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Wayne A. Dedman, interviewed by Bruce Leslie

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Bruce Leslie 0:00

Today is August 9, and this is Bruce Leslie and I'm interviewing Professor Wayne dedmon. at his home in Greece, New York. Wayne.

Wayne A. Dedman 0:13

First question here on this outline is what were your first initial impressions of Brockport. They were pretty bad, frankly. The it was right at the end of the war. And For me, of course, war means World War Two. a good deal of downtown Brockport was boarded up and the college and all 400 students, of which nine were men, they were all on the basketball team as a result whether they could play basketball or not. As far as its academic standing, if I had had any extra money I would have tried to return to Illinois and get my former high school job back. The Students were as you can imagine with nine men. practically all girls. And they were a sad bunch of sacs both in appearance And intellectually, they would simply sit in class with dumb looks and gaping mouths and to try to elicit response from them was almost impossible. I definitely had to teach down from what I had been teaching in high school. I was in a high school, with better students at least went on to colleges in Illinois, of the ilk of the University of Illinois, Evanston and Northwestern and Maybe some of them even for the University of Chicago. And I didn't have any students of that caliber first semester. Furthermore, head of the department, same young and eager instructor seceded to dump one of his sociology classes on me. And, of course, sociology was a very marginal preparation of mine. At the end of the first semester, however, things looked up considerably. The GIs arrived. The girls immediately looked a lot better, they worked a lot smarter. And the GIs on the other hand, were very earnest students and so my opinion of Brockport brightened up considerably at the end of the first semester. Anything more you want about that?

Bruce Leslie 3:03

No that's very helpful. Would you like to talk a little bit about your life before you came to Brockport before we go on

Wayne A. Dedman 3:11

my life before I came to Brockport consisted of being born in Decatur, Illinois in 1914. On the 27th of June, the next day they assassinated the Archduke Francis Ferdinand and from then on I was in the bloody 20th century. I started school However, because my family moved to the Ozarks in Missouri, at the end of 1919 for my father's health. Therefore, I started the school in a one room schoolhouse called Kickapoo. Which I attended for a year and a half At that time, my parents saw the error of their ways in trying to be farmers and due to my mother's influence. She had grown up in Colorado. We moved to Denver. therefore most of my schooling, public schooling was in the Denver Public Schools. Which at the time were considered very advanced.

Thorndike, who I think are you getting it, who was the Dean of the Education, Department at Columbia was the superintendent of schools in Denver at the time. And he was introducing what were considered very advanced notions of education at the time. Most important, I suppose for me was that they gave up the South fourth grades. The more traditional geography and history and so on and let the social studies, books that were written especially for them for public school. Other than that, they also have the notion that you didn't study English grammar, you just absorb the right way to write. Those two things were both helpful and not so helpful as I proceeded. I went clear through the Denver schools to the first half of my senior year, at which time my folks moved back to Illinois. For my father to run a little chicken farm in retirement. And I therefore found myself tending a high school of about 100 students after having been in high school of 1,800. They didn't have any, of my senior subjects to offer me I couldn't graduate in a half year. So I went half time for a full year took mostly what they considered Junior subjects, which at that point that I fell in love with biology. Then when I in due point graduated, I went to Illinois State, Normal University at the time. I'd always wanted to be a teacher. And that was the most economical and possible way for me to go to college. And I attended there for four years received my BED degree with a double major in Social science and biology and a minor in English all of which were supposed to get me a job. I looked all summer. And Nothing up here. Everybody either wanted me to coach soccer, or stay in the community over the weekend or not stay in the community over the weekend because they were suspicious about a married man. I'd about given up and intended to get my master's degree from the University of Illinois. When one day the local principal came down and said how would I like a job to teach social studies at the local high school? So I grabbed it. Jobs were extremely scarce in the 1930s 1937 and so for the next five years. I taught social studies and English at the local high school and the last two years I was principal. At that point the local school board was afraid that the local boy that if I got tenure as principal I'd never leave little did they know. Anyway, they didn't give me a contract for the third year which would have been tenure. I accepted a job at Streeter, Illinois High School, which was a high school of about 1000. And there I taught history. I taught it for the next three years. I belonged to a commercial agency in Chicago near the college bureau. And one day I, while I was taking graduate work in the summer at the University of Wisconsin where I intended to take my doctorate I became principal of the high school for in my at the end of my third year, a very popular principal left and he recommended that I succeed him as the principal, largely because I was the only one on the faculty that had a Master's degree, which I had secured in American history at the University of Chicago during the summers of 1938, 39, and 40. I was looking forward to a doctorate and asked my advisor, my thesis advisor for a recommendation explained to him what my interest was and he suggested that I should go to the University of Wisconsin because Merle Kearney, who was the leading intellectual historian of the time, was there, so I went to the University of Wisconsin in the summer of 1945. Finally to do my doctorate at Wisconsin while I was there, I received a notice of a position at a place called Brockport in New York. I didn't take it too seriously. It was a college job, which of course has always been my intent but I thought nobody's coming from a college in New York and hire a Illinois high school teacher. My mother in law however who was an educator too urged me to at least apply which I did. Doctor tower called me at the University of Wisconsin and wanted me to come for an interview I said well, will you pay expenses. Oh no we don't have any money. Well,

