

Interview with Dr. Parke and Mrs. Parke
Interviewers: Charmaine Stanec and Emily Taylor
April 3, 2004

Time: 11:00 AM -12:15 PM

Location: Humboldt State University, Multicultural Center Conference Room

Charmaine: Well, first I think we would like to thank you for doing this for us because it is very valuable to the university and it is valuable for students to learn how to do this and as well as just benefiting the history of HSU. We are really proud to do this and take part in this project. So were just going to go ahead, we have umm...some general questions, ummm... but yeah, we are going to start with the interview guide. And, obviously the goal of this is to establish and archive of oral history of the physical science department for the Bicentennial History Project, I think that is what it called.

Emily: Yup...

Dr. Parke "...Ummm....a little bit louder"

Charmaine: Oh, Sorry.

The purpose of this interview is just to establish, I think, you know, an atmosphere of history and historical truth in this University. And like I said, we are really proud to take part in this.

Mrs. Parke: Sure...uh uh....

Charmaine: So, we'll start with number one.

We have, Dr. Parke, a few questions here. And this is just a background question....can you hear me ok?

Dr. Parke: Sure

Charmaine: OK...I just wanted to make sure.

Our first question is, during your graduate or undergraduate education, whichever you prefer to talk about, what made you decide to become a professor at Humboldt State University?

Dr. Parke: It didn't.

Charmaine: It didn't?

(Laughing) What was it that did?

Dr. Parke: I actually got a, uh, after completing my master's degree, I got a job at a high school/junior college combine. I taught one high school class and the rest of it was Junior College. And, uh...., it didn't click. I didn't click. They wanted me out after four years. (giggling). Actually, it was three years, but they put me in there another year. And, I almost decided to ditch the whole thing and go do something else. And, the professor down there, (the superintendent of the schools), Superintendent yeah... said, "look I know of a job....why don't you look into it?" So I looked into it and I liked it. I had an opportunity to go to work for the state at \$7500 a year. And I took the job at Humboldt for \$4500. I would rather teach.

Charmaine: So that was the reason why. You would much rather teach?
 Dr. Parke: That was the decision. Umm huh...

Charmaine: Had you visited the area before?
 Mrs. Parke: Well, for the job interview, he came up and fell in love with the area. Always liked the coast.

Dr. Parke: I liked the way he interview me. And he was trying to sell the job to me. It was really hard to get physics teachers at that time.

Charmaine: Oh really?
 Dr. Parke: We were in short supply at that time. Very low surplus of physics teachers.

Charmaine: I just have a quick question on that. What was it like coming out of your graduate studies and being very, one of the very few, who was willing to teach physics and pursue that kind of career?
 Dr. Parke: I just preferred teaching and working with people, rather than umm...
 Mrs. Parke: Just like industry or anything like that.
 Dr. Parke: I had offers in industry that I could have taken. I um....
 Charmaine: That's interesting, because here I think that we can see a lot of the teachers and professors that come up here, they come up here because they want to teach and they come up here because they like the area not necessarily because they are going to make a lot of money. So I think this is something that continues, I think, to be a part of this atmosphere and this college.

Dr. Parke: That's a good....
 Mrs. Parke: Also, one thing for off the record, we lived in Sunnybrae and the next door neighbor, who worked in the woods, said "gee you are dumb enough to work for this university at that price for \$4000 when they were making a lot more in the woods. But when they got to be 40 years old, they were out of the woods and looking for a job themselves. You know, and that wasn't the point. Working with people, they couldn't understand us taking a lower salary.

Dr. Parke: Working in the woods was actually dangerous.
 Mrs. Parke: Very dangerous. Well, it still is...
 Charmaine: Great. Umm, so I guess we'll move on to our next question. Which was, umm, and this kind of goes on the last question and so you can expand on it or tell us whatever you want to about it, ummm, but we would like to know what was it like teaching astronomy and physics during the 1960s especially considering the atmosphere on campus.

Dr. Parke: Well, I have to point out that there was always a little competition between the departments. There were never quite enough job opportunities and so you had to fight to get a position in Physics. We started off with just physics and then I added astronomy. I started teaching astronomy first as a night class, I guess you could say...an excess class. And it was so popular I started teaching it full time.¹

¹ To get additional classes within the department as well as meet the interests of the students, it was necessary to offer a night class.

