

HAROLD F. PETERSON

March 15, 1979

Sister: I have with me Dr. Harold F. Peterson, former Professor of History at the State University College at Buffalo and Distinguished Professor. Dr. Peterson to start off, could you give a bit of information about your family background and your education?. Where was your hometown; where did you grow up; where did you go to school?

Dr. Peterson: Well, I was very fortunate, I think, Sister Martin, in my choice of a time and place to be born. The year was 1900, nice round figures, so I've never had to worry about computing my age or remembering my age. The place was a small city, Galesburg, of 25,000 or so in 1900 on the prairies of western Illinois not very far from Mississippi. It was a college town and interesting with historic traditions and also with journalistic overtones. I mention these because I think they have a lot to do with the kind of career I developed on the historical side. In 1837 a congregational minister lived in Whitesboro, New York. Whitesboro was then a village outside of Utica. Today it's a part of Utica. His name was George Washington Gale, and he took a group of his congregational church members through Buffalo along Lake Erie and out into western Illinois in 1837 and there founded a village which they called it first, "Love City," appropriately. It later became Galesburg, after the minister. They founded a church, The Congregational and founded a college, Knox Manual Labor College. The "manual labor" was soon dropped for pretty obvious reasons, but the college prospered, and soon it was making a dent in historical things in that section of the country. For example, in 1858 the campus was chosen as one of the sites for the Lincoln-Douglas debates on the slavery issue, and the oldest building on the campus is today the only building left standing where one of those debates was held. Many other historical events were attached to Knox and Galesburg. On the journalistic side, the college by 1900 became quite famous nationally in production of writers, especially journalists. An example is Eugene Field, a minor poet, but beloved by children in those days. Edgar Lee Masters of Spoonriver Anthology is another. John Findlay who later became Commissioner of Education in New York State and Editor of the New York Times for a good many years came from Knox. S.S. McClure came from Knox. A former student founded McClure's Magazines and that, you may remember, was the magazine in which Ida Tarbell and the other muckrakers of Roosevelt's time published their, (at that time) scathing articles about conditions in the country. Still another was Don Marquist whose interesting characters Archie the Cockroach and Mikitibelle the Cat he wrote about in the New York Sun for many years. These were among the journalists, and there was about Knox College a kind of journalistic tradition. This historical background and idea of producing writers may have had something to do with my interest in going to college. My grandparents were all born in Sweden; my parents were born in Galesburg. They couldn't afford to go to college. No one in our family, not even the second cousins, had gone to college. There was no tradition for

it, and so, again, I was lucky, as I said, in the fact that my playmates did come largely from college oriented families. You do what your playmates do, wear what they wear and so on, and I just sort of gravitated to Knox and, there I was graduated in 1922. I taught three years, then I went up to the University of Minnesota to get a Masters' Degree in History.

Sister: You always liked History then, as you grew up?

Dr. Peterson: Well, it was not my first love. My first love was in becoming a journalist and becoming a reporter but that rapidly had to change. After Minnesota, where I was working on history of the west and the frontier, I taught another three years and then down in North Carolina, I studied the history of the West. I thought I would like to study the history of the South. So I went to Duke University in 1930 and there finished my degree in 1933. I changed by that time to Latin American history, and that became my primary interest.

Sister: Its' been your primary interest every since. Did you get married in the meantime, during this time?

Dr. Peterson: No, I was not married until after coming to Buffalo.

Sister: I see. I just wondered. Sometimes they bring that in, "I met my wife at a certain college." Dr. Greenwood met his wife at the college in Kentucky where he was teaching. Did you have any professional experiences before you came to the college here in Buffalo?

Dr. Peterson: Yes. Work experiences of many kinds. On the professional side, I think I'll mention two. We talked of journalism. When I was in high school, (Gilbert High School) I became a writer for the high school weekly, The Budget it was called. My senior year I was editor of the annual, The Reflector, appropriate name I've always thought. In my senior year, too, I received a call from the city editor of one of the local papers, (there were two of them,) The Galesburg Evening Mail. Would I like to become the high school correspondent for the Mail. Well yes. You would cover athletics and dramatics and debating, all things connected to the school. This would be your beat, the city editor told me. We could afford to pay you two cents an inch. This meant that if I wrote fifty inches, which was a lot, I would make a dollar a week. Well, I did it and happily. The city editor said if you're going to do this, you had better learn to type. So, I did learn to type very early and, of course, I have been able to use that ever since. I worked for the paper that year and then the following summer, (this was 1918) World War I was beginning to wind down. All of the young reporters on the paper had gone into the armed services. They were stripped for reporters and so the city editor said would you like to have a regular beat this summer before you go to college? I was only 17 at that time, but, of course, I was very much pleased and that summer, because of the lack of reporters, I was lucky to cover the city hall, the county court house, the police station, the fire departments, some of the local courts. It gave me experience with a number of phases of life. So, I had had that journalistic experience.

Sister: And you liked to write, too, didn't you?

Dr. Peterson: I was learning, getting interested in writing at the same time. I worked the next year while I was in college on the newspaper--7 to 8 in the morning, a little bit in the afternoon, but by that time, covering police courts, covering things of this sort, I began to see the sordid side of journalism, and it just didn't suit my personality. By my sophomore year, although I was studying journalism in college, I decided to shift into teaching and after graduating from Knox, I taught for three years at a very small high school in the Spoon River country of Illinois which was interesting. I taught regularly at the University of Minnesota while I was there as a Student Assistant, and I taught three more years at Elkart, Indiana. While I was at Duke, I did some teaching also at the University of Tennessee as a visiting professor one summer. So, I had these two kinds of experience, partly in journalism and partly in teaching before I came to Buffalo State.

Sister: But your journalistic background helped you in the writing of your books didn't it. Nothing is accidental. Everything you can do helps later on. How did you get to the State College?

Dr. Peterson: It was largely by accident, and not by plan. I finished my work at Duke in 1933. This was just a couple of months after President Roosevelt had been inaugurated. The country was in deep depression. I think the job market was much tighter even than it is at the present time, bad as it is now, for history professors particularly. The best offer of a job I had was in North Carolina. (I was a yankee in the south, of course, and this was troublesome in those days, in a sense.) Best offer I had was at a state teachers college in North Carolina. I was teaching eighteen hours, four courses, living in a dormitory and counseling the men students. This for \$25 a month and board and room. \$225 for the year and board and room which was not very pleasing to me. The summer of 1933, I was working in the library part-time, collating newspapers, just to keep body and soul together. One day a man, whom I had never seen before, walked into the newspaper room and said, "I'm from Buffalo. I'm Chairman of the History Department at a college in Buffalo." Then I made my first mistake, I said oh the University of Buffalo. I had known of that. I'd had friends to go there. "No! It's State Teachers College."

