

Lebanon Valley College®



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150th Anniversary Oral History Project

Lebanon Valley College Archives—Vernon and Doris Bishop Library

Oral History of

Susan Verhoek

Professor *Emerita* of Biology
Former Faculty Trustee

Date: April 30, 2014

Interviewed by Art Ford

Professor *Emeritus* of English and Alumnus, Class of 1959

Transcribed by Jananne Ferrere

Vernon and Doris Bishop Library Student Worker and Alumna, Class of 2015

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Dr. Susan Verhoek, Professor *Emerita* of Biology, Former Faculty Trustee—Verhoek came to Lebanon Valley in 1974 and through the years was a dedicated teacher, especially in the area of botany, and she was an important contributor to the college at large. She served on numerous faculty committees, established the Faculty Club, and developed the College greenhouse. She also served on the Board of Trustees as a faculty representative.

A: I'm here in the Lebanon Valley College Library with Susan Verhoek who is professor *emeritus*, I think, from the Biology Department of Lebanon Valley College. She is going to be talking a little bit about herself and what her experiences here at Lebanon Valley College were.

So let me start off, Susan, by just asking what your hometown is. Where are you from?

S: I'm from Worthington, Ohio, which is basically now a suburb of Columbus.

A: OK. What did your mother and father do? What were their occupations?

S: My mother was originally a teacher, but at the time when you got married, you couldn't teach. So she was a stay-at-home wife and mother. My father taught chemistry at Ohio State. He was a Rhodes Scholar and taught in the chemistry department for 40-some years at The Ohio State University.

A: So the Rhodes Scholar means he spent a year in England?

S: He spent, yes, he spent a year in England. Then he went on to work in Copenhagen, Denmark, with another chemist in another post-doctoral position.

A: Were you born by then? Did you go along?

S: No, no.

A: This was before then?

S: This was all pre-

A: That's too bad. You missed some good times (laughing).

S: I guess so, yes (laughing).

A: Because that would have been back, what, in the '50s, right?

S: Oh no, earlier than that. He graduated from Harvard in '29, at age 20.

A: Oh.

S: Because he was younger than the usual set of applicants, he could get his Ph.D. and still eligible be for the Rhodes Scholar Program after his Ph.D.

A: And he got his Ph.D. from where, Harvard you said?

S: No, his undergraduate degree from Harvard and his Ph.D. from the University of Wisconsin.

A: OK. How about siblings? Got any brothers or sisters?

S: I have sisters who are twins, younger than I. And that's it.

A: That's it. So there were three of you?

S: Yes.

A: When you were in high school, what high school did you graduate from?

S: I graduated from Worthington High School. That was the high school for the town, Worthington, Ohio

A: What kinds of activities were you in back then?

S: My activities were mostly the musical, the choral things. I did a few other things periodically, like work on the school newspaper, and so on. The main activity was singing.

A: Was it really? OK. When did you graduate from high school?

S: I graduated from high school in 1960.

A: OK. Then you went on to?

S: Then I went to Carleton College in Minnesota. At that time, they were accepting the top 5% of graduating seniors from across the United States. I stayed there for two years and then it was decided I needed braces. So it was easier to move closer to home because no one at Carleton had cars at that time so I could get to good orthodontia. I ultimately graduated from

Ohio Wesleyan University, which was in a way a good career move because Ohio Wesleyan was sort of known as a power house for sending students on to graduate school in botany.

A: So sometime between your activities in music in high school and getting into college, you went from music to biology. Botany specifically, I guess.

S: Well, actually, I started college as a Spanish major because I had done that very well in high school. But I took my first biology course because there was an upper level course that would teach you how to identify plants and I wanted to learn how to do that. So that was kind of the switch. But interestingly enough most of the people in the department when I came to the Biology Department at LVC had started out as majors in some other field also.

A: We usually get English majors that very often transferred from biology, the reverse of that. So what year did you, or let me have you go back there, were you involved in any other activities besides the academic side when you were at Ohio Wesleyan?