Mrs. Parke: Was it a course that could satisfy the GE requirements for physics?
Repeat questions (Dr. Parke didn't hear)

Dr. Parke: Uh huh... (agreeing)

Charmaine: The astronomy course?

Mrs. Parke: Uh huh..

Charmaine: Oh. Oh wow.
So you can take astronomy instead of Physics?

Mrs. Parke: To satisfy the physical science requirement. If I may add...

Emily: So it must have been very popular. You said it changed from just a night class?

Mrs. Parke: I will say there was a lot of interest in the course.

Emily: Uh huh,...there was a demand for it.

Charmaine: We are particularly interested in this era, because we hear a lot about campuses making a lot of changes not only in their departments and their graduation requirements, but also just in terms of the atmosphere. I mean, do you remember the students...how would you describe the students in this era?

Dr. Parke: Well in the early days, you got to know them very well. For one thing, a lot of them were coming out of the war. They were older men. (...cannot understand) One person was older than I was.

Mrs. Parke: There was a more relaxed atmosphere.

Dr. Parke: Yah...

Mrs. Parke: You can invite them in your home and you had a lot of rapport. And uh..

Dr. Parke: Once the astronomy started, the lab was of course at night up on the hill.

Mrs. Parke: Uh...I don't know if you want that now to jump to the last....

Charmaine and Emily: Sure, we could do that right now.

Mrs. Parke: (Quoting the last question) "establishing the observatory," that could be part of it....

Charmaine: Yah...

Mrs. Parke: That was wonderful time for astronomy

Charmaine: And what year was that again?

Mrs. Parke: I can't even remember

Charmaine: OK

Mrs. Parke: But...uh...maybe three people with the local amateur astronomers bought land up on fickle hill. And they were building an observatory up there. Then they wanted to give it to the college. But in the meantime they let the students go up there. And, so we would go up there during the daylight and we would have a big campfire and have drinks and talk. And, as a matter of fact, they had the old little Ditto fluid cans (they were clean) when you filled them with water and set them inside the fire they wouldn't burn the can at all, just heat the water. And so we would have hot drinks and maybe something else to munch on and chew whatever up there until it got dark enough to go up to the observatory (the one they had at the time) to do their observing. And it was a wonderful time! I mean it was that kind of atmosphere.

And then they needed to expand. And right now, we can't remember the year. But, uh, they wanted to build another lab, another observatory. And one of the members of the local astronomers was a contractor, and he built it using some of his own expenses. Some amenities, like a restroom! That wasn't in the original plan.

Emily: Who was that?

Mrs. Parke: That was Leonard Jackson that built it.

And uh, so then the campfires were over. It was unfortunate. I mean, you know it was that kind of atmosphere. You just drove up and go to your classes. You see, there were changes of that kind.

Charmaine: That affected the relationship between professors

Mrs. Parke: The students...you, you get what I mean...yah, and so forth. You can edit this thing desperately, but I mean, I am just trying to say, I am talking for him, but I loved those times.

Charmaine: No we love for you, if you have anything to say....

Mrs. Parke: Uh huh... and then another thing, you can delete it, we would drive up in our own private car rather than taking the van or the bus. And one time it worked out, because the van broke down half way down. And to go out and find a telephone to call down the university for these kids on that road.

Emily: That's pretty far out there... (laughing)

Mrs. Parke: You know what I mean? And yah, another side interest: when they had the original dome, the airport, the pilots out there, asked "what is that thing out there?". (Laughing) Because they were coming in by sight landing, and they used it for one their sights, coming into their airport. (laughing) You can put that in quotation. These are little things that don't need to belong in your report.

Charmaine: No that's interesting. Now, so there were two observatories. There was the original and, was that one...

Mrs. Parke: They were right there together, on one piece of land. They donated, what was it, three acres to the university? For the uh, for the observatory, before the university built the observatory. And it is a physical science field study laboratory up there. It is not an observatory.

Charmaine: And we were talking about this earlier....

Mrs. Parke: We were telling about how...but we don't need to put in the report. It's a physical science field study laboratory.

Mr. Parke: Because they said animatedly, you can't have an observatory!

Mrs. Parke: (laughing)

Charmaine: Right.

Dr. Parke: So we, Dr. Balabanis, was essentially good at these sorts of things. So he said, well, we will just have a field study laboratory up there.

