I was essentially embarrassed with all the [] of the large number that we had with very low SAT scores. So there was no doubt that we should have lost at that time. The one thing that was good was that we had a number of Phi Beta Kappa faculty members across the university. Not just in the college, but in the conservatory, McGeorge, the dental school etc, that we could call upon in terms of helping to sponsor the application. We didn't have any problem with meeting the criteria there, so then I don't remember what year it was that we tried again. I think Cliff was still with us at that time. And we were in better shape, but we were beginning to have problem, financial problems, too, which were beginning to show up. As I mentioned earlier, the university's contribution to the library was dismal. And so we didn't make it again. When DeRosa came, I talked to him about Phi Beta Kappa. No, he says, I don't think that we're ready yet. And so just hold off for a while. Well, course, I was, I guess I'd already left the Dean's office and so, anyway, so I was disappointed but I waited, and when Gary, Gary Miller was hired as Dean, he had helped to get a chapter of Phi Beta Kappa at, I think it was Mississippi State, where he was. In fact, I made him angry with me for the rest of his tenure here when I asked him a question at the open meeting. When I said, well, I understand you were at William and Mary where Phi Beta Kappa was established in 1776, and also helped you get a chapter at Mississippi State. Are you a member of Phi Beta Kappa? Anyway, from then on Gray and I didn't see eye to eye on anything – he was not a member. And so, but, when he appointed, he wanted to help get a chapter here, he appointed Greg Camfield to be head of that committee, and Greg suggested that since I had been involved, I should also be on the committee, and Gary reluctantly agreed. And so I remember Greg called on me for a lot of things, I helped him in a lot of ways, you know, I'd been through it before and so yes, I am very proud of helping to get a chapter of Phi Beta Kappa, and they acknowledge me, they have me listed as a charter member, and I'm not sure I was eligible, not being a faculty member at that particular time. Anyway, so I'm on that list. I have a special plaque that he gave me, and I couldn't be prouder of anything other than helping on that. And there were two other areas that I felt that I really had helped to contribute to. One was the establishment of the physical therapy program – I was on that committee. I went up to Pacific U in Oregon to look at their program etc. And I think helped to establish that program and also the center for international programs which became later the School of International Studies. And I you know, I really feel that I had done a great deal, although Cort Smith is the one who directed that program, and he was really the one who did an awful lot to get it going and to get it recognized on campus so that it could lead into a school. But I feel with my Fulbright background and so forth that I was instrumental also in that. So I'm proud of all three accomplishments.

MEYER: Just a little bit more about the second two. The physical therapy program, how did that, did that develop from the sports medicine track of the physical education? Did it come from an athletic training sort of track? How did we finally develop that? You remember? I don't... I don't... I don't remember whether that, uh.

WHITEKER: I think, maybe, it did sort of develop out of sports medicine. It just sort of seemed to be, be at the time. I don't even remember who, who may have suggested it to begin with. But it just seemed to be such a, such a, something that we could do, and do a good job with. And would be good for our students. And there were times when we were looking for ways to reach out and bring new students into the campus. I said, you know, fiscally, we were in a little bit of problem. We got into trouble with one of our WASC accreditations, and part of that was money, etc. So it could just have been, you know, somebody's idea that okay, this might be something that we could do, because we looked into a nursing program, and decided no, that we couldn't do a good job there, it would cost too much money etc. Of course, there is always the possible idea of the medical school at the California of the Pacific Medical Center. That was way back when we got the dental school and the college of physicians and surgeons split off and Stanford got the medical school, and we got the dental school. So I think, you know, it just may have been always in the back of somebody's mind, and then just sort of came out at one time. And it just, you know, it just seemed right for us. And I think it has been.

MEYER: Oh yeah. I think it just, I think that the undergraduate programs were like the sports medicine athletic training. But that didn't get you anywhere unless you had a graduate program, and the graduate program then fit best into pharmacy and health sciences.

WHITEKER: Yeah, it was, health sciences, yeah.

MEYER: And it just fit right there.

WHITEKER: Again, they stole my department of communicative disorders.

MEYER: Haha. Communicative disorders went over there... yeah, and then remember back to physical therapy, I'm not sure it was Pacific where you went to the meeting, but it was that whole group of Mrs. Baldwin, and Stanford group, that came in at first and molded that program. And...