I said I guess on this far out and anyway. I came riding on the train was from Chicago. Got to Rochester tired, hound unshaven. And to tend to that, Those days you could get a shave at the barber shop. And I got shaved at least then rode a bus out to Brockport made the usual mistake thought the high school was the college it looked much more impressive. I had the most unusual interview, which I think has become famous Dr Tower after I'd been interviewed by Edwards, the head of the department and Dr. Lee the senior member of the department. Dr. Tower asked steadily You look very tired. Why even hot, would you like a dip in the pool I thought yeah I've been dipping in the pool considerably in Wisconsin And so I said yes and we got to marching. With All nude swimming at that time and we got to marching in order down after with this road go into the pool. And it was a regular comic. Believe it was Dr. tower. He was the shortest next was Ernie Tuttle ahead of me he was the partner he was next tallest oh Edwards was next tallest then Ernie Tuttle then me then Dr. Lee and I nearly got a fit of the giggles at the point I thought my god this is the funniest interview I've ever had. But anyway We did our swimming and they would get. They cornered me in the corner of the pool one by one and interview me and oh I didn't get much swimming. I just was soaking then Dr. Tower said How would you like a drink Well the only place you could drink at Brockport at that time was in the president's house. So we went over and had a cocktail. Make a Long story which is getting long I realize, make a long story short, he offered me the job. However, streeters had been very good to me and I, this was August and I said well I have to I won't take it unless I can be, honorably released from my contract well I went back, went back home to Streeter and after school was over and they said yes so I accepted it and then you can pick it up. Okay. The first three years at Brockport, of course were pre-SUNY it was a typical Teachers College. The curriculum was mostly dictated by Albany, and there were elaborate outlines given to us which we were supposed to follow. For Furthermore, the curriculum was all very rigid. It was all required practically there was very little electives. And while we didn't really pay too much attention from the curricula from Albany as far as details, we did have to go through a set group of subjects. For instance, everybody, all the students had to take Western civilization for a year. They also had to take a general social science year they all had to take a year of American history. They had to take a year of European history. Very little room for electives. And

Bruce Leslie 16:07

so those were dictated by Albany.

Wayne A. Dedman 16:12

And we were free to choose our own textbooks and so on. But and as far as our own organization of the course and so on that was we were perfectly free. The main thing that happened in those three years was chairman of the department. Dr. Edwards was a political scientist. We American historians were obviously historians, regardless of whether we were American or otherwise, were antagonistic. And after one year, he got an offer to teach a year in India and he went off to India Art Lee became acting chairman. And because Dr. Edwards had said so many derogatory things

about Brockport, we never thought he'd come back. So we rearranged things to our own satisfaction and then to our consternation. He returned, having found out that we'd reduced political science to a mere little bit, and it was supposed to be included. That's about half of the American history unit. We had reduced it to sort of an afterthought. Well, from then on, there was open warfare in the department. JACK Cranwell in his memoirs, thought it was Arthur, Dr. Edwards versus me. Actually, it was Dr. Edward jealous. of Dr. Lee, because it was obvious, we'd all much prefer to him as Chairman Then came soon. Well, SUNY of course, which I think for everybody knows was simply governors defense against the Democrats, who with many, many GIs clamoring for higher education, public higher education. He had to do something. The Democrats were advocating of course a single unified university like the Midwestern setup. And he was a fiscal conservative whatever else he was. And so it struck him that all he had to do is wave a wand and declare that, that we already have a university and that's about all it amounted to for quite a while main thing that happened was that our immediate Boss, I don't mean Dr. tower. I mean, dear old Cooper ceased to be the Dean of whatever His title was of teacher education in the state education department and became dean of teacher education in the state university. And he continued to call at intervals to the state teachers colleges. Struck at faculty meetings, speaking of himself always in the third person. always referring to themselves as Herman Cooper. And it Continued to be a teachers college. now, you've asked someplace what were the advantages or disadvantages of a teacher's college? Well, the big advantage, of course was it was a single purpose institution. We all knew that what we were doing was trying to prepare teachers for the public schools of New York State. And in the early years, of course, it was either elementary teachers or health and physical education teachers. Those were the two things we were authorized to prepare. And that went on until the late 50s. In the meantime, of course, we specialists in subject matter. chafed at the restrictions. We did have a somewhat of a revolution in the early fifties when the number of required courses was reduced markedly. That resulted in cooling the intra department fights. We suddenly found that we didn't have the luxury of requiring some 21 hours, I guess it was of social science And were reduced to about 12 I guess. And so we found ourselves instead of fighting in the closet, we found ourselves fighting the other departments for ours. And that healed the breach and incidentally between doctor Edwards and Mr. Dedman and the next day thing that healed it still more was that Albany decided that we should be put on a scale for pay, like the civil service employees that immediately created not just professor, which is incidentally I'd become 1950 but rather Professor 1234567 and it was made very apparent whether you were a professor 1234567. Brockport was given two Professor Sevens, one of which went to Dr. Lee. The other one went to use the word in the education department, Dr Shwarhound. And the rest were sixes five so on, were screwed around. Dr. dedmon who had just become a professor without a doctorate was not considered for two and neither there was the head of the department who not only incidentally was a doctorate, but he also was a pretty public publishing professor, scholar scholar for absolutely nothing in fact it was considered a distraction. Don't waste your time doing things like that well anyway. I continue then as part of the teacher education. Now I was chairman of the curriculum committee in those years too