Mrs. Parke: And we didn't dare say we were putting a telescope. Certain optical pieces of ...ummm...laughing

But anyways that doesn't need to be in your report. I mean it would be fun to have these things....if you can....when the natatorium was over there instead of the swimming pool.

Charmaine: Well that part of how this university developed....

Emily: It is....

Mrs. Parke: You get what I mean? People that had a good sense of how to get around Sacramento.

Charmaine: Oh for sure, and they still do to that I am sure.

Mrs. Parke: You better believe it...

Charmaine: They have to....

Mrs. Parke: Uh huh....

Dr. Parke: It's one way to get things done....

Mrs. Parke: You could say, that there was a better rapport when the college was smaller between the biological sciences and physical sciences. The Faculty knew each other, there was quite an interchange there. We used to, when Dr. Lamphier was alive, and have his place out there. We would have big B-B-Que's out there. And uh, it was the physical and biological sciences together. And then when they separated....

Charmaine: They stopped?

Mrs. Parke: Yah....

Charmaine: Why is that do you think?

Mrs. Parke: Well they grew big, and then they....I can't say what I would like to say...., she's lookin' at me and saying "go ahead."

Well, one thing is the competition for moneys for your department. And I don't think you need to put that in your report.

Charmaine: OK

Mrs. Parke: You heard me say it. I have a witness.

No but honestly, you had to fight to get what you got in your department.

Dr. Parke: You had to put your best foot forward to get money to teach the students. You had to get positions to teach and you are in competition with other departments, the biology department.

Mrs. Parke: Well, all departments. The whole school.

Mr. Parke: We had least difficulty with the Geology Department.

Charmaine: Really?

Dr. Parke: We weren't in competition in the sense we were with others. Plus the fact that my son was the first four-year student in Geology.

Dr. Parke: Others would come in and would take the last two years at Humboldt. But he came in and was a freshman and started right out. He was the first freshman in Geology.

Charmaine
and Emily: Wow....

Mrs. Parke: That was in the early 70s. You know, at the end of the 60s. He graduated in '71. But umm, when the school was smaller you could have better rapport, you get what I mean, between disciplines and everything else.

Charmaine: Do you think as it started to expand...how would you describe, like you have said there was competition between departments, do you think that was due to the university expanding or do you think that due to more students coming, or a combination?

Dr. Parke: Of course more students coming in, the university had to expand to meet their needs.

Mrs. Parke: But to think back how many years ago, it's a little hard

Emily: No, no that's fine.

Mrs. Parke: ...you know what I mean.

Emily: Yah. Umm...I guess that could bring us into, let's see, how would you describe your relationship with your colleagues and how did the changes in the major requirements affect those relationships? So...

Dr. Parke: The changes in course work, the streamlining in courses, there was physics and then physical sciences courses, and they were generally the ones taken to meet the graduation requirements. So we drifted more into the physical sciences department. Because they had plenty of physics teachers, and most of them liked teaching kids.

Emily: Ok.
(laughing)

Mrs. Parke: When students have to take a course, they aren't as interested rather. But um, the other thing, is he went into science teaching, some for education. And then, um, wasn't it that you had a problem gearing the courses to the different disciplines too. So that was another problem.
In the meantime, he was working for his Ph.D.

Charmaine: While you were teaching you were doing that the same time?

Dr. and Mrs. Parke
Agreeing

Dr. Parke: I got that in 19....

Mrs. Parke: 1968...but he started in 1960. We had to leave to go back to Colorado for a year, for the year residency. And uh, but then, you don't know how lucky you are with little computers and laptops. The computer that he used in the evening with the little punch cards, punch cards which you had to punch out, was in the top floor of the Engineering building, and it about took up the whole space.

Charmaine: Oh my gosh....

Mrs. Parke: And then about 7 o'clock, all the mills and things would shut down and surge of electricity would come in and just wipe everything out....out of the computer (laughing)

Charmaine: Oh no.....

Dr. Parke: So later in the evening, was a good time to work....

Mrs. Parke: Well the students weren't interested in working later at night. But in those days was when a lot of those changes were starting to occur, that you were....

Charmaine: Technology....

Mrs. Parke: And as for hiring, uh, like in any department, they advertised and went through the applicants and picked out about 2 or 3 of the best ones that

looked good. And then they interviewed them. They paid their expenses to come out to be interviewed. And then the faculty would look them over and see if they would be compatible with the group there. So that was part of it....