WHITEKER: yeah, well, we were interested in their program, and we thought that, you know, we might be able to benefit from it, and they were looking for another site at that time for the program, and so, yeah, I'd forgotten about that, but that was something that helped give impetus to the program, because we thought okay, we can just take over Stanford's program lock stock and barrel, and I don't know what happened to it, why they decided they didn't want it, want to bring it over here or what, but yeah, I'd forgotten all about that part of it.

MEYER: And the other thing with the international studies, let's talk about Callison, okay, and then what happened, then all of a sudden we're into international studies. What happened between Callison and international studies. Did it just go away? Was there nothing, can you remember that?

WHITEKER: I can't remember, I don't think it ever really went away, I think we always had a, somebody who's responsibility it was to help to look for possibilities for our students to study abroad. And we may actually have had a study abroad office, that wasn't within the college. But the college got involved, as I said, when we established the international programs center. And, as I said, Cort Smith was the first director of that, and that was under the college, and so that was, sort of worked hand in glove with this, other this study abroad program. In fact, I think Cort took over that for a while. I think it was all there, the study abroad program, as well as the center where a part of it was the Tuesday World Forum that Cort had set up, and a place for foreign scholars to meet because when we had that space available after Raymond Callison was dissolved, then that sort of, that went in, the Covell space. Well, I guess the Covell space actually was that international programs to begin with, and then somehow we got into the Callison lodge, or whatever it was called, the Bechtel Center got over there, and the other one just became, became the study abroad program. They were both big enough entities that they could have their own space. But I don't... quite remember all of that. And some of that, of course, it could have happened after I left, I left the Dean's office, so Benadetti might know more about some of that than I do.

MEYER: Yeah, I was never quite sure about international services, and the academic program. There were, you know, because we were, there were like, one was more of an administrative thing, the other was more or an academic thing or something...

WHITEKER: Well, somebody had to be responsible for our foreign students on campus, so that was primarily the job of the international services area.

MEYER: So what do you think about the way the university has moved itself into, like you said, well you're not as much around as you used to be, but nevertheless you've seen it move through, what they've talked about here is an evolutionary kind of movement, and President Pam Eibeck and her community outreach thing and so forth. What's your feeling about all of that?

WHITEKER: I think the university's done a marvelous job in moving itself forward, and of course, DeRosa had started that. Pam is just a wonderful president, I was a little apprehensive at first because we'd had an engineering president for a while, and so, but uh, and Pam was an engineer, but no, she's really doing a great job for the institution, and the, beyond our gates program couldn't be a better thing for us. I mean, it's something that we should have been doing a lot more, earlier on. And I remember when she started that program, it was at a meeting out at O'Connor Woods. And so I was peripherally involved in that, in helping to get people that would take care of the people that were coming to the meeting. Show them where to go and how to register and so forth. So I feel a little bit responsible for that. I mean, not responsible, but you know, involved, to a

certain extent and so no, I, I enjoyed getting acquainted with Pam and her husband and I had a meeting out at the woods during, I guess it was, during the first few months that she was here because so many people out there had ties to Pacific and wanted to meet her and so we had, had about 40 people for lunch and so, you know, we say we'll get a little better acquainted with her and her husband and so forth so, so no, I, and she's so approachable, and even our, our primary physician, let see, no that was Morrissey that he talked about. Somebody had talked about meeting, no I guess it was he had met Tam and mentioned my name and she said, oh yes, she says, I know Roy. So, at least I've made some impression, I am only an Emeritus faculty member

MEYER: A name, what did we used to call...

WHITEKER: Name droppers?

MEYER: Yeah, name droppers, you did the [?] that you call those name droppers. Well, I think the university is just moved there too. You know, one thing was one thing that less has been talking about. Less forever talking about increasing the bar so far as admissions and so forth, and as we've done that, that has made a wonderfully selective program, I think, of admissions now.

WHITEKER: One of the things that I, you know, I know Pam is working very hard at and people like Gene Bigler and so forth is reaching out to the Latino community because we really need to do that, in this town particularly and I think, you know, Pam is on track to help us do that but we need to do that and of course we need to reach out to the Blacks and to the Hmong community and so forth, we've got so many different communities in this town.

MEYER: That's right

WHITEKER: Filipino, and of course we see all of these, I see all of these people representing that in our wait staff out at O'Connor Woods, because we have you know, a lot of Latinos, Filipino's, few Hmong...