Sister: Who was this man?

Dr. Peterson: It was Robert DeMond, Chairman of the department. Well, we talked a bit. He had already talked to the Chairman of the History Department at Duke about me, and he offered me a job as an instructor if I were willing to come for half an instructors salary. We had instructors rank in those days. There were no associate professors. It was instructor, assistant professor and professor. The instructor was to go on sabbatical leave, terminal sabbatical leave, and I was to take his place for half his salary, \$1,325. Five years before, with a bachelor's degree, I had left a high school job paying \$1,900. Now five years later, with a Ph.D., I had to go down to \$1,300 if I wanted a job. I was tickled to death, of course, to get anything at that time.

Sister: Who was going on sabbatical?

Dr. Peterson: No DeMond was chairman. I don't remember--a professor of economics. But he was professor of economics and history. So, I came to Buffalo, and I was told that the job would be for one year and one year only. This was our understanding.

Sister: And here you are. Still here. Well, maybe the other professor didn't come back?

Dr. Peterson: No, his leave was terminal. The reasons for terminal leave, I don't know, but my main preparation was not in economics. They wanted to get someone who was more particularly trained to do the economics work. I had a minor in economics, but they wanted a specialist.

Sister: That's how you got here.

Dr. Peterson: That's how I got here. Purely by chance.

Sister: Well when you finally arrived what was the situation like in the administration, the faculty, the students, the curriculum? What was your impression?

Dr. Peterson: My first impression was of the campus, obviously, and I was much impressed. There were only five buildings. The five Georgian type buildings that face on Elmwood Avenue. They were new, only three years old. I could see the art gallery across the street, the historical society a block away. The park lake was then quite clean. On summer afternoons, it was dotted with gaily colored canoes all over, and in winter it was a place for skating, as a good many of us did. I was impressed. The faculty was very proud of it and rightly so. There were, however, no dormitories yet; there was no library building, only where the present Burchfield Center is located. The room housed what books there were. There was no union and none of many things that you think about in a modern college; but, it was a lovely campus, and I liked it very much. The administration--perhaps, you would like me to say something about? Well, there was a president, although only three years before, when the college changed from a normal school to a teachers college you called him principal, as I understand most normal school leaders were in those days. A president, a financial secretary, who wielded considerable power.

Sister: Kadiddy?

Dr. Peterson: No, she was the registrar. She was an influential person too. I think her name was Clark. And then there was one dean, a dean of students. This was Dean Catherine Reed.

Sister: There was no Dean of Curriculum yet. Dr. Horn came later.

Dr. Peterson: No, that didn't come for another year or so. 1937 I believe. No, there were no other deans, no vice presidents, no assistant vice presidents. There were directors of the four divisions, all teacher training divisions. They were called Directors of Training. There were department chairman of course, but the departments tended to be large, Social Studies, not History, and Political Science. Science, not Biology or Chemistry. And that was the administration. It was comparatively small, and there were to be many changes in that area over the years.

Sister: Of course, we have to remember when we are reviewing the history, that the college was a strictly teacher education college at that time.

Dr. Peterson: A little bit about curriculum. It was exclusively teacher education. There were four programs as I remember: elementary and junior high school education; art education; home economics education; and industrial arts education. Each of those was headed by a director of training as he was called. Most courses in all the curriculum were required. There were comparatively very few elective courses. With my special interest in Latin America, I wasn't permitted to give an elective until I was here for six years. Almost everything was required in those days. There were a lot of courses in methods. This was an aggravation to students because they had a methods course, (these were all two hour courses,) in social studies, in English, in science, even in penmanship. Many students rebelled.

Sister: I understand, too, in speaking with other professors, that frequently, it was a one man department. Much of the work was done by one or two people.

Dr. Peterson: That was true of penmanship, for example, but history had four people, science had more than that, English had six or eight, I think. There may have been one or two one person departments but not more than that. The faculty? There were about 100 on the faculty when I came.

Sister: And the students? Did you find them more studious than you did in later years or did you notice any difference?

Dr. Peterson: We had very fine students; a very fine caliber of students in those days. The number was limited to 1,200. The depression carried over for several years after I came, as you know. There were few jobs in teaching, as you said, so that applications for places among those 1,200 mounted. There were years when we were picking one out of five or one out of six applications because many students, (we were a commuters college then) came from Buffalo and the immediate environment. Many students who ordinarily would have gone away to private colleges, whose parents formerly could afford to send them, could not now afford to send them. There weren't jobs for them while they were in school, so they applied for tuition free as we were then. This meant that we got, I think not better students than those who were interested in teaching, but more of them, so that the competition was very keen and the quality of work very high.

Sister: You know I haven't asked this, Dr. Peterson. Perhaps you could clear something for me. Was the normal school under the state jurisdiction? It wasn't under the city, was it? It was state? And then in 1948 it became part of the state university system?

Dr. Peterson: That's right. The faculty when I came was pretty largely a carryover from the normal school days. They were very sincere, hardworking people and I would say nothing in criticism of them. But the level of preparation, as we think of college professors today, was not very much beyond the master's degree. The level of preparation was to grow as the college expanded. When I came, there were only six Ph.D.'s out of 100. I don't know what the percentage is now, but it would be far higher than in earlier days.

Sister: I think there are very few people here with just masters. Most of the time when I call professors it's always Dr. and I check it. Just occasionally there's a "Mr.", and it seems strange after saying "Dr." all the time. I understand, because Dr. Callan and Dr. Fontana both mentioned that Dr. Rockwell told them they would not have any chance of advancement unless they went ahead and got their Ph.D.'s. Many of those men got sabbaticals got their Ph.D. and then came back. That was good. That's another example of Dr. Rockwell's foresight. We could see that, and he knew how important it was to build up the reputation of the college. What positions have you held through the years while at the college?

Dr. Peterson: Before I move to positions, could I say just a word, Sister about budget? I thought it might be interesting. There was an excellent salary schedule in those days. Instructors began at \$2,000 and full professors could go to \$5,000. Those amounts seem pitiful by today's standards, but when I left North Carolina, full professors at the University of North Carolina were getting \$700 a year. In Buffalo they were getting \$5,000 a year.