S: Well, I was in a sorority, but coming in as a junior, it was a little more difficult to break into different activities when everybody had gotten to know each other as freshmen. So basically it was the sorority and academics.

A: OK. So you graduated in, what, '64?

S: I graduated in '64. This is my 50th college reunion.

A: It is! Are you going back to Ohio Wesleyan?

S: I'm going to Ohio Wesleyan, although, I would like to go and visit the people at Carleton, but I can't go to both.

A: You probably could, but it would be a stretch (laughing).

S: Yes.

A: But you couldn't. After graduation then, what did you do? You went on to graduate school?

S: I went on to graduate school. I got a master's degree at Indiana University. The real one, in Bloomington. I was there for two years and then got a job at the Missouri Botanical Garden in their herbarium.

A: And where is that?

S: That is in St. Louis.

A: OK.

S: That was a wonderful experience because that was the major herbarium/ botanical garden in the Mid-West. So everybody coming through into the United States who were foreign botanists visited there. I got to meet quite a few of the current (at that time) botanical experts in the world. It was very interesting. I worked there for two years and then married my husband, Stephen Williams, who was a graduate student at Washington University in St. Louis at the time, and then worked there for two more years until he finished his graduate school and went on to a post-doc and I went on to a Ph.D. program at Cornell University.

A: And he was at Cornell, too obviously.

S: Yes. I wanted to go to Cornell because they, again, had a very famous herbarium and group of people who were working on taxonomy of cultivated plants, which is what I wanted to do. Then, fortunately, Steve found a post-doc with a very good person in the plant sciences department there.

A: And then from Cornell, where did you go? Here?

S: Here.

A: Did you really?

S: Yes.

A: And you were both hired at the same time or one?

S: I was still writing my thesis when Steve finished his post-doc, but the interesting thing about that is that was a time when people were talking about sharing positions, husband and wife.

When Steve was looking for a job, he said 'you might want to consider the fact that we could share a position' because his area of expertise is completely different from mine. Two expertises for the price of one.

A: That's right (laughing).

S: Yes (laughing). So LVC did take a flyer on that and I have to—knowing how conservative LVC has been in the past—I really have to give LVC kudos for even considering that sort of thing. In our cohort, there were a number of places and there were papers written, with stuff like a job sharing position that people had at Franklin & Marshall nearby, and so on. Our position was that we would share one teaching position and basically one salary but be considered individual people as far as getting tenure and doing committee work, and so forth. The question was what if one of you gets tenure and the other one doesn't? And all these kinds of things. As far as the College was concerned, we were considered full-time: each of us was considered a full-time faculty member with all the committee, advising, and other service requirements. The way it read was "full-time faculty members with reduced teaching load and correspondingly reduced salary." So that's the way we lived for—I taught here 34 years, Steve was here a year before I was, so he taught 35.

A: Who was president when that arrangement was made?

S: Fred Sample was president.

A: And of course, [Carl] Ehrhart was dean.

S: Earhart was dean. And Paul Wolf was the chair of the department. Looking back again at LVC, I can see that they were sort of salivating, 'OK, we get two for the price of one. This is really great for us, too!' So there are two sides to this story.

A: So on both sides, it had turned out to be a good decision.

S: It worked, yes.

A: How did you get the position? Did you say Steve came here first?

S: Yes, Steve came first with the understanding that I would come once I had my degree.

A: Why Lebanon Valley?

S: It was a small, liberal arts school, which was kind of what we thought we wanted to do and it was a nice location. Other places with openings we looked at were in places like inner city New Jersey, or there were not opportunities for both of us. So it just seemed like a nice fit.

A: Well when you arrived on campus for the first time to look at the campus, what did you think of the campus physically?

S: It looked like a college campus to me. My father had been here. He worked on the Chemical Bond Approach project, which Tony Neidig had worked on. Tony had invited my father for two weeks as one of the visiting speakers for one of these high school teacher programs. So my family had been here, although I had not. My father said 'When you go, don't be dismayed about the looks of the science building,' which of course was in the old factory. I was sort of forewarned about that.

A: Were you dismayed?

S: No, no.

A: What was the department like to work with in those early years? You mentioned Paul Wolf was the chair.

S: Yes. The department was congenial; we all sort of pulled together, worked together. We had a good marine as a leader! And each of us had our own specialties, so we didn't step on other people's feet. I think any of the tension at the time was not in the department, but with the department and the rest of the College.

A: Such as? What kind of tensions?

S: Well, I remember being here the first year, maybe two years, and there were some statements made about 'well of course you're in the sciences and of course you think differently than the humanities people do' about the College and students. You probably remember this. I was just sort of shell-shocked: what does this mean? I felt innocent (I just got here, how do they "know" what I think?) but somehow accused. It turns out, I think that we were looking at the aftermath of Tony Neidig in the Chemistry Department versus the Music Department. Both of those were good, but expensive departments and I had the feeling that there might have been some, I don't know, some push to get my department more money or get the other department more money.

I think there might have been fallout between music and the sciences, which I think when people talked about the sciences they meant the Chemistry Department because it was the big department and kind of ran together the rest the sciences too just by needing more money for equipment and materials. So kind of my first introduction to the rest of the campus was that there was this great divide, and of course that was the period when I had read as a freshman in

a literature course the book about science versus humanities. Everybody was talking about where the future lies.

A: That was Snow's book.

S: Yes, yes.

A: I forget the name of it. It was something like—

S: *Two Cultures*, or something like that. And then shortly after I came, the College began losing students. And we went from something like 1,200 to 800 students, and that was a source of tension all the way around.

A: Were you concerned at that point about the College?

S: No, I thought the College would continue. The concern was the morale of the faculty and the need for their subjects. If you look in ecological terms, people have their niches and they need to compete for scarce resources. It was that competition and the kind of feeling that nobody knew what to do to make the College better. We were trying this and we were trying that, and I remember Joerg Meyer sitting in faculty meetings saying 'the faculty does not understand the problems of the College.' You remember that. The faculty understand all too well (laughing). Then the administration was doing something else, and was not really listening to what the faculty thought ought to be being done. So the faculty was kind of helpless in a way because the administration and trustees ran the College and ran the finances.

A: This would have been when, back in the late '70s, '80s?

S: Late '70s.

A: Late '70s, probably through most of the '80s then?

S: I suppose, yes.

A: Because we had about 800 students, fewer perhaps, by the end of the '80s. In the '90s it started to turn around.

S: It started to turn around then, yes. I think it was the going down that was the big problem. Once we realized we had hit bottom and could still function it was better, but it was an awful time. And just sort of parenthetically, I see the times repeating themselves right now. The same kind of 'I need this, you need that'; you both can't have everything.

Do you want me to go on and tell you a little bit more of the personal kinds of things (laughing)?

A: I would like that, yes.

S: Well, as you know, the budgets would be frozen in April, so you would have April and May yet where there was no way to purchase anything. We were saving paper clips, we were doing all that kind of thing you could do. We ordered our living lab supplies early.

A: You are back in the '70s and '80s?

S: In the '70s and '80s, yes.

A: OK.

S: And we in the department had to do for ourselves. One of the problems of being in that factory was that it had two-story windows in the offices and small lab facing west, and so in the afternoons when the western sun came it was very hot and very bright and very uncomfortable. There happened to be three of us women in the department at the time and we decided we would make curtains for those rooms, none of them ours. Now, I can't imagine faculty members today doing that! But the department had the annex in the church, the old Lutheran church, which is where my office was and for a while we had classrooms in the