Emily: Were there a lot of applicants?

Mrs. Parke: Well, there were usually quite a few weren't there (to Dr. Parke)?

Dr. Parke: Well, by that time yes.

Mrs. Parke: Yes, uh ha. And they would pick out the ones with the best qualifications. And then, they would pick out about 3?

Dr. Parke: 2 or 3.... And interview those...

Dr. Parke: Your family was compatible.

Mrs. Parke: So, he was department Chair for a number of years. Which you would probably find out in your records. In which then he taught one class. And in the earlier days, they were able to get student help through the state programs. Which we don't really have anymore. That was another thing, we had good rapport with the students too. That you could get....wonderful students, well there are wonderful students now, but they were some wonderful students ...

Charmaine: That you had financial support for students

Dr. Parke: Right.

Charmaine: So, Dr. Parke, you taught astronomy the whole time? For a while?

Dr. Parke: Astronomy as a night class. For fun. It became so popular, that we added the class. It wasn't a class to begin with. We added the class....

Charmaine: ready? Um, ok well our, I guess our next question um, and maybe you have already kind of answered in ways so,

Mrs. Parke: I mean this is all down to one is overlapping another thing

Charmaine: a lot of them are yeah and a lot of them are and that's fine, they don't have to be mutually exclusive.

Mrs. Parke: um hum

Charmaine: We just basically want to hear what you have to say about you know and but, our next question was since we were talking about how you hire faculty members, can you describe the tenure process um, in terms of how does a faculty member umm you know uh be nominated for that? How, how did that happen when you were teaching?

Dr. Parke: In the beginning they would apply to the university,

Charmaine: uh hum

Dr. Parke: Or to the college at that time, and then admit the decision directly to the president and then he would set up a committee to interview. And they would bring the results into him and would...the person or not. Depending on. We never had any trouble

Charmaine: oh you didn't? So it was basically up to you then, would you say or the department?

Dr. Parke: We had, the department had to say this person fits our bill and we'd like to have him hired and then the president or one of the deans, the appropriate dean I should say, would uh, sometimes the vice president, would uh offer the job. Back when I came in '53 Dr. Siemens interviewed me and he made

some uh, nice promises and I liked and made them and got the job, and I discovered he was not quite precise, so the little bit of competition resulting from that. We worked it out.

Charmaine: uh huh

Dr. Parke: I wanted the job bad enough to get up and take it.

Mrs. Parke: He was tenured but he was not promoted to full professor until he had his PhD. Sometimes they would say you would be promoted when you finish your PhD. Within that one year. So that was the year, in January, we made the trip to Colorado and got his doctorate and came back with that nice little piece of paper in hand and he was immediately promoted.

Charmaine: oh wow

Mrs. Parke: I mean these were just the little things that happened to us and probably happened to others too.

Charmaine: Right, right

Mrs. Parke: They put on certain criteria that you have to have to be promoted, maybe not tenure, but they did, they really wanted people with PhDs

Dr. Parke: I already had...

Mrs. Parke: ...or equivalencies I should say.

Dr. Parke: But that was not the problem.

Mrs. Parke: What?

Dr. Parke: I already had tenure, so that was not the problem.

Mrs. Parke: You already had tenure, but on the promotion.

Dr. Parke: One top in... well, I, I forgot the word... anyway she was interested in working with those interested in learning how to build clothing. And so she never got promoted

Mrs. Parke: being an assistant or associate professor

Charmaine: wow, is that because she did not the have a PhD? Or?

Mrs. Parke: She did not have a PhD or in some disciplines that did not give PhDs, they had equivalences

Charmaine: ah

Dr. Parke: You can do the equivalency and included your master's degree

Mrs. Parke: do your masters degree

Dr. Parke: But she didn't have one

Mrs. Parke: I don't know if those canes are making noise.

Dr. Parke: hum? Are you going to take those away from me?

(Laughing)

Charmaine: Umm, is there anything else that?

Mrs. Parke: Well let's see, I was trying to think of what you would need.

Charmaine: Umm, well one of the things we have also, under this question is umm, was there and you have already also kind of answered this question as well but we can kinda extend on it too, was there a lot of departmental interaction? And you said you used to go to barbeque and this happened...

Mrs. Parke: Well there was a lot of, there was more in the earlier days

Dr. Parke: When it was smaller

Charmaine: But then it started to change?

Mrs. Parke: But they got so big they had problems, so to speak, and they would not work out you could still get an interaction but still there wasn't that departmental closeness of

Charmaine: right.

Dr. Parke: You said generally speaking

Mrs. Parke: what?

Dr. Parke: Except it seemed geology was not in our direct competition really.

Mrs. Parke: Well it seems geology was more like a physical science rather than a biological science I think

Charmaine: right, and even today the geology department still very much cooperates with the engineering department. Students go back and forth. You can get your masters with a specialty or specifically in geology and they continue to carry on that

Mrs. Parke: yeah

Charmaine: even today. So,

Mrs. Parke: Do they let you still graduate with double?

Charmaine: Yeah, I think you can

Mrs. Parke: I mean with math and physics?

Charmaine: Yah they do

Mrs. Parke: We lose track on whether they cut back on some of these things, or not you know what I mean.

Charmaine: Right. Would you say that if, well, how would you say the university handled? Because throughout the state what we say during this time was that sciences in general were becoming more, um supported by the state, more so then social sciences,

Dr. Parke and

Mrs. Park shaking their heads

Charmaine: that wasn't true?

Mrs. Parke: not from our observations. Let's put it that way.

Charmaine: Yeah that's fine

Mrs. Parke: Our observation was going down and I think Sputnik jogged them. Trying to get sciences more in, but more than social sciences. But I guess now they're yelling because I guess kids are not getting history and so forth because kids are getting emphasis on reading and math.

Charmaine: right, right

Mrs. Parke: so you see this is in the lower grades. It seems like the expansion at least here is in your social sciences. The psych. Building, this new other building

Charmaine: The social science building

Mrs. Parke: the umm, social science, look at these things where are they expanding. Although they did expand the natural... I mean the wildlife building, and I think maybe partly due to the fact that the kids coming in are not going into some of these disciplines so you don't have your students your department won't go.

Charmaine: right

Mrs. Parke: Isn't that right Charlie?

Dr. Parke: Exactly

Mrs. Parke: So that's part of it too

Charmaine: And that kind of goes into our next question is that, Today we find that Humboldt State university is known for its natural sciences, like we talk to students in southern California and they're like oh yeah Humboldt State has that wildlife department

Mrs. Parke: yeah, yeah

Charmaine: Or oh yeah they have that great you know engineering, environmental engineering department, umm but we know this obviously that this was not always the case

Mrs. Parke: no

Charmaine: so, um

Mrs. Parke: Well it was it has been ...that's why for some of these things, is to work...well like the physics you really work toward the being part of the and working with them. Because all of those kids even though they were in the natural science were scared to death of physics... I mean just...

Charmaine: well I'm scared of taking physics.

Mrs. Parke: You would have loved to take his light and color class because he never failed a single one.

Charmaine: Umm, I'm taking an astronomy class right now and we are learning about spectroscopy or spectrophoph?

(Laughing)

Dr. Parke: Spectroscopy

Charmaine: Spectroscopy, and one of the things I hear, this is kind of a side note, but one of the things, I talk to my professor, Dr. Brusca and he often complains, uh, not complains but they just don't have a lot of money.

Mrs. Parke: they don't

Charmaine: And they're in these small classrooms trying to do these um, experiments and stuff like that and um it's really difficult for him. And I was just curious like has this always been the case with this department? Cause, well its worse now, let's just put it that way

Mrs. Parke: really?

Charmaine: the OE, what they call the OE, is Operational Equipment in other words monies to buy the stuff,

Charmaine: and this is important

Dr. Parke: um hum

Mrs. Parke: on the eBay or one of those programs or something. I mean, and then the chemicals, they weren't making them anymore. I mean this is part of the problem too, was getting the materials, and they were so costly.

Dr. Parke: and they just don't make them any more

Mrs. Parke: They don't make them anymore so what do you do? You have to change your program,

Charmaine: Change the way you teach

Dr. Parke: change your program

Charmaine: wow

Mrs. Parke: You can't get everything off of a computer; you can't get everything out of a book. Some of its just hands on. And uh the times have changed to go from uh good old slide rule days to computer days. Make sure your battery is up or your calculator.

Mrs. Parke: you haven't had that experience have you in the middle of a test have your calculator go out?

Charmaine: No

Dr. Parke: He had some kid do that, they were lost without their calculator

Charmaine: I know, yeah

Mrs. Parke: So anyway I'm giving you little things taking up your tape

Charmaine: No, no it's perfect

Mrs. Parke: But, umm it's the states in their tight budgets, this is in observation, they've been cutting some of the things the professors do need like in sciences they do need these materials to teach their classes. I don't know how chemistry is doing or the ah some of the biological needs

Charmaine: and I think that part of this you know history project is to uncover that because most of the professors we are interviewing are from chemistry, physics, biology. Because this is something we are starting to see. And I can't say whether or not there is this shift in support because I'm a social science major, but um

Mrs. Parke: Yeah

Charmaine: but umm I see in my classes or at least my physics class now that it is very difficult for him. He makes do though, he is the most amazing person and he still teaches.

Mrs. Parke: He has to make do but it could still be a lot easier on him if

Charmaine: right, right, if we had a bigger classroom and

Mrs. Parke: and he'd have to take on more students

Charmaine: Oh yeah

Mrs. Parke: And everything else,

Charmaine: right, right

Mrs. Parke: When they have smaller classes, they don't realize that in the small classes you have a much better rapport. That was the thing when we first came here we had smaller class

Charmaine: Right, right, How many...

Mrs. Parke: When you have classes of a hundred and something, I don't know if you have them around here but,

Charmaine: How many would you say was the average class size of your class?

Mrs. Parke: 15? 20?

Dr. Parke: Um hum, for me

Mrs. Parke: You had to have a certain size to make the class, I can't remember the magic number there, well I told you about enrolling the faculty wives to make a class. In the early days.

Charmaine: yeah

(Laughing)

Mrs. Parke: To make a class go

Charmaine: yeah

Mrs. Parke: and so they had to have a certain number otherwise the class would not go and I think that is still the truth.

Charmaine: Oh yeah

Mrs. Parke: They had to cancel classes because there were not enough enrollments

Charmaine: Oh yeah I've had some professors because I'm a language major ask me to enroll their class, so they could save it, so, yeah it still happens today. It's something that we have to do if we want to save some of those classes that the university just won't support.

Mrs. Parke: Uh, huh

Charmaine: you know, even if there is interest.

Dr. Parke: can't support it

Charmaine: no

Mrs. Parke: they just can't support it and the students are just caught in a bind because they need it for their graduation.

Charmaine: right. So, that kind of brings us to our next question though, what, what in your opinion was the, what, how did the administration support the physical science department, were they supportive, was it more or less depending on how much money or did they had, did they morally support it? Or how did that work

Dr. Parke: I haven't been involved recently, but uh Dr. Siemens was very supportive.

Mrs. Parke: uh huh, Dr. McCrone...

Dr. Parke: Dr. McCrone was very supportive

Mrs. Parke: You don't know about the new one.

Dr. Parke: huh?

Mrs. Parke: You don't know about the new president,

Dr. Parke: I've never met him.

Mrs. Parke: But they're so spread so thin it's hard for them to with all their other, I would not want to be a president at the university, Uh

Dr. Parke: If you are a smart university president you delegate to your vice presidents

Mrs. Parke: They delegate right on down and it gets watered and watered

Charmaine: Right. (Pause...) Well should we go on to conclude? Well so we have, and actually the last question was about the observatory so we, yep

Mrs. Parke: We could give you a little bit of history about that one

Charmaine: Well we would like to know, some of our concluding questions were uh what would you consider; uh, these are fun questions, so you can tell us whatever you want

(Laughing)

Charmaine: But, what are some of your most memorable moments at Humboldt State University?

Dr. Parke: Hum

(Laughing)

Mrs. Parke: I think those campfires up at the observatory with the students and the rapport that you had. The early days at the observatory were the that was,

Dr. Parke: The latter years, that is when I would teach a class just to teach it, I was not getting paid for it. But uh, I enjoyed teaching light and color. You could get people involved. I got out of teaching physics by that time.

Mrs. Parke: When he retired he got on half time and then after that he volunteered and was teaching the class here for a number of years. So in '89 so, this is why...but back in the early days when they had time to be more rapport between people and really, when something gets big, no matter where you are no matter what discipline or industry or anything else when you're smaller you have a better rapport. That is why Humboldt is so good as a small college you have an advantage I had a brother who was dean of life science at UCLA. He had a student that was having some health problem and he was having trouble with some of his professors too. Harlan had great faith in this kid and he called up here he was more into the biological sciences, but I think he had a physics class from you too. But anyways he made arrangement for him to transfer up to Humboldt because being a small college, he could have the help that he needed, so this was the thing that being a small college you get the help as student, more then you would in these huge universities and campuses.

Charmaine: Right, right.

Mrs. Parke: That's the thing to emphasize here, the students are better off here; so the fellow went through and did very well and eventually went on for his PhD. Well anyway this is... Bless my poor brother's heart. Of course another student that he had was having troubles and he told him you need to quit school and go into the army. And later on his wife was teaching, substituting at a school where I was teaching and she said your husband's the one that did him the biggest favor told him to quit school and grow up.

Charmaine: Wow

Mrs. Parke: So you were able to advise students in some ways

Charmaine: That's crazy

Mrs. Parke: When it was smaller. And when you were doing the advising, this is the thing too when the professors were doing the advising you have a much better rapport with the students then when they have go through the computerized. That was a sad day. So if the student had a problem, I guess you got places you can go here now

Charmaine: right, but it's not to the professor. No, if we have issues we go to, you know, the AIR center, the academic referral center

Mrs. Parke: You get what I mean

Charmaine: Yeah, They don't know it anyway

Mrs. Parke: when he was teaching his one course rather then to leave him here and coming back in an hour I would sit down in his quote office, where his desk was that he shared with another professor, and watching him because he had larger classes etc. he would have a problem he would call the , umm I've forgotten one of the places, and say this student is having this kind of difficulty. But what I do like that has happened at the university is there are students with handicaps learning disabilities, they are brilliant, but they have dyslexic or needed more time for test that they could go to the testing center and have more time. They did not have that in the early days that was wonderful because these are good minds and they can benefit I think the university has done a good job there.

Charmaine: Oh yeah, one of my really good friends, he is a just one of the smartest guys I've ever met and he's a great student and an inspiration to everybody who meets him, but he has a learning disability, um but without the testing center and with out that kind of support he wouldn't be 4.0 student and he is.

Mrs. Parke: and these are the things that have been really good, you've had some of these students too

Dr. Parke: um hum

Mrs. Parke: and uh you've come through your classes and that's been a really that's been a really, really good thing.

Charmaine: yeah

Mrs. Parke: I'm trying to think of the positive things that have happened over the years here too. Well I don't know if he's been any help to you or not on your report.

Charmaine: Of course

Mrs. Parke: Or if he's tied into any of the other opinions or not.

Charmaine: No, no we've gotten a lot of information that we definitely could use. And we just have I guess we just have one more last question, and I don't know if you want to answer this or not, but um, what were some of your greatest accomplishments at Humboldt State University? I know you mentioned a few things like, um teaching classes and obviously establishing the physics department.

Dr. Parke: That was probably the greatest. (Pause) Dr. Siemens talked to us one time, well, we talked to him a little bit and he was saying that we want you to come start a full physics program. They didn't have it before then so since I was personally responsible and Dr Peithman finished his work at the college, Oregon State College, so we, give and take, got it together, getting the program started.

Mrs. Parke: Les Clendenning was your first one hired wasn't he?

Dr. Parke: Pardon?

Mrs. Parke: Les Clendenning was the first one hired?

Dr. Parke: First one I hired? Yeah.

Mrs. Parke: Nice young man only had his AB but he knew physics very well. Has his masters and got his PhD when he was teaching here. He retired. But uh there were some really wonderful professors here and others that did not pan out, did not fit in with the group.

Charmaine: That was really important, to fit in?

Mrs. Parke: To fit in with the group um hum so, I would say...

Dr. Parke: Over the years the physics only had one lemon, *we shunned him out*. He had very strange behavior; we found out later he had the same problem at other schools, universities.

(Laughing)

Mrs. Parke: Well I think we've had our fun with physics but he was always interested in museums so Charles was involved in starting the natural history museum too. What with the geology and so forth of it a lot of things have happened here that we've been glad we've been here

Charmaine: Well should we finish? I think that is all unless there is anything else you would like to add here.

Mrs. Parke: Oh no, turn it off