Today is July 11, 1986. The following is an interview with Alvena Storm, San Diego State University Emeritus Professor of Geography from 1926 to 1966. The interview is part of the SDSU Oral History project and is being conducted in Alvena Storm's home in San Diego, California.

Lyn Olsson (LO): Where and when were you born?
Alvena Storm (AS): I was born in Pendleton, Oregon, on March 10, 1902.
LO: Could you tell me a little about your parents?
AS: My parents came to this country from Germany as teenagers or in their early 20s. My father came about 1890, my mother about 1900. Father was a rancher and he had done all sorts of things previous to that time. He had worked his way across the country, seeing the country, working in lumber, working on irrigation projects, working in farming areas; wherever there happened to be a job. It was a matter of getting acquainted with the country, seeing it; he had a great curiosity about people and places, and so he worked his way across the country and eventually ended up in eastern Oregon in a community where there were also quite a number of Germans from the northern area of Holstein.
Lo: What about your mother? Did she work outside the home?
As: No. She came directly to the same community with her brother and met my father and was married pretty shortly after she came.
Lo: Do you have any bothers and sisters?
As: I have one brother and one sister, both alive.
Lo: How about your early education; did you grow up there in Oregon?
As: Yes. I started out going to a one-room country school until I was in the sixth grade. And then since we lived about 10 miles from Pendleton, and because the one-room country school didn't offer much in the way of education--most of the teachers in those days of country schools probably had finished high school, but not more than that--And for other reasons, my sister and I went to a small Catholic boarding school in Pendleton, which gave us the opportunity to go through high school.
Lo: And the curriculum at the Catholic school was different from what you would get at another school?
As: Well, there was no other choice--there was no other high school available in the country; you could have gone through the eighth grade. The alternative was a public school in Pendleton and that would have meant that we would have had to board with somebody as you couldn't go back and forth ten miles by horse and buggy. So this made it possible for us to finish high school.
Lo: When did you become interested in geography?
As: Probably before I went to school. My father had a great deal of curiosity about the world, and he'd seen a fair amount of it,
and I can remember playing games with him on a huge wall map that we had in our kitchen, naming states and capitals. That did intrigue me; I got interested in places. You learn about shapes and areas from maps, and that's important. So that's probably where I got my start. It always seemed very simple to me, very easy, and I managed to discover at the University of California at Berkeley that there were courses in geography at the college level, so I tried them.

LO: So you did not decide until after you were at the University that you wanted to study geography?

AS: I didn't decide until I was probably about a junior. I enrolled in some of the courses, found them very interesting and stuck with it.

LO: I noticed that many of the people I have interviewed so far went to Berkeley.

AS: Berkeley was the school in California at the time, that was a long time ago. Stanford did exist, yes, but Stanford was an expensive private school. In terms of public schools, I think there was the University [Berkeley] and then of course there were some teacher's colleges. I think there was a teachers college at UCLA which preceeded the UCLA branch.

LO: When did you receive your degree?

AS: I received the B.A. in 1924 and the Masters in 1927. I did not go for a Ph.D.

LO: Why did you not go for your Ph.D.?

AS: Carl Sauer, with whom I did my work suggested that I do that.
By that time it was roughly 1930, and 1930 was a time when it was pretty hard to find two nickles to rub together. That was part of the story. I also knew that I liked to teach and that’s what I wanted to do, and I decided that whatever time I had could much better be spent doing research and fieldwork for my courses rather than to go in for a thesis.

LO: Even though you would have the option of doing research for your courses later on?

AS: Well no, you need to that [research] while you’re giving courses. And especially in those early days most of us had to teach a lot of different things because the faculty was small. So you were called upon to teach something you didn’t feel that you were really prepared for, so you spent a lot of time while you were teaching that course, the first couple of years, digging out the material. I also decided that I would prefer to get married and have a family and that I couldn’t see that the Ph.D. would do me a lot of good. To be sure, it would have meant more salary, but I was not interested in writing and there was no one particular thing which I wanted to research. I had a position that I thought I would like to continue in. I didn’t have any aspiration to go teach someplace else. So it worked out well.

LO: You moved to San Diego specifically because of the teaching job?

AS: Yes, well I had had a year of graduate work. I needed a job, I wanted a job, and Carl Sauer, who was my major professor recommended me. They had asked here for someone in geography, and
so I was very happy to take the job.

LO: That was after you had gotten your degree?

AS: No, that was in 1926, and I didn't get my M.A. degree until 1927. [Received B.A. in 1924.]