Bruce Leslie 24:00

Which years are those, Wayne?

Wayne A. Dedman 24:02

Oh, I don't know exactly when that started but I. Well, it was when Monday and all this change was going on. Was purely an appointed position. Everything was appointed in these years department Chairman were appointed and you didn't get this none of this pseudo democracy stuff. We knew where our, our orders came from. And

Bruce Leslie 24:29

Right so this curriculum committee is not the Dream Team ideal team. It's not the later, one. When do you think you became chairman?

Wayne A. Dedman 24:40

I wouldn't be absolutely sure. I know that I was chairman by the time I became associate dean of the college. That was 58. And I was on too darn many committees before that. I don't know exactly when I became chairman I know I was very much involved in it because This was a battle for your life. When All the hours were cut. And We were right in there fighting

Bruce Leslie 25:08

could I ask you were the the hours that were cut. Did they become electives or were they given to someone else?

Wayne A. Dedman 25:15

They became electives And that when we began to get some more electives, which we all approved. But it also hurt that we couldn't corral these students into all these courses that we wanted them to take well anyway nothing much happened as a university SUNY University College until Hamilton became president of the university and back then in the late 50's,

Bruce Leslie 25:54

I believe 58

Wayne A. Dedman 25:56

Well, that's when I was anointed too. The you don't need to record this if you don't want to one night Jack Crandall and I were out, we'd been to I guess an American Studies session and we were both beginning to itch, for new administration. By that time, we were talking about the kind of administrative job we would like. And we decided what we would really like would be in control of personnel matters. And the next day at the faculty meeting, Dr. Tower, announced that the university had created a new position of associate dean of the college and that he and Allen who was the dean had decided that they would like this person to be mainly concerned with curriculum and so on. And so I applied, I don't know whether Jack did or not. I know several members did of the faculty. But anyway I got it, and I was therefore associate dean of the college. Director of Graduate Studies and charged with curriculum I was the chairman of the curriculum. The chair of the Graduate Council. I ran the summer school that meant deciding the course when it was offered, who I hired. Anyway, after about after about four or five years of that. Came Another Imperial UCASed from Albany. Deciding, Catherine decided that my job should be divided into three jobs. And they were director of liberal studies Director of Graduate Studies, our Associate Dean well talked it over with more than a considerable thought to it and I decided of the three that I would prefer to be director of liberal studies and I was given my choice of because I'm hailing the position and the dean the Associate Deanship was then changed. So that it became pretty much what my assistant dean was doing. That's Dan Marino and he would take over the summer school, and he would do scheduling and that kind of thing. And I would be the director of liberal studies and this was a time when the term director carried a great deal of prestige in the SUNY it was modeled after it had been modeled after apparently the, the term director as it was used in Scandinavian schools or colleges. It was on about an equal. There's always a question of the hierarchy was whether it was president dean an Associate Dean and then directors or whether the directors are on the level with the associate dean. As far as order of precedence. Well, anyway, I decided to be director of liberal studies. That meant that I was in charge of all of the academic subjects there was a director then of education. Who had that relationship to education or that that job had been there for a long time.

Well, at the time, that I was associate dean and so on, it was Ray Conrad. Prior to that, oh, you know, the way these titles came through were absolutely crazy. The Callava had been in charge of the campus school and all that was just automatically became Dean and the title was, I remember his coming to the faculty meeting, saying he had looked up the term dean the dictionary but he was supposed to do that was strange library shouldn't have been named after him, but anyway,

Bruce Leslie 30:52

Do you remember who that was?

you said library should or should not have not been

Wayne A. Dedman 31:19

its named after the librarian of the campus school and dean Drake

Bruce Leslie 31:25

So did you name it that more for the librarian

Wayne A. Dedman 31:28

Oh I didn't name that

Bruce Leslie 31:30

Oh, that wasn't yours.