Sister: Why the difference?

Dr. Peterson: The South was in far deeper trouble financially than was New York State, and although the budgets for the New York State colleges were cut, salaries were never cut. There were, however, some other things that one should say, for example, just as a matter of personal interest. There were no telephones in faculty offices in our building. If we wanted to use a phone, we had to go to a pay station or go to the general office and pay a nickel for the call.

Sister: Now, this was in Rockwell Hall. All of your offices and most of the classrooms were in Rockwell?

Dr. Peterson: About half of them.

Sister: Where were the rest of your classrooms?

Dr. Peterson: The campus school, of course, had some classrooms and then, I forgot its name now, the science building, all science and home economics and industrial arts were in a separate building.

Sister: That is what is now Ketchum Hall. I didn't realize that there were any rooms for your use in the campus school. There were some?

Dr. Peterson: Yes. From time-to-time, in summer session in particular for your use. They were adaptable to us.

Sister: Of course, when they weren't in school, you could use them. Who was in charge of seeing about all that of the classrooms? To whom did you go to get your classrooms, or who told you about your classroom? Do you remember?

Dr. Peterson: Yes, the rooms were assigned by Charles Root. He was not a dean, although he carried on many of the functions of the dean. This position became a deanship later on.

Sister: Right. I just wanted to hear as a matter of curiosity. Now, do you want to go back to the other question now about your positions at the college? What have you done?

Dr. Peterson: Yes. I think maybe it would be helpful if I try to think of these in terms of those of college service and those of university wide service after 1948 as you mentioned when we became part of the state university. I was chairman of the Department of Social Studies from 1945 to 1960 and as Chairman, of course, I became member ex-officio of a good many committees and the like. Among the appointed positions, appointed by the president that is, I mentioned two only. One was the general education committee which came into being in 1950, and this was a part of the general movement in the country at that time following the Harvard pattern, you will remember, on a core curriculum for all students. Well, that committee beginning to meet in 1950, met for six years. We met almost every week during all of that time and eventually came up with our idea of a core curriculum which was I think 32 hours and which contained some rather novel ideas. For example, a course of ways of knowing, and this curriculum core was required of all students in every division of the college. We were still teacher training and not liberal arts or anything else.

Sister: This was under Dr. Baker wasn't it?

Dr. Peterson: Dr. Baker became the first head of the general education program. Another committee of interest which I was appointed was the international education committee of which I served as chairman. This was 1951 for a couple of years. By that time, after World War II, the college began to realize that it had a mission to perform in connection with the expanding interest and responsibilities of the United States and the world. By that time, I had taken students to Mexico and so became chairman of that committee. That committee was the one which formulated the idea of foreign study and a greater emphasis on international education.

Sister: In other words, you gave the idea for the Sienna Program?

Dr. Peterson: Yes, the Sienna Program, the Costa Rica Program and various others. This was the beginning. This was Dr. Bulger's interest. Then there's two elected positions. I was a board member of the Faculty Student Association for a term. A very important committee, I think, which came into being in 1952, was the Committee on Criteria for Promotion. Up until this time the faculty had had no control or no voice over promotions. All promotions have been made by the president with the department chairmen; so this committee was designed to develop some criteria that would make the whole process more logical and more sensible.

Sister: That was in 1952?

Dr. Peterson: 1952 and 53 on that committee. I served a couple of terms on the graduate council.

Sister: What was the graduate council?

Dr. Peterson: It was a council designed and headed by the director of graduate studies, and was designed to formulate the program for all graduate work and to direct the expansion of the program, the very directions it would take and so on.

Sister: The graduate program started in 1949, didn't it?

Dr. Peterson: That I don't remember. And there was always a graduate council in charge of the development of that area.

Sister: Were you ever on the faculty council?

Dr. Peterson: Yes, after my time as chairman and as a teacher faculty member, I was elected to the faculty council for a term, 1960, I think it was. Also, to the administrators council. By this time, faculty governance had come into being, and faculty members were elected as were students to the administrators council as well.

Sister: The administrators council began under Dr. Bulger also didn't it? Or had it always been in existence.

Dr. Peterson: I'm not really sure. In the late years of President Rice, a good many changes went through those years as I recall. Another very important committee or series of committees to which I was elected was the presidential selection committees. The first of those was 1950 when President Rockwell was retiring, and the committee selected President Harvey Rice. In 1959 I was elected again when President Rice left and Paul Bulger came. A fifth time was in 1967 when the change was from Bulger to Fretwell. I felt honored to have been elected, and I'm not sure all faculty members were happy with the selection of candidates we made, but nevertheless, the faculty did have some voice in advising and meeting with the local voice of administrators at the college.

Sister: Dr. Greenwood was in charge of that committee, was he not?

Dr. Peterson: Well there was a different chairman.

Sister: I mean for Dr. Fretwell.

Dr. Peterson: There are a number of jobs and positions which I held and I think might be called university-wide service rather than particularly Buffalo State service. Back in the 30's there were a number of workshops held under the authority of the man in the state education department who was in charge of teacher education in the state. We were obliged to go to those. For example, on general education, I remember one on graduate education; another on arbitration and these, (while we sometimes disliked being told to go to them,) were wonderful because we met our colleagues from the other 10 teachers colleges.

Sister: This was under Cooper, Dr. Hermann Cooper?

Dr. Peterson: Yes, Dr. Hermann Cooper. That's right. All credit to him for those workshops. In 1953, I was elected to the State University Faculty Senate near the beginning of the the senate's existence, and I served two terms there as a member of the executive committee of the Faculty Senate.

Sister: Did you enjoy that. Did you get a great deal out of it personally or did you feel it was a waste of time.

Dr. Peterson: Yes. That's because this was another opportunity to meet colleagues from other units and by now not only the 11 teachers colleges but the contract colleges at Cornell, Syracuse; also, representatives from the medical schools, of course, and from the two-year colleges, as well. It was a grand opportunity to meet colleagues from the other campuses in what is a kind of monster--this multi-campus university, so different from the great state universities of the middle west, as we used to think of them, with a single central campus. The faculty association--let's see it was called at first, the New York Association of State Teachers Faculties. Later, it became, for a time, the Faculty Association of the State University of New York Teachers Colleges. There are all kinds of names that one can kick around, but I was elected vice-president of that and vice-president automatically moved up to the presidency. This was 1953 to 1958 and this, of course, took a good many meetings. We had a biennial conference in those days of representatives of all of the different units. In 1966 I was appointed to the University Awards Committee of the State University Research Foundation. This is the committee, you know, which has had up to \$10 - \$12 million dollars to distribute for research for the granting of fellowships and grants and aid and the like.

Sister: That must have been very challenging.

Dr. Peterson: Yes, it was and a lot of work. But for a time, I was co-chairman of what was called the Social Studies Sub-committee, and the two of us had to go over something like 400 applications for fellowships before the committee met. It was a backbreaking job, almost.

Sister: Because you knew it involved people and it was going to affect their lives?

Dr. Peterson: You learned a lot about what the interests of those people were. Then, there's a kind of sequel to that. In 1969, I was invited to become a member of the editorial board of the State University of New York Press, and I stayed on that after my retirement until 1977. This meant a couple of meetings a year, and of course the reading of manuscripts that were being submitted for publication. That I found very stimulating.

Sister: Was that next question relevant or did you want to just skip it. Did you have a particular interest on campus?

Dr. Peterson: No, there are several things I would like to say, Sister Martin about that. Without being too Polyanna, I think I can say that the individual student was my interest both in and out of the classroom, particularly in the early years of my teaching, mostly before I became chairman and so on. In the 1930's especially, I had in Principles of Economics, every student in the college. The course was required of every division, and this meant that I got to know them by name. It was extremely interesting when you could feel that you were really a part of the whole campus. I always wanted to know where I was going in a course for the semester. I always wanted to know where I was going the next day because, after all, if I didn't know where I was going, the students wouldn't know what their goals should be. And in dealing with students and teaching, my interest, of course, you know were primarily in Latin America, Interamerican Relations, International Education and so on; although I did give a good many courses in American History over the years. But there's a kind of extra curricular interest, Sister Martin, that I would like to mention beyond this primary interest in students that is working with my colleagues for a greater faculty share in the governance of the college and a greater faculty participation in what we called conditions of professional welfare. Sometimes we call it conditions of professional "servitude". That, of course, was only in jest. This included such things as salaries, sick leave, retirement benefits, proper office space, secretarial services, teaching load. All of these things when I first came and for many years after, were all decided by administration by benevolent administration, perhaps, but with little faculty voice because before 1946, the college was administered largely by the president and the registrar, a dean, a dean of students as well as a dean of women. But there were no faculty organization, no advisory committee to the president, no councils, not even a chapter of AAUP on campus. This was the situation until World War II and just after. By 1946, with World War II over, members and faculty who had been in the armed services began to come back. I had been in the army four years and worked in Washington most of the time. I began to expand, and the young members coming on were pretty apt to be veterans of some kind or other. Some of the members of the faculty who had worked in factories part-time during the war or had been in government service, and persons who had had these kinds of experience, 2, or 3 or 4 years, were not very happy about coming back to work under a very tight administrative structure. The feeling grew, and rather quickly, that it was time to move. First a group of

us, (there were 5. I don't even now remember the names of all of them) decided that the first thing we should do is try to found a chapter of the American Association of University Professors.

Sister: Wasn't Stanley Czurles one or Dr. Urban?

Dr. Peterson: I don't remember. I remember a meeting of these five. I suppose someone would call it 'Junta' or a 'kebob'. We met at a women's club down on Delaware Avenue in the Town Club where Temple Beth Zion now stands, talked over the matter, and decided to petition AAUP for a local chapter. That was on a Friday evening which is important, because I remember early the next morning, a Saturday, I had a telephone call from the president asking me if I would come over to his house for a little chat. When I got there, I was stunned when he said, "What in the world do you mean, you and your friends, by the meeting you had last night?" We had thought we had guarded our security but here I was. We had started with none! I had to try to explain to him that we didn't think of ourselves as revolutionaries or insurgents. We wouldn't mind being called liberals. We knew that many fine colleges and universities in the country had chapters of AAUP and we felt we should have one. All we wanted to do was to work for the best interest of the college. "Well, you know," he said, "the best professional reading I do these days is the AAUP Journal, but I'm not very happy about having a chapter on campus." We went ahead anyway and before many months, we had almost 100% membership of the teaching faculty. We were not allowed to meet on campus. We met at YWCA dining rooms and so on, but gradually through AAUP, we made plans for action that would take place sometime at a general faculty meeting. No faculty person had the right to call a meeting of the faculty in those days, but the opportunity came, interestingly, on December 3rd. I have the minutes of that meeting, on December 3, 1947 and strangely, the president that day did something he had never done before. He asked a faculty member to take a chair, for a brief time.

Sister: Do you think he realized what was coming?

Dr. Peterson: It's possible that he did, but the group I mentioned was prepared for just such an opportunity. When their "poly" took the chair, motions began to be made, 1, 2, 3. I won't mention all of them but a key one had to do with salary and the studying of salary schedules. A key motion was that our delegate to the New York State Association of Teachers College faculties call a meeting as soon as possible for organizing ourselves on campus as a branch of that association. The motion was seconded and carried and at that meeting, while the faculty member was still in the chair, a committee was appointed to draft a constitution.

Sister: Was Dr. Rockwell present?

Dr. Peterson: Oh yes, he was there all the time and he took over the. Whether he knew it was coming I have no idea. But he didn't, in any way, attempt to forestall it. Now, here a little flashback would be helpful. You referred to Dean Hermann Cooper awhile back. Back in the 1930's or maybe it was 1920's, I don't know Cooper wasn't a dean then, of

course; we still weren't part of the university. Dr. Hermann Cooper had organized the state association of the administrators and faculty members of the 11 state teachers colleges, and it came to be called the New York State Association of Teachers College Faculties. It met in biennial convention every two years usually at Lake Placid. Delightful, two and one-half days up in the mountains in October. Every member of every faculty was obliged to join because the administration said so. There was no voice in the matter. Their views weren't asked and no one really minded that. But it was an establishment kind of organization. Every president of the association over those years had been a college president up until this time in 1947. The motion I mentioned was to form ourselves as a branch of this state association. So President Rockwell could not possibly object. We were simply forming a local of something that was approved by everybody up the line and that was, of course, as it turned out, a wise tactical move. That was on December 3rd as I mentioned. Through that winter the constitutional convention met from time to time, and it took about three meetings as I recall. Not until March 10th was the constitution finally finished. What we have now was a constitution of the Buffalo branch of the New York State Association of Teachers College Faculties. I have enjoyed all this very much, if I can be personal for a second, because I was elected chairman of the convention, and I remember saying to the group, "I remember when I was in high school and belonged to something called the Lincoln Debating Club. We met once a week, and at each meeting we spent a half hour on parliamentary procedure. I boned up on Robert's Rules of Order because I knew this was coming, and I said as I understand Robert's Rules of Order, this is the way a constitutional convention should run." We went through the meetings and got our constitution. By 1948, there was for the first time, a faculty body to help as we felt, advise the president and give him the benefit of our interest in the college and our eagerness to do something about it.

Sister: As you're talking, it seems to me, from what I've heard from others, that this was a very critical time in the history of the college because it was after World War II. The soldiers, the men were coming back, were different from the former students, and then you became a part of the SUNY unit in 1948.

Dr. Peterson: Yes, and I would like to say a word about that, Sister Martin. There were several significant results, I think, from this move on our campus.

Sister: Were you the first campus to do a thing like this?

Dr. Peterson: As far as I know, yes. I think there was no other local branch. Yes, by 1948 the idea of a state university became certain, 45 other states already had state universities. New York State didn't and so the idea grew and that's another story. In 1950, when the Association of Teachers College Faculties was meeting at Lake Placid at its biennial convention, it approved a resolution which the Buffalo branch had submitted. This, I think is important to remember. A motion, a resolution was made to investigate

the possibility of a state-wide faculties association. Ours was only for the 11 teachers colleges. What about the schools at Cornell, Syracuse, wherever? Well, that resolution was passed, and the next year, 1951, a meeting was held in New York to discuss the matter and immediately a focal point was reached. The professors, the representatives from Cornell, Syracuse and Alfred asked what kind of faculty organization are you interested in. A university-wide organization, separate from the university like a union or AAUP or are you interested in an official senate which is recognized as a significant part of the university? If you are interested in the former, we're ready to leave. If you're interested in the latter, we will stick with you. This was a key point because faculties association that we talked about was the former, and as you know, the senate was very soon organized as an official part of the university, paid for by the university, subsidized by it and so on. It's still in existence, yes, and we have always had representatives and, of course, this makes sense. But in the meantime, what would happen to the faculty association of the 11? It continued for a number of years until about 1967, but gradually lost its place and died. It had served a purpose.

Sister: It was sort of a carryover, a transition?

Dr. Peterson: The Buffalo branch also continued as the faculty organization on our campus until oh, I don't know, 1967, 68 or 69? and continued to function as a part of the college like the senate, but the senate came into being and took over. All of this was a happy transition for everyone concerned and is another story.

Sister: See Dr. Rockwell left just shortly after the college became part of SUNY; he left in 1950. He was ready; he was going out almost with the old type and Dr. Bulger was coming in with the changes.

Dr. Peterson: Yes, that was an extremely significant compensatory transitory point. But the main idea in all of this, I think, is that by 1950 the principle of faculty participation in the governance of the college was established and whether as a branch association, a senate or something is not the important thing.

Sister: And then you had your own faculty council on the campus. That is what it was, wasn't it? No, that was something different, because it had to do with the president.

Dr. Peterson: No, the faculty council was a part of the new system of governance which would replace the faculty association. And then there's the administrators council, faculty council and student council.

Sister: Then it became the senate, the faculty senate?

Dr. Peterson: That's a long story, and I don't know too much about all of it. There's one other significant result of all of this that I think should be mentioned. In 1952 came, as I mentioned earlier, the presidential selection committees and this beginning with the choice of President Bulger

established the principle of faculty voice in the choice of all administrative officers. Now I understand that's followed. I read about committees appointed to all of that.

Sister: Did you know, this is just on the side, but is worth recording it was stated in the staff bulletin that 88 applications have been placed for the president's office right now to replace Dr. Fretwell. 88, that's something isn't it? Would you like to go on to the next question? What changes now have you seen take place? Now, maybe this is a redundant question because you have already spoken a great deal about a great number of changes and faculty particularly. I wonder, do you have some reflections on that?

Dr. Peterson: Changes? Yes, I think I can think of some things. One of the most interesting and probably the least important is the changes in name. Buffalo State Normal School to 1930, just before I came. 1930, it became Buffalo State Teachers College. Not long after that, I don't know when, Buffalo and Albany, because they trained secondary teachers in certain areas, it became State Colleges for Teachers. The others remained State Teachers and this was supposed to be a distinction of significance.

Sister: I see, we were the only ones that had that name?

Dr. Peterson: Buffalo and Albany. Then when the State University came in, we were first called, as I remember, Colleges of Education and since then, there have been two or three other changes.

Sister: Dr. Checkhauer is still trying to find out the exact dates that these were made. He has it down that there were seven different names. He wants to know just when the law was passed because it had to go through the legislatures to do that.

Dr. Peterson: Enrollment, of course, is the most striking thing. When I came, it was limited to 1,200. During World War II it went down to 900 and now, it's gone up to over 10,000. It changed from being a commuters' college which it was when I came to a college of state-wide appeal. Long Island students, Westchester County and so on. The five building that I saw at first have increased to many.

Sister: There are 38 buildings.

Dr. Peterson: A union was built and then a larger union, a library and a larger library. Separate administration building. Most significant of all perhaps is the change in curriculum. From being solely a teacher preparation college which moved into masters programs in teacher education, future training for secondary subjects, sometime in the late 40's I think, moved to liberal arts. Now, of course, we are basically a multi-purpose college instead of a single purpose college. Faculty has grown and you can tell me about this, from a 100 to what 600 now?

Sister: 650 and some odd.

Dr. Peterson: Staff, of course, and even more improvement of faculty preparation. This is a dramatic change and along with this expansion of administrative staff which may or may be top heavy as faculty members like to say. But you know, Sister Martin, I know all this had to happen to meet the needs of students throughout the state, but for me, I enjoyed the college much more when one knew every colleague, knew every student, probably by name. Then there was so much more unity and cohesion among the faculty than there possibly can be now with a large campus enrollment we have now.

Sister: What honors have you received by the college and don't be so modest now, we want everything.

Dr. Peterson: Well, it seems rather egotistical to me to detail one's honors but I'll mention some things, and I'll try to do it in fairly strict chronological order, and select things that I think have some relationship to significant developments in the college or the university. Back in 1950, I appreciated the opportunity to initiate and plan and carry out the first study tour to a foreign country. This was to Mexico, Study in Mexican Culture we called it, and we took groups to Mexico in 1950, 1951, 1953. This was the pioneer really of, as you mentioned, the courses at Sienna Costa Rica and so on. Quite a different thing, I was happy to be invited in 1958 to address the first honors convocation of Kappa Delta Pi, the honorary scholastic fraternity. All the honor students, (I think there were usually 3 or 400 each year) and their parents were invited for a section in the auditorium in Rockwell Hall. That continued for a long time, whether it still continues I don't know. I think this was a fine tradition, and I enjoyed being invited.

Sister: Yes it does, Dr. Palmer is still in charge of it.

Dr. Peterson: Yes, he was a member as a student. On the community side, I received a citation from the Buffalo Council on World Affairs for helping to found that organization and assisting programs of service to Western New York. It attempted to inform people about foreign affairs in this day and age. That was in 1964. I was pleased to be invited to serve as a visiting professor at the State University of New York at Buffalo, SUNYAB I believe we call it, 1964 to 1965 and for several summers before and after that. I hoped very much that this would be the beginning of interchange of faculties between the two schools. It hasn't worked out that way, but it was a pleasure to be over there for a time.

Sister: You didn't teach at the college while you were doing that?

Dr. Peterson: I was full time over there. I had taken a leave of absence to go over there. It got to be a very easy kind of thing to arrange, but it just happened that way. I received two fellowships from the University Awards Committee of the State University Research Foundation to help research on my books. Those, I felt, were honors. I had two books published by the State

University Press--one in 1964 the other in 1977. Insignificant I suppose was the opportunity to plan and prepare a course for the State University of the Air when that came into being about 1964. This was a two semester course of 60 sessions, 60 half hours in which we used a great many colleagues from the college, from the University of Buffalo and from other schools in New York State. University of the Air I think is no longer functioning, but it was a noble start. Finally of the things I'll mention promotion to the rank University Professor. This was the first one at Buffalo State and then later changed to Distinguished Professor. I remember getting the phone call from the secretary of the Chancellor one day at home here saying the Chancellor would like us to ask you if you would mind having your title changed from University Professor to Distinguished Professor? I said no why would I object. I was changed to Distinguished Professor. Most of all, Sister Martin, I feel honored to have been a professor at Buffalo State for 37 years, 1933 to 1970. Especially as it happened from moving up from the ranks of a half time instructor to a distinguished professor, especially after I had been told when I arrived on campus that I would have the job for only one year. That was probably the greatest honor I have had at Buffalo State.

Sister: Dr. Peterson, what are your reflections on the college as it is at the present time?

Dr. Peterson: I really look at the college now pretty much from the outside. I get to the campus every now and then, I work in the library as you know, but even looking at it somewhat from the outside, I think one can sense the problems of the 70's and the affect they have had on all colleges. The problems caused by stringent budgets, by declining enrollment, by changing social patterns, difficult placement prospects for visitors, growing pains of from a single purpose institution to a multi-purpose one to liberal arts and so on. I get the staff bulletin and read it regularly.

Sister: Do they send it to you? How nice.

Dr. Peterson: From all I can hear and read, the administration and the faculty too, must be working very hard to find solutions for these problems. After 9 years retired, I'm really not in a position to evaluate what should be done; but just thinking off the top of my head, there are some things I would like to see happen if they could. For example, I think the college ought to be much more involved in community affairs than it is and has been. This has been a particular point of President Fretwell I know, and there are some signs that this is happening; the marine laboratory, the planetarium, so unfortunately damaged some time ago, the SEEK program and lots of things that I probably don't even know about; but I think there must be room for still more involvement of the college in community affairs. Criminal Justice, Police Science I think. The same I feel about individual faculty members going back to my time. It seems to me far too many members of the faculty come, stay for 5 years, 10 years, 15 years, move on without leaving the slightest impact on the community. This is not to detract from many of those who do so much in the community in music, in art or in many other areas. I would be happy to see an expansion of, I hope it happens, of the new off-campus program for adults. I read just a little

about it. This I think is an ideal thing to work on to keep enrollment up. Although I'd been somewhat interested in this being called a new program, it is, of course an old idea. Back in the 30's when I first came and we were solely a teacher preparation college, we had off campus courses all over Western New York. My first year, I took the trolley over to Lockport every week for a year to give a course for teachers. I gave courses in East Aurora, in Fredonia, and there were dozens of these centers around. It's the revival of what was once a very practical idea. I'd like to see much closer relations between the college and the State University of New York at Buffalo. I mentioned that a little bit earlier; More faculty and more student interchange; more curriculum coordination, and I think the same kind of thing might well happen between Buffalo State and Fredonia State, Geneseo State, Brockport State and the other colleges at our end of New York State. I think there's some things that might be done in the way of closer coordination between Buffalo State and the private colleges in Western New York. I'm not prepared to say just what. But they're all trying to serve much the same kind of purpose, and it seems to me, they might collaborate their efforts more effectively. I think all of us would be happy to see the faculty regain, if possible, some of the unity and cohesion it had when we were smaller and thus making possible greater cooperation for common goals whatever they are. And one other point: I think individual faculty members, I'm not criticizing any one, but just looking at our faculty generally, could become much more productive in the scholarly sense. Now I don't believe in "publish or perish" idea, but I think there could be more original research, more publications by individual faculty members. I remember being so disappointed when I was working on the University Awards Committee and the Research Foundation. There were always more applications for fellowships from the smaller colleges like Geneseo, Brockport, or Fredonia than there were from Buffalo State. The same was true of my years on the State University of New York Press Editorial Board. I can remember only three applications in those eight years of manuscripts from the Buffalo State faculty. Now, I know books have been published, (there are lots of other presses in the country,) but it doesn't seem quite right that there should be only that few through the State University Press. Looking for manuscripts all those years, I just think there is not the tradition for scholarly publication among our faculty members than there ought to be. Well these are just a few ideas off the top of my head.

Sister: Now, as a historian, how do you see the history of the college written?

Dr. Peterson: Well, I'm really not the best one to comment on this Sister Martin, because my interest in social studies as you know has led to concentration on the diplomatic, political side of history rather than the social and intellectual. It is that kind of historian who really can best look at this.

Sister: That wasn't a fair question.

Dr. Peterson: No, that was perfectly fair; I ought to have some ideas on it. In addition, my interest had taken me more into Latin American history than American history; but let me try a couple of ideas. The history of the college's first 75 years, (I think it was 75 years,) has been written or published. I doubt very much now that there is a need to rewrite the history of those years. There could be new points of view expressed, perhaps, but I don't see that being redone.

Sister: You feel that it was done well?

Dr. Peterson: It's not a perfect job, but unless there could be something done with a new point of view, a new slant, I don't think it's worth doing but I could be wrong. Buffalo State, as it exists today, is just one of scores of similar institutions in the United States that have burgeoned over the last 50 years from single-purpose curricula to multi-purpose and colleges become universities and so on. What social and intellectual changes I wonder in the nation produce this movement, other than the rising population? Is there something unique or at least distinctive about the way Buffalo State has undertaken and tried to cope with this expansion? Something that's different or at least something that's quite distinctive? Is this movement of which Buffalo State is a perfect example brought about a desirable addition to the whole American educational structure or are we simply training more and more students for jobs that don't exist? Now if, on the last 50 years say, or longer if necessary, some individual or team of individuals could come up with an approach along these lines, then I think a new history of the college might be worthwhile, but I don't think such a task can be accomplished unless there is fairly liberal subsidizing from the college. I don't believe individuals will aspire to do this kind of thing on his own.

Sister: I asked a professor recently why he didn't write a history, in fact I asked Dr. Greenwood, and he said it was because he was too close to it; he was too caught up in it; he didn't feel that he could write an objective history. Sometimes there could be two types of history, a history written by the person involved in the action and then the objective historian a hundred years from now looking back on it. It is a difficult question to answer.

Dr. Peterson: Yes, it is because histories of colleges and universities are a dime a dozen and have been published all over the country, and unless it has something distinctive, as I said, I don't think another one is worth doing.

Sister: No, I really think that it's worth having the historical documentation available for future researchers. The older it is the more valuable the old historical material.

Dr. Peterson: The attitudes of future generations will change.

Sister: Or, it could end. The college could cease. But there still should be the historical documentation of that because there was a reason for its existence, and there would be a reason for it going out of existence if it ever did. I doubt it though, I doubt it seriously. The college couldn't cause it's too large you know that it would cease to exist but it would change its face drastically. That's very good. Would you like to go on to the next question. Which book, now you've written some books, which books have given you the greatest satisfaction?

Dr. Peterson: Perhaps, we can take time for me to tell you the kind of satisfaction I found in each of the four. It won't take very long and then I'll try to select one.

Sister: When I asked that question I really didn't expect you to have one because each book is different. It has different experiences.

Dr. Peterson: The first book was Builders of Latin America, 1942. I found satisfaction in this because it was the heyday of the good neighbor policy of Franklin Roosevelt and his successors. This was the first book, as far as I know, designed to interest high school students in Latin America, an area about which almost none of them in the United States had studied up to that time. Also, it was published in Portuguese in Brazil and in Spanish in Argentina. They thought it worthy of translation and publication there. So that's that one. The second book was Argentine and the United States. There's satisfaction in this because it's the first and only book to attempt to cover a hundred and fifty years of relations between these two countries, each of them a hemisphere leader.

Sister: Did you go to Washington to do this work to do the background work on that?

Dr. Peterson: Oh, yes, I suppose I have made 25 trips to Washington over a 10 year period, a week to three months.

Sister: You didn't go to Argentina, did you?

Dr. Peterson: Oh yes, I wouldn't have thought of publishing without going to Argentina. I went there for a full semester and also to Paraguay and to Chile because there some material in each of those countries. In Argentina, it was very difficult to get access to the foreign office archives, but I got what they would let me use. It involved ten or more years of travel, an awful lot of time in Washington, as well as in Argentina. This book was also translated into Spanish and published in Buenos Aires by the Principal University Press in Argentina. I was please at that because it meant that University Presses in each of the countries had deemed it worthy of publication. The next was a paperback, Latin America, which was also for high school students. Again, this made available at a fairly inexpensive price, a book on, as I said, an area that hadn't been much studied up to the time of World War II. There is satisfaction in the fact that it sold almost 100,000 copies and still tends to sell a few although it needs to be brought up-to-date. I don't know if it ever will or not. And

the last one, two years ago, was Diplomat of the Americas, a biography of William Buchanan. This I found satisfying because it gave me an instant assignment to accomplish in my retirement. I'd already started on it in 1970 and I could just slide right into continuation of that and it was quite personal. But more especially because it let me combine my long time interest in Latin America (where he had been an Ambassador for so long) and since he lived in Buffalo in the latter part of his life, he had let me combine with my long time connection with Buffalo. This was quite satisfying. On the whole, I would say that Argentina was most satisfying because it dealt with the most significant topic that I worked. Diplomat of the Americas was satisfying because it was the most fun to do of any of them.

Sister: What steps did you take in writing your books. Was that the next on the notes you have?

Dr. Peterson: Well as my background is in social studies, especially history of Latin America, and as you mentioned awhile ago, there are no short cuts to writing a book or even an article in history. You have to go through all the basic tasks. I won't list them all but beginning with isolating and defining a topic, demarcating its limits, collecting a bibliography, especially for historians of historical, of original sources.

Sister: Yes, but you had to be interested in subject in the first place, didn't you?

Dr. Peterson: Development of an interest, yes of course and as we did say traveling to the appropriate libraries and archives and that involves a lot. Maybe I should say just a word about that.

Sister: Dr. Peterson, did you have everything outlined in your mind before you started or did you develop an outline as you went along?

Dr. Peterson: Oh no, yes, I had a whole outline in my mind beforehand but then it changed many times. I suppose I used a dozen different outlines of each book as a whole and then of the individual chapters. Well, from those steps on to writing and rewriting. I think rewriting is awfully essential of the manuscripts, 3 or 4 drafts of each chapter.

Sister: Did you write in longhand or did you type it the very first thing that you sat down and wrote?

Dr. Peterson: Over the years I tended to turn more and more from original typing which I picked up in my newspaper days to writing longhand at least a rough draft and then moving to the typewriter for a second draft. That I changed.

Sister: The reason I asked that is because just the few little writings I had done I had done that too. It seems that you can think. It takes longer to write and by writing you can formulate your thoughts, your changeover is quicker than you can when you're typing.

Dr. Peterson: I found that eventually more satisfying. In journalism of course you have to do it the fastest possible way and get it out by deadline. Well, then came the matter of soliciting the opinions of fellow historians, evaluating their commentaries, that's quite an essential step. Studying the manuscript with the publisher and then going through all the stages of proofreading.

Sister: Now, did you do the final typing, or did you have somebody do it for you?

Dr. Peterson: I had a final draft made after I had finished mine. I had about 4 drafts of the thing as a whole, and I had 12 of the longer books I had.

Sister: How many pages, typed pages, does that involve--like the Buchanan book? How many typed pages?

Dr. Peterson: Well, the book on Argentina printed to about 625 and that was printed down from something over 900 typed pages. The Buchanan book printed 450 pages and that was I think 550 or so typed pages.

Sister: Does that include the index?

Dr. Peterson: Yes.

Sister: Did you do your own indexing?

Dr. Peterson: Yes, I did for all of the books except Building of Latin America was printed by Harpers and the Latin American paperback was printed by Macmillan and they preferred to have their own indexers. Incidentally, an interesting thing came up when the Argentine book was translated into Spanish. I insisted on seeing the translation before it was set into type or the first setting of the type before it was printed. As it turned out, they sent me the manuscript in translation, and so I had to go over it all. I had some professional help from an Argentine student on that. But the thing that interested me most about it was that it was unusual for a Latin American press to print the whole index, and it was very long. Most books in Spanish do not have long indexes. It was a very long index, and I had realized before what was involved in translating an index to another language. The alphabetizing might change in a different language. The amount of material on a page is not always the same, so all the pagination would have to be changed and so the making of the setting, translating and setting of the index, this was 30-40 pages into another language. It was almost a prohibitive cost. And I was so pleased that the Argentine press would do that.

Sister: Do you know Spanish and Portuguese yourself?

Dr. Peterson: I know Spanish better than Portuguese. My reading knowledge is pretty good and my speaking knowledge is not so good.

Sister: But you almost had to know those in doing your work too over there in Argentina. When did you learn those languages? Back in your college days?

Dr. Peterson: I hadn't studied Spanish in college. Well, I shouldn't say that. I took a course in Spanish with my graduate work. I had studied only French and Latin and German in college. I took Spanish along with my graduate work, but when I was in Argentina, I tutored at the Burlitz school and also after the army, I took some \$500 of individual tutoring in the Burlitz school.

Sister: Anything else? Do you have some more notes there?

Dr. Peterson: Just one other thing. You asked me about traveling to Argentina. It might be interesting to you to mention for Diplomat of the Americas that Buchanan had worked in the United States, Latin America and in Europe. We set out, my wife and I, to try to visit every place in those three continents where Buchanan had visited or in which he had worked. This took us over the years to Mexico, to Central America, to Panama, to several countries of South America, Cuba, other islands in the caribbean and then most of the countries in Western Europe. In England, (he worked for two years in England,) then to France and Spain and Italy and I think at the end we had visited every place in the United States and elsewhere where he had worked except two. One was Berlin, the other was, what in his day was St. Petersburg, Petragrad Russia. We never got to those two places, otherwise we came close to making all places.

Sister: And there were records of his in all those places?

Dr. Peterson: No, not in all. There were in Latin America. Yes, there were in England. We didn't find very much and on the continent nothing. It was just a matter of seeing the places that he had seen and living where he had lived.

Sister: You really got to know him didn't you?

Dr. Peterson: Yes, I'd say quite well.

Sister: Now, the next question I have here. You just mentioned your publications have taken you to the many foreign lands. Could you comment on of those places you have visited and your reflections on these experiences?

Dr. Peterson: Just one comment I think. There is so much that one could say. One of the great problems that historians of foreign relations have these days (and have had for a long time) is getting access to foreign office or in our country Department of State records. These are matters of great significance to the administration. Think of all the papers that are involved in what President Carter has done over the last week, for example. How soon will historians be permitted to see those and learn what really went on in the recognition of China three months ago? Historians

would like to know the "behind the scenes". Governments have to guard these records very closely because not only did the records involve sensitive relations between nations but also the reputations of the individuals involved and what they are doing or not doing and so on. In the United States, historians have worked on this for a long time. There is now a rule that the State Department tries to publish records and make the archives available to historians up to the last 25 years. The archives are open supposedly each year keeping it at 25. It's hard to maintain that pace. When I went to Argentina, however, Argentina had a policy much less liberal than this, and they permitted me to see no foreign office records after 1860. I was covering 1810 to 1960 and nothing after 1860. I had a real good friend in the ministry of foreign affairs. He was interested in my seeing the papers. He went to the top officials in the government. They would let me see records only if a high official sat at my elbow and said, everything was bound together, this document you may read, the next document you may not read. They just couldn't afford the time of a high official to do that they said, so you can't see anything. Then I went over the mountains to Chile. This was before the present military dictatorship there. I went to the ministry of foreign affairs and they asked what I wanted to see. As it happened, the material I wanted to see there was in 1899, the late 1890's and no question about that. But if I wanted to see material the day before yesterday, they would have shown it to me so far as they had it. Completely different policy. When I was in Paraguay, a small inland nation, as you know a million people extremely poor. There in the archives, almost nothing had been preserved for the 19th century. Wars, revolutions, lack of care, had just not kept their records in proper shape. So, I was interested in the reactions of the chancelleries or the foreign offices of these four nations and the contrast in them. That, I think, is a principal observation I would make.

Sister: And during these years you collected some very valuable items for yourself too, didn't you?

Dr. Peterson: Oh you mean the collection of pre-Columbian? Yes, about half of these items, particularly the ceramic pieces. Some of the textile pieces, I picked up in Cusco and Lima, Peru, and in Wahaca, Mexico. We bought them from museums because you cannot take these things out of the country unless you go through official channels, so we bought them from government museums. About half of the items (you will remember the frame textile pieces,) I inherited from a colleague with whom I wrote my first book Builders of Latin America. He's now retired. He taught at Albany State for many years, collected them, used them in his classes, and then gave them to me some years ago. So they came from these two sources.

Sister: Are they in your home now? I mean, I think they are still at the college but will they come back? Where are they stored?

Dr. Peterson: They are housed in the library safe, but they are going to be put on permanent exhibit in a room in the office building where the department of history is located. The cases have been ordered, and very

soon, they hope to have them and all those items, including the oil paintings and all of the artifacts, will be on exhibit there but will be available for use in classes.

Sister: I see, they are in the classroom building?

Dr. Peterson: In the social science building, yes.

Sister: And it will be secure. I guess they will be in a special room?

Dr. Peterson: Well, that's the real problem. Yes, because some of those items are now extremely valuable according to the appraisers. So yes, they will be in locked cabinets and in the rooms.

Sister: Are there any other comments you would like to make before we stop?

Dr. Peterson: No, I think I am willing to leave it there. Thank you very much, Sister Martin.

Sister: Thank you.