LO: How did you work out getting your degree from Berkeley when you were teaching down here?

AS: I had finished the coursework, and all I had to do was to get my thesis material and I decided that I wanted to write my thesis on the historical geography of San Diego, so the material was all here. It meant working weekends and evenings and vacations and that sort of thing, but this was my field.

LO: When you came to San Diego you were Miss. Suhl. When did you get married?

AS: 1934.

LO: Did the man you marry have anything to do with San Diego State?

AS: No, he was teaching in the city schools and continued to teach in the city schools until he retired. The town was small in those days. I don't know what the population was, it was something under 100,000 people. He had come to San Diego six months earlier. In those first few years most of my associations were with teachers. I taught a year in the public schools here before I went to the college, so I got acquainted with a lot of them, and a lot of the other public school teachers were new to the area, so we all banded together.

LO: I would imagine that your teaching later at the Teachers College would have some influence on your association with the
schools.

AS: Yes, that was true, because a lot of our students were headed for teaching, and many of them had taught in the city schools. But the town was small enough that we knew a lot of people, and we knew a lot of the teachers.

LO: What schools did your husband teach in?

AS: I think his first years were at Memorial Junior High School. And then he also taught at Horrace Mann, he taught at Linda Vista--but I don't recall what that school was called--that was during the war. He taught at Dana the last years. He taught junior high school all of that time.

LO: What were your teaching experiences before you started at San Diego?

AS: I had had a number. My first teaching experience was after my sophomore year in college. I wanted money and I also wanted to be sure that I wanted to teach so I went back to eastern Oregon and I took the state examination--you could get a credential by taking a state examination. I had taken a course in educational psychology or something in that field. I passed the exam and I was, believe it or not, a prize teacher because I had some college work. As I had said before, most of the one-room school teachers had finished high school and some of them had not even finished high school. So, with a college degree I could command what was at that time considered one of the best schools which happened to be on an Indian reservation close by. Which also paid the most--a small consideration.
LO: Do you remember the name of the reservation?
AS: Yes, it was the Umatilla reservation.
LO: You probably have some good recollections of your teaching.
AS: Yes, I think I was all of 19 and I didn't know any better. You know, at that age there isn't anything you aren't willing to try. I had a rather formidable task; I think there were about 26 youngsters, although not 26 all the time because some of the older boys particularly only came during the winter months when they were not needed to work on the ranches. I had some full-blooded Indians, I had some half-breeds, I had all Caucasians. I had everything from the first grade through the eighth grade, but there were two grades missing, something like five and seven. And they ranged in age from six to about nineteen. I think maybe one of those boys was older than I at the time.

But it was not too far from town, and the county superintendent of schools was very helpful. I had taken a summer school at Pendleton, Extension from the University of Oregon, before I went into teaching. Six weeks very intensive course.
LO: That early teaching was a good experience for you?
AS: Yes, it was very good. For those days we had beautiful equipment. We had a forced heat furnace which burned the school down eventually. We had a three-burner kerosine stove on which we could heat soup.
LO: How did you manage to instruct students that ranged in age that much, six to nineteen?
AS: Well, every grade didn't have something every day. Also, the
older ones helped the younger ones, sometimes you could combine them. Fifth grade might be reviewing something that the fourth grade was doing. They did a good deal of work on their own. Of the three little girls which I had in the first grade, two finished college eventually, so they weren't ruined completely. Most of them were pretty eager to learn, there were practically no discipline problems.

**LO:** How were you accepted?

**AS:** There was no problem. The teachers, at least in that district, had the backing of the parents and the children knew it. Most of the older ones were very eager to go to school and very glad to have the opportunity.

**LO:** How long were you there?

**AS:** Just one year. By that time I decided that I wanted to teach; I had also questioned whether I wanted to teach elementary [school]. My next teaching experience was as a teaching fellow at the University [Berkeley], which I did for two years. Then I taught one year in the public schools here at Roosevelt Junior High School. That convinced me that I did not want to teach junior high school. My husband loved every junior high student. The only thing I can say is that I am glad my own son survived that period; it's a very difficult time, and you have to have a very special kind of talent. God knows its a very, very important time, but it takes patience and understanding that I don't think I have.

**LO:** Because you had decided that you did not want to go into junior high school teaching did that also preclude any grades
earlier than that?

AS: I think so, yes. I had taught college students at Berkeley, and I knew I liked that, even as a teaching assistant. Well there's a long story behind it. Originally, I was to go directly to the teacher's college [SDSU], but there wasn't money, so I got an offer to teach for a year in the city schools while the other job opened up, as it were. I liked college students; I still like college students.

LO: Did you ever hold any job other than teaching?

AS: No. I did do a few odds and ends during summer school while I was in college, but not really.

LO: You have a unique perspective because you taught at the old Normal School and also at the new, Mission Palisades campus. What were your first impressions of the Normal School when you arrived in 1926?

AS: I knew pretty well what it was going to be like. It was a small school, a personal place. There was one large building, which of course is gone. I liked it from the beginning. We were very close to the students.

LO: Were the students younger than they are now?

AS: No, they were not much different than students today. They had all the same traits, I think, except that we knew them much better. We saw a lot of them because a lot of the students had organizations either social or departmental. And each one had to have a faculty advisor. Also, every social function had to have a chaperone so you saw them in the social life. As a consequence
you got much better acquainted with them of course.

The classes were still fairly good sized. It seems to me that even my earliest, beginning class in geography probably had at least 50 or 60 people, and maybe more.

One of the things that happened in the '30s, well it had not yet started when I first went there, was that many of the students came to the state college for two years and then transferred someplace else.

We were all very close together, we were very crowded; things haven't changed in that respect. I had an office in the upstairs. That building had a stairway that went from the front door up to the second level, and on that second level there was a very sizeable hallway, and a couple of us had our offices there. No wall, we just had our office desks there.

LO: In the hallway?

AS: Yes, well practically. This went on until we moved in '31. The place was very, very full of people. We stored our maps in Miss Clark's office, she was the other member of the department with whom I worked. We carried our equipment, like a projector and slides, from place to place.

LO: Do you recall who was with you in the department when you first started? There was Vinnie B. Clark.

AS: That was it. She was the only one.

LO: When did McIntyre and Blake come along?

AS: Blake was there a good part of that time, and he was only there for a single course because he was with the Weather Bureau, so he
was not . . . he was probably called a lecturer, but I'm not too sure about that.

Now McIntyre--did he teach one course in geography?--he was really not a member of our department; I think he belonged in engineering or something else.

LO: I noticed that a number of courses were taught within the sphere of geography: meteorology, weather reporting.

AS: Really, the first person who came who taught any number of courses was Baylor Brooks, and he taught some geography, just as I claimed to be teaching a course in geology, which I was very happy to. I had had a lot of geomorphology at college. As I say, we had to teach whatever was needed.

One of the things that was happening too was that we were expanding the credentialing, we were expanding programs of all kinds. So you were always in that bind--you had to have the course in order to take care of the students, and you had to have a certain number of students or else you couldn't finance the course.

LO: It's kind of a two-way process here when you're trying to develop the curriculum . . .

AS: That's right, it can be very difficult especially when money is scarce and the State says no you can't have any money unless you have ten students, or whatever, in the course.

LO: Did you find that because of that you were doing a lot of teaching that was above and beyond the call of duty?

AS: Oh yes, this happened every now and again: we would need to have a new course and we would decide to offer it. And I taught
courses for nothing; it was simply added to your load. And I think most of us did it willingly because it wasn't going to last forever, and it was one way to take care of the students who needed the courses for whatever reason, it was also one way to gradually build up what we could offer for all kinds of students.

It seems to me that most of the time we taught 14 or 15 hours per week. I think I taught more than that, I couldn't prove as I'd have to go back—but there were times when you carried very, very heavy loads. The students were there, they came, and you had to take care of them. Sometimes you had an overload for a semester or however long, and then the State said, OK, you can hire another faculty member. You had to have some evidence that there was a need and that there were students thirsting for your knowledge in order to get another course on the books.

LO: What decades saw the greatest growth?
AS: I guess the influx after the Second World War, that swamped us.

LO: What about before?
AS: No, we had a pretty steady increase all through the thirties, and the thirties to my way of thinking were the golden years...

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TAPE 1, SIDE B

AS (cont.): ...[During the Depression] there were many students that didn't have money, you have no idea. They couldn't afford to go anywhere, they couldn't leave town, and even some were hanging
on at the raw edge. I remember we had a little bit of money for student help, and boy it was tooth-and-nail to get those jobs at 40 cents an hour and they were very happy to have them. Because as I say, many of their families had been wiped out. So we did have a very steady and sizeable increase and we also have had some excellent students, I think we generally have had, but we got at that time some people who might have gone on to Harvard or to Berkeley or to someplace else.

LO: Can you recall any specific students who went on to become well known?

AS: We had quite a number, not necessarily from that time period. George Carter who went to John's Hopkins and then to Texas A & M, I guess. He's now retired. He's a nationally known Anthropologist. Donald Brand, went to the University of Texas. Arch Gerlach, who went ... (can't recall) anyhow it had very rarely to do with a lot of mapping, he went to Washington and was well known there. Don Eidemiller who went to Texas and came back to us. Marian Jones who went to Berkeley and then to Southwestern College. But the geography department was not unique--there were people who went on in chemistry and in history, and in a lot of other fields that I know about, who got their degrees, some at Berkeley, some at other schools, and who went on to be very prominent in the academic field. And of course in our own city, I can name a half a dozen judges who are alumni. We've always had good students, and I think it's always been a good school.

Like any other place, we had faculty that were good, some not
so good. It was a pretty rigid screening process before you got on. Then when the war came and we had that horrible influx of thousands of students, when we had to have temporary buildings, we had them standing in the isles and sitting on the floor and all that sort of thing. I think for a time it diluted the school because of sheer numbers, and because sometimes adequate faculty was not available because the same thing was true all over the United States. The veterans had come back so the competition for college instructors was very, very keen. So it changed the whole character because after that there was no longer the personal contact; you just can't deal with hundreds and hundreds, but you can with tens and twenties.

LO: I'm going to skip back a bit and ask you where you lived when you first arrived here in San Diego and were teaching at the normal school.

AS: On the recommendation of Miss. Clark, who also lived there, I lived at the New Palace Hotel, at 5th and Elm. It was not new in 1925, and it has not improved a great deal. There were other places like it which took teachers or winter tourists. You got a room, and there was a dining room, a very good one incidentally, and you paid room and board. I did that for six months, but I didn't like living in a hotel. Another teacher and I teamed up and occupied a small apartment at 4th and Upas. It was a private residence, and behind that private residence was a garage, two car garage, and over that was an apartment. Very, very small, but adequate. It was near transportation. The Doyles who owned the
place were very pleasant, it was a satisfactory arrangement for several years.

LO: How did you get to school?

AS: I very often walked and took public transportation, because in those days not everybody had a car. It was only about a mile from the old school, you know you could kind of cut across. There weren't as many buildings then, for instance the whole Sears complex wasn't there [built in 1950s in area located between Cleveland, Vermont, University, and Richmond]. I can't tell you exactly what route I followed but it seemed to me from the campus you could come down Normal a little ways and then you could cut across to University. At a later time I lived on 3rd Street, a couple of blocks closer to University. Also lived on 1st not too far from Laurel, at another time.

LO: How about when the campus relocated in 1931, did you stay in the same area?

AS: In '31 I was living on 1st Street, very close to Laurel. Another teacher and I had a small house. I had made a contract with the school nurse to buy her Model A. She was willing to sell it for its book value which was $165.00, and I happened to have that much cash, by some fair means or foul. The first semester, at least, I went with another teacher, we had all pooled our problems. It was a little hazardous to get there as you know. There was a single lane of concrete. It went from University and El Cajon to the college, and in the beginning there was only one lane, enough for one car. Project College Avenue where you're
turning here to go down to the valley, right about where College would bend around [to the left] to go on to campus there was a large mudhole. And for a time there was actually a small tractor station there to pull the cars out of the mud. I don't know why people got stuck so frequently, whether it was because the mud was so deep or just because people weren't as good drivers. You have to remember that those college students hadn't been brought up with cars. But there was an awful lot of mud on the campus. I don't remember when that second lane was paved, fairly promptly, I think maybe by the second semester, but for a while it was only one because I remember the hazards.

LO: When did they pave the roads and the sidewalks on campus?

AS: It took quite a while, but I can't remember exactly. I remember distinctly that first semester that a great many students came in boots. And the inner quad, wasn't so much of a mud hole because there were so many cobbles in it, but it was unpaved. And there were only a few sidewalks. In the beginning we had the old administration building, the old science building, and the old library, and that was about it. So there was a lot of open space. Before very long, they blasted the ground in that inner quad. They hauled out the stones and brought in some dirt.

We also had a little shack which I think had belonged to some of the construction people, and that was the cafeteria. It had a counter and some stools, and it was pretty primitive, but you could get some food on the campus.

LO: That was before what is now the Faculty Staff Center went in.
Of course at that time it was the school cafeteria.

AS: It was at least a couple of years before we had that. The Faculty Staff Center was built as a cafeteria, the main part of it was the student's, and I don't think you can tell anymore, but to the south there was one much smaller room and that was the faculty room. Now the students had to come in through that faculty room. Most of the waiters were students. The faculty was waited on by students, mostly football players who sometimes had more strength than grace. That was a very choice job, anything that was that steady, because jobs were very scarce. And you have no idea how little money the students had—if they could get back and forth from school, that was it.

LO: I have heard many different philosophies as to why students were so much more involved in their schooling then than they are now.

AS: We were sitting out there all by ourselves. There was practically nothing between us and El Cajon; there were no distractions around the campus. There was the distraction of Prohibition, during the early days and that sometimes tempted the students. Transportation was too involved so once you were at school you were there, you did not go home for an hour or two. The group was small enough, I think, that people tended to work together. This or that was the thing to do, and most everybody did it. There was a lot of student involvement in many, many things because the faculty were involved with the students and interested in what they were doing. You were sponsoring something they were
doing or you knew them as friends or you worked together on one project or another.

LO: Do you think that the students were more interested in a quality education than they are now?

AS: I don't know because I haven't been on the campus for almost 20 years. Maybe so, it's hard to say. It was a privilege to go to college, not as many people went. It was perhaps a little harder to get in, relatively speaking. It seems to me as I look back, of course this is very unreliable, that most of them worked pretty hard. They had a definite goal, many of them were trying to support themselves, or if their families were supporting them, they knew how hard it was to come by that money. And so they were probably a little more motivated. I don't know that there were student grants.

You see then, after the War we had all of the veterans. Now I have no complaint about the veterans because some of the best students we ever had were some of those men who came back, many of them, of course, older. But they knew why they were there and worked very very hard.

Students got involved. I'm thinking, for instance, the women students put on a hijynx, I don't know what they called it, every spring, and it was largely a take off on the faculty and on the campus as a whole. It was sort of a vaudeville series of skits, all of the faculty were fair game. In the period of the thirties we had the Aztec Follies. They put on a musical, and some of it was very good, we had some very good talent.
LO: I noticed that plays and musicals were very popular during the thirties and forties.

AS: Well certainly it was the peak period of the musical comedy, wasn't it? There was less outside competition. There was a good music department, there was a good women's choir, glee clubs they were. There were plays going on regularly. And everybody went to those things; there was less competition outside, there were movies, more expensive probably, I can't remember. I don't remember what you paid to go to the student activities; I probably didn't pay anything. And while movies may only have been 50 or 75 cents that was still quite a bit of money even after the worst of the Depression.

The students were interested in student government, for instance. And of course when we first went out there they were interested in setting up all kinds of traditions and that sort of thing.

LO: You had to establish an identity for the campus.

AS: That's right. And so there was a lot of student interest in it. I can remember going to Adobe Falls, there was a dirt road that went behind the art building, and went diagonally down that rocky slope. I remember going down there more than once in the spring time when the evenings were long and it was warm, and hashing out student body rules and regulations and that sort of thing. Setting up frameworks for this and that for other student groups. I had a Ford, Model A, and as I say not even all the faculty had one as a matter of fact, and I remember driving down
that rocky road, with no problem. I had to bring the coffee maker and one thing or another so it had to be somebody with a car.

LO: Well why did this take place at Adobe Falls? I'm a little bit confused here; I know where Adobe Falls is, but [it was a natural pond and waterfall ... ]

AS: It was part of the campus, it belonged to the original grant. It was down in the valley, north. Start with the Art Building—it was directly across the canyon. Of course there has been some grading down there now because of the freeway going through there.

LO: I guess I was thinking of something else. There's still a small, little, almost nature reserve down there [to the east, on Alvarado].

AS: Yes, that's further along. That's not Adobe Falls. Adobe Falls [was directly across from the old Art Building] (Storm drawing diagram). But I don't know if there's anything left of it. There were great big boulders, huge granite boulders, four, five, six feet high and inbetween there were some nice little pools. And it has been rumored—no one has admitted to an eye-witness account—that this was a place you could go skinny dipping sometimes. But there were a number of little pools there even during the dry season; and during the rainy season a fair amount of water went through there. There was no road up here (indicating on diagram), and if you wanted to go to Adobe Falls you got off at about where Fairmont takes off and you walked the rest of the distance. And people used to go camping there. It was a beautiful little spot, lovely spot, with pools of water, great big boulders.
LO: Did you ever see any wildlife there?
AS: I saw plenty. I don't know down there, but on the campus I saw rabbits, in the early days there were plenty of those. I have seen more than one snake. About where the Geology Building is, maybe a little closer in, we had a faculty parking stall, about fifteen of us, maybe a dozen, paid about five dollars each, and somebody, I guess Leonard, constructed a shelter out of 2x4's and with a tin roof. We had our stalls there.
LO: That's nice. Kept the sun off your car.
AS: Kept the sun off the car, you knew exactly where you were going to park. And that lasted for quite a long time, but eventually after the War that had to be changed. I can remember walking onto that little place, up toward and past the Training School, and here was a snake that had been disembowled. I can remember going up what is Montezuma Road, and there's a little canyon from Peterson Gym that goes down to Montezuma Road, and seeing a deer in there. I can remember seeing coyotes—-not a lot to be sure—-we just saw them from time to time. I remember skunks.

That little nature conservancy [the one to the east that is still there] was I think established by the biology people. And I think that they have a little bit of aquatic life there. And that there also used to be some Indian grinding stones there.
LO: I think there has been some debate over whether that area should be kept the way it is because of flood concerns, etc.
AS: It's just going to get overwhelmed. I know, I fought, bled and died to have a few of the canyons left in their native
vegetation because I could take my students out to the edge of the parking lot--for years the parking lot was where the Social Science Building [Storm and Nasatir Halls] is today, it was a pretty good size, known as "hell's half acre" because there was always a fight about who was throwing all the trash out of the cars and stuff. Anyway, we could go to the edge of that parking lot and find a dozen or two dozen native plants. It didn't take any time to take your classes out there and talk about the native vegetation rather than to have to bus them out to the back country. But no. Fires may have been some excuse, but the areas that we wanted to save weren't that big, and it just seemed to me that too many of the people who were responsible for the grounds wanted to plant ivy or something else that looked prettier, who could see no beauty in a piece of the sage brush. You can hardly put your foot down off of cement today can you?

LO: Do you remember the campus dedication in 1931?

A3: It was always celebrated the first Sunday in May. The thing that I remember most vividly, because that's what I was involved in, was that every department had to put on a show of some kind. We had to have an exhibit, open house. So we had rooms that had maps, and globes, and atlases, and it took a lot of work. And then there were student functions... END OF TAPE

TAPE 2, SIDE A

... group was putting on programs; the Drama Department, the Physical Ed. Department, there were people who were putting on dance programs through the afternoon. So there was a lot of
student and faculty participation. And we all felt very pleased with ourselves.

There was one parade somewhere I can't quite remember, but I remember those banners that they had made . . . and a lot of people were making a lot of things. I don't remember what the function was, but the Student Body President was supposed to be present. The Student Body President, who is still a good friend of mine, Dave Jessop, was also an ardent fisherman. And he decided that the most important thing in his life was to get up to the Sierra somewhere because that was the opening of the fishing season. And we said you can't do it because this is the dedication of the college and you have to be here. And he said "There's a Vice President that can take my place." And I remember, argue as we would and try and persuade him, Dave went fishing. The celebration went off quite well also.

And that open house was continued for many years. We got a big turnout of people. It was something to do on Sunday, it was free.

LO: So Founders Day was a big event for how many years, do you think?

AS: There was some effort made even after the War, but after the War when the whole college got so big, and there were so many different . . . even during the War we lost the student participation, much of it because the students were also working. During the War many of them had jobs. I can remember kids falling asleep in my class, sound asleep right in front of me, who had
worked the night shift. I had one very bright student who I finally had to call into my office and say that he just could not do two things at once. Well by gosh, he was going to do them; he had a good job and he was going to hold on to it, and come to class in the daytime. I told him that I could not give him a passing grade if he slept through class. There were lots of students who were working part-time or even full-time. Well they had no interest in student activities because they had no time for them.

It started in the very late '30s, even before we got into the War, when Convair and all of these war-time activities came along. And of course some of the students were employed in sensitive jobs and were not drafted for that reason. They were people whose skills were needed. But a lot of them, even the women, were working down there.

L0: I noticed that it seemed the number of people teaching in the geography department went down during the 1940s.

AS: It went down in the '40s because we didn't have students. I taught when it was convenient, as far as I was personally concerned, because I took a year as a maternity leave and they were tickled to death. I came back and taught for a semester and was off a semester; I taught half-time, and for a period of about four years I did not teach full time all the time. And that was as I say very convenient as far as the school was concerned because there were times when they needed to have a course taught, and if it was a course that I could teach, why I did it. And so we lost faculty. For instance, I can think of Bob Richardson who went to