basement. But the whole church was open at the time, so the three of us laid out fabric all over the floor of the church and sewed the curtains together. Just can't imagine people doing that, but it was a little bit more of a family feeling here where we are all in this together. Fred Sample always used to say 'you are a part of the LVC family, and family does things to help each other.' And that worked for a while until you realized that the administration didn't intend to be quite as helpful as the word was put about. But still, in that time, people worked very hard for the good of the College, not just for themselves or for their department. We were asked to do things like go on College nights, and everyone was supposed to go on a College night, recruiting once a semester I think. That was a requirement. We were even asked to appear on the day the freshmen moved in to the dorms, and help carry suitcases and so forth to the freshman rooms in the dorms. All as a sort demonstration that we are all a part of the family, 'you come here and get individual attention, etc.' So there was a lot of that going on at that time, too, where people worked extra, beyond just their jobs, for the good of the College, to pull it through. I think there has not been enough recognition. I suggested to Dean/President Steve MacDonald that he recognize those people of us that are newly retired (2006–2014), you and me, and all of our cohort, for actually standing by and sticking it out. Steve MacDonald began talks by saying 'we were at 800 and look how we've grown.' But he never recognized the fact that we were at almost 1,200 and had gone down, and these people were here working like crazy to keep the College afloat.

A: Do you have any idea why we went down?

S: I think it was demographics. There were, you know, the Vietnam War winding down, so it wasn't an avoid-the-draft situation, and there were just fewer 18 year olds. It wasn't just LVC.

Every once in a while there would be a rumor going around 'oh, Elizabethtown is going to fold next year' and the next year would be 'Albright is really in trouble' And there were some small liberal arts colleges out in the Mid-West that did fold, or went strange ways to try to keep the students. Parsons was one.

A: Through that time again, we had a series of changes in the administration—presidents, deans, that sort of thing. Whereas before, we had a kind of continuity. Do you think that has anything to do with it? Can you comment on your reaction, the department's reaction, or College reaction, to various administrations during that time? During the '80s?

S: Well I think there was particularly in the case of the dean situation. First, there was Carl Earhart who had been a very nice dean, you know, a pleasant person, and so forth. Probably doing the bidding of the president, he was loyal to the president and then when he stepped down, we wanted a dean that would step in and save the College. A strong dean with IDEAS. We unfortunately got what we asked for in Richard Reed, but Richard Reed came in and solved the problems of the school where he had been before and was not particularly, how can I say this, didn't really appreciate the fact that LVC faculty had bought into a family situation rather than just a workplace of expediency. There was also a period of time in which the College was trying different avenues. We had Travel and Tourism, and we had a Gerontology Program, and I think two more I can't remember now, but gerontology was something that Ann Henninger from the Biology Department did and of course Travel and Tourism sort of kept on for a while after that as the hospitality program. So we were trying all different kinds of things.

A: What turned that all around then? Because in the '90s, all of sudden we had all of these students.

S: Well, I think part of what turned it all around was the new scholarship program that John Synodinos set up. And essentially, he was saying, 'give away money to get money.' I think that's what really turned it around. Plus, the upswing in demographics and the idea again, that people should go to college, just *should*. It was better for you when you got out, and you could get a job. There may have been a difference too, that the College was focusing a little bit more on job preparation rather than just being liberal arts. When I was at Carleton, the emphasis was on turning out educated people with a capital E; Educated so that you knew things about not your own field, but also lots of other fields. We had very hefty distribution requirements; music appreciation, that sort of thing. All of the colleges did; Ohio-Wesleyan did at the time, too. I think at LVC in the later '80s there was a bit more job prep kind of thing as in 'If you come to LVC, you can get a better job'.

A: Let's stay with the post '80s, Synodinos years into [David] Pollick and that sort of thing: any reaction to what the College was like then?

S: I think the College became less of a family; it was more like, I hate to say it, a business. The students were considered products and the faculty was considered, for lack of a better word, machines that worked on the products and got them out of college. And so if a machine wasn't producing graduates, the machine was let go, or they didn't get a raise or get a promotion, or the department was reduced. I see the College nowadays as much less concerned about the individual people and the ethos of an educational institution, rather as evaluating individual faculty members on how they produce. Part of that I think is a new generation of people have come in and decided they should write papers and do research because that's the way they were trained in school and that the overall good of the students might be secondary to that.