Wayne A. Dedman 31:32

Not, No. I got naming buildings, I guess after Brown came. So anyway I took the liberal arts job, which I held then until brown came as director of Liberal Arts I was supposed to lead the various departments. Well, they for sure liked to be led they had been used to having a direct relationship to the President Ladine. So they weren't too enthusiastic about having they were used to dealing with me in curriculum, but they didn't like this line set up of authority. And I had only been in that position a couple of years of course when came Brown. And don't record this. Well, anyway, I was at the time brown came I was director of liberal studies but he came in with this kind of a view of the college with the idea of changing everything. And

Bruce Leslie 31:46

May I ask you, do you think that's what would wanted him to do?

Wayne A. Dedman 33:12

Oh yes. And the speech that would gave at his inauguration I guess it was was offensive the things he said about Dr. tower were a scam. And Certainly didn't make you feel good you ask someplace in here how brown got the job. Dr. Tower simply retired when he had reached retirement age. In fact they'd extended his retirement for two years he'd been renewed for two

years beyond 65 which was supposed to be the mandatory retirement age. Well now we got brown tell you that to circuitous tale, cut long. Pat Crandall had taken his doctorate at the University of Rochester and then as I always kid following me five years behind past me but anyway, he was one of the fellows. And one of the other fellows was at the top and this is Ben and all they all had gotten their degrees and they were beyond that. He was one of the fellows when jack was a fella. And he was at the College of Michigan where. Al was dean and he came through town and visited jack. He was behind me. He was beyond my years. I mean I had long since gone on And he visited jack of course I thought he was buzzing that the college was looking for a president. This guy said to jack well why don't you nominate Albert Brown of the Michigan College. So jack did so, and of course there was a committee partly faculty partly the council, I guess. And all I know about the final decision was that Hartley he was out vacationing in Montana. And they actually paid his way to come back to participate in the final determination of the recommendation of the Search Committee and they recommended Brown. Of course Obviously, Albany disposes and whether brown had attracted Gould's attention before that or not, I don't know. But anyway, they got to be thick as fleas.

Bruce Leslie 36:15

So brown and gould got along well

Wayne A. Dedman 36:16

Oh Lord, yes. And that is when we began to get things, of course it was Rockefeller as governor that made it all possible because Rockefeller had apparently not cared at all for Hamilton. They always said that Hamilton's office was a broom closet under one on the stairways in the Capitol. And when Gould was selected, he got an office next to the governor. And, anyway, we of course offered Hamilton because he back in the mission, and Gould was a publicity man Not in the academic field at all and but just like, for the only time in my life. I voted Republican. Why, it paid to support governor Rockefeller. That's when the money finally flowed and we really began to realize we were hardly a University.

Bruce Leslie 37:25

Do you have any idea of the incentive of this associate president from SUNY, talking to brown like that? And saying such negative things about Brockport was it just unguarded moment?

Wayne A. Dedman 37:41

No, I think it was the prevailing notion in Albany. In spite of the fact that one of the muckey mucks in Albany was an ex Brockport faculty member Frank Lane

Bruce Leslie 37:57

and was Harry Porter also.

Wayne A. Dedman 37:59

Oh yeah. Well Harry Harry wasn't that way at all I've got to absolve him of any of this of course he was moved to a rather inoffensive position when the Gould regime came in, he was next to Hamilton in appoint and stature as promo, but when Gould came in Gould appointed a whole lot of vice presidents or vice chancellors. And Harry was moved to one side. I remember talking to Hay and Harry and either asked him how he felt life ain't short Oh he said I just laughed all the way to the bank. And No and of course he was a very loyal supporter of Dr. Tower, because of course, see Dr. Tower had brought him from Oswego. They had been Harry had been on the Oswego faculty when Brown was the Dean of education there and he brought him to Brockport then when Harry got out of service and of course Harry was at Brockport two years. Then he went to California for two or three years and then with Brown, with Cooper and Tower cheering him on he came back and became president of Fredonia and then under Hamilton, he was made Provost of the university. Harry had charm. He was a very nice guy, very intelligent and but very personable and he of course got Jack his position at Brockport when Harry left Brockport Jack Crandall was hired in his place. They had met at Cornell no it's it's who you know in many instances.

Bruce Leslie 40:23

did Gould's speech make life difficult for Brown when he began did people didn't blame Brown?

Wayne A. Dedman 40:32

No but of course Brown Hay with his background of course he told me it's in one of the footnotes in charge Mr. Harity that he passed me under estimated the administrative ability that was there at Brockport when he came. And he reeled off a number of names which he was nice enough but Anyway now it was difficult for an ow for the Gordon, however. He made life rather unpleasant for Gordon, and I had that directly from Jack of course, it was a personal friend of Gordon who could tell us, and fellow administrator. But anyway, as far as I'm concerned, I of course was on the administrative council and so on when Brown came and one year convinced me that I didn't want to be one of his administrators. That's why I wrote Chara sheless. That was my out.

Bruce Leslie 41:52

Did you was it? Was that your idea? Or was it Brown's idea?

Wayne A. Dedman 41:57

Mine. I realized that Brown didn't take kindly to people leaving his administration because even though he had abolished my job of director of liberal studies, he said we have too many administrators. And as you know Chairs, pair a tee I said, they multiplied like fruit flies after he got there. But anyway, I knew that he didn't take kindly to it. And so had picked up something and I knew the centennial was coming? And I really honestly thought that maybe a New Yorker might come in across and I'm too far away. Naded New Yorker should of written the centennial history. But no, nobody stepped forward. So I Because seemed though he'd abolished my job. He wouldn't let me go. And even after I, he agreed to for me to write the history and I had assumed I would go back to the department, write the history and teach a course. And he came down to my office one day and said, Wayne, you know more about the curriculum than anybody else. I can't let you go yet. And I said oh! And he said, no, I need you for at least a couple more years. And I said well, I thought I was to write the history, and to teach. Oh, well, he said I figured you could do both he said as I see it, you can teach fifty percent of the time and you can write the history fifty percent of the time and you can handle curriculum fifty percent of the

Wayne A. Dedman 0:01

Go in and get rid of those ten hours which I had to do. And that was my point if I can tell you, was always entrenched. Or Whatever you want to call them, none of them were ready to give up their hours. And you had to get rid of 10 hours. I remember when I was still in the administration one time I was coming alone. And I reported to him and I said there's a lot of screaming and squalking but I think I've hounded them into giving them up And finally I delivered it as first of new model.

Bruce Leslie 0:53

Why did he want the reduction from 130 to 120? May I ask you how the decision to go from a teacher's college? Well, how the decision to abolish the education as a major came about and to make it a second major and to require an academic major of everyone that seems like it was a very daring and forward looking thing to do.

Wayne A. Dedman 1:28

Well, first Remember that all decisions came from Albany as far as this nuisance of adding the secondary teaching and the decision for us to start offering the last two years of Liberal Arts before we had the first two years, all of that can come from Albany And The idea I guess was for the community college for the first two years that was a long process too for the college. The community college's curriculum was two thousand for the first Two years entirely it was quite awhile before we had students accept their two years at face value and gone for two years

beyond And of course for the next half the system the system, the last two years after they already the first two years. Anyway now I can tell you during the graduates that where we injected the liberal arts requirements That was my problem. I wanted more liberal arts and graduate programs with practical education but I didn't think that was that preparation possible like the graduate studies as far as education became just another major and that was part of the overhaul there that I had put further under Brown at Brown's urging Alright, I mean, I don't take much credit for that curriculum because it was I'm being brown as we'd like to call him Because to have hatchet men and I was the hatchet man and I He's the only, he's the only person in my public life that I really one year he veered everybody in the department looks with me and him and everthing else by proclaiming that I was the professor in the department that deserved to be a professional. Now wasn't that a lovely thing to have said about you. and completely false, and just antagonizing everybody. Didn't make me happy and then because I crossed and the chairman on the business of publicize

Bruce Leslie 5:12

JOHN Dowerty

Wayne A. Dedman 5:15

Because I crossed him on that He had used the term I had the details started I new he had certain shortcomings, but after all this promoted him one year, he got an excellent impeaching that year. And the next year they fired him, and it crossed me that was completely illogic and because the department council and department account said it The government can police Didn't agree with her Crucial outs we went along. I was senior member of the department. I was boxed I had to represent Gordon and so of course when he chose his committee to go to the chancellor I was my job too. But anyway, I just couldn't see doing those things ahead of time and then fire him. I knew he wasn't writing in his supposed field which was the main thing that was against him Say Oh so hey look of course he was fired because he was active in the Union. That's why he was fired. There isn't any doubt about it. They all equally empathize with it. And he knew it I knew everybody else knew it frankly. And he was writing but he was writing in general public matters, in Latin American history. But anyway, where was I?

Bruce Leslie 7:17

the curriculum that you worked on then

Wayne A. Dedman 7:19

Of the curriculum as I said, I don't take much credit for. But it was still a structured curriculum in that time, but brown reviewed it finally degenerated into pot pourri. You can take most anything

brown idea had been in areas, you took so many courses in a given area. Well, that was all right, except that you could, for instance, get through Brockport without ever having taken a course in English. Or you could get through without ever having a course in mathematics because math and science are an area And speech was included with English so you could take one semester speech course in that area It's all. And it got so as I say that you could take almost anything and graduate

Bruce Leslie 8:19

Wayne I keep hearing people describe Brockport in the 40s and 50s as comfortable. Would you agree with that?

Wayne A. Dedman 8:27

Oh it was very comfortable For me, and I think in general it was for most of us doctor tower was a benevolent leader. And of course I personally owe him a great deal he promoted from within rather than bringing outsiders when you had a promotion, which made for a happy family regardless of what department it was And only One time we had to retrench. He did some sleight of hand in which we were given. We were tense several professorships were taken away from us. that had just been given to us the year before. And he succeeded in getting those new professors demoted to assistant associate professors, but retained when we lost their professorships, and then of course when we got more professorships, not the next year, well he gave them back their professorships. Anyway it was handled with such comfort for the system in fact that we all got together and gave him a present of appreciation, consideration. And it was always very humane in his dealings with the faculty, and that, undoubtedly, was not overwhelming happiness when he gave Dedman a full professorship before he had gotten his doctorate there were undoubtedly other people who would've liked that professorship. But anyway, now, in other words, I want to establish the notion that generally the faculty got along. And I would say that his description of a big happy family of course, was partly his own view, he that's what he wanted it to be. And when undoubtedly there was grumblings from various places, but it was a time when, by and large, we remained a faculty that is, we entertained each other across departmental lines and things. Now, there was always of course a feeling of hostility we subject matter people against, the against the education department because we were pretty much bred to believe that education was all a lotta air. and so there was always that antagonism. That didn't mean that you had a personal antagonism with some professor of education. It just meant that you sort of thought they were lightweights. One of them who I won't name was noted for a folder that no matter what course he taught, It was always the same content in this folder year after year and regardless of the name of the course that's what it was And so, so there was that kind of, then the Social Studies Department was always jealous of the English department and that was because of course delancey. Have you heard about Delancey? well, the delancey was the great hoomba of everything when I went to the college and of course I have no nothing. I had to bone to pick with him because he was very good to me in arranging my schedule so I could go to the U of R. And

so I appreciated that. But he was of course English, first and foremost. And if there was any way to give him a little bit of a favorite push, he gave it to the English department, the English department and the social studies department were the two largest academic departments of course so there was a rivalry there. And I think Edwards probably felt a rivalry with delancey and but anyway that was nothing to dither, you know, we still associated with English professors.

Bruce Leslie 13:24

How were relationships between the people in physical education and the other faculties?

Wayne A. Dedman 13:30

Very warm. Ernie Tuttle was a gentleman. He came from Springfield college of course where they hide what was the scholar-athlete, and the athlete- gentleman. And, for instance, when I was associate dean, and he was director of physical education. He used to call me up from four o'clock in the afternoon. Say Wayne Don't you think you need a little r&r then we would go down swimming. I of course a number in the Social Studies Department Of course had to teach the required social studies to the Pes, I for instance, would teach a quarter of PE girls, another quarter of PE men each semester in the required course they had to take and those were five, six day a week classes at eight o'clock incidentally. And some of my best friends were people who run

Bruce Leslie 14:52

how did the quality of PE students compare with the quality of the general education students

Wayne A. Dedman 14:58

Good or better. They were very professional. And of course they had, they had to take 132 hours to graduate.

Bruce Leslie 15:14

Bob boozar said There used to be a big group of faculty, including many in the subject departments who would come to football games and

Wayne A. Dedman 15:23

well, we, we didn't go to basketball games because we were asked not to there wasn't room for us. Football games, soccer games, those kinds of things were of course soccer was big. Football, of course Brockport, never had a bright football. Boozer's a great guy, very fond of him But I mean Brockport never was a football power, but they weren't soccer powers. No, I think it was a very good relationship. And subject matter people, For instance, helped them. Steele was the tennis coach. He was an English professor at some point in the thing I think Art used to teach golf or I believe. And there was that kind of inter

Bruce Leslie 16:19

And Armand Berg, I think

Wayne A. Dedman 16:20

Oh well, Armand Berg. He was English and he was of course, the golf coach later Arts eyesight ruled him out eventually. He couldn't see the ball.

Bruce Leslie 16:36

I've heard that the faculty used from all the different areas used to meet in the lounge in Hartwell, is that correct?

Wayne A. Dedman 16:43

The Coffee flatch Yes we would. The coffee shop was the place to know what was going on in the college. And oh we used to have complete faculty parties I mean. I Remember at one of them I was imitating the dean in a comic sketch Now that's when the dean was Drake. And But we'd have whole college faculty parties.

Bruce Leslie 17:25

When do you feel that atmosphere disappeared?

Wayne A. Dedman 17:29

largely as a result of growth. You know, it's not too often noted. That percentage wise the college grew larger under Tower than it did under Berown. Goes 400 to over 2500 was a bigger percentage rise than to go from 2500 to near 11,000

Bruce Leslie 17:58

was there the did you notice a certain size or point that that changed the atmosphere?

Wayne A. Dedman 18:05

I think it was just gradual I it just got so that it was unwieldy to do some of these kinds of things. The faculty got too large. And incidentally we included the critic teachers in all this, they were not seperate.

Bruce Leslie 18:28

I wanted to okay. That's an interesting point. One of my students wanted me to ask you that. So critic teachers were really virtually at the level or at least considered somewhat equivalent.

Wayne A. Dedman 18:39

They were considered equivalent. They were at about, I suppose. Of course you realiz when I first went there, there were three ranks. There was instructor, assistant professor, and professor. And I would say that they were either at the instructor or the assistant professor level.

Bruce Leslie 19:00

I noticed looking at the old catalogs that they had very impressive credentials.

Wayne A. Dedman 19:06

They were they were some mighty smart people. And we just they were part of the faculty they met with us in the faculty meetings and partied with us and so on and I don't and that I suppose began with the mination as far as that was concerned when the new campus school was built and then we also of course as I said the faculty grew. After all until you came the faculty in our the social sciences had remained I suppose but of course until Brown came of course it was still the social science faculty. And of course the history department was the first one to emerge. And about 14 of us when you came and then there were 28 in one year and same thing was true pretty much in political science that was the second one to emerge as a department. And then finally sociology but of course anthropology was anthropology was sociology before it became anthropology economics when did it get out I don't know jack the course you know with whatever they call it I don't know what they called I don't know what his title was and I remember when history emerged he was Dean of whatever, was always called Chairman, just Chairman. He was chairman of all the other social sciences. And it was his job to merge them

out. Get rid of 'em. Which he did, he did one one terrible mistake. He brought Andrews from to be chairman of political science.

Bruce Leslie 21:26

Could I ask you when we talked about the cohesive atmosphere? Can you balance Can you suggest how much that came from being a single purpose institution as to how much that was had to do with size.

Wayne A. Dedman 21:46

I don't have to choose between them and they were both important. A single Purpose had its virtues and heaven only knows I was one of the ones red hot to a change to the bars. But After we changed, I realized that there were great advantages. And of course, the sixties were not a particularly good time to change. Because you had an awful lot of students in college not for the right reasons. And you felt the purposelessness often. It was much easier to teach a student say now if you're going to be a senior high in social studies teacher you need to get this and you didn't have to have actually a liberal arts

Bruce Leslie 22:36

could you elaborate on the virtues of a single purpose institution?

Wayne A. Dedman 22:39

It focused your teaching and in a sense, these people were apprentices. And you regard them after all, I was an experienced high school teacher incidentally. You'll love this, I know. Some of our best teachers in the social studies department and history were former high school teachers, including, I should say, the two to four distinguished teaching professorships. We were both high school teachers. And jack was too. And who else? Well anyway I always felt, that those of you that came directly from graduate school had to learn to teach it wasn't that you didn't know. But what had your experience been? And some of you adjusted well and others didn't adjust so well Of course we had some duds that couldn't cover mild any anyway

Bruce Leslie 24:06

it was learning on the job though. That's, that's for sure. And

Wayne A. Dedman 24:11

I don't mean that in a derogatory way. And that brings us to another point. From our standpoint, the senior members of the department when Paul Yu we felt that it meshed very well. I don't know how you Junior members felt. But we did not for a second chew. We did not feel put upon to suddenly be a member of a 28 department person instead of 14 but I felt and the other other departments in the college felt that our Department meshed better than some of the others. Now for instance, a member of the English department that was here felt that the newcomers in the English department were never accepted. And I know one member of our department that used to get terribly ticked off at your friend O'Brien. He says, 'I can't bear to hear his voice in the hall'. And I think you know why that probably was. Because Ken didn't hesitate to speak up in department meetings and to some people that who had a feeling between seniors and so on that offended them. They considered him extremely brash. I've told him that it's no secret he knows it.

Bruce Leslie 25:52

And you might be interested in he is the most explicitly grateful for how we were received in the department. And in our seminar he always tells our students that and he tells young faculty today that and he is immensely grateful.

Wayne A. Dedman 26:08

Well, that's Nice, nice He wasn't liked, but I remember once, I'm not the one that couldn't bear him. He just amused me But and he knows that too, I know. But anyway, once in all seriousness, we were stepping into in one of the outer offices where my office was over in Hartwell. He was talking and I sense you know I discovered that there was some good history written before 1960. I nearly collapsed inside.

Bruce Leslie 26:56

I'm afraid the way we were taught in graduate school. We were

Wayne A. Dedman 27:00

You were taught what you were,

Bruce Leslie 27:01

yes, and you had to get past that, to. But you know, today the people we're hiring today feel that way about us.

Wayne A. Dedman 27:09

Oh, well, sure. I know that and I remember well, when I was doing work in the stacks at the University of Rochester, I knew what they thought about, oh everybody in Rochester still call us the normal school and they would say they teach it the normal or something. I was always immune because I would hear new faculty members there just out of graduate school in Harvard and Princeton and elsewhere. And their attitude towards the U of R was that it was just as much a hick institution as Rochester and regarded Brockport as so you get that always. And I realized that after all I sought in my professors there at Rochester Van Dusen was considered hopelessly old fashioned. As a historian, by the time he was still there as one of the senior professors and I suppose Dexter was too although nobody, nobody there'd say that out loud in Rochester. And and of course, Wilson Potes who was one of the four biggy boys at the U of R. He of course was an English history and English history was passe. And the result was I had the distinction of drawing a bigger salary. When he was tutoring me for my graduate degree, I couldn't mention out loud what I was getting at Brockport which of course was nothing to what now, but then of course the U of R shortly thereafter went through a real rebirth. They became an A rated institution and salary, but they weren't. When I was there Dexter Perkins friend's Spencer was making all of about 11,000 a year. And Wilson Potes was making maybe six Van Dusen was making a little more than more than Potes and May was making something less than Dexter But more than the others. And but, you know you don't As an aspiring PhD, you don't say, by the way Wilson, and he was the editor of the Journal of intellectual history at the time. Now what do you wanna know. I'm telling you all kinds of gossip.

Bruce Leslie 30:22

I'm enjoying it. Well, I but and the subject of new faculty, I remember, just after I came I or someone else proposed something, and you said, Oh, we tried that a long time ago, and it didn't work. And we were being very annoyed at the time. Well, now, I'm having it happen. And I'm feeling the same thing that I've, I've been through all the cycles. So it's come full circle. I always remember you saying that.

Wayne A. Dedman 30:48

But I mean, I can understand why you would. But that was the truth. And we would go to these American Studies, meetings, and some bright young not you but I mean Some other college, but come up oh, they had stuck in there thumb and pulled up a plumb, they just knew how to teach American history. And we would sit there and said yeah, we tried that 10 years ago. Abandoned it as not as satisfactory.

Bruce Leslie 31:21

Let me ask you in his 1953/54 annual report, President tower, said that neither the administration or faculty had any interest in becoming a liberal arts college. I take it that he didn't actually speak for all the faculty from what you've said.

Wayne A. Dedman 31:38

Dr. Tower was speaking because that was what he was expected to say that was intense you know? The powers that be in Rochester in the private colleges, they didn't want any competition from state institutions. And that was public speak. That was something he was being expected to say.

Bruce Leslie 32:05

How would the private colleges make their wishes known? How would the private colleges make their wishes known and

Wayne A. Dedman 32:13

why very easily. Through the regents or through the then later, the trustees, all of the trustees and the regents before them were all graduates of private institutions. And they didn't want These little upstart people's colleges competing with them. And now I'm not saying Dr. Tower, of course, was of a teacher's college role. And he, I'm sure believed that teacher education was something that was very important and that was what we were supposed to be doing. But he would have to have said that if it was public, And of course, obviously didn't apply to all of the rest of us.

Bruce Leslie 33:06

How did these forces in Rochester then react when brown came and Brockport suddenly got got money?

Wayne A. Dedman 33:12

Well I expect they would've... be terribly upset, I don't know. I wasn't privy to them. And The only one that I ever knew personally was the president of Nassar. We did try to cooperate with management on some things. But Rochester, as a city was hostile the as I say, Rochesterians referred to us as the normal and of course it was never the normal in my day. It had already become a Become a Teachers College and it soon became a College of Education and then Eventually, of course a top college of arts and science, But they continue to bed with that normal school attitude. And brown tried very hard to break into the sacred circle in Rochester, and he

never could and then whether did as you know, tried with some success, I would say not a great deal. I think your present President has made more progress in that respect than the other two combined. Whether that's partly broad minded pope because he's a Chinaman or whether it is his skill or whether it's the times or a combination of all of them I don't know. But I know that brown pretty much butted his head against it and then to weathering in spite of the fact that not a single publication ever came out of Brockport during his years to pound his picture in it. I don't care for him coincidentally. And on the other hand now, get this straight I'm very fond of Al, and I think Al's sorta fond of me although the faculty thought that he hired me, which he didn't. And then after I got elected chairman of the faculty senate they in fact I think that's why I got elected chairman of the faculty senate they thought I had been abused by Brown. And then after I got named a distinguished teaching professor then they all said that I had sold out

Bruce Leslie 36:06

14 chapters and then there is an additional chapter but it's numbered 17. Could you tell me how all that came about?

Wayne A. Dedman 36:16

That happened Because of the death of Ron Watts and the fact that there was no appreciation or intention of it ever being published. early on. I had an interview with Van Weathering. I had already begun writing addendum to cherishing this heritage. Cherishing this heritage while Brown was president. I of course, I hadn't counted on him retiring quite as soon, because I had expected to get it published while he was president. Well, Van Weathering showