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Interview with School of Health and Physical Education Faculty

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Portland State University Archives Oral History Project

Narrators: Chuck Becker (CB), Alice Lehman (AL), Jack Schendel (JS), Maxine Thomas (MT)

Interviewers: Cris Paschild (CP), Steve Brannan (SB)

Present: Carolee Harrison (CH)

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0:00	<p>Cris Paschild: Welcome, everybody. Today we are here as part of a partnership between the University Archives and RAPS [Retirement Association of Portland State] to capture and preserve and share the unique history of our campus here at Portland State. Today we are particularly delighted, we've been wanting to do this for a while, and so we're really happy to have this opportunity to talk with some key people who were involved with what eventually became known as the School of Health and Human Performance here at Portland State. It is April 12th, 2014, and I thought we'd start by having everybody just go around and introduce themselves, and also maybe your past title or affiliation. I am Cris Paschild, I'm the University Archivist here at the Portland State University Library.</p> <p>Chuck Becker: I'm Chuck Becker, I'm an Emeritus Professor at Portland State at the School of Health and Human Performance, and I served also as the football coach and golf coach.</p> <p>Alice Lehman: I'm Alice Lehman, and I'm a retiree from the School of Health and Physical Education. My title was Professor of Health and Physical Education and I was Assistant Dean.</p> <p>Jack Schendel: I'm Jack Schendel, I was the Dean of the School of Health and Human Performance at its termination, and also Professor of Physical Education.</p> <p>Maxine Thomas: I'm Maxine Thomas, and I am from the School of Education, and I was Emeritus when I finally retired. I taught the methods for health and P.E. for the undergraduates and the graduates.</p> <p>Steve Brannan: I'm Steve Brannan, and I'm chairing the RAPS [Retirement Association of Portland State] History Committee. I'm an Emeritus Professor from the Graduate School of Education.</p>
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	<p>CP [to CH, who is off camera]: Go ahead.</p> <p>Carolee Harrison: I'm Carolee Harrison, and I am a technician in University Archives.</p> <p>CP: Maxine and Steve are here to help facilitate the interview, but Maxine's also got a lot of her own perspectives of this time, so she'll be sharing as well. So my understanding is that Chuck and Alice and Jack got together and kind of decided to take the lead, going chronologically starting with Vanport, the very beginnings of Portland State—and Chuck was a Vanport student before he became faculty and coach. So you're going to start us off, and I think we'll just have a conversation going there. What brought you first to Vanport, and what was it like?</p>
02:46	<p>CB: What brought me to Vanport was that I had no other choice over where to go to school. I came from a family that had not had people in the educational field or who had gone to college. So I started looking around to Vanport, which was at the Oregon shipyard in 1951 when I began my student career. I thought that I wanted to play sports, and I wanted to major in Health and P.E.; I knew that I couldn't go to another institution because I didn't have the resources, and so where did I have resources? I was here. I can remember my first tuition, I think it was fifty dollars a term.</p> <p>[murmurs from all]</p> <p>CB: So things have changed quite a bit, significantly, and have made some improvements. But I think that when I looked at where to go to school, I thought to myself, I have to have something that's convenient, accessible, and that I can afford. So Vanport became that choice, even though I had looked at other institutions. I knew that I wanted to play football, so I thought that I had a better chance at Vanport than I did at Oregon. [laughter] So I chose Vanport Extension Center. It was a long drive from Southeast Portland, out to the Oregon Shipyard, where they moved after they were flooded out in 1948 by the Vanport flood, and I found that there were times when I could travel with other people and got acquainted with students. We had a camaraderie among students that was one of "Let's help each other," and I think that still prevails at Portland State today.</p> <p>CP: May I ask, how old were you when you started classes?</p> <p>CB: I... Gosh, how old was I? [laughter in the room] I think I was eighteen when I started.</p>

	<p>CP: OK.</p> <p>MT: Did they have a football team?</p>
<p>4:33</p>	<p>CB: We had a football team. Portland State, Vanport, had a football team all those years. Actually, Joe Holland who started with Vanport was an elementary school teacher who was appointed as athletic director, and there was no physical education or health component. But there were some courses that were offered as activities, but you have to remember that at Vanport, we didn't have a gymnasium. We had an old recreation hall, and we lifted weights and tried to play basketball in it, but you kept running into the wall—it's kind of like when we moved to Lincoln Hall, and we had the three classes going in the old gym. We had a class going around the outside of the gym, then we had basketball or volleyball practice on the gym floor, and then under the mezzanine, or under the balcony, we had a wrestling platform! So it was a great time to be at Portland State because you saw a lot of innovation. I saw a lot of new techniques in management of classes because we had those things to work against.</p> <p>MT: What year--? [some simultaneous voices] Excuse me.</p> <p>CB: That was in 195...1. Well... [counting off] it was in '53, '54 when we moved into Lincoln Hall.</p> <p>MT: OK.</p> <p>CB: And that was when everything was in Lincoln Hall. Eventually one of the areas [...] renovation and expansion of the University to East Hall and those areas, and the Library moved out to East Hall, and so that gave us the availability on the second floor from the Library for a weight room. So I was one of the people that--</p> <p>Jack Schendel: When you started as a student at Vanport, or at the shipyard—comment about the makeup of the student body?</p> <p>CB: This was interesting to me because of the fact that many of the students were older. Many of them were veterans, and some had gone into the service. They hadn't been in the war, but they came in from back in the service, and had been discharged. So the composition of the student body was primarily male, with a few women that had great opportunities for selection, [laughter] and... even those people that were veterans and were the older students, they had an interest in the younger student body. I would say this, that the ladies were the</p>

younger of the group, and there were a few of us that had come from high school. But the majority were older students, and it wasn't until we moved from Vanport, the Oregon Ship, to Lincoln Hall that we saw this change take place. There's always been an older student body at Portland State, and I can remember one of the students that we had was the founder of Rhodes Bread and he wanted to come back, and he sold his business, the franchise, and the patent on Rhodes Bread, and came back to Portland State and got a degree in education. I think he went on to Milwaukie High School as superintendent, eventually. So there were a lot of opportunities that Portland State provided during those early years, and even now, the opportunities are really fantastic.

CP: Can you share some memories of the faculty and administrators at the time? It was such a small school that I... did you know them pretty well?

CB: At Oregon Ship I pretty much knew everyone. I walked into Joe Holland's office because someone said that's where the athletes and the P.E. people go. They didn't have a P.E. major, but if you were interested in P.E. you could take your first couple years here, and that's what I did. I took three years here at Portland State before I transferred to [University of] Oregon. The opportunity was because of the fact that Portland State was out of the extension services of the State System of Higher Education. So we had professors who came from Oregon and Oregon State to teach classes here, and I took advantage of that. Many of the professors from Oregon State I took health classes from, so eventually my degree was in Health and Physical Education and Recreation from Oregon. But my real love was Physical Education; that's what I wanted to do.

CP: So you walked into Joe Holland's office...?

CB: I walked into Joe Holland's office and I said, "Here I am," and he said, "Who are you?!" [laughter] I said, "I want to major in P.E.," and he said "Well, Chuck, we don't have a P.E. major here, but we do offer activity classes," and this was an opportunity, "and we do offer other courses in science and mathematics." So I took the heavy load in science and math. I liked math! I ended up—my first teaching job was in math, in junior high school; I was coaching. So they [Vanport] met my immediate needs. I knew that eventually...

MT: A question about your degree. It was in?

CB: Health and Physical Education. At Oregon.

MT: It was. At Oregon.

	<p>CB: I got a bachelor's of Health and Physical Education and Recreation, I got it in three areas. And then my master's is in Health and P.E. from Oregon. Then I went to BYU to get my doctorate in Educational Administration.</p> <p>MT: OK.</p> <p>CP: And did you ever meet Stephen Epler?</p>
<p>9:53</p>	<p>CB: I met Stephen Epler; he was a great person. He met everybody as... just flat on, he didn't superimpose himself on anyone. He was a great person to work with, have a relationship with. I have a letter in my files at home that still says, "Congratulations," you know—I was Vice-President of the student body at one time. And Rex Putnam, another great person. We had great administrators at the beginning who saw this as an opportunity. We talk about "the university that would not die," or...</p> <p>[All making sounds of agreement]</p> <p>CB: This is certainly true. Now we have expanded beyond all realms of realization, and of course, we've had some demise of some areas, which is the one we are talking about today. But I think that people are still interested in health and physical education, their wellness, their fitness, and they pursue opportunities elsewhere because we have developed in our society the importance of maintaining good health and fitness. Although we don't have the School of Health and Physical Education anymore, preparing teachers for that purpose, I think that we have raised the level of awareness so that people have accepted responsibility for themselves and have sought out opportunities that would provide them with a healthy lifestyle.</p> <p>MT: One question about—who did you compete with in football?</p> <p>CB: We had the Oregon Collegiate Conference. That started, I think, in 1952, and before that, we competed against... University of Portland had a football team.</p> <p>MT: OK, so you competed with U of Portland...</p> <p>CB: Clark College, a community college; OCE, Oregon College of Education; OTI [Oregon Technical Institute, former name of the Oregon Institute of Technology]; and Eastern Oregon; Southern Oregon; and Pacific, and Linfield. Those were</p>

schools that we competed against. But we had the Oregon Collegiate Conference, which was the Oregon schools only. State schools.

CP: When you played in town, where did you play? And where did you practice, also?

CB: On any dirt field that was available. [laughter] When I went to Oregon Ship, and I talked with Dr. Holland, he said, "We're going to start practice on such and such a day, and you can check out your equipment," and there was an old recreation hall, so we went out to the old recreation hall. And the walls were made of that wood fiber, you can put your fist through it, or if you leaned against it, you might fall through it. But we had a recreation hall, so he said "Come on out," so I went off and got my uniform, and then he said [pointing] "Everybody out there, outside," so we went outside. Oregon Ship had a huge, huge parking lot. No problem finding a parking space! The only problem was finding one next to the door, you didn't want to walk too far. We went out there, and the first day of practice, what we did is formed a big line, and he said, "OK, everybody, here's a paper bag. We're going to walk through here. This is our practice field." Practice field? No grass. All dirt. He said, "You'll find glass. I want you to pick up all the glass."

CP: Oh, no... [sympathetic laughter from the room]

CB: So we go through it, and when we got to the other end he said, "Now let's turn around. You may have missed some." [laughter] But it was a... I mean, if you weren't tough, you didn't make it! We played at Roosevelt High School, we played one game at Jeld-Wen Stadium. We did that eventually, later on, but that was one place in the early days that we played. And we played also at Lincoln High School, for football. But that was the thing, is that many of our facilities were off-campus.

CP: Right.

CB: Golf courses were off-campus, swimming pools were off-campus, dance halls were off-campus. I might mention, though, we had an—they had an intramural program.

MT: A what program?

CB: Intramural. They had football, and they had basketball, and they had volleyball. So those were the three first sports in the intramural program. That

	<p>was Jim Vitti, who was hired in 1949, I think, and he was the intramural person. We didn't have directors or anything, just "You're in charge of the rules, you're in charge of this," you know, no titles.</p> <p>MT: How many faculty?</p>
<p>14:19</p>	<p>CB: There was [Emma] Spencer, and [Margaret] Greenslade, I think, and then Arba Ager, A. R., and then Sharkey Nelson, and Joe Holland. And I think that was the extent of the faculty at that time. It was after we moved to the Lincoln Hall that we added additional staff. So I spent one year at Oregon Ship and then two years in Lincoln Hall. And when we were in Lincoln Hall, again, our facilities were all over the place, maybe someone else wants to talk about where the women's program was! But we went down to Duniway Park, down on the Willamette River, for football practice; we used softball fields around the city. We had a great relationship with the City of Portland in utilizing activities. When we were at Oregon Ship we used a lot of facilities out of Roosevelt High School and St. Johns Community Center. And then when we came here, we used the fantastic pool in Shattuck Hall, which was about as big as this room. But I think that I got a good education, because when I went down to Oregon—well, I got drafted, and I went to Korea, came back and I was a more serious student—so I went down to Oregon, and I looked at all these facilities... fantastic. And I'm thinking, you know, when I was at Portland State, what we had. When I was hired in 1959, one of the areas that I had expertise in was swimming, so I taught swimming in Shattuck Hall.</p> <p>Alice Lehman: [nodding] Yes.</p> <p>CB: And there, all you had to do was have a pole, and that reached across the pool or to the end, so you could stand there in case someone you were teaching beginning swimming went down, you could just set the pole down and hope that they grab hold of it! [laughter] Because if you dove in to try to help them, you might hit the other end of the pool deck, or the side of the pool before you got to them! But it was a great challenge, and it provided a great opportunity, I think, for innovation about teaching.</p> <p>CP: Was that your goal, to come back, or was it just serendipitous? Were you happy to come back as faculty?</p> <p>CB: I was really happy. When I graduated from Oregon I went over to Springfield, I went to Springfield Junior High and I was teaching math. I had a strong endorsement in math, and I was coaching basketball and football. And then I</p>

	<p>came up one day, and I don't even remember exactly when it was, but Dr. Holland—I went out to visit, because I had a lot of respect for Dr. Holland. He said, "You know, Chuck, I'm going to be adding staff in the next couple years," and he said, "I'd like for you to go back to Oregon and get your master's degree." And I said, <i>Well, let's see. OK. This is '57, so you're going to hire somebody in '58.</i> So they hired Gene McNally in '58 for Health Education... and I went back to Oregon and got my master's, and then I came here in '59. I came here as assistant football coach with Hugh Smithwick, who was new on the faculty. He was at Oregon working on his doctorate at that time. Gene McNally was already here, so Hugh and Gene and I were the football coaches. We practiced down at Willamette Park, down next to it—we had beautiful...I mean, where else can you go and have a river running by your football practice field? The only thing is you didn't want to jump in the river.</p> <p>MT: Were there women involved yet?</p> <p>CB: We had women in intramurals programs. It was part of the P.E. program and it was just—you'd get together and there was a faculty member that was not assigned, but one who was given some release time to do the women's intramurals. Alice [Lehman] can probably speak more to that than I can, but there was a great development program and opportunity for women. The men's program is more my area, that I have exposure to and participation in.</p>
18:18	<p>CP: Before we move on, Alice probably can—well, actually, probably all three of you can contribute to this. I would just love to learn a little bit more about Joe Holland as a person, because he comes up so much in the archives; he's such a figure for Portland State.</p> <p>CB: He is. Dr. Holland graduated from Willamette University, and I believe he got both his bachelor's and his master's from the University of Willamette, excuse me. Then he was working on his doctorate, and got his doctorate in I think 1950 from the University of Oregon. At that time, there was no department of Physical Education, it was the Department of Athletics, and, assuming that you'd also teach academics associated with athletics. To me, I have a lot of respect for Joe because he put a lot of time and effort, and all of the early developments that took place were his initiatives. Building the HPE was under his direction, and I think he contributed a great deal to this university. And he was a professional football player.</p> <p>CP: I didn't know that. [murmurs in the room]</p>

MT: What does that mean?

CP: Who did he play for?

MT: Yeah.

CB: You know, I asked him one time, and I never got an answer from him. He played football at Willamette, and he played two years of professional football, and then in '46 he came to Vanport.

CP: Right.

CB: And that was a time you either break with it and still have your legs and your mind and whatnot... but anyway, he had an interesting life and I'm thankful for it, because I think he gave me an opportunity and I owe him a lot.

MT: Did you teach with him, Alice?

Alice Lehman: Did I teach with him?

MT: Yeah, what do you know about him?

AL: He hired me, yes, and I was with him from when I came in 1959 up until the time we opened the school of Health and P.E., the new building, and Lee Ragsdale took over then. That would have been 1967, I believe—no, 1969, '70.

CB: I think that we had, in '66—'66 is when we moved into the building. And I think that's when we had the transition, and that was when Lee Ragsdale was hired.

AL: Yeah.

CP: As the dean? Or...

CB: Well, we...

CP: Department head? Because you didn't have a dean?

CB: Yeah. [agreement from all] I remember that we didn't have a real high-echelon... When we had women's P.E. and men's P.E., we had classes for men and we had classes for women, and oh, by the way, we had some co-ed classes. I

	<p>can remember because I taught a gymnastics co-ed class, and I taught a weightlifting class, a co-ed class. Which was very interesting! [laughter]</p> <p>AL: When I—I'll start adding some things to what Chuck said—</p> <p>CP: Yes, please do.</p> <p>AL: When I came to Portland State in 1959, Joe Holland was the head of the Health and P.E. section, but we were a subdivision of the School of Education. So all of our work and our recommendations for promotion and all those kinds of things went through the School of Education. We were up against all of the professors with the Ph.D.s and the research, teaching maybe three classes a term, and doing research, and we were teaching eight or nine classes a term. So we were in difficult times then as far as getting promoted or doing other things. With the Scott report—and I'll let these two gentlemen talk more about that [gesturing at CB and Jack Schendel] because I'm not real familiar with it—they recommended that Athletics be separated from Health and Physical Education. As a result of that, that also helped us get divorced from the School of Education. That's when we really started to take off with... building, the construction of the new building, and new people, and we were able to do our own thing rather than being responsible to the School of Education, was when we really started to progress in what we were able to do. While we're on the subject of being part of the School of Education, I'll add to this by telling you some of the facilities I had for an office! [laughter]</p>
23:17	<p>AL [continuing]: My first office was in the School of Education main office, and there were little cubbyholes around the side of that. Another woman P.E. teacher and I shared one cubbyhole that was big enough to put in two desks back-to-back and two bookcases that were sitting on top of the desks and leaning against the wall because there wasn't room anywhere on the floor for them. From that point, then, I moved to an office that they had built in the women's locker room. It was a partition with two offices, and, being in the women's locker room was being like in a zoo twenty-four hours a day because all of the students that were taking P.E. classes were running in and out, and some of the women would lounge around down there and visit, and we were in constant noise down there. If you really wanted to do anything with concentration you had to go someplace else. My next office was in the hall of Lincoln Hall, on the lower level, and it sort of—the back of it abutted the center...what did I call it?</p> <p>CB: It butted up against the gymnasium.</p>

AL: The center of the whole ventilation system that went up to the top of the building.

CH: There was a stack in the center of Lincoln Hall, back in the day.

AL: Yeah! [laughter] That's where the back of my office was, and there was a window into that hole back there, and I remember putting curtains over the window so I didn't have to look out there! It was interesting being down there, because the Physics Department was down there, and I used to see Gertrude Rempfer walk back and forth, if you know about her and all her wonderful research. So there were other people down there, not just Health and P.E. people. After we moved into the new building our offices were luxurious; they weren't big, but they were luxurious compared to what we had. But there were some memories.

CB: Can I add something to that, Alice?

AL: Yeah.

CB: One of the things is that we adapted to what we had, often. My first year back in '59, my office was in the balcony with Ralph Davis and Mike Tichy. I was in the balcony of the gymnasium, where you had three classes going on down below. So there was no privacy, there wasn't any quietness.

CP: Did you have a door?

CB: Yeah, we had a door, but they were partitions and they were open up above.

CP: Right.

CB: So you had all this noise coming in. So the opportunity came for Hugh Smithwick and Gene McNally and I to move to another location, so we jumped at it. The three of us were in another office about as big as this room. We were spacious at that time.

Jack Schendel: Alice, I've heard stories how this occurred before I came here of—stories about the gymnasium facilities that you acquired or had access to off-campus? Could you talk a little bit about that?

AL: I'd love to talk about that. [laughing] The main Lincoln gymnasium was primarily for men to use, and then they had their own locker room. The other

	<p>thing I should have told you about the locker room is that all the women's clothes that were worn to activity classes were issued. They'd go to the window and get a pair of shorts and a shirt. In those days, they were white cotton, so they had to be laundered, and Chuck tells me the laundry was in the men's locker room. I didn't see that! They would come back to the women's locker room, and the shirts had to be ironed. And if you know what cotton is like to iron, it's awful. These gals on work-study would be down there in the locker room and the ironing board would be all set up, and they'd be ironing the shirts for the gals to wear in P.E. class.</p>
<p>27:48</p>	<p>AL [continuing]: Our main facility for women's activities, although we did co-ed things down there, was what we called the "Synagogue Gym." It technically was called, I believe, the Women's Gym, but its nickname was the Synagogue Gym. It was originally a synagogue and stood at the corner of the Park Blocks and Market. No... Clay. Right now, I went by there a few weeks ago so I would know what it looked like. There's a Starbucks and an apartment house on that corner. So we would leave Lincoln Hall, run a block down to the Synagogue Gym, and—when it was snowing, or raining, or whatever, we always had to run down that block. Another block down is the First Christian Church, and there's a door on the side of that, and we used that for modern dance, because the Synagogue Gym was so bad, there were nails coming out of the floor, and it was so narrow, I estimate that the whole size of that was the size of a volleyball court. When we played things like volleyball, they had to be crosswise, because you couldn't just have one court lengthwise for a whole class. So we played crosswise, and they put tape on the wall, and if the ball hit above the tape it was out of bounds, and if it hit below the tape it was in bounds. [laughter from the room] I taught golf there, I taught volleyball there, I taught all kinds of dance classes there, except for modern dance, because you couldn't use the floor, and that's why we always went down to the First Christian Church.</p> <p>Steve Brannan: What years were these, now?</p> <p>AL: This was—well, we used that Synagogue Gym clear up until the time we moved into the building in '69, I believe it was.</p> <p>CP: Alice, can we just back up a little bit, to you coming to Portland State? Where were you before, and what brought you here?</p> <p>AL: I was in Salem teaching at South Salem High School, in one of the most lovely schools. It had just been opened, and it was just a showplace for the whole state. One day I got a call from the Director of Health and P.E. for the State of Oregon,</p>

and he said, "How would you like to go up to Portland State to teach?" I had always wanted to teach in college; that was in the back of my mind, and I think he did that...South Salem had won an award for their P.E. program by the Oregon Association, and they had spent time in our building and watched our programs. I found out later, he told Joe Holland about me, and so Joe Holland called and said was I interested, and I said, *Well, I don't know...* So I came up and interviewed for the job, and, like I said, I really wanted to move up, and I thought, *Well, I'm not going to move up at the University of Oregon or anyplace like that. I've got to start at the bottom.* [smiling] So I came up and interviewed, and I was a little appalled at the facilities [laughter in the room], but I decided it was "move" for me. After I got here, I never wanted to leave.