That's a harsh assessment because we all previously wrote papers and did research and did performance and the writings like you did, Art. Now, I think that for the most vocal of the younger faculty this publishing is, or seems to be, their primary job. The creating educated, well-rounded students is their secondary job. And then of course we don't talk at all now so much about service, which LVC used to do. You were expected to do community service at the time. So LVC I think has become more of a pattern of a big university where the faculty are the cogs and not the reason for the students staying here.

A: Let's go back to shortly after you came then, and working with various people within the department, other faculty in other disciplines perhaps. The people that you looked up to during those years, all through your career. People that had the most influence perhaps on you that you thought were the most important people to the College. Any names come to mind?

S: So you're asking about influence on me and people important to the College?

A: Yes, and/or.

S: Well, I would have to say that Jean Love probably was the person that I looked to quite often for just how to behave. When we were colleagues, she wasn't a particular friend as she is now and Agnes O'Donnell was very active in committee work and she was a faculty leader, I guess I would say. Those are the two people that stand out for me.

A: You see them as kind of role models for you? Because they are a little bit older and have been here longer.

S: Yes, but I was about to say though not because they were females, but because they were strong faculty members, male or female. They are the ones that stand out. Certainly, Agnes was on every committee and workshop and project.

A: I think we liked the committee people back then, maybe they still do, but whenever there was an election, Agnes seemed to be elected.

S: Yes, yes.

A: You mentioned the female aspect of it, and that didn't really play into the role models you might have had. But what was, you don't need to answer this if you don't want to, but I'm curious, especially when you first came, what was it like to be a female at a small school like this that was predominantly male, from top to bottom? Was that ever a problem?

S: I can only think of one instance where it was a problem, and that was right when we were being hired because knowing the situation at the time, mid '70s again, being here with my husband, he would be Dr. [Steve] Williams, and if I used my married name of Williams, I would always be Mrs. Williams. And at that time, not everybody at the College had a degree and so it would be Dr. Williams and a couple status steps below would be Mrs. Williams, even though I had worked as hard as he for the Ph.D. I had already tried to hyphenate my last name because I had already had publications and a professional career from being at the Missouri Botanical Garden. He and I decided that the best thing to do would be that I would use my maiden name and he would use his name. So I would be Dr. Susan Verhoek. In Fred Sample's office, when we were first introduced to him and said this, he said 'you will never catch me calling you Dr. Verhoek,' as if, you know, you are Mrs. Williams. That was really the only time that—

A: Why do you think he said that? That doesn't sound much like Fred.

S: Well, I think it was a reflection of his personal feelings about wives and husbands, I don't know. After that I didn't get any repercussions like that from him at all. The only other problem was that when Steve and I would get official things, like invitations, from the College, it would

often be Dr. Williams and Miss Verhoek or Ms. Verhoek, or something like that. In another family with two last names, the husband without the Ph.D. would get communications addressed to Dr. John Doe and Mrs. Jane Notdoe. I finally wrote a letter and said 'you know, I am very embarrassed that my College doesn't know etiquette and if you have two professional people with doctorates, this is how you address them and please, I'm so embarrassed, don't do this again' (laughing). That cleared up.

A: Did it really? Since then, it's been Dr. and Dr.?

S: Yes.

A: Any other people, before we leave this subject, that you recall being particularly impressive or helpful?

S: Paul L. Wolf in the department, and of course my husband in the department were helpful. Paul would give some advice to on how to proceed within the department and so on. Of course there were always Alex Fehr and Joerg Meyer, two impressive faculty gadflies. I will probably think of someone else, but those are the people that stand out to me.

A: Well let me just change the subject a bit then. What courses did you teach here in the Biology Department over the years?

S: I taught the freshman biology course; at that time it was a team-taught course so we each taught a complete lab and then a lecture portion and prepared the labs in was our particular area of expertise, so we would have like five weeks or four weeks of, in my case, botany that was taught. In the fall semester, then Steve took over that slot and taught the molecular biology part of the course. You have to remember I taught only in the spring semesters. I taught the freshman course and then the number of freshman labs were assigned by whoever had a

lighter load. I also taught (the name has changed over time) Plant Taxonomy or Survey of the Plant Kingdom, which was again, a lab course, two sections of 4-hour lab. Those were the main courses that I taught. I taught a few special topics courses and then later, I guess when I got enough seniority and enough guts to say (laughing) I really want to teach it, a Plants and People course. That was the time when interdisciplinary courses came in.

