

**INTERVIEW WITH PROFESSOR EDWARD FIESS
ENGLISH DEPARTMENT
AND NATALIE FIESS,
FORMER ADMINISTRATIVE ASSISTANT
DEPARTMENT OF CHEMISTRY
August 11, 1987**

Dr. Hartzell: We press this down and we will go; you have a soft voice, so I will put it fairly close to you, something like that.

Dr. Fiess: Is that working now?

Dr. Hartzell: It's working now, yes.

Dr. Fiess: So I don't have to say testing, testing.

Dr. Hartzell: You don't have to say a thing.

Dr. Fiess: This is Edward Fiess, Associate Professor Emeritus at the present time, 1987, retired 1984, that Orwellian year. I came to Stony Brook, it was to say the State University of New York at Stony Brook, what it later became, but this was Oyster Bay in 1957. And I think I was 40 years old at the time, give or take a year. I came from the city colleges, precisely Brooklyn College and Queens College, and I was a Lecturer at Queens College just a year before. I can't answer the fourth question, I don't think anybody was primarily responsible for my coming to Stony Brook other than myself. Nobody recommended it, nobody pushed it, and as a matter of fact, I was pretty well often warned against it than encouraged to come by others outside. Who interviewed me

Dr. Hartzell: When did you join Stony Brook?

Dr. Fiess: 1957, September 1957.

Dr. Hartzell: You were one of the really first ones.

Dr. Fiess: That's right, the very first.

Dr. Hartzell: Were you the first person in the English Department?

Dr. Fiess: Yes.

Dr. Hartzell: I see. All right.

Dr. Fiess: And it was Dean Olsen who interviewed me for the position here, I don't know if anyone else interviewed me before I was hired or not, I can't remember. I can't answer very clearly the next question, why I came and what factors were most important in my decision. I think the fact is, one, that it was a new institution starting up with some ideas behind it, some interesting personalities, some interesting directions in the future. I think the second question is the kind of thing I tried to answer by implication. Impressions of Stony Brook, when I first came, that's very very hard to answer, don't forget these are the impressions of Oyster Bay.

Dr. Hartzell: Oyster Bay, that's it.

Dr. Fiess: And when I first came, it was in the first place very difficult to find. I was looking at road maps and so on, and the in the second place, it did not look like an educational institution at all, it was a mansion, it was late in the afternoon on whatever particular day it was, it was odd to find there a secretary and a man, Dean Olsen, and then a 16 room mansion. But we finally got together and as I remember it, at that time I was recovering from a foot infection, so that I wore a slipper sock. And Dean Olsen interviewed me and asked, well, how would you teach so and so, something in the field of English, of course. I would get up , and as I got more animated, I would get up and start walking about, as I've always had the habit of doing when thinking or when teaching, the slipper sock would remind me that I shouldn't walk quite so much. But it was all in all a pleasant interview, and I thought a most unusual technique, since I wasn't

asked anything except how I would teach this and that subject, what my approach would be and how would I handle this particular problem or whatnot, and no other kinds of questions having to do with past academic experience, position, did you know so and so at such and such an institution, the usual pattern, the interviewer habits.

Dr. Hartzell: Did he have your vita?

Dr. Fiess: Yes, I assume he had it there and didn't want to ask questions about what was down there in black and white in front of him.

Dr. Hartzell: Where had you done your advanced work?

Dr. Fiess: At Yale. And before that at Wesleyan University in Connecticut.

Dr. Hartzell: Yes, that's my alma mater.

Dr. Fiess: Oh. As a matter of fact I suppose he simply took the attitude, that's all very good, not let's get on to and what events, what persons, what experiences

Dr. Hartzell: Wait a minute.

Dr. Fiess: You don't want to get onto that?

Dr. Hartzell: Just a minute. What kind of person was Dean Olsen?

Dr. Fiess: Well,

Dr. Hartzell: I need some feedback on that.

Dr. Fiess: Dean Olsen was a serious student of philosophy and one seriously and honestly committed to the, what some people consider the Chicago Great Books idea, to give it an over simplified description. I think he was committed to it to an extraordinary degree, and I was, myself, never persuaded that the soundness of that commitment was an altogether good thing. I didn't think he was flexible minded enough. I was hired I think

likely because I had been Chairman of the Freshman Composition Program at Brooklyn College a couple of years before and before the Freshman Composition Program was changed by, the President. And it was understood that I would have something to do with the man who was in charge of the freshman composition here.

Natalie Fiess: May I remind you of one of the things that you came back from your first interview from a very early time, this was a college that had a dictionary, a telephone book and the two volumes of Plato, the Dialogues of Plato, that was the

Dr. Fiess: Extent of the Library.

Natalie Fiess: Extent of the Library, that was what it was and it tells you something about the kind of place it was

Dr. Fiess: That was on Dean Olsen's desk

Natalie Fiess: That was what it was and it tells you something about the kind of place it was that it began with a telephone book and with an and that marked the institution for the first few years with some bitterness, as it developed.

Dr. Fiess: Well, that's true.

Natalie Fiess: And some of that bitterness 25 years later people are still arguing about some of those things.

Dr. Fiess: And I think also one of the things that emerged from Olsen's questioning is that he wanted to be assured that, I guess, the people he was hiring, myself included, were fairly well educated men and women. So his questions would be something like, what do you think you are, an Aristotelian or a Platonist? That is an old philosophical question which I could field just to show that I had heard of these two gentlemen before.

Natalie Fiess: There was one other thing that marked the early, very early, early days, is that we didn't know what kind of a place it was, because nobody that came to it wanted to go to a teachers' college; but because of the problems in Albany, it still was not called a university, and so people would say, well, what is it, and you would mumble and say, well, it's not a teachers' college. You defined it negatively, rather than positively because the intention was, the understanding was to everybody that it was going to be a full-fledged university, but because of the Blegen Report and all that, you couldn't be open about it and totally candid, and so

Dr. Fiess: But on the other side of that when I talked with my friends and colleagues at Queens College and Brooklyn College about this and told them what happened during the interview, they said, most of them, the guy is an educationist, forget about it. And I can see how in a certain coarse kind of thinking Olsen's interviewing might fit into that for those interested in educational technique and that was not the truth.

Natalie Fiess: Educationist is a pejorative term.

Dr. Fiess: Yes, oh yes.

Natalie Fiess: He was very much interested in education and that was what was appealing about him.

Dr. Fiess: So that, you say what events, what persons, what experiences stand out in your mind, I was thinking about a couple of these things while chopping wood and here is one of them. It occurred during the first year of our operation, or possibly during the second, at Oyster Bay, not later than the second. A gentleman had undertaken to drive a lady up from the south, and academic man, driving one of his colleague's up from the south, to pay some kind of visit here on Long Island. And when he arrived

here, it occurred to him that he'd look up this new institution he'd heard about at Oyster Bay. And so he put in some inquiry or other to Dean Olsen, and I don't know whether there was a misunderstanding between them or not, but in any case, the man arrived and Dean Olsen sent out the word, by that time we were installed in our offices, and this happened to be a day in which, about the middle of the day, when most of us were around, about nine or ten of us perhaps. It was the second year of operation so we had gotten a little larger than the original dozen. And we all gathered in the conference room next to Olsen's office, a nice big table there, and the man was at one end of it and eight or nine of us, including Dean Olsen, were ranged around it. And the questioning began, began in a very genial kind of way, we complimented him on finding the place first of all, simply because it was so difficult, people would wander around the roads of Oyster Bay and ask all kinds of questions, sometimes they weren't clear what kind of institution they were looking for and they would get answers like "New York University, that's way back in the city, you're in the wrong direction, turn around and go back." But, in any case, we complimented him and we passed on a lot of light talk about various things, the ground that he had passed through, until the serious questions started. I forget the man's subject, and I'll say, with the vague memory that I'm right, that it was history or somewhere in that general area. So it started kind of "how would you teach?" We went on, the man was particularly cheerful, he answered our questions, and it bounced back and forth from one question to another, all very courteous for about twenty-five minutes. And at the end of it, when the pause was fairly long, showed that the business was over, silence fell, and this cheerful, jolly man perked up and said, "Very well gentlemen,

when do I get the degree?" And I thought that was very good, kind of delightful commentary on something, and the man was not candidating for a job, he had strictly come in as a curious outsider with an academic background, and he got much more than he bargained for, but it was an indication of the kind of mind-set that I suppose we all had.

Dr. Hartzell: Anybody who came in was fair game.

Dr. Fiess: And anybody who came in was looking for a job too. Anybody who came in had to be very carefully looked over because you might be just the kind of educationist and teacher in a way that we all disliked, some rote-trained person.

Natalie Fiess: But everybody was really intellectually excited, even though you didn't approve of them, they were really, that Chicago-Hutchins rhetorical consideration of major questions, everything was grist for that mill, and that was intellectually exciting, even at the same time it that offended and annoyed the, what would you call them, the scientists, the modernists. But an old argument.

Dr. Fiess: The second incident that I recall is one having to do with the discussions that we held regularly, at least once a week, perhaps more often than that, on general intellectual matters and curriculum planning. And this was the second year, to my recollection, possibly the third, and Cliff Swartz, a man of pronounced views then and now, pronounced views which he often pronounces, was in the group and always took a very strongly anti-Chicago line. And I recall at the end of one of these events, which, of course, involved more than the two people, the one person I've named and the second one who I am going to name, but at the end of this Harold Zyskind very literally proposed a question for the next session. And I forget

precisely what the question was, it was of course intellectually relevant, very tidy and very neat but he ended it up by saying, "and I don't want to make this a cliffhanger," which was a smile in kind of the direction of Cliff. And I think that in a sense gives the atmosphere of a discussion in which there strongly expressed views, but also some humor and some graciousness, so that I think is quite revelatory. If you want something even, incidentally both these are both trivial but they give I think some impression of what you call 'atmosphere.' The third equally trivial that I will mention is that one day the alarm went up that the kids were building a baseball field out on the great central lawn at Oyster Bay, and they had laid down a first base line before the sacrilege was stopped. I think this was our first year, so that I guess you might comment here that some of our students did get to first base in the first year, they didn't get much beyond it. It was a class that, as I remember, since it was recruited very late in the year, was a class of students drawn from a group had failed to go elsewhere for various reasons, lack of planning

Natalie Fiess: There was supposed to be whole planning year and then in the spring

Dr. Hartzell: We never had it.

Natalie Fiess: We never had that planning year, so in April when you decided to admit students, students that are available in April are not the top of the barrel, although they turned out, some of them are still with us and they turned out pretty good, wasn't Les Paldy one of them.

Dr. Fiess: Les Paldy was not the first.

Natalie Fiess: Wasn't he in our first year?

Dr. Fiess: No, no. If there was anybody good in the first graduating class there was Carl May.

Natalie Fiess: And there's a Ph. D. in Chemistry

Dr. Fiess: No the Ph. D. in Physics, the person who later became a teacher of Physics in the local schools, I forget her name.

Natalie Fiess: No, but in that first class had someone who went on to get a Ph. D., not from Stony Brook, but in other words, that first graduating class with a Bachelor's degree in Chemistry includes, there were two chem majors and they both got Ph. D.'s. So for statistics, you see, you have 100% of the Bachelor's degree got Ph. D.'s.

Dr. Hartzell: Right, two questions, approximately how many students in the first class, do you have an idea?

Dr. Fiess: That's a hard one. If there were 30, more than 30.

Natalie Fiess: Admitted.

Dr. Fiess: I doubt it.

Natalie Fiess: Oh, there were 140 or 120 the way I remember. I don't have any, that's not how many graduated.

Dr. Fiess: The mortality was so great that I have no very clear picture

Natalie Fiess: I mean, some of them were terrible.

Dr. Fiess: And some really dropped out after a few months or even weeks so I don't have a very fluid idea of that.

Dr. Hartzell: How many faculty?

Dr. Fiess: Oh, during the first year there were only a dozen or so.

Dr. Hartzell: Can you name

Dr. Fiess: Can I name, oh, yes.

Dr. Hartzell: Frank Erk.

Natalie Fiess: Frank Erk.

Dr. Fiess: Frank Erk, Harold Zyskind, Dick Levin, Tom Rogers, Ed Fiess,

Dr. Hartzell: Cliff Swartz.

Natalie Fiess: No. Cliff didn't come

Dr. Hartzell: I see.

Dr. Fiess: And

Natalie Fiess: Frank Erk.

Dr. Fiess: Yeah, we've mentioned him. Emanuel Chill

Natalie Fiess: Yeah.

Dr. Fiess: What's his name, Fleisher

Natalie Fiess: Marty Fleisher. Allen Austill, was he a faculty member?

Dr. Fiess: Allen Austill as Dean of Admissions was there from the beginning, but he didn't do any teaching, did general advising.

Natalie Fiess: Howie

Dr. Fiess: Who?

Natalie Fiess: Howie

Dr. Hartzell: When did Fausto Ramirez come.

Dr. Fiess: Not until

Natalie Fiess: He came in the middle of the second year.

Dr. Hartzell: I see. What about Eisenbud?

Dr. Fiess: Not in the middle of the second year, because not even Francis Bonner came then.

Natalie Fiess: Yeah, Francis came in the middle of the, and then Fausto, that's right.

Dr. Fiess: Fausto came after

Natalie Fiess: Leonard Eisenbud, yes, Leonard was in the first year because Leonard was there before Francis and Leonard was there before Cliff, Leonard was the, and Leonard was the one who was not part of this Chicago, you know we call it the Chicago Group. It's not fair but, he was a philosopher-physicist and still is.

Dr. Fiess: Physical scientist. Frank Erk was the biological scientist. And then it should also be mentioned, Bowen, Ralph Bowen.

Natalie Fiess: Ralph Bowen.

Dr. Hartzell: What about Mathematics?

Dr. Fiess: In Mathematics the name Kalechofsky comes to mind, is that right? He was one who left us after about the third or fourth year.

Natalie Fiess: Do you want me to go and get the catalog?

Dr. Fiess: No, no. But I seem to remember somebody like Kalechofsky in Math.

Natalie Fiess: Lister, Lister was not till a little later.

Dr. Hartzell: Bill Lister. What about Irving Gerst? When did he come?

Dr. Fiess: Oh, now you're getting into Engineering.

Natalie Fiess: That was much later.

Dr. Fiess: That's much later.

Dr. Hartzell: Well, he was Applied Math.

Natalie Fiess: Well, there was the Math and Applied Math war.

Dr. Fiess: Yes, but

Natalie Fiess: You have to hear about those four other people.

Dr. Fiess: There and myself. Things still continue in a way thought, the Library does, as I understand it. The question here about were your activities confined to Stony Brook campus, and I think after the

first or the second year I got attracted into what you might call representative activities, which eventually took me very often to Albany and to other places in the State system. It came about because

Dr. Hartzell: Representative of the faculty?

Dr. Fiess: Well, yes. Because while I was at the institution the first two years, I was President of the tiny AAUP chapter and that went on until I became a sort of 'pooh-bah' in all sorts of activities, eventually being Senator representing the institution at the Senate of the State University of New York, Faculty Senate of State University of New York, I think I was on that for a while, in fact more than six years, as well as being later being in something called the Committee on Governance of the Faculty Senate of the State University of New York. So that we went around, and this is all much later, and really applies to Stony Brook and not to Oyster Bay, much later we went around to various institutes, look at the different constitutions and the faculty organization and the position that the president in such matter, so that in answer to question 13, I guess up until a few years ago I had many more connections with that kind of thing than anybody else on the faculty.

Dr. Hartzell: Well, now, I don't want to confine this simply to Oyster Bay.

Dr. Fiess: Right.

Dr. Hartzell: Um, when I came in September of '62, the faculty had been through some difficult times. Can you describe those.

Dr. Fiess: I think it was the, I have a folder stuck with, which gave the name

Dr. Hartzell: Let it go to the Archives when you're through with it.

Dr. Fiess: I think I've sent some of that to Evert Volkorsz already but probably more coming when I clean out my files. But I think I call this the

'Case of the Three.' And the 'Case of the Three' got into the newspapers, particularly into Newsday, and we got featured in Newsday day after day, it almost seemed at times, because these three people, who were actually under the leadership of Ralph Bowen, Ralph Bowen with Marty Fleisher and Emanuel Chill were terminated; and they felt that they had been terminated unjustly. And they went through various legal steps, which I do not recall, but in any case there were regular reports in Newsday, and they used the adjective "strifetorn" so frequently that we got to jocularly referring to our own institution as "old strifetorn U," which you may remember later on when we all moved to Stony Brook, we call the place "old sub U," for other reasons. I don't have any clear idea or clear memory of the issues. They were, of course, in part related to the pro-Chicago, anti-Chicago Great Books idea; and there was considerable bitterness, and I don't want to pass that off lightly on account of the people on whom it, I guess, it weighed excessively in terms of their personal futures. But I'm pretty sure that those people would still speak pretty strongly about the kind of revolt that they went through at the time, but that was one thing, the 'Case of the Three,' and I think the most notorious that happened to coincide with those days was the way in which construction went on, and people were teaching in what would be quonset huts, and other temporary structures. And there was a good deal of mud that you would have to step through on your way from class to another.

Dr. Hartzell: Geodesic domes.

Dr. Fiess: Geodesic domes, that's right. And there was a controversy that got us into Newsday because one member of the Oyster Bay faculty, second or third year, or was it the fourth year, can't remember, but one

member had put a poem before his class to discuss. And this was a poem from "A Coney Island of the Mind" by Lawrence Ferlinghetti, and it was a poem in which Ferlinghetti used the beat idiom, he was looking pretty cool in there kind of thing to deal with the crucifixion and to bring out the theme that Jesus Christ would repudiate some of those who take on Christianity in his name. In any case it was too difficult a poem for these students, and the words on the page to a person who didn't understand what was going on in the poem seemed sacrilegious, and this eventually got and this eventually got to Representative Derounian because a student in the class had passed the poem on to his father, and his father said somebody has got to hear about this and do something about it, and eventually got to the ears of Representative Derounian, who made a speech in some public place and then after that, there was a great flap about freedom of speech and freedom of teaching and so on and so forth. But Dean Olsen was absolutely firm on this matter and the thing finally faded away. Not anything of great importance, but I think in and of itself it did demonstrate an attitude in a time of crisis which was well met, I think surmounted with educational honor.

Dr. Hartzell: I see. When did Ben Nelson come, he was in Sociology?

Dr. Fiess: Yes, oh, I remember Ben very well. He came in the Oyster Bay days and before we moved to this campus. And as a matter of fact, Ben was a source of irritation to a number of people, particularly me, because for at least a couple of years I was Secretary of something called the Executive Committee of the Faculty; and since I had to make the notes, draw up the minutes for this meeting, it was quite a chore, and I had, got one of the secretaries, an older and experienced lady whom we all loved, to take notes

since she knew shorthand, as I did not. And I would then work from her rough notes, and take very great care

Dr. Hartzell: Worked with Ann Jansen, was it?

Dr. Fiess: No, it was not, it was Mrs. Grimm; and Mrs. Grimm used to beg me, please don't ask me to go to another one of those meetings, because they would very often be quite acrimonious, and I think largely because of personalities. Ben Nelson, who would very quickly, far too quickly, accuse people of some kind of bad things when he wasn't playing some sort of intellectual game, and he also regularly used to insist that the minutes were quite incorrect, and very often some members, people would come to my support and say to him, but you did say that, you said it several times. Ah, but then he would say I didn't mean that, so on and so forth. But I perhaps make too much of this but there were so many second sets of minutes that it took a great deal of my time and therefore should be forgiven perhaps for remembering it. I recall a man who is now at Yale, went to Yale from in History

Dr. Hartzell: Lawrence or Morse, Morse I think it was?

Dr. Fiess: Morse, yes, and he used to discuss Ben Nelson with me and he would confess that the man was a great perplexity. Ben, of course, had written, as you probably know, the article on casuistry in the encyclopedia of the social sciences and therefore he employed his native talents whenever he would have matters with people like Professor of History Morse and others.

Dr. Hartzell: He was an authority on casuistry, a practitioner.

Dr. Fiess: And a practitioner, I would say, but I never really figures out what he wanted to do except tie people up in knots, at which he was rather successful.

Dr. Hartzell: Well, let's see.

Dr. Fiess: When we made the shift to this place, I remember one of the elements in the transition, some of us who were on the Oyster Bay faculty, when it was being changed into State University of New York at Stony Brook, we knew that we were coming out here and we settled or found places to live -- I just remembered another person on the original faculty, Len Gardner.

Dr. Hartzell: Yes, in Education.

Dr. Fiess: In Education. And Len Gardner was one of them and then Bob Smolker was another, and I think Fausto Ramirez, who had come along the fourth year, was another. So that we had a kind of car pool group; we reverse commuted to Oyster Bay for a couple of years and that was amusing because we didn't want to take the same route all the time and had several different drivers, so as I figured it out at the time, we had something like eight different routes to go to Oyster Bay and to come back from there. Then, of course, we settled into this place, and those of us who were living here before the institution was actually operating on the campus, had an opportunity to see it being built. I remember Nelson Rockefeller, who always made a great, took a great delight in these public ceremonies, coming out and joyfully at the controls of a bulldozer moving it about.

Dr. Hartzell: Remember what year that was? They broke ground in

Dr. Fiess: In '60.

Dr. Hartzell: In '60, yes, I think you're right. Yes, they actually broke ground in '60.

Dr. Fiess: And Nelson was there breaking it with the latest modern equipment. And then, of course, we had the pleasure of seeing

the place being built up and eventually Nicolls Road being constructed. I remember the first couple of weeks when it was not open to the public yet, Tom Rogers got on his bicycle and went down the whole route from 25A to Nesconset Highway and said it was a very good ride. The other things that I remember, of course, that the Humanities Building was our first academic building, our first academic building, for everything I think, matter of fact.

Dr. Hartzell: I think we had the Chemistry Building.

Dr. Fiess: Yeah.

Dr. Hartzell: Humanities and Chemistry were the first ones and they had put it nearest the Library, which was a tremendous mistake.

Dr. Fiess: Yes. And then, of course, the Library itself was a problem. And when I heard about the solution to the inadequate size of the Library, I could not believe it, but it turned out to be true. We will expand it on all four sides and on the top, and this indeed was done.

Dr. Hartzell: Well, there's nothing on the top.

Dr. Fiess: Well, they did I think raise, they put another story on in addition to

Dr. Hartzell: Not on top, it's around the sides, yes.

Dr. Fiess: That's right. And it was I suppose a kind of educational version

Dr. Hartzell: Well, it was hard, I think it was hard to foresee just what form the institution was going to take, so the early planning, and I haven't yet in anything I've recorded found out who did the early planning.

Dr. Fiess: Voorhees and so forth. I just threw the thing into a wastebasket the other day, a brochure that showed the plan for the original Library and the rest of it.

Dr. Hartzell: You threw it in the wastebasket?

Dr. Fiess: Yes.

Dr. Hartzell: Good heavens, you should keep it.

Dr. Fiess: I may have another, I'll look again.

Dr. Hartzell: Those things go to Evert.

Dr. Fiess: Voorhees is in there as one of the architects.

Dr. Hartzell: Yes. Well, Clark and Rapolano was involved in that, they had been, I think, Ward Melville's architects in some project, I don't know what, but they didn't have a chance.

Dr. Fiess: I remember one of the atmosphere here is that when the Library was being expanded and, you probably remember this too, of course, the construction was such that a stranger would, I suppose, would be as perplexed, as I understand people are now when they try to get into the Louvre, they can't find the entrance. And it was difficult because the entrance was also being shifted and people were always going through tunnels of lumber on their way to the inside where the books were, and men were climbing over scaffolding and whistling at the girls, of course, and worse. In fact, it became a kind of scandal so that the secretaries got together and complained.

Dr. Hartzell: Unlike Albany which had facilities downtown where they always had been, school had to keep on the construction site, that made life extremely difficult. I remember one case of the boy who thought he would jump across one of the steam vents and actually fell in and killed himself.

Dr. Fiess: I remember, of course, on the other side the loud clamor that safety precautions are insufficient and John Toll was much criticized and in certain quarters I thought unjustly.

Dr. Hartzell: Let me ask you, were you one of the members of the group to which I was brought by Harry Porter in the office there in Coe Hall?

Dr. Fiess: I think so, yes, I think so.

Dr. Hartzell: If you can remember, I remember I sat at the end of the table and Harry was on my right. Did you, what did you people know about me in advance?

Dr. Fiess: We knew that you had been at Brookhaven; we knew that you were a historian by training and previous professional work; and that, I don't know whether we knew at that time that you had been in the State University and whether you were coming into the State University system for the first time, I don't remember.

Dr. Hartzell: But you had had no hand in selecting me. I was just being presented to you.

Dr. Fiess: That's right, that was the only discussion that I was privy to.

Dr. Hartzell: I know that that was my first introduction to the faculty.

Dr. Fiess: I see

Dr. Hartzell: And I worried because previously, where I had been, I had always been presented to the faculty before I was appointed Dean at Cornell College, had to go through that review, but not at Bucknell.

Dr. Fiess: Well, I suppose whatever, it seems rather irregular and I suppose it was. It was, the consequence was not of, whatever you want to call it, the administrative difficulties following upon President Lee's leaving.

Dr. Hartzell: Probably.

Dr. Fiess: So that it was a strong hand from Albany that took over. I remember President Lee. Now I hadn't thought about him until I just mentioned it. But I remember one incident, again, I remember at the

Council, our Stony Brook Council had been looking about for a suitable trophy that could be used for the, I believe it eventually came to be the Judge Sullivan Award; and he had found something, had it wrapped up and brought it with him, and he persuaded President Lee that this would be a good idea. They gathered together in that same Conference Room in which we met with the man who found out he was candidating for a position [end of side 1]

got the solution to the problem, this is what the student who gets the highest award, this is what the student will get. And there were about six of us, I guess, present, and busy hands fell to tearing off the wrappings, out of it came a figure about 2½ feet high, a sort of hermaphrodite figure, which was in brass and had no, kind of vague, diabolic significance which might have been suitable for an athletic trophy, and President Lee, always an optimist, said what do you think of it, fellas? And everybody was aghast and embarrassed, and I recall several of the comments that seemed relevant and highly humorous; one was that our students come from poor families that have rather small living rooms; another one was, it looks more like an athletic trophy than something for educational proficiency, are you sure this is what it might be. Everybody was trying to be very tactful and they finally found that nobody said anything positive, as a matter of fact, I guess President Lee was a member of the Council, having been there, I guess we would have all laughed out loud. I don't know how we handled that; I believe I came up with an interesting solution, which saved face all around so that we could use some other means and push this to one side as being kind of athletic a trophy. Oh, yes, I thought I suggested books, and because you can't, as they say, you can't beat a candidate if you have no candidate

against him, so I suggested books, and that gave everybody something positive they could talk about. Of course, everybody, whatever his educational point of view, could instantly jump into that and then that went around and came up with a new simple solution. As a matter of fact that was what the prize eventually turned out to be, books.

Dr. Hartzell: Right.

Dr. Fiess: I remember, I guess you want to get onto other things, when our graduate program was abuilding and then finally, I guess, put into full force in the year I was in France on sabbatical leave, that was 1964-65, and somebody here sent me the flyer, and it was that long and announced the English Department's graduate program. I'm merely speaking about the English Department's graduate program, since other departments in the sciences had their graduate programs before we did, and this brochure explained that the State University of New York at Stony Brook was situated in a quaint New England fishing village, and I found that description quite exaggerated and sent back a note to, I think it was Bob Jordan, who was Dean of Humanities at that time, I said, remember me to the boys at netmaking time. But I think after that our publicity became more restrained, it didn't emphasize the quaintness.

Dr. Hartzell: Right. Were you involved in the consideration of the candidate brought in by Harry Porter, who at the time, I think, was President of Fredonia?

Dr. Fiess: Yes.

Dr. Hartzell: Can you tell me anything about that, because Harry himself had been President of Fredonia, and apparently he brought his successor in

as a possible candidate for the presidency at Stony Brook and I believe the faculty was not impressed.

Dr. Fiess: Well, the faculty was not impressed. I remember one negative thing which is no reflection on the man in any sense, but there was a letter of recommendation that should not have been passed around in his favor. It seems that the man was, among other an avocation, he was a breeder of Angus cattle, isn't that correct?

Dr. Hartzell: I don't know.

Dr. Fiess: Fredonia and this was from a person who was an associate of his in that cattle breeding association, and he ended up with this sentence, which I very remember, "I could not name any other person who's done so much for the breed." And that was the oddest thing in the world to say about somebody who was going to be heading an educational institution. And I'm sure that everybody else who saw that letter remembered and set it aside. I don't remember the gentleman himself very clearly; I think that it was the mindset

Dr. Hartzell: He was a chemist then by training.

Dr. Fiess: I think with the mindset that he had, or that many of them had in those days, I won't put myself in and take myself out, with the mindset that we had against educationists in the bad sense, we might have assumed that as a President of what you assume to be a teachers' college,, this was not the place for him. And I think the sense of the State University of New York organized this, you know, for the first time in 1948, and was formerly organized, you know the story about the gentlemen's agreement and all that.

Dr. Hartzell: Let's get it down here but I would like to stop it because we are getting close to the end. [end of side 2, tape 1]

Dr. Fiess: In those days at Oberlin there was quite a distinguished faculty, one person was Paul Sears and another was Loren Eisley, that was in the '40's; and they both went on, Paul Sears author of *Deserts on the March*, an ecologist long before that word became popular, and Loren Eisley. And then I remember that after the Loren Eisley candidate issue was laid to rest next year, I was in some academic conversation with somebody who said

Dr. Hartzell: Remember what year that was?

Dr. Fiess: No, I don't know what year we candidated him either; but I remember somebody saying, someone who knew Loren very well, saying he just couldn't stay away from the phone, that's the thing. In other words as Provost of the University of Pennsylvania, which was his job at the time, he had an engaged kind of life with administrative chores that he very much enjoyed. This is interesting that I can't quite fit it into the context of those highly stylized pieces of nature writing you know. He managed to keep that along with administrative chores, as many people cannot. But that's something, I'm glad you reminded me of the Loren Eisley thing.

Dr. Hartzell: What about the growth of the English Department and Kazin's coming? Do you have any idea why he came and why he left?

Dr. Fiess: Well, I don't really. I know he, I am sure he came because forces in the department felt that one way of putting ourselves on the map was to get a recognized figure on the faculty. So this was a motivation which applied to practically any department.

Natalie Fiess: You guys still talking?

Dr. Fiess: Yes, we are.

Dr. Hartzell: We're still at it and you are on tape.

Natalie Fiess: I have a lot of these stories to tell you later.

Dr. Hartzell: I know you do. I'll turn this off. English Department

Dr. Fiess: Hiring people in the English Department like Alfred Kazin and

Dr. Hartzell: Jack Ludwig was the one who recommended him to me.

Dr. Fiess: Uh, huh, and one of the things I remember about Alfred was that, if not at the beginning, at least somewhere along the line, he fell into the habit of having his special seminar on Friday afternoons; and I believe that he made, had a kind of special arrangement, if not at first, I say later, of coming in on Thursdays and staying overnight at Sunwood, teaching on Friday and going then, back to New York for the weekend.Wednesday, Thursday and Friday to prepare. I know that, of course, Alfred had the room at Sunwood, in fact he had the secret room, I think, for a while. And I guess only someone of his particular eminence could have offered a seminar on Friday afternoon because he knew that people would come to it. It was always, therefore, pretty well attended. But I recall one somewhat amusing episode, it was during Herb Weisinger's chairmanship, and Herb was a little bit surprised that here we were with our fine offices, but he saw very seldom in them. And he sent out a few memos to tell us to be around. It wasn't a matter that particularly affected me or Tom Rogers because of the particular teaching schedules we had, we were generally around five days a week. But, and I remember Herb came around one time and checked up on either a Thursday or Friday afternoon, he said "where is everybody?" And I said, "Herb, there ain't nobody here but us

professors.” Kazin had the office next to mine at the time and said, “Ed Fiess, I heard that racist joke.” but people did then begin to show up somewhat more frequently. As a matter of fact, you know the scandal that continued right down to about three or four years ago when somebody did a survey and showed that faculty members were posting office hours and not meeting them, not meeting there, and of course, on the other side the charge was when they kept their office hours and no students came.

Dr. Hartzell: Were you involved at all in the Yeats Festival?

Dr. Fiess: No, I wasn't. I don't remember what the chronology.

Dr. Hartzell: I think I can get that probably from either Lew Lusardi or Sidney.

Dr. Fiess: Yah.

Dr. Hartzell: How would you estimate the quality of the English Department? Has there been any study of it, along with other English departments as they've done for the sciences?

Dr. Fiess: If there has been, I don't know about it, but that's not any kind of definitive statement because the past few years I haven't kept up with that kind of thing.

Dr. Hartzell: How did the members of the Department feel about themselves?

Dr. Fiess: Well, I think they used to regard themselves as being in the higher ranks of the University in each department in the United States, not the highest ranking groups but somewhere certainly above the middle grouping.

Dr. Hartzell: Who would you say are some of your brighter lights?

Dr. Fiess: Well, I would choose Tom Maresca.

Dr. Hartzell: Maresca.

Dr. Fiess: Yes, he's not only a solid eighteenth century man, but an expert on wines. He wrote the wine column for *Newsday* for a while. He used to tell me years ago, at least ten, twelve years ago, that we should the Italians because they were instituting and enforcing a system which is as rigorous as the French *appellation de regine fonteler* to police their whole wine, and you know, he is right. Italian wines have really come up in the world. And of course, Lewis Simpson, a poet, a Pulitzer Prize poet.

Dr. Hartzell: Pulitzer Prize, yes.

Dr. Fiess: Yes. One member of the English Department was, let's see if I can put this so it's anonymous, it's not a criticism of anybody but one person left just recently, next year going to be somewhere else, and he left for an institution that I regard, and anybody else would regard, as distinctly below ours, so that you could quite properly say why would anybody ever go to 'x' after being at Stony Brook. So one story is that it was housing that made the difficulty for him here on Long Island, and after being around for a few years, he found that he could not solve that problem within his means. You know what the background to that is, and at this lessened institution he not only got a very good deal in regard to teaching duties and leave and so on, but he's also able to live at some distance, thirty miles or so, which is a kind of reasonable commute, but where he's not any more in the same city as the institution in which he teaches, and in fact can live in another university town, which is ever so much better and I can see a pet

Veterinary or whatever, you just can't compete, and I'm sure that there must be many other cases like that.

Dr. Hartzell: Faculty housing, along with graduate student housing, there are two problems.

Dr. Fiess: Well,

Dr. Hartzell: I'd like to have you address the problem of, grasp the situation of a community of scholars, the concept of a community of scholars with faculty members trading ideas across disciplinary lines and having a meeting place and all that sort of ambiance, what can you say about that, as between Oyster Bay and Stony Brook.

Dr. Fiess: I think it's actually become ever more impossible in the present situation.

Dr. Hartzell: Why

Dr. Fiess: And I think it's partly because the kind of institution that we are, located where we are, without a kind of central campus which is habitable or has some kind of club-like atmosphere or club-like center, you don't have to be like Morey's at Yale and have what all the things that people in New Haven, but you must somehow have something like that, and I guess I come up with the feeling that if you don't have it somehow to begin with, it gets to be very hard, perhaps not impossible, but very hard to develop later.

Dr. Hartzell: I see.

Dr. Fiess: Some kind of center; I can think of the number of times I would meet and talk or chat with say Len Eisenbud during the first ten years that we were there. This may be in a certain sense irrelevant, but somewhere early on when everybody knew that computers were down the road and a

few people like myself knew that computers would be used in English as literature, a computer course was offered free to members of the faculty, and I went and on the first day Len Eisenbud and his colleagues on me because it was Ed Fiess the scientist, that's all, what the heck are you doing here; I said I was just trying to learn something, fellas, don't jump on me. And it was really quite surprising and it was a most marvelous educational experience for me because the course was taught by somebody from IBM, who didn't know the first thing in the world about teaching. In fact, he didn't even mention the thing, which of course all the scientists knew, which I learned only later, it was the binary system on which all computers are based. He didn't even mention things of that sort. But started out on a high level, passed out handbooks and so forth, and the thing that I got out of this experience was that I went back and looked at the things after one week session had passed and dimly understood what he was talking about but at the next I was more confused at still more handouts and I realized that what I was doing was having the experience of flunking a course, which I think is a very good thing, because most faculty members don't have that experience, when you consider what they are in the nature of things. So, that, and then there was one other person finally came into the course was not a scientist and it was a man from the Library. Do you remember his name, the fellow from the Library he had a kind of a serious

Dr. Hartzell: Vasco?

Dr. Fiess: No, Roberto is in my memory somehow.

Dr. Hartzell: In the Library.

Dr. Fiess: He had a name which one of your father's associates down in Mexico, we'll come to it later, it doesn't matter. In any case, he was there, he came from the Library, and he found this course absolutely dreary. We used to greet each other in the hall by holding up our hands in a salute and saying, "Forever more powerful," what was it, not COBOL but another one of those languages that they, FORTRAN, "forever more powerful FORTRAN." The red dot means it's on? And that is somewhere along in there there is a question nine about your expectations when you joined the faculty. And I was being hired at the time, as I think I told you, as someone who would supervise the freshmen composition program. And I remember talking to Dean Olsen at that time. We had a disagreement because Tom Rogers was going to be another person in English under me, and it seemed to me that Dean Olsen was talking about a program of, for Tom Rogers and others like him, of unrestricted, unvaried freshmen composition, no other courses. I said, don't try that because I've been there at what used to be known as Carnegie Tech, where the English Department was just a little adjunct department and everybody taught freshmen English except a few oldsters, who taught in addition every now and then an advanced composition course, and that's all the English Department did because the other aspects of English were taken over by the of the department, so to speak. And I said I don't think he liked my saying that, but the point I would make is that if you had told me at the time that I came there to deal with freshmen composition, that ended my career here, I would be spending seven to nine years as Director of Graduate Studies, the first two of them under Joe Bennett, who was Director of Graduate Studies while I

directed the Masters Program, and then after that been Director of Graduate Studies for both programs and that in addition in the last two years before I retired, that I would seven or eight years the Secretary of the Faculty of the College of Arts and Sciences, at the same time, So, in between those, not expectations perhaps so much as views that expand and change from freshmen composition at one end of the line and graduate studies at the other.

Dr. Hartzell: What did you experience with regard to any evolution in the command of English on the part of our entering freshmen.

Dr. Fiess: Oh, I think they approved, not just the most first few classes, but they improved more or less steadily up to a point, I suppose, but some years ago, and I think even longer before that that the television generation was coming in and that that did something

Dr. Hartzell: They managed the vocabulary.

Dr. Fiess: This is even true if you try to get in on their level and learn, for example, the language of surfing and or whatever it is and expressions of that sort, and try to lead them back, but I think the attention being paid to composition over the last ten or fifteen years are who's gone elsewhere now.

Dr. Hartzell: Where's he go?

Dr. Fiess: I don't know, I don't know where Pete Elbow left for but Peter Elbow was an example of the kind of person who made the teaching of composition respectable, so that he was and is on the Board of Directors of the Modern Language Association.

Natalie Fiess: Well, so is Tom Rogers.

Dr. Fiess: But, no if you say you told me twenty-five years ago that a person with those credentials would be in the Modern Language Association governing group, I think it would have been quite astonishing. I think that, in other words, the English Department group has turned its attention to some of the tasks that attention should have been paid

Dr. Hartzell: That the high school used to do.

Dr. Fiess: In part, yes. I think the high school is doing more, in fact.

Dr. Hartzell: You think they are.

Dr. Fiess: Well, Tom Rogers and I and Homer Goldberg were, various years, were directors of what was called the NDEA Institute -- National Defense Educational Administration -- and what those Institutes did was to improve the teaching, supposedly of promising high school teachers, they were Fellows and they were chosen about thirty of them in each group from all over the United States and

Dr. Hartzell: They came to Stony Brook?

Dr. Fiess: Yeah, they came to Stony Brook, that's right; and one of them is a teacher in a local high school, is apparently still as good as he was when we had him in class. My post mortem judgment on the situation is that we had a lot of applicants and thirty people and you have one hundred thirty applications, at least, two hundred perhaps, so you choose the best of those and you've got a bunch of damn good people who don't need any improvement. That's the real problem, the kind of paradox of the situation we were dealing with. What all three of us tried to do was to teach these people that you could deal with very difficult literature, for example, in my talking about *As I Lay Dying* and deal with it sort of high school students and communicate it and I think that a lot of those people out there

now with that, I think mature view of the high school situation. Well, I spoke to you enough.

Dr. Hartzell: Well, all right, thanks very much Ed.

Dr. Hartzell: This is Mrs. Fiess talking about the incidents in their moving from Oyster Bay to Stony Brook in 1960, two years before the actual move of the University to the Oyster Bay campus.

Natalie Fiess: We were the third faculty family to move. The first ones were the Gardners, and I believe in the summer of 1959, it might have been in the spring. The Ramirez's January of 1960, they were the second faculty family. And we came in September of 1960, after spending a week at Sunwood. And within a very short time the Smolkers came to a house on Mt. Grey Road where they were, the real estate agent that was selling the house to them after, or they were talking about the house, I think after it had leaked the buyer said that the reason that this wall is this way or that

Dr. Fiess: Hold on, you've got that all wrong. That's all wrong.

Natalie Fiess: Then correct me, the explosion.

Dr. Fiess: It's not true, it has nothing to do with the real estate agent. They bought the house, they were in it for a whole week when they had a minor plumbing problem. And the plumber came there, and the plumber said, "oh, well, you're not going to have any problems here because this is all new since the explosion." They said "what explosion?" Then the plumber told them there was a gas problem here and there was an explosion several years ago and it was all taken care of, nothing to worry about. And that was the first they heard about the explosion.

Natalie Fiess:there are houses in Old Field that have gas, direct gas lines, which makes their heating bills much less than the rest of us have to pay. Rosemary Smolker and Ramirez and I and Sue Gardner, we were the four witches of

Stony Brook. I mean we really were early settlers, and we were, the whole idea of the University was so strange to the local people. It's hard to imagine that we were going to be here.

Dr. Hartzell: You must have had a pretty good imaginations in those days.

Natalie Fiess: Well, we knew that it was coming and we knew that it was not going to be a teachers college but we didn't know what it was going to be, but it was not going to be a teachers college.

Dr. Fiess: I used to get fireworks from build a great big pile, and then rubber tires, we found old tires we put on it and the whole thing would be burned up.

Dr. Hartzell: That was when they were clearing the land for

Dr. Fiess: That was clearing the land. And that was terrible, all this good wood going to waste, nobody thought about it and so I would my kids to go out and help me because I said, "you can go and you can pick up the pop bottles and the cans and get money for them."

Natalie Fiess: Those were in the days when we used to get a deposit, you'd get a nickel for your bottles before the new deposit law. It was that long ago.

Dr. Hartzell: That long ago. Right

Dr. Fiess: So, I was able to get a good deal of firewood for the fireplace. End of trivia.

Natalie Fiess: Those were early days.

Dr. Hartzell: Do you want to say something tonight about crystallography?

Natalie Fiess: Crystallography, there's not that much to say, sure, I can say it. I haven't thought about it very much but

Dr. Hartzell: All right. This is a change of scene. Natalie Fiess was Administrative Aide in the Chemistry Department for many years and she will continue to describe an international crystallography conference that was hosted by Stony Brook in the year

Natalie Fiess: 1969

Dr. Hartzell: 1969.

Natalie Fiess: Well, it was a very big event. I was hired by, officially by the National Academy of Sciences, which was using the American Institute of Physics as its fiscal agent, but the official hosts were the Chemistry Departments of Brookhaven Labs and State University of New York at Stony Brook jointly. And beginning in the summer of 1966 part-time I was the coordinator and manager and factotum to prepare for the conferences that was to take place on the Stony Brook campus in August of 1969. The international sponsor was the International Union of Crystallography, which meets in different parts of the world every three years. They had not met in the United States for twenty years. Immediately preceding the Stony Brook meeting had been in Moscow and it had been widely hailed and very much remembered by all of the people associated with it because the Russians had put on a very good show with the Bolshoi Ballet and many interesting entertainments. And here we were at Stony Brook with no hotel housing, no faculty dining room, no completed lecture center, 60 miles from New York City with security clearance problems because we were beyond the twenty-five mile limit that was approved for eastern bloc countries coming to New York City. It was the largest international meeting held at Stony Brook ever, to this day I don't think there's been a meeting as that was. It was a very complicated meeting because it was at Stony

Brook but also at Brookhaven and also in Buffalo. So there were enormously complicated transportation arrangements, it was our intention to house all of the delegates in University housing, which was not air conditioned. It was in August of 1969, which could be very hot on Long Island. We had 1,500 people in attendance from 35 countries for ten days. We needed to arrange security clearance for people from the eastern bloc; we needed to provide special, formal courtesy arrangements for the delegates from the Soviet Union because the past President of the International Union of Crystallography was a Soviet scientist -- his name Dr. Professor We organized a variety of cultural and social activities in the community. Many people from within the University community and out beyond the University community in the local area were very kind in giving parties to which the delegates were invited, and coordinating all of this was very complicated, I'm happy not to remember the details. There was a special event of the Stony Brook Museum at the Carriage House and the Grist Mill. We did the whole Stony Brook 18th Century deal. The meeting occurred the week after the United States landing on the moon and one of the organizers and an active participant in the meeting brought with him samples of the moon rock which had been superficially crystallographers. It was really very exciting to have that. Our principal concern was we were anxious about student rioting, the student protests because those were the times, and there were indeed students were out there rioting and protesting. The Lecture Center, where all of the scientific meetings were to be held, was completed almost a matter of hours before the opening session, the seats were not installed in the Lecture Center until the day before the opening ceremonies. The Student Union was

not ready. It was very hot. We made arrangements with the Suffolk County Parks Department or the New York State Parks Department, I don't remember, to have a clambake at Smith Point. And as one of my friends said, it was the wrong shore, because we had to import rocks from the North Shore, take them to the South Shore to have a real clambake. And some of the Park Rangers got very upset because many Europeans were changing out of their swimming clothes on the beach, and that's against the law. With the clambake, it rained on the morning of the clambake. We had to find buses to take all these people from Stony Brook to Smith Point; but the weather cleared and it turned out to be all right after all. The whole thing was a success but it was nerve-wracking event; it was a scientific success. The International Union of Crystallography was pleased with it. The papers that were read were interesting, and the Stony Brook physical facilities were just barely adequate, and they were put to a

Dr. Hartzell: Well, thanks very much, you must have been very, very busy.

Natalie Fiess: Ah, yes. It was a great experience.

Dr. Hartzell: Did you have some grants, financial grants to do anything with?

Natalie Fiess: The money, the sources for funding came from the National Academy, from the American Institute of Physics, from registration fees. We didn't write any grant proposals to fund it. It was still in the early days when the money came a little bit more loosely Subsequently the one after the Stony Brook one was was in Japan, it's since been in Sydney, Australia; there has not been another one in the United States since the one here.

Dr. Hartzell: All right, thank you very much.

Natalie Fiess:I'll always remember that I asked him, do you always have to have liquor available for these people and have a bar and have social events. And at that time there was a rule against alcoholic beverages on any University campuses. And I went to see the President to ask for an exception to make it possible to serve alcoholic beverages to the delegates. And Dr. Toll said to me, this is not something Stony Brook has to be first in. But in fact he did permit it, but it was really funny; he said this is not something Stony Brook has to be first in. And they complained about the heat and there was one person who said, no, that's not poison ivy, that doesn't matter. So this pale skinned person, who went after some fern or flower, and who must have gone home with some horrible case of poison ivy because they wouldn't listen.

Dr. Fiess: That's the first thing I'd forget about, the Sputnik, and the whole idea.

Dr. Hartzell: What about Sputnik?

Dr. Fiess: Well, the Russians had put up Sputnik

Natalie Fiess: That was 1957.

Dr. Fiess: What?

Natalie Fiess: 1957.

Dr. Hartzell: '57 or 8.

Natalie Fiess: '57 or 8.

Dr. Fiess: And we were supposed now to

Natalie Fiess: Respond.

Dr. Fiess: Respond, the educational system was supposed to respond and therefore, for our first two years of operation we were a school that was only going to give a B. S.

Natalie Fiess: We were to be a school for teachers of mathematics and science.

Dr. Fiess: For science and mathematics, that was

Dr. Hartzell: Right.

Dr. Fiess: That was strongly pushed and became part of the public image record, and the public image, but it wasn't the actual fact.

Natalie Fiess: It was never true.

Dr. Fiess: Because we were all hired under the express understanding that this was going to be a four year college

Natalie Fiess: And a University, not a college.

Dr. Fiess: No, then the University came along a little bit later.

Natalie Fiess: Well, there was an understanding that this was going to be a

Dr. Hartzell: And one thing after another in the mandate.

Dr. Fiess: That's right.

Natalie Fiess: But, it was really, it was the understanding that it was going to be a University, nobody who joined the faculty in those years would have been willing to come to what was then would have been called a teachers college. Nobody would have, none of the faculty would have joined anything that was a teachers college, and so it was always defined negatively, it's not a teachers college, whatever it is.

Dr. Hartzell: Yeah, well, okay. Natalie is reminiscing about Oyster Bay. Now, what is it that you will always remember?

Natalie Fiess: I always remember the way we used to visit what, we would take our neighbors to see this extraordinary place at Planting Fields, and they used to call it Ed's college, because Ed signed his contract I think in April. I can't remember, but anyway, we went up there during the summer before the first class met and before the building was really whatever renovating or changing was done to make it useable; and we, our eyes were falling out of heads to see the golden faucets and the marble bathtubs and the amazing of Coe Hall with in the Library and all these things that of a real story book quality, and our children were fascinated, our neighbors were fascinated, and we all, it was all very leisurely because we thought we had a whole year before they were going to have students. And suddenly, boom, students were going to be But I remember the way the place looked and Mrs. Coe's bathroom, which later became a seminar room. It was just huge, her closet. Ed's office was a valet's office on the third floor and it had a balcony from which you see on a clear day, you could see the Empire State Building, but you had to be careful to turn your head to the right very sharply or you'd bump your head on a beam.

..... And those beautiful trees. And Marlon Brando in the dining room; you have not forgotten Marlon Brando in the dining room.

Dr. Hartzell: Mrs. Coe's cottage.

Natalie Fiess: And Mrs. Coe's cottage, cottage.

Dr. Hartzell: I'll never forget telling the children that we were going to live in a cottage, and we got there at night. And after trying to find the place, we were late, and we found one of the men, I've forgotten what his name was now. And he took us around, and here was this place completely

lit with floodlights and it looked like a kind of palace, and the children were just

Natalie Fiess: This is a nice Daddy. But there were many faculty children who had that experience at Sunwood because so many faculty candidates were put up at Sunwood and their young children assumed that this is where we're going to live now, Daddy. They were distressed to find they had to find another house.

Dr. Fiess:a candidate I pulled all kinds of strings and so he could stay at Sunwood, Oh, my god, I don't want to stay in this place, it was like Jane Eyre.

Natalie Fiess: David had the same experience with the crystallographers, because he, when he stayed at Sunwood, there was no room upstairs and he stayed in what was the service quarters on the lower level and it was brutally hot and it was horrible, it was really slave quarters.

[end of tape]