MEYER: Working there.

WHITEKER: Working there, but it's just, it's so difficult to deal with that. I was trying to help one of the wait staff get into the Community Involvement Program a couple years ago, but unfortunately his father had been to college, and so he wasn't accepted into the program. And there, of course, there are a lot of people that don't have, their parents haven't had any, and they don't have enough money and so forth and they should get first crack at it, but I really had hoped that this, you know, this young man would have been able to get in.

MEYER: He wasn't selected.

WHITEKER: No, he'd gone to Delta and he's now transferring to Sac State.

MEYER: Is there anything that you wished I had asked you that I didn't ask you. Because we jumped around so much I get, I kept jumping off of what you talked about, and I knew enough about what you were talking about... Let's see.

WHITEKER: Well, we've talked a little bit about the external perception of the academic quality at Pacific. And yes, I think that has definitely change, it's certainly in terms of where we wind up in national polls and so forth, and we know that in terms of the SAT scores of our students. I don't know how that all evolved, that we were able to do that, because for so many years we weren't able to do it. maybe part of it has come from the state colleges and university not being able to takes as, accommodate as many people as they would like to. So it's okay for us to take advantage of it, and of course if we hadn't, if that hadn't have happened, we wouldn't have gotten our chapter of Phi Beta Kappa, going back to that. So, anyway, generally speaking...

MEYER: We covered the waterfront?

WHITEKER: We, well yeah, we seem to have. You 'll probably find areas you would have liked to covered later on, and you can always ask me later on for something, but generally speaking, you know, I felt I've had a very good experience at Pacific. There are a few things that I wish had not happened, and I didn't mention this but I, there was really one area and I, maybe I shouldn't mention it, but when Atchley asked me to step down as Dean, he did it through Lee Fenell, he didn't ask me, he has Lee, who then was acting Vice President, who was one of my faculty members. And he was the one that said that Atchley wanted to have his own man as Dean of COP. And that really hit me very hard, because I didn't know that he was considering that, and I went to talk to him as soon as I could get an appointment with him but I felt that, you know, that was not what an administrator should do. I would never have done anything like that. Because I had been Dean for 13 years, and I felt that I'd done... you know, I hadn't done all that other people may have wanted me to do, but I've felt that I'd done a reasonably good job, and, you know, deserved a chance to be told in person that for some reason I was no long acceptable as Dean. So that was one of the few negative things that happened while I was here. But...

MEYER: It's an unpleasantry to remember.

WHITEKER: It's there all the time, it's there with Phi Beta Kappa.

MEYER: But the pluses far outweigh the negatives

WHITEKER: And the opportunity to get back in the classroom again for a while, that was great. Even though it required a lot of work. People said, you know, why couldn't you teach while you were Dean, and I said okay, my freshman chemistry class I spent the, something on the order of 25 to 30 hours a week for one class. And I could not have done that while I was Dean. And part of that was my fault, because I insisted on writing my own exams, and grading my own exams. I, you know, I didn't go to a book and get, multiple choice questions or what out of that, I wrote my own and I graded my own, and

one time when I was in that interim period between leaving the Dean's office and essentially retiring as a faculty member, I had 94 students in freshman chemistry. Now, since that time, they refuse to let anybody have that number, and I'm not sure it's because I didn't do a good job, or because they decided, nope, they were going to stand up to the administration, and not let them do that. But, but anyway. That was difficult to try to get exams back the next day. And one of my students on the evaluation said does not get exams back promptly. Well, he was one of the ones that never pick up his exam from two weeks after the exams was handed back. So, but anyway, I had a good time teaching, and I'm still having a good time doing tutoring, and I hope I can continue with it for a while. As long as my mental faculties are still there. I've lost my other faculties, but I hope my mental ones are still there.

MEYER: Yeah, anyway, Roy, thank you very much for sharing these thoughts of yours for posterity, as it were. We never know what's going to happen to the oral histories, but they're a contribution that I think is non-replaceable.

WHITEKER: It's very important to the university, and it's great that the Emeriti Society is doing it, and even slipping over into dealing with administrators that are really, you know, not necessarily eligible for membership in the Emeriti society. Although some of them, of course, are.

MEYER: But, anyway, well, thanks a million Roy, it's been a pleasure for me.

WHITEKER: It's been a pleasure for me too. I like to talk about things.

MEYER: Yeah, I know...