A: I know you also worked in the hot house. I don't know if that is the technical term for it, but that seemed to be particularly enjoyable for you. Was that true?

S: Yes, well again with the labs and equipment, each of us in the department had a special function, I guess you would say, extra niche that we did. For example, Dale Erskine was very good at writing so he did a lot of the assessment writing, and so forth. My function was taking care of the College greenhouse. Al Wolfe's for instance, his was taking care of the big electron microscope and microscopes and all of that kind of equipment. It was not only teaching and advising but your responsibilities to the functioning of the department. So the greenhouse was my responsibility.

A: You did enjoy that then?

S: Yes, well, you know, it is part of the professional kind of thing, and also I was determined. I had seen a lot of small liberal arts college greenhouses and in them there's three or four really droopy looking plants and that's it. I was determined that LVC was going to have, basically, a mini-conservatory. This was a kind of place where people could wander in and say 'Wow, this is really neat.' Of course this played into the survey of plant taxonomy courses because I could grow the kinds of tropical things that I wanted to talk about and have them right there alive for the students.

A: I want to go on just a bit now. I'm always interested in finding out what, the people I interview, consider to be the most depressing times of the College and most exciting times of the College that they are a part of. I think we have taken care of pretty much depressing stuff earlier (both laughing), but the opposite of that; were there times when you found yourself really excited by prospects of the College and excited about what was happening here, thinking this is going to be a good place to be?

S: Well, I guess, maybe not the excitement, but the feeling that there was more possibility for the College after the College turned around. John Synodinos got more students coming in, so there were extra funds to do the kinds of things that we had been trying to do on a shoestring before. I think once the depressing stuff was over, it has always been exciting to be at LVC because I think, at least for me and my department, and I think for the other departments, although I don't know them as well, we do a very, very good job of taking say a C student or a B student and working with them and making them, we don't make them, I mean they make themselves, but we facilitate them becoming an A-type student. I'm not talking just about grades, I'm talking about success. We can point back to people who maybe struggled as freshmen who are now respected people in their fields. I think LVC has always been able to do that and I think that's because of the faculty willingness to take students to identify their strengths and to work with them and sometimes push them along. I mean, people in our department have been known to call the dorms and say 'Hey you know you have a test this morning and you're not here. Get up and get over here' (laughing). I think all of us, and probably in the other departments too, but all of us in my department have had several students we are very, very proud of at this point, and that we have worked with.

A: Any names come to mind?

S: Oh, yes. I guess my biggest success is Stephen Scanniello, who came in as a student and floundered because he didn't know what he wanted to do. We did some independent work and so on. Now, he has written several books; he is a rose expert. The term is Rosarian. He is respected worldwide; he has won several international awards, Rosarian of the Year, and so forth. Other students have gone on to be professors at other institutions. Chris Havran is one of the most recent ones. Of my students, I have several that are botany professors or ecology professors at other universities or publishing, and having graduate students.

A: That's probably one of the more satisfying aspects of teaching, isn't it?

S: Oh, it is. I also felt that one of my jobs as a botanist in a Biology Department, which is full of people who are pre-meds or they like animals, was at least to introduce students to the appreciation of plants so they could be a well-rounded biologist and also have an enriched future life. I do have a story about one student, but I'm not going to name his name, who early on told me he hated my class. Then, at a graduating senior party, he told me he really hated my class. Unfortunately, he was a very good student and had the top grade in the class, but he really hated it. So, I happened to drive by his office one day, locally, and there in front of his office building were two landscaping trucks for which he was paying money to have plants planted in front of his company. OK! (both laughing).

A: Another satisfying moment (laughing).

S: Another satisfying moment (laughing), yes.