CP: Why is that?

AL: Why didn't I want to—

CP: Why did you, even though the facilities were what they were when you were starting... ?

AL: Well, we saw something at the end of the road when we knew we were going to get the new facilities. We got some major programs, and we were able to offer degrees in Health and Physical Education, and I was able to move up in what I was doing, so it made it very nice to just stay and see the place grow and do good things.

MT: Do you remember who the person was, from the state department?

AL: He was the Director of Health and P.E.—not, well—assistant superintendent for Health and Physical Education. I don't remember what his name was.

MT: But it was a state department.

AL: Yes, he was with a state department.

MT: OK. And what about Evelyn Victors, was she later?

AL: Evelyn was here before all of us.

CB: Right.

AL: She taught with the General Extension Division and traveled the state, taught some professional classes like Folk, Square, and Social Dance, and elementary P.E. She was a GED person, really, originally. As Portland State advanced, she started to be part of the School of Health and—well, at that time, Department of Health and Physical Education.

SB: Yeah, I remember Evelyn Victors quite well. I came as an undergraduate student in 1952 here, and I took her dancing down at the synagogue.

AL: Oh, did you? I bet that was an experience.

SB: She was a very strong person, and I'm a short guy—I remember her lifting me off the ground! [laughter] Among other crimes! And I also remember wrestling for Howard Westcott.

AL: Did you? [recognition from all]

SB: We did have the mat underneath the—

CB: Upper balcony.

SB: Yeah, the balcony there in the old building, and so I had some fun experiences in those early days. I might have taken a class from you—when did you come again?

AL: '59.

SB: Oh, I was already through. I graduated in '57.

CB: Those were interesting days. Because it provided an opportunity and a challenge. I think we're of the nature that we like opportunities, and we like challenges. We saw this opportunity for ourselves to grow, and to provide something to other people, basically students. And the other thing, there was a camaraderie among the staff. We helped each other, and that was really helpful, because you knew you could depend on the rest of the staff for support.

JS: I think what I've been hearing, and I've heard some of these, a lot of these reports and stories before, expresses the fact that there was a vision here that people caught.

CP: Right.

	<p>JS: And they could see the potential down the road. It couldn't happen today or this year or even next, but if we hang on and keep working at it, and work together, we will see that vision realized. These visions kept being extended so that when I came here I could pick up on that.</p> <p>CB: I think that's really true, Jack, because when we started out, there was no P.E. program as such. There were activities, and you enrolled in the activities, and if you were going to transfer someplace else, those transferred because it required activity classes. But the thing is that, even—I think I took my Introduction to Health and P.E. class from Joe Holland, after we had moved to the Lincoln Hall. But We were considered an extension of the State System of Higher Education; we weren't considered an institution in and of ourselves until 1955. Then we became Portland State College, and then we were granted opportunities to provide degrees. We didn't get our degree until I believe it was what, '57, Alice?</p>
35:39	<p>AL: What really happened in the fifties is that the people who went through the P.E. program, they had to take some of the night extension courses because we didn't offer them, and they had to graduate. They got their degree in Education with a sub-major in Physical Education and Health, and were able to be certified as teachers in the state of Oregon. So we graduated quite a few people in the late fifties and early sixties that didn't have the exact degree in Health and Physical Education, but they really were majors, and their degree was in Education.</p> <p>CB: They had state certification, requirements from the state. Because, as I was saying, Portland State offered courses really through the Extension Center, before we offered them through Portland State. Therefore they were identified and credited in the state system, so as you transferred to other institutions, they were accepted in full. That's why I was able to stay here three years as a student, because I had taken all these extension courses from the University of Oregon professors and Oregon State professors that had come up to the Extension Center to provide those courses.</p> <p>SB: In 1955, when we became a college, Willard Spalding became Dean of Education. Do you have some memories about working under him, either of you?</p> <p>CB: Well he came from Portland Public Schools, if I remember.</p> <p>SB: He was the superintendent.</p>

CB: [simultaneously] He was superintendent. I think that he had a vision for the School of Education, and I'm not negative or anything—but I don't think he had a vision for what Health and Physical Education could become. I think that vision came from the staff itself. I mean it was driven by the staff. We saw the need, because we had people who were teaching in the schools in Portland, and they were saying *We need more teachers who are qualified P.E. teachers. Why don't we have a program here?* And if you look at our graduates, more of our graduates were employed in the vicinity of the metropolitan area than going out elsewhere.

AL: And became very notable teachers, I might add. We've had quite a few people who have won awards in their teaching and it's been very gratifying.

CP: Can we talk a little bit—so, a big step in the development was getting the building. Did you all—do you want to talk a little bit about how that came about? Did you get any input into the design of the building or how that building would be, the facilities and things?

AL: It was part—the money for it was part of a bond measure, but for the state. So when that bond measure came up for election statewide, it involved more than just the Health and P.E. building, but that was the big thing for us. When the election came, we just held our breaths, because we knew we would or we wouldn't have what we dreamed of having. The measure passed, and right away there was a lot of work done on it. I should add we, the faculty, had quite a bit of input on that building. The architects obviously did the areas, but within the areas, like there was what we called a "range room," and we were able to decide whether we were going to put netting in there, and how it was going to be put so we could practice golf down there, we could practice batting practice down there, and that was a real incentive for all of us to just really work hard to get that building built, and have the right to live in it after what we'd put up with!
[laughter]

CB: I think we all had grandiose ideas that boy, we're going to have a range room, we're going to have this—we're going to have all these rooms! And you come down to the actual fact that you've got to share these facilities, so how do you make these multi-purpose facilities.

AL: Right.

CB: How do you design them, the size, so that they're compatible with all these different activities?

AL: But we had racquetball courts, we had a gymnastics room, we had a weight training room, we had a big gym that had a dividing door so you could have two sections of classes in there, we had a small gym downstairs, two classrooms for lectures, and...

CB: We had a swimming pool, too!

AL: We were living high! In fact, it was the best facility in the state at that time.

CP: Wow.

CB: And, I think with that facility, it also provided us an opportunity to begin to specialize. And Gar [Garland] Tryzynka was hired as a specialist in the aquatics area. With those facilities, we saw opportunities to become more specialized.

JS: We also had a dance studio, which was dedicated for dancing.

CB: A dance floor [...]

AL: [simultaneously] A dedicated dance studio, yes. And we had a dance specialist then. I moved out of that area when we moved in...

CB: We had all these nice facilities, we could teach other things!

MT: We had folk dance, that you taught... [to AL] What did you teach?

AL: I taught folk, modern, ballroom... I guess that's it.

CP: That's wonderful!

CB: I think that when we got that room, that we had ballet, didn't we? ...We expanded the dance area, but it wasn't really...

AL: That was pretty much a class taught by somebody outside.

CB: Yeah.

AL: Nancy Matschek who was our dance director after we had the facility was very good in modern, but ballet, not. So.

CB: This is one of the areas, probably, that moved from the School of Health and P.E. was Dance. It moved over into the School of Art.

CP: OK, I was wondering about that.

AL: The other facility I haven't mentioned is Shattuck Hall. When Portland State took over Shattuck Hall, the last thing that was in there was PCC [Portland Community College]. When they moved out, Portland State took over that area, and used the classrooms. I think they closed up the pool. The last I remember, is that the pool area was used for archive materials...

CB: Library, archives.

AL: It was stored right down there. [laughter]

CB [to CP]: Are you still using that?

CP: No. [laughing]

AL: But what was the auditorium—as you look at the building, there's steps up, and the auditorium and this big large room would have been right there—we used that for a dance area.

CB: There was a small gymnasium in that building, too.

AL: The gymnasium was on the lower level, yeah. I had classes down there, and I also taught professional classes in folk and square in the regular gym, which was downstairs, and was—we had to move out of that because the big computer moved in there. On the upper level, the area that had been the auditorium—we had dance classes there and there was a stage at the end. But even that one had a tile floor, and the tiles would come up and break off, and we had to be careful how we walked around up there. Portland State used Shattuck quite a bit after PCC moved out of there.

MT: Now this is kind of a different subject, but who taught the methods? Did Evelyn Victors always teach the methods, or did somebody in Health and P.E.?

AL: You mean in dance?

MT: No, in elementary or secondary.

AL: Oh, elementary. [pausing]

CB: If I remember, I think Joe [Holland] taught methods class. He taught several of the classes.

AL: Each...

JS: I might just throw this in. It seems to me that when I came here my position was involved with methods as well.

CB: Yes. Elementary.

MT: Elementary and health.

CB: And health, yeah.

MT: And health methods. Somewhere, I think—Evelyn Victors must have taught it, because when I came and took her place, I started teaching the methods for secondary and elementary.

AL: Mm-hmm.

CB: I think that was true, because when we were in with the School of... with the Division of Education, they pretty much had the methods and technology classes.

SB: Yes I remember taking a methods class from Howard Westcott.

MT: Oh really? What kind of methods?

SB: He would come in, plant his—"Methods of Health." In the health area—he would come, in plant his feet right on the desk. [deadpan, while others begin to chuckle] And proceed to tell us about his years at Reed College. [laughter] I never really got too much of a lecture about the content of the course, but he was very, very entertaining.

MT: He was the wrestling coach, wasn't he?

SB: Yeah. Yeah, he was.

CB: And he was a good wrestling coach. Steve, I also did wrestling with Howard. And Lee Allen, who is an Olympic champion, is the guy that I always had to

	<p>wrestle. And I didn't wrestle very long with him, because I was looking at the ceiling before too long!</p>
<p>45:52</p>	<p>AL: Howard was a throwback to the old faculty that we had. He was a character.</p> <p>MT: He was a character.</p> <p>AL: But the actual health and P.E. methods—I'm trying to think who did teach that after we moved into the new building. I think just like you taught it [to JS] for elementary people, I think somebody taught it for the secondary people too. Jack, do you remember when you were there who taught the... ?</p> <p>JS: Well I was thinking that Mike taught both the Health Ed methods and the special P.E. methods together.</p> <p>AL: Oh, did he?</p> <p>JS: Together. I think he taught both, to my recollection. And that was true when I came here.</p> <p>AL: Uh-huh.</p> <p>MT: Because I taught the undergraduate methods, and then also the advanced methods for the master's.</p> <p>SB: Now, am I correct that when you moved into the new building, was it was a department, at that point? Department of Health and Physical Education?</p> <p>CB: Well, I think that was when we were designated—separation between—that year before '65 when the Scott study was undertaken, and that was the suggestion from the Scott study, was that we separate Physical Education and Athletics into two departments. I think that what it was was the School of Health and Physical Education, the Department of Health and Physical Education moved into that building.</p> <p>SB: And that's when Lee Ragsdale came in?</p> <p>AL: Yes.</p> <p>CB: Well, yeah. Joe was still head of P.E. and Skip Stahley... well, Lee—Hugh Smithwick was Interim Athletic Director. Once they decided to split the two, they</p>

	<p>split it immediately and Hugh who was football coach then became the Interim Athletic Director. Then the study was implemented and it was put out for a bid, a search for Athletic Director, and that's when Skip Stahley came from Idaho.</p>
48:03	<p>CP: Can you talk a little more about the report? What was the... why did that report come about?</p> <p>CB: I think Alice kind of hit it on the head. The Health and P.E. people were kind of upset because we were doing a lot of things—we were taking leadership roles in the state, and we weren't getting recognized with compensation or with rank. I think that was one of the things that we said was unfair, <i>We need to study this, we need to have some recommendations on how to resolve this.</i> And that's what the Scott study did.</p> <p>CP: So was it an outside consultant who came in?</p> <p>CB: An outside consultant.</p> <p>JS: I think Scott came from Columbia University. I wouldn't be surprised if Howard Westcott had some influence in that. Because that's where Howard did his doctoral work. Anyway, they brought Scott in and there was this study, this investigation, and out of that came the recommendation to separate Athletics from Health and P.E. And out of that came the decision to create the Department of Health and Physical Education when Athletics was separated. By the way, that sounds like kind of a cut-and-dried deal, but that's an emotional thing, historically, to separate Athletics from Physical Education.</p> <p>CP: Right.</p> <p>JS: It was an emotional issue on a lot of campuses, because philosophically at that time Athletics was simply seen as a higher level of physical education. There was a progression, philosophically, through that. When Athletics began to specialize in very specific ways, and coaches were more and more drawn into full-time coaching, rather than a split with teaching; it just didn't work anymore. It was the tail wagging the dog insofar as people in Physical Education were concerned. So when that decision was made, it really set in motion a lot of things that were important to the School, eventually, and no doubt important to Athletics as well, because it put them on a different course. They didn't have to deal with these split contracts where they were obligated to teach so many classes a term, and then the balance of their assignment was in Athletics; now they able to move away from that. Even after that, however, there were, in many cases, coaches</p>

who had a small fraction of their total role devoted to some kind of teaching, because the institution said they couldn't afford full-time coaches of every sort unilaterally working in Athletics. They just couldn't afford it financially. So they had to do this kind of a split.

CB: I can give you an illustration of that, myself. I was hired as a P.E. instructor and as assistant football coach. That's what my contract said, and that's all it said. But what actually happened is that I got released from one teaching class during football season. It just doesn't sound right, not when you're spending three or four hours a day, plus your weekends—like I did most of the scouting, so I was gone on weekends—so I was getting released for three hours, you know... [laughing] for fifteen hours. A pretty good deal for Athletics! But I think that we accepted that as a part of our responsibility, as part of our job description. I don't think there was too much concern about it, because we all liked athletics and had been involved in athletics; we saw the correlation and the relationship between the two.

CP: So since you had that active relationship as a coach, how did that split feel for you when that happened?

CB: I had to consider that. I was contemplating at that time that I was already taking courses, graduate courses, working beyond the master's degree, and so I said that I was really wanting to get my doctorate. So I made the decision at that time, in '66, to give up coaching, and became full-time P.E. There were a lot of things that happened in that time. We had an intramural program, women had the women's program for athletics, and they were kind of on a—you know, *You're going to be doing this and you're going to be doing that*—not titles or anything else, because we weren't interested in titles. We were interested in doing a service and this is what happened. So eventually, as I said, Jim Vitti at Vanport was the Intramural Program director, because he had intramurals—we had intramurals at Portland State from the very beginning. We talk about intramurals being a part of P.E. and Athletics being a part of P.E., and as those things came about they became more separate. We had sports clubs, also, at Portland State, so I had a part-time appointment for two years... my FTE [full time equivalent] for intramurals and club sports advisor came out of the Student Affairs office. And then those divisions began to separate, so then Gene McNally was the first official director of intramurals, and when Gene passed on then I accepted that responsibility and became director of intramurals. So we've had a lot of things happen, not intentionally, but by circumstances.

MT: [To JS] Where was that all when you took over? Where was...

	<p>JS: I came in 1978, so this building [Stott Center] had been in operation since Gene, and since Lee Ragsdale came in '66, I think.</p> <p>SB: What was his [Ragsdale's] job again?</p> <p>JS: Lee? He was a department head.</p> <p>SB: He became Gene?</p> <p>AL: And that's when we became a separate department from the School of Education.</p> <p>CP: So he came in from the outside—he was an outside hire?</p> <p>AL: Yes.</p> <p>CP: OK. Where did he come from?</p> <p>AL: He was Director of Health and P.E. for Medford.</p> <p>CB: Medford Public Schools, yeah.</p> <p>CP: OK.</p> <p>JS: He had also just finished his doctorate at Oregon.</p> <p>MT: And I had just moved to Oregon. So Lee Ragsdale was my supervisor in Medford... [laughter]</p> <p>JS: Anyway, all of these pieces that have been described here began to fall in place. Not in a way that anybody could have forecast, but piece by piece they started to take shape, and then when the building was constructed and they separated Athletics from H.P.E., then it really gave it form and substance in a way that had never existed before. So when I came in '78... Let me back up just a bit, because I'd like to tell you why I came here.</p>
55:12	<p>JS: [continuing] I was at the University of Toledo in Ohio; before that I was at the University of Oregon, and the University of Toledo was an urban-based university, but it didn't look much like an urban-based university. There was kind of a town-and-gown sort of estrangement if you will. So when the opportunity</p>

came to look at this position here, when Lee was going to retire, at a certain point I came for an interview and I liked what I was hearing. Not only from the faculty, but also from the central administration. The person that was key in that was Leon Rafael... [correcting himself] Leon Richelle. (Not Rafael, who was a basketball coach many years before in my life.) But Leon Richelle was really a remarkable person. I was so impressed with him and his expressed vision for the university that that really kind of tipped the scales for me. I didn't need to leave Toledo; I was an administrator there also, a split administrative and faculty appointment, but this was really an attractive opportunity to me for the reason that I perceived that this really was—that this institution was really serious about becoming an urban—about *being*, not becoming—about being an urban-related university integrated with the city and the metropolitan area. That was attractive to me. So I came in '78, things were pretty well established by then, Lee had been here for eleven years, I think? From '66 to '70... Fall of '66, that would have been '66-'67, and retired in '78, in the spring.

CP: What were some of the key developments that happened once he came in during that period, leading up until when Jack came in—that twelve years? What do you all remember as some of the things that really took off during that time, or came together?

AL: Well—

CB: [simultaneously] During—

AL: Go ahead, Chuck.

CB: During Lee Ragsdale's time?

CP: Yeah.

CB: Well, I think what happened is that at that time we saw a more specific role and became more identified as a valid part of the university. We weren't just a segment; we became a vital part just like any other division within the university and began to be recognized. And I believe that Lee at that time was also a part of the higher-echelon circle, you might say. [To JS] I think when you came and we became a School, then you got the title of Dean and then you were part of the academic advisors and the academic team. But there was an informal—a lot of things were informal. I think the vision was there, but there wasn't the implementation of that vision in its totality. It couldn't possibly happen that way. So it happened in parts, a little part here, a little part there.

AL: When we split from the School of Education and went to the new Health and P.E. building and Lee Ragsdale came here, he was the department head. They couldn't give him the title of Dean because we were not a School. But we were a free-standing department, and Lee Ragsdale was considered a dean, except his title was Department Head. He belonged to the Council of Deans and participated in all of the decisions of the University that the deans did. We enlarged our major program because we had the facilities, and so we hired a lot of specialists in physiology of exercise, kinesiology, measurement and evaluation, and the hardcore theory courses. And as a result of that, they wanted to do more than just teach teacher ed things, they wanted to do more scientific-oriented research and have students of that caliber. So sometime in the early '70s, we had a retreat called the Kah-Nee-Ta retreat and we went for the weekend up at Kah-Nee-Ta [Resort in Warm Springs, OR] and discussed curriculum things. There were a lot of ideas thrown out, and people went around and around on what we ought to do, and with much follow-up, we developed options within our majors. So we had a Teacher Education option in Physical Education, then we added one that was called Urban Community Physical Education, to adapt to the people and recreation in this area, and another one called Research. That was the scientific area, so that people could go on and work on their masters and doctoral degrees in that field. Then the Health split into a Teacher Education option and a Community Health option. Then we had, eventually, after that time, five degree programs that students could go through rather than just teacher ed, teacher ed, teacher ed.

CP: Right. Did you see the demand and the interest from the students?

AL: Oh my, yes. When I left, and that was only the year before they closed the School, we had at least 250 majors in our program. So they were dropped! [thumps hand on table] Just like that.

CB: And they weren't all teacher-oriented. Those were people who wanted to work in the fitness area, those were the ones who wanted to work in the—I mean, the Urban Community Physical Education, which was kind of the area that I supervised.

JS: So there is a little thing here that always interested me, and I learned how to live with it. [laughter] When the Urban Physical Education major or concentration or specialization was adopted, it was given that title because in the state system at that time there was a tight control over which campuses were authorized to offer which career program. [murmurs of agreement] So Oregon had a lock on

	<p>recreation. So Urban P.E. was adopted to accommodate people who would pursue careers in recreation in various kind of civic and municipal organizations and so forth. And they did that just to escape the hammer of the state system coming down and saying <i>You can't do that because that's not part of your mission</i>. So it was interesting when I came here to learn those things, and I quickly learned that there are some things that you have to work around, because if you try to address them head-on, you immediately get this wall of resistance.</p> <p>CB: Jack was a quick learner. [laughter] This was something that we had to plot from the very beginning, I think, Alice, is that—<i>how do we become identified as a viable part of the University and its offerings?</i> Not only within the University, but also from Oregon and Oregon State, because they were <i>the</i> institutions, had been always the institutions, so you had to fight that as well. So I think what we found is that we found that there were people that had been students at Portland State, and who had gone on in the state system, like Bill Lemman for instance, who went on to be Vice-Chancellor. He was our business manager at Vanport.</p> <p>CP: Right, right.</p>
1:03:27	<p>CB: And here at Portland State. So we had some of those people in key places that said <i>Now, wait a while, Oregon; wait a while, Oregon State</i>. [laughter] <i>There are opportunities for you as well as Portland State</i>. The ball game became more organized, let's say.</p>
1:03:44	<p>[Break resumes]</p> <p>CP: So we are back from our break, and before we move into the next era and talk about everything that happened when Jack got here, we were going to talk specifically a little more about the development of women's athletics and programs here, with Alice.</p> <p>AL: Obviously, they were not very big, and mostly the faculty who participated in those things, as coaches, were not paid, or given any release time for doing it. They did it above and beyond their regular teaching schedule. And there were weekends, Saturdays, they might have a field hockey tournament, and four or five schools would show up and they'd play, but it was more like what we called in high school "play days." Where there was no real—there was an incentive to win, but there wasn't anything you were going to win at the end, whether you won or not! [laughter] And the coaches were just faculty members who donated</p>

their time, like Linda Neklason with field hockey. She'd take the field hockey team around and they'd play and somebody else would take the basketball team and I was lucky, I coached the bowling team, both men's and women's, and the student union sponsored them, and we were part of NAIA [National Association of Intercollegiate Athletes] and we even got to go back to a national tournament in Kansas City because there was money there. Which there wasn't for the women's. Eventually, as sports became more important, and it was important for the women to have these experiences when they went out to teach, there was release time given, like Chuck said he was released one class for coaching football. So the women would do that. But Title IX [of the United States Education Amendments of 1972] was the real change in women's athletics, when they had to have equal access. So at that time the faculty started getting release time, we really didn't hire a lot of outside people to coach, like the men did. But there were some outside coaches hired.

MT: Would that be Marlene [Piper] in volleyball?

AL: Marlene was actually part of the faculty at that time. Probably one of our more well-known coaches was Sharkey Nelson, who coached the men's basketball team, and then he went on to other things in the employment division, and then he came back and coached the women's basketball team.

CP: Oh, I didn't know that.

AL: They won quite a few games and were very good, and one of his star players was Teri Mariani, if you know her. The ex-coach of the men's team, Marion Pericin, you may recognize that name, he quit as basketball coach and went into private business with a motel chain. As women's sports became more important, he said, "Women need to have more exposure to outside the state," and so he helped us organize the Giusti Tournament. I don't know whether you've heard of that or not. It was a basketball tournament in the Coliseum sponsored by companies, and we had the top teams in the nation. That was the first basketball tournament nationwide, I believe, that was ever held. It was a wonderful event...

MT: Was that from the wine—Giusti Wine Company...?

AL: Yes. Giusti Wine Company put in a lot of money for it. And then the hotel chain put in quite a bit of money for it. When you—or, you should—talk with Teri Mariani about the development of Athletics, both men's and women's, because she is the prime person that would know everything for Athletics from beginning to end, she can tell you all about that. But we were all very involved in that. And

now that I think about it, I think even before that tournament we hosted, and Marlene Piper was very into this—she was a wonderful volleyball coach, and we won lots of volleyball tournaments. We hosted probably the first volleyball tournament in our gym, and we had Hawaii, and—I can't remember all the—Hawaii I remember because they brought pineapples! [laughter] Quite a few large schools.

CP: What year would that be, do you recall?

AL: Pardon me?

CP: What year was that?

AL: I don't remember exactly. Now, Oma Blankenship, I think, was Head of Athletics then, so—we'd have to go back and find out when she was doing that. But it was a wonderful tournament.

JS: Alice, was this under NAIA?

AL: It might have been. I just don't remember for sure, but I remember how hard we worked on it, because it was the women faculty who put this thing on. We did have help from outside, but it was a giant thing.

MT: What is...?

JS: The NAIA's thing was the first national organization for women's athletics, and then it morphed its way into an NCAA division. And I think that first tournament, when it was held, was NAIA.

AL: I'm sure you're right, Jack, I'm sure you're right.

JS: Anyway, go ahead.

AL: Well, I really don't—eventually people got release time to do some coaching, but—and, Jack, you'll have to—well, we really never had any full-time coaches. Even when you were there, did we?

JS: Um... [pausing to think]

AL: Like the men, the football coaches...

	<p>CB: I think Read was full-time...</p> <p>JS: Pardon me?</p> <p>CB: Read was a full-time coach.</p> <p>AL: Who?</p> <p>CB: Read, Don Read.</p> <p>AL: No, I mean women. I don't think we ever had a full-time coach.</p> <p>JS: I think even someone like Jeff Mozzochi, I think, was—he taught one class or something. But it was probably related to his coaching field, probably related to volleyball. There were some of those, who—people who taught for us, but they only taught one course, and that was because we needed that access for our students to have that kind of expertise connection. That's my recollection. I don't know if anybody was full-time without any strings to our program.</p>
1:11:06	<p>CP: I'm trying to understand—so when that break comes between the department and Athletics, women faculty still actually keep a close relationship with women's athletics at that point, it's a little different than say men's football? Am I understanding that correctly? Where it sounds like men's football became more of its own—I mean, it went with Athletics and there was a full-time coach?</p> <p>AL: We didn't have any full-time coaches.</p> <p>CP: Yeah, so it's a different...</p> <p>AL: Yeah.</p> <p>CP: It had a different effect. Or it didn't effect—you still stayed involved, even though Athletics...</p> <p>CB: I think women were still hired as P.E. teachers, but they had interest and expertise in coaching a particular sport, and that's...</p> <p>AL: I am sure that changed after I left, and Jack can vouch for that.</p> <p>JS: Well, it changed some before you left.</p>

	<p>AL: [smiling] OK!</p> <p>JS: When I came here, it seems to me—and I didn't check this out, but it seems to me that PSU was already connected with NAIA when I... the National Association of Intercollegiate Athletics for Women, NAIAW. I think they were already connected with that, and that tournament you referred to, Alice, seems to me that it happened in the first year or two after I came here, in the late seventies, probably. From that point forward, people identified as having their primary responsibility in Athletics. That would have been true of the volleyball coach, the basketball coach, and the softball coach. Other women's sports, I think that was not so much the case. If I recall, for quite a while there, the women's track coach—as was true for the men's track coach—was an individual brought in by the Athletic Department, had no connection to our School. They were part-time, at least when they started in those roles. So it's like everything else. It's kind of a stair-step of change as this time went by, and gradually as the demands became greater and the interest became greater, things moved from volunteer to a limited amount of workload credit to a major portion—to being a primary source of their employment. And in those cases, we didn't really have a whole lot to say about who was hired. Usually what happened, they knew who they wanted, they planned and wrote down who they wanted to hire as their women's volleyball coach, let's say. And we would be—I would be informed that this was what they wanted to do, and that they needed them to teach one course of something as a part of their appointment. But from that point forward we had very little control. Same thing was true with the athletic trainer. We had an athletic training, a minor program that led to a certification nationally, to be nationally certified as an athletic trainer. While that person was key to us in terms of developing the coursework to support that program, the reality was that he was more in Athletics than he was in P.E. So when it came time to change trainers, we had one incident during my eleven years—my fourteen years, excuse me—where the Athletic Department decided the athletic trainer needed to go, they needed a change. So that decision was made, and then we were informed. But that was because they were primarily supported by the Athletic Department budget. The same would have been true in reverse: if we had a person who was teaching for us three-quarters time and one-quarter time in Athletics, if it came to the point where we thought that person wasn't surviving in that role for us, then we would have had the primary responsibility for making that decision.</p>
1:15:26	JS: [continuing] I'd like to go back to—[to AL] unless you want to go on with the Athletics program?

	<p>AL: No, I think... what the committee needs to do now, your library committee and research need to talk to somebody from Women's Athletics. I think that will be a very good thing to do.</p> <p>CP: Yeah. That would be wonderful. Well, you know we are about to get about two thousand, I think, photos, from Athletics online within the next couple months. So we are really looking at that as an opportunity to start talking. Probably we'll bug some of you again! And some other people too.</p> <p>MT: Jack, you're on!</p>
1:16:03	<p>[Break resumes]</p> <p>CP: Well, maybe before we move to Jack, Maxine, did you want to talk—I know we've talked some about this separation of the department, which becomes a School, from Athletics, but also the break with Education. You were in Education, but you still had a relationship with the...?</p> <p>MT: Yes, I taught Health and P.E. in the public schools, and Evelyn Victors happened to come see one of my elementary P.E. classes. She was working on her doctorate. And she said, "How would you like to come to Portland State?"—for a year while she finished her doctorate. So I ended up coming to the School of Education and staying for 25 years! [laughter] So I taught the elementary P.E. methods, for elementary teachers...</p> <p>CP: I'm sorry, what year did you start, again?</p> <p>MT: Sixty-six? I'm looking at Steve—</p> <p>SB: Sixty-seven.</p> <p>MT: '67. Then I taught the secondary methods, and then when they got to their master's, I taught the advanced methods in Health and advanced methods in P.E. So maybe I kind of took over from what Mike [Tichy] used to do? Or what Evelyn [Victors] did?</p> <p>CP: But that was under the School of Ed at that point.</p> <p>MT: That was in the School of Ed.</p> <p>CP: Right. Interesting.</p>

MT: If there was a division, I never felt it. I was a P.E. and a Health teacher, so I always felt part of you. It wasn't like a competition at that time. Does that kind of answer your question?

CP: Yeah, that's really helpful, thank you.

JS: I mentioned earlier that one of the things that attracted me to this opportunity was the vision that I sensed people had. The background of that goes all the way back to the beginning, I'm sure, that you've learned by listening to Chuck and Alice. Some of the people who were here when I came had a fairly long history with the place, and some of them were relatively short histories. But there were some developing specializations, academically and professionally, that depended on the credentials of the people who actually were making those things happen, those developments happen. There were some really good people. But they had to be special kinds of people. Not everybody who was in a specialization area—and by specialization area, I'm referring to body mechanics, kinesiology, exercise physiology, motor development, perceptual motor learning as it applies to motor development—not everybody who has a specialization in those areas and has a reputation and recognition in those areas fits in an institution like this. If they want to spend their time, as much as they can possibly squeeze in in terms of their workload, in the laboratory, it wouldn't have fit here. But gradually we were moving in the direction and did move in the direction of providing more opportunities as the curriculum expanded, and as that led to more involvement in the community, and as that led to more research activity and publication activity by people who had those specializations, the kind of person that we needed or would fit in shifted a little bit, not a lot. We had one case—I won't use his name, because it doesn't make any difference, but it illustrates the point. We had a retirement, this was in the mid-eighties, and so we went on a national search. And we wanted to hire a person who would be a second specialist, if you will, in the area of exercise science. So we ended up hiring a person, a young man who had just finished his Ph.D., who had all the right credentials, and he was a good man. He understood his field very well, but he never fit here. It was just a bad fit. After two years, he came to my office one day and he said, "I've been invited to interview at a certain university in the Midwest," and he said, "I'm pretty interested." And I said, "You know what? I don't think this has been a good fit for you and for us..." because he was kind of resistant to being integrated into the flow of things. He wanted to do his own thing—at which he was very good. So I told him, "I think if this opportunity is presented to you and you think it's an opportunity well-suited to you, my advice to you is take it. Because I think you'll be happier there than you are here, sort of

	<p>fighting against the realities. And we'll probably be better off because we'll find a person who fits our situation better."</p> <p>CP: So what were some of those realities? When you say that, what do you mean specifically? What did someone need to feel successful in this situation?</p>
<p>1:21:33</p>	<p>JS: Well, we were an immersion institution in terms of these specializations. We simply could not provide him with the specialized, narrow focus in his work—and I don't mean his research, then, so much—but in his teaching. He didn't want to be involved in teaching other things that were important to us to have taught. He had the credentials and the expertise to do that, but he just wasn't interested in that and he found a variety of ways to resist doing that. So that's why I said he didn't fit. Maybe now—well, not <i>now</i>—[laughter] at another time, he might have fit into the situation much better as those specializations developed.</p> <p>SB: I might say, that's not unique to your field.</p> <p>JS: That's probably true.</p> <p>SB: That happens across the university, in other academic fields.</p> <p>JS: And I think that's one of the significant or primary roles of an administrator, is to put the faculty in a position to do the search, to be involved in the search, and to make their judgements about which candidates to recommend based on the way they fit. Really, you need a cross-section of opinions to do that. One administrator can't do that alone. So when he left, we hired another young man and he is still here, and he's a good fit! He's a good fit for this situation. So that kind of thing was going on, but I guess that started from my comment about the gradually increasing specialization areas. And even that lended itself to someone like Chuck, who had been here a long time, as you now know. He was able to focus more of his time—not all of it, but more of his time—in the area of what was called Urban Physical Education, and providing advice and guidance to students interested in that area, and that sort of thing. So the specialization thing began to have its effect inevitably. Fields can't remain stagnant, and unless they continue to pursue their field and investigate their field in an academic sort of way, the field doesn't advance. But that leads, inevitably, toward more and more specialization, and that's a challenge to keep those things balanced. I've got stories about that, but I won't go into that. [laughter]</p>
<p>1:24:16</p>	<p>JS: [continuing] When I came in '78, I took a lot at and sort of examined the record at that time as to where was the major portion of our resources being</p>

	<p>invested. I had in my mind the idea that we needed to continue the process of being connected to the community, and in that process of being connected to the community, to be personally involved in the community in whatever ways we could find. Because this was the primary resource for professionals in the field. To some extent that was true for teachers, but certainly other areas, of the general exercise science and health area, this was the primary resource for people who wanted to do post-graduate study, or who wanted to be engaged in professional development activities—conferences and the like. So in that first year, '78-'79, I did this examination of our resources and how they were invested, and it turned out—and this is totally understandable, not a criticism, it was a reality—a major portion of our resources were going into the support of what we called “service courses.” Service course instruction for the entire student body. Every student in the university was required at that time to take five physical education activity classes and one health education class, for a total of six. And that’s where most of our resources were going, to support that! If we had any hope of broadening the scope of what we do, we needed to find a way to balance that out in a more effective fashion. Well as we were kind of stumbling along trying to find our way through that dilemma, the circumstances of life took care of it! Because we got—we had... and this is going to be a totally new idea to you, I’m sure, but we had a budget crisis. [laughter] And out of that budget crisis, it turned out the University was putting the pressure on us to find ways to be more... I guess I’d say more efficient in use of our resources. Out of that came a change, rather a major change in the requirement for the general student body, and we dropped the five-plus-one requirement and replaced it with a three-credit course called “Health and Fitness For Life.”</p> <p>CP: Wow.</p>
<p>1:27:11</p>	<p>JS: And that was in 1982, I think it started, something like that. And that was a challenge for our faculty, because people who had spent their careers being heavily involved in the delivery of the service program, now were confronted with having to fit into a different model, at least for part of their work. So that was a real challenge. But it worked. We found our way through the maze and made it work, and that allowed us a little bit of freedom to begin to evolve more in the professional, scientific areas if you will.</p> <p>CP: Right.</p> <p>SB: But that also cut down on student credit hours, didn’t it?</p>

	<p>JS: Yes, it did. But we also lost some FTE in the process, which was the University's motivation in the first place, was to pick up some resources in the midst of this budget crisis. But the faculty was great at that time. We all understood what we were faced with, and not everybody was, at the beginning, was equally of a mind to accommodate the shift, but there really wasn't an alternative. So we made the shift, people adjusted to it, nicely, and did their work effectively, and so that was in the '81 crisis.</p> <p>CP: That's under [PSU President Joseph] Blumel, right?</p> <p>JS: Yes. Correct. And then we had another one a little further down the line in the mid-eighties, I don't remember the exact year. And we came through that one in fairly good shape because we were pretty lean at that time, in our resource base. As this was happening, and I should say, before I came here, the first significant thrust into the community that got a lot of identity was the adult fitness program that Mike Tichy ran. It attracted a lot of people from the community for an evening, late afternoon or early evening fitness experience. That got a lot of recognition in the medical community and in other places. That was kind of the opening shot, if you will, and that happened before I came here. But we were able to capitalize on that, and out of that, Mike and I developed a—or created the idea of a conference on fitness and business, which we ran for all the years after that—for thirteen years, we did that annually. That got a lot of interest and support and participation by professionals in the community who were not teachers. We had stuff going on for teachers, there's no question about that, but to broaden our base, this was one of the ways that that happened. We got a lot of participation by people in the medical field, and in the fitness industry. Chuck can speak to this from his own experience, but in the early eighties the fitness industry was starting to explode.</p> <p>CP: Right.</p>
1:30:28	<p>JS: And it's not a school-based program, it's in the community, and in industry, and in other government agencies and the like. So the fitness and business conference fit that model rather well, and along the way were able—and as retirements came along, we were able to employ some people to fit this changing model as we moved ahead. Then we had—this was through Mike Tichy's contacts, but we developed a special program with the Oregon Board of Police Standards and Training. That title has changed a bit now, I understand, but we conducted a special program for them for six or seven years. What it amounted to was that police and law enforcement agencies would send people to this special program, this special course, and out of that they would be identified as</p>

fitness specialists in their department, in their police department or sheriff's department or whatever, to provide programming for fitness development for people in those occupations. That got some publicity and got some recognition for the University and certainly for our School. There are other examples along the way. There was a special conference that I didn't have anything really to do with, but it was a special program for elementary P.E. teachers, do you remember that? [To AL]

AL: Yes.

JS: Don Hellison was heavily involved in that. They made that an annual event, and really the teachers themselves carried that event. They got cooperation from people on our staff who needed to help, but it was basically carried by them. It was another way of reaching into the community for the School. In 1980—I'm sorry, in the fall of 1979, after Howard Westcott retired—we were able to hire two faculty members. One of them was Leslie McBride who is still on the faculty here in Community Health, and that goes back to Alice's point about the development of that specialization. Leslie added a level of expertise to that that was important. The other person we hired was Loarn Robertson, who left here when the School was dissolved. Loarn was a wonderful guy. He was a Scotsman, and he had a beautiful Scottish touch to his speech. He was a weight thrower. That doesn't mean just shotput and discus, that means the caber or whatever they are called, that the Scots throw.

[everyone chiming in] Like the Highland Games? The hammer? [laughter]

JS: Anyway, he was a big strong guy. He came to us as a specialist in the area of kinesiotherapy and biomechanics, and he developed a laboratory and a clinic in our facility that was serving people from the community who needed rehabilitation or whatever from an injury or some other problem, an accident. And that got a lot of recognition and tied us with the American—at that time the American Corrective Therapy Association that later became the American Kinesiotherapy Association. Loarn was a very effective teacher, and later in that program... he developed as a part of that program to lead to certification in kinesiotherapy, national certification. He developed a working relationship and a partnership with the V.A. hospital up on the hill, which was a beautiful thing, and then later he developed a working relationship with Nike and their sports lab, so that students from our program that he was leading would have an internship opportunity at Nike working in their sports lab. I'm sure there are some other examples, but I don't want to go on and on here. These are all examples of the way the School progressed from the very beginning that Chuck talked about, and

	<p>all the barriers that they overcame. When I came here, it was kind of ready—there was a time when there was a readiness to begin to move into some of these other areas that gave us an identity. And there was nothing wrong with the identity of being a teacher-preparation unit, because at the time that took place, the need was critical. You made reference to it, Chuck, about the demand for teachers. And people have stories to tell about starting to teach with one year of college, or two years of college, on an emergency credential. I'm referring now to my experience in California, but that time had passed. The great unfilled demand no longer existed in terms of needing to put all of our resources into teacher preparation. So these other areas gave us a connection to the community, and it gave us an expanded model that attracted students who would not otherwise have come to us, because they were not interested or not motivated to be teachers, but they were interested in these other possibilities. In 1988 I went on a sabbatical leave, and I was told after it was approved that that's never done—deans don't take sabbaticals. [laughter] I don't know what happened, but I made the application, and at that time Nat Sicuro was the president, and he approved it, so I took four months and I went to Japan, and then went to the western states to... Looking at programs, trying to gather ideas for what we could implement here or what we could do to strengthen what we were doing here. One of the things that came out of that was the idea that we needed a person who really was a specialist in motor development for children. That's when we hired a young man by the name of John Ozmun. We hired him in the spring of 1990. In the fall of 1990 at the November election, the population of this state adopted a property tax limitation, and built into that property tax limitation was a shift of support for public schools to the state, from the local property tax base. That had its domino effect in the state system, in the state budget, which ended up in a major hit for all the state agencies, but especially in higher education. So that happened in early November, and immediately the discussions started on <i>what is this going to mean. What's this going to look like?</i> So I went to my regular meeting with the Provost, on a day in early January, and he was an interim provost. I don't know if any of you would remember him, but his name was Bob Frank. He was here because Frank Martino left as the provost in the fall, and they were in the search stage, and so Bob Frank was appointed as an interim. He was from Oregon State and had done this kind of thing before on an interim basis.</p>
1:38:44	<p>JS: [continuing] Anyway, I walked into his office, and we exchanged pleasantries for a little bit, and the he didn't beat around the bush. He just said, "I'm really sorry to be the one to have to tell you this." He said, "The implications of the budget reduction for this institution is such that—it's of such a major nature that it looks like we are going to have to eliminate your School." And I said, "<i>What?</i>" So... we pursued that a little bit, and I told him, I said, "Please, don't make this</p>

	<p>announcement to anybody else until I have a chance to discuss this with our faculty, and then after the faculty, with our students, with the students who are majoring in our program.” He agreed that that was the right course of action. So from that point on there was never any question in my mind that that decision had already been made.</p> <p>CP: What was—what do you think the basis for that decision was? Why was the School targeted?</p> <p>JS: Two or three reasons, I think, and maybe Chuck might... Alice was already retired by then, she didn't have to ... [laughter] I'll just try to toss out two or three that I think were at work. One is that I was told later by a very reliable source that the chancellor at the time, he was one of your [to AL] Salem classmates, or in your school... his name, do you remember? Anyway, he came to the state system from, I think, the University of Alabama, Birmingham, where he was a top administrator. Anyway, it was reported by what I considered a very reliable source that he made the statement to the state board and to the president that it was time to make the public understand that these kinds of major changes in the budget and in support of our education had serious implications. His point was that if we just do this by having everybody reduce their budgets by five percent across the board, and we get by, it will show everybody <i>Oh, that was just gravy. It was just excess, they didn't need it anyway.</i> So he said, “When this is over,” and this was the expression that he used, I was told, “there needs to be blood on the table.” Which to me that there need to be significant cuts, in order for this to be understood for how serious this is. That's one thing.</p>
1:41:34	<p>JS: [continuing] I think that the—I'm not sure the administration of the University at that time was particularly interested or concerned—“interested” is not a good word—but not too concerned about our School, and the reason I say that is that I'm not they had identified it yet as a significant part of the urban-based university's model. As a result, if you look at the makeup of the University at that time, you had the School of Social Work, which was the only school of social work in the state. You had the School of Urban and Public Affairs at that time, which had the same characteristic. You had a School of Fine and Performing Arts, and how can you have an urban-based university and communicate and interact with the community, and not have a school of fine and performing arts that supports the arts community? You can't have a university without a College of Arts and Sciences. You've got a College of Engineering; that's important in this metropolitan area. Let's see, what is it that's so important about the School of</p>

Health and Physical Education? There's one of those in Corvallis, there's one of those in Eugene...

MT: I remember that argument.

JS: Yeah. So, I could understand how they worked their way through their process. I think that—and I neglected the School of Education! But the same thing applies.

SB: When you think about it, too, nationally, the demand for teaching teachers, like elementary teachers, in physical ed had kind of gone by the wayside.

JS: Yeah. It's true.

SB: And so there wasn't as much demand for training. So that's lower student credit hours for the School. When I went to school here as an undergraduate I took the methods classes in Health and P.E. You cut the service classes, too, that was another lowering of student credit hours. So my experience, anyway, is that student credit hours drives a program. I'm assuming that was reflected somewhat in what was happening with your school.

JS: Well, we had gone from—I don't know what it was exactly, Alice, you may—when I came here, I think we had twenty-six and a fraction FTE or twenty-seven and a fraction. I can't remember which. But a majority of that was going into the service program. Well when we made that shift, or before that, we had reduced by one or two FTE, and after we made that shift I think we dropped to something like eighteen FTE. So, inevitably, when you reduce FTE that much, you're going to have reductions to credit-hour production. That's an important point—but when you start to look at the whole scene, that's a factor that has to be considered.

CP: What was the relationship with the School to OHSU? Did they have a... ?

JS: Well, I'm glad you asked. [laughter]

CP: OK!

JS: I engaged in about... I think must have been six years, or seven, maybe, of conversations beginning with the dean of the medical school. And then it eventually got to the head of physical therapy in the OHSU hospital. It was intended to lead to a joint program between OHSU and PSU in physical therapy. We couldn't pull it off with our own resources, and they couldn't pull it off with

	<p>their own resources; they needed some specializations that neither one had. So we engaged in that for that number of years, and I think we were getting close—the head of physical therapy at the hospital was really enthusiastically behind this. She had the Oregon State Physical Therapy Association on board. The reason for them being on board was that there was a real shortage of physical therapists in the state. And there was only one program in the state, and that was at Pacific University, which is a private institution and extremely expensive. So there were good reasons to expand the opportunities in that area. Furthermore, the Bureau of Labor statistics at that time, in forecasting labor needs, one of the two top leading areas that needed to be addressed was physical therapists. So we had a lot of ammunition for making that happen, but we couldn't do it alone, and it required these ongoing conversations to try to find ways to make that happen. Then when the School got dropped, it was immediately off the table. One other thing that connected us with OHSU, we had a faculty member who was transferred in the mid-eighties, they had a budget issue, transferred to us from the College of Arts and Sciences specifically from the Chemistry department, but his—no, I'm sorry, that's not true. It was in a two-person unit in Environmental Health. And his specialty was in a science portion of environmental health. His name was David Dunnette. He got transferred to us, to our Health Education department. He never felt like he fit real well, because he wouldn't see himself as a health educator; he saw himself as a scientist interested in environmental issues. But he tolerated it quite well. He came to me one day and he said, "We have to find a way to connect with the Environmental Health people in this metropolitan area." So I encouraged him to connect to—to put his ideas on paper. Because he'd been talking with people in the environmental health community in the city and beyond, and what their needs were and how to meet those needs. Before I left Toledo, we had adopted or developed a program of a Master of Science in Public Health. So I said, <i>Maybe that's the connection</i>, because if you choose an M.S.P.H., then you'll have a strong science base, which is what he was interested in promoting. So we started down that path, and before it came to—and he started talking to people at OHSU about this as a program that made sense to combine resources. That then led to, in short, it led over a period of two or three years to a joint group being formed, because when people in Eugene and Corvallis found out what we were doing... [laughter]</p>
1:49:22	<p>JS: [continuing] ...They complained to the state board. They asked for a task force to be put together with representation from all four institutions: Eugene, Corvallis, Portland, and OHSU. So we did that. We met for quite an extended period of time, regularly, in Salem—that's kind of a central point—and hammered out an agreement, but by then the focus had shifted from an M.S.P.H. to an M.P.H., which made sense. It was a natural evolution of this process. We</p>

had come to the point of actually having a draft program in review amongst that task force. The greatest amount of foot-dragging came in Eugene, but they finally came around to agree. They backed out of being involved in that, but Oregon State stayed in, and OHSU and PSU. And it was about at that point, where—pfft! 1990 came, '91 the School was eliminated, and so that thing, as far as my role in it was concerned—and Leslie McBride was the faculty member who was participating in those discussions—that ended my role. But because the Health Education department was transferred to the School of Urban and Public Affairs, it continued to exist and had an opportunity to grow. Nohad [Toulan] was interested in seeing that happen. So he picked up on it and before too long they actually had an M.P.H. agreement, a degree agreement. Anyway. If you ask about OHSU you're going to learn a lot more than you ever wanted.

CP: No, I think that's—In the light of how things continued to develop, this is very interesting to hear how those relationships started.

SB: Yeah. I'd like to get us back again in 1992, just for a minute. That was when Judith Ramaley was president, when this decision was made to close the School. As a faculty member here then, and having a background in physical education some myself, and an advocate in that area, I was mortified when I heard about this, in fact. So I always wondered, knowing the importance of physical health and fitness as a life need, how an emerging university administratively could consider eliminating a very important area of preparation for anybody going here. I always wondered, well, did anybody come to the rescue at all? What happened? Was there a community movement at all to try save the School? Did the Faculty Senate meet? Was this considered...? It seemed like, as a person at another School then, that I wasn't seeing anything happening. So I never knew if there had been some real efforts made to combat that administrative decision.

JS: Steve, the School got—but it was channeled through me, it wasn't because of me, it was because of the School—the School got a lot of individual responses of support from the medical community, from the campus. I got letters directed to us in support of what we were and what we were doing, from other academic units on the campus. But they were individual responses and nothing ever coalesced to bring out any further heat, if you will, or pressure on the decision. I should have said to you that in—I can't remember now when it was, because the announcement to me was made in early January, and I think... and then we had a meeting with the committees and the ad hoc task force that worked their way through the decision process to make a recommendation to the President. We had a meeting with that group. Several faculty members I had recruited to put together a presentation of who they are and what they do, and what they do

	<p>collaboratively, not only within our faculty, but with other entities outside the University. And they did a beautiful job. I think I said to you earlier that one of the people came to me after that meeting and said, “Wow, I learned a lot, and a lot of things about your School I never knew.” So in a sense, that falls back on me; I didn’t find ways to communicate effectively, apparently, as necessary to reach people with that message. But anyway, we left that meeting and shortly after that I got an invitation to come to the state board meeting in... where were they meeting—it doesn’t make any difference. Monmouth, I think it was in Monmouth, to make a presentation to the board before they signed off on this recommendation about eliminating the School. So I got some people, and I think that I—tactically, I chose to invite people who were supporters of the School who were not University-related. I figure the board is going to anticipate that anything that a faculty member says in our support is going to be—you know, they’ve got to protect their job. It’s a given. But I thought if I brought some people who had recognized expertise from the metropolitan area and they would say why this was important. I think one was a public school teacher, a P.E. specialist; one was a doctor, an M.D.; and one was a director of a fitness program in an industrial—actually, that’s not true. He was in a hospital situation, in an employee-based fitness program. So they did a wonderful job. They went down and made their presentation and all I had to do was introduce them and tell a little bit about who each of them was and why they were there, and they carried the ball. When it was over, we thanked them for listening and we left, and the next day in a report about that meeting, a news report on the radio, or... I don’t know if there was anything about it on TV news or not. Anyway, the radio report was that... they brought some member of the board... it was a member of the board who said that they had learned a lot, specifically about this School! That they were impressed by it, but, you know, what could they do. So anyhow, that was a formality, and I appreciated it, that they were willing to hear the story and the message, but I think by that time it was such a—it was so far down the path that they really couldn’t reverse that. There was no way they could have reversed it.</p>
<p>1:57:53</p>	<p>CP: Chuck, what year did you retire? Were you still there?</p> <p>CB: '92.</p> <p>CP: So when this news came out, for you long-time faculty members within the School, what was the reaction?</p> <p>AL: I had a telephone call at home. I don’t even remember who it was. Probably Bob Scruggs or somebody. And he called and he said, “Guess what? They just</p>

	<p>closed the School of Health and P.E.” And I sat there and I said, “You have got to be kidding me!” I mean I just couldn’t believe it. It was... it was just beyond belief.</p> <p>CB: I think we were all dumbfounded because of the fact that the School had reached out into the community in so many aspects, and was delivering a valuable service to a good cross-section of this community. I think that Jack hit the button on the head. The decision was made, it had gone too far, and no one was about ready to reverse it, because it would have indicated to them incompetence, maybe, in this area of making this decision. Though I think that there were other alternatives that could have taken place, but those alternatives were not studied, and so they really weren’t aware of what the alternatives were to it. I was kind of dumbfounded. I had the opportunity to talk to Dr. Toulan, and he said, “Chuck, I’m glad to have you come over to the School of Urban and Public Affairs, in our Community Health.” I had been quite involved in our community in various ways, and he saw that as a plus for me and for the School, because I was in contact with the broader community. I kind of thought to myself, <i>Let’s see. How old am I now, and what is this?</i> [chuckling] And I said, “I think that maybe now is a good time to make the clean cut.” So I made a clean cut. This is a great opportunity for me to come back and reminisce a little bit and have contact with the University, but I made a clean cut and I took other avenues. So it wasn’t the end of my life or anything.</p>
2:00:15	<p>JS: You know, that’s an important point. I remember telling numerous people, Chuck, that once you turn that corner, don’t look back. Because all you do is live in regret. I felt bad, personally, because I was here, and a part of this, and I knew what the potential was down the road. But the ones I felt most sorrowful for, if you will, were people like Alice and Chuck, who invested their whole lives, their whole careers here, and to see it terminated that way was really hard. Really hard.</p> <p>SB: Well, you had quite a group of people that even today get together once in while.</p> <p>MT: Thanks!</p> <p>AL: Our school has not died! Jack has gotten us to do a bulletin board or a display in the lower level of what was the HPE building, that is now the “Stott Center.” We’ve put up four different displays, starting with the School’s beginning and the kinds of things that were being done at that time, and then worked through up until the School was closed, we have these displays. People who go to the basketball games there and the students all get to look at those. Maxine was</p>

instrumental in getting us an award from the Retired Faculty Association for the work that we did there, and so... the School lives on!

MT: And Jack, every term, we used to have lunches.

JS: We did for quite a while and now it's boiled down to two events a year!
[laughter]

MT: Still! How many years is that?

JS: Twenty-two this summer.

MT: Yeah.

AL: Yeah, we still get together.

CP: Well, maybe that's a good—Steve, what time do you have? I didn't wear my watch.

SB: It's twenty to.

CP: Twenty to...

SB: One.

CP: Wow. Really? [laughter] We've been going a long time. That's great though, it didn't feel that long to me at all. So, a significant chunk of time has passed, and you have all moved on to other, after that, moved on to other things. Now that you've had some time to reflect... you know, we've got 20/20 hindsight, and when you describe some of the directions the School was going, I think from someone at this point in time looking at it, it looked like there was so much—it's hard not to get caught up in, *Wow, there was so much potential, you seemed right on target with a lot of places we want to be now.* In some ways it seems like the School was very forward-thinking or still maintained that vision, and some of those things have come to... The School as the entity was not able to see those come through in that way, but when you look back now, what do you see as the major accomplishments that you are proud of, both personally and with your involvement in the School, and also out of those programs of things that you helped get started and kind of helped to get that vision going? I would love to hear that from each of you, in reflection.

2:03:41

CB: [laughing as JS and AL both look to him to go first] The old-timer starts! Well, I think that we contributed a great deal to this community, and I think that we made an awareness of who we are to the larger community, and that added to the perception of what a university had to offer, and the role of the university in an urban setting. I think that was great. Personally, when I look at my individual successes, it provided me an opportunity to go to college. I would not have gone to college had it not been for Portland State. I probably would have ended up as a mechanical engineer, because that's what my dad wanted me to be. In fact, he wanted me to go to OTI one term so that I could learn about diesel engines, and I wasn't... I wasn't interested in that. So having that opportunity to come here and pursue a goal of mine, because I had some... in Portland public school I had some great teachers in the area of physical education, and I was impressed with them. I think that they set a mindframe in my mind, that I could make a difference in an individual's life by pointing out to them and giving them the skills to maintain a level of wellness and fitness that would contribute to their achieving another goal or another end, whether it's an engineer or whether it's a teacher or whether it's a scientist or something like that. I could have a role in contributing to that foundation that they were developing and that they could build upon. I think that was one of the great things. I think the other thing is that, coming to Portland State, I had the opportunity as many have to continue my education. Portland State provided me with sabbatical leave, and of course I had to take some initiative before that in order to become eligible and accepted for a doctoral program, but I felt that I had an opportunity; and going back and doing the additional work at the doctoral level provided me with a whole new skill level, you might say, a knowledge level so that I could come back here and do what I considered to be a better job. I think I'm a better person, myself, for the opportunity that Portland State provided for me.

CP: Do you have any ongoing relationship with your students, or do you keep track of where your students went on?

CB: I have a students that—we meet, in fact, one of our students, we meet every month, and we have dinner and eat with the family and talk with family. I've developed some relationships with former students, and I think we all have done that, because that was the kind of atmosphere that we instituted in the School of Health and P.E., that individual relationships are very important, and working together is a key to success in any society.

CP: That's wonderful. What about you, Alice?

	<p>AL: I'm just so proud of our graduates. I was in charge of undergraduate advising, so I met with all of the students when they first came in, and evaluated a lot of transcripts and got them started, and then assigned them to a regular advisor. And I had a lot of them in classes. They're reaching the end of their careers now, unfortunately, but we have had so many successful people out in the public schools. Coaches, you read about them winning this and they're winning that. We have principals, I can't tell you how many principals we have had in the metropolitan area. And we even had one superintendent who is still serving in the community. That speaks well for our program and our faculty, and the programs that they came through. Yes. Really great.</p>
2:08:00	<p>JS: I think the expanding vision is something I really—when I think about it, when I reflect on it, I think that is something I really value. That, in the early years, when I wasn't a part of this at all, there was a sense of vision, there was an idea that this is going somewhere, it's not just a static operation, and people committed themselves to seeing that happen. Then the vision was expanded again when the facility was developed, and gave some new opportunities, created some new horizons. And when I came here, I think there was a readiness to take another step forward together. I should have emphasized this more. I think one of the key things about our faculty was that there was a very real sense of doing this together. It wasn't isolated pieces. But that expanding vision—I could see over the few years I was here in the willingness to take on some new ideas, to develop some new programs, emphases. To get involved in new ways in the community, both the community at large and other institutions in the community. That is something I look at and recognize that we were on a journey. We just had our journey—we ran into a roadblock and couldn't continue. What happened on the journey up to that point isn't gone. That's why I appreciated the challenge that Steve has offered us over the last several years to do this history project. Because when this group is gone—I guess I'm part of that—and that will happen one of these days, then the connection and the linkage with that history will be gone. So what has happened already in terms of today and the visual displays we've done, and now, this— all of this material being in the archives, is really critically important in terms of us feeling like there is something there that represents the investment of these lives in this institution. That's, I think, very worthwhile. So thanks, Steve, for...</p> <p>SB: You should know, too, that Cris Paschild is working with RAPS on a special website where we might put PSU's history on that website.</p> <p>CP: Yeah. I mean that's the goal, to make it broadly available.</p>

SB: So it's not going to be necessarily just sitting someplace and not being viewed, in other words.

JS: Yeah.

SB: So this particular instance here today could be on that website, etc., so that people wanting to learn about this university might have a chance quite easily in the future to read it online, or hear it online.

JS: It just occurred to me that I would be remiss if I didn't comment about and express appreciation for, and to, through something like we just described, all the people who served this university in classified staff positions. People who worked— you know, we had a lot of classified staff involvement because we had the locker rooms and we had the gym suit service, laundry service and all of that. Those people provided an absolutely essential resource to keep things moving. They so often served behind the scenes, never given any particular recognition except when they got their twenty-year pin or whatever it was, which was important in itself. I just think that they get lost in the shuffle too often, and I wanted to just say my own personal thanks to those people who supported us in all those years.

AL: That's for sure.

SB: We know that Stott Center is... might have a new "pavilion," right?

MT: I don't know. Possibly?

SB: It appears like that might be coming in the near future and it seems to me that somebody ought to be able to walk into that new pavilion and see something very clear, what this used to be. And the people that were part of it.

CP: Right, what helped it get there.

SB: I think that should be a goal.

JS: Well, it would be wonderful if it did, because when we're gone, that would be the link. That kind of public opportunity, and the webpage thing that you're talking about, also. Those are important linkages for us to whatever is ahead for this institution.

	<p>CP: I have to say, thank you so much to all of you, and especially the three of you [gesturing to CB, AL, and JS] and Maxine too. You could have taken a very different attitude about this, and everyone would have understood if you had. I think I met Jack my first year here, and you took the initiative to come in and give me materials that you had held on to, and to write up a brief history and to make that contact with the University Archives. And then the project that Alice worked on with you and with Sylvia [Moseley], and getting that into Stott, I think that speaks to a real generosity of spirit and a real commitment to this institution that you all have been willing to do that. This wouldn't be happening—and I'm totally grateful, because that's the survival of the history. I always think it's important because we call it "history," but it's not in the past—that is a continuation, just as the School is not here, but we see the foundations that your School and you all built and what those are becoming. We need to realize that it's all part of the future, and if you don't take action and do that yourselves, it can't happen, so I appreciate that so much that you've been willing to do that.</p>
2:14:36	<p>JS: I can't speak for these two [to AL and CB], but for me, I want to tell you I really appreciate your investment in us and in our School. Your addition to the University faculty and to the operation of the archives—I can't tell you how important that was in my mind for that addition to have been made here, to give an opportunity for the future to remember the past.</p> <p>AL: Absolutely! [applauding]</p> <p>CP: We have the best job in the world! We love our jobs. We are the luckiest people on campus, I think sometimes. So thank you—I hope we covered everything that you wanted to cover, and if not, we'll get you back in here! [laughter] And many thanks to Maxine for coming in, even with your knee giving you problems, and helping us, and to Steve for all the organizing that he does to make this happen.</p> <p>JS: Steve, I already commented on it, but if Steve hadn't taken the initiative he took, we wouldn't be where we are today.</p> <p>CP: No, it's true.</p> <p>JS: And Maxine had been a supporter of our School forever. Almost forever!</p> <p>MT: That's right! [laughter]</p> <p>CB: Thank you very much.</p>

	CP: Thank you all!
2:15:56	[Concludes]