A: Let me move towards the conclusion here.

S: Oh, wait, well, before we conclude, I need to talk about another topic because I have been on all sorts of committees.

A: OK. That's one here, too.

S: Are we concluding there (laughing)?

A: No, no, let's go on with the committee work.

S: All right. There is just a historical story. Back when everybody was cutting back in the late '70s, early '80s, the faculty were elected at large to the various committees; at the time, the Central Committee, the Faculty Policies Committee, the Curriculum and the whatever it was called, the AEP, the other committee. The faculty were anxious and I think Agnes was kind of in charge of this too, that the administration not be the sole arbiter of assigning open job positions, and if someone retired that position was considered to be open for the whole College and it shouldn't be just the administration's decision whether that position be filled or if it was to be moved to a different department. Therefore, the faculty were allowed to advise on whether positions should be filled or refilled or moved. It so happened that one year during that tense time all of the members of the Central Committee, who were the ones who made this decision, were in the sciences. There was me and a chemist, and I think another chemist, and anyway, there were five of us. That's where the sciences versus the humanities, the social sciences, reared its head again because there was some feeling that obviously we as scientists, would automatically favor ourselves and give the positions to the sciences, which I have to say was not true. You know [Art], the sciences particularly are good at looking at data and deciding what was what regardless of self-interest. But that is the reason why now we elect committee

members by division because of that situation—so that's a piece of history that I think people don't know. That came from the fears of that time.

A: And approximately when was that?

S: That would have been in the early '80s, I think. So once again, like they now have, we just remodeled how committees were elected. I served on, was chair of the Central Committee, Executive Committee for three years, three terms, at different times. I served on the Board of Trustees for, I have to look back, 12 or 15 years.

A: What were those experiences like?

S: On the board?

A: On the board.

S: Very interesting because these were people not from the College. I got a different view point of the world and the College. I was always on the Facilities Committee as a faculty member and there was still the realization that it was the Executive Committee of the board that was really running things. But I found that the board members were very much respectful of faculty and faculty opinions. So I think that was a good experience. As far as the rest of the faculty committees were concerned, it was a very nice way, not always so nice, but it was a good way for the faculty to get to know people in the other departments. I think that is a lack that the College has right now. That there is no good way to have faculty step outside their own interests other than at faculty meetings and committee meetings which may be of necessity, a little bit contentious sometimes. Being on a number of those committees I think, is part of my feeling of self-satisfaction because I was able to have some effect on the way the College was

going and what the College should be doing. At least if it didn't always go my way, my voice was heard on those committees.

A: Well let's go back to this larger issue then. It doesn't get much broader than this I suppose but, your experience here at Lebanon Valley College, if someone were to ask you as I'm asking you now, what does Lebanon Valley College mean to you? What would you say?

S: What does Lebanon Valley College mean to me? It was a large part of my life and especially since my husband worked here we almost didn't leave the College; things that were going on at the College went home with us. I think it's been very satisfying to be able to work with a set of faculty—interesting, intelligent people, some of whom were friends; to work with the students—interesting, intelligent, some of them friendly students; and to actually be able to do botanical things. To be able to do what I wanted to do with my life, teach people about plants, to take a place like this and have an effect on the landscaping, because I was director of the Arboretum, to make it better. I guess that's what it means to me.

A: Since this is going to be listened to, perhaps 200 years from now, how would you like people to know, how would you like to be remembered as a faculty member here? So that people in the future will know what to think. How do you want to be remembered?

S: Now see, this is a question you should have given me ahead of time (laughing).

A: (Laughing) I like the impromptu approach.

S: (Laughing) I guess so, yes. I would like to be remembered as a faculty member who was able to awaken in students an appreciation of plants, what they are, what they do, and how important they are, and how beautiful they are. Also, one who worked well with colleagues,

enjoyed the interactions with colleagues and did her best to make the College a better place for her having been here.

A: That's very good for off the cuff (both laughing). I will just conclude at that point then, Susan. Thank you very much. I appreciate it.

S: OK, you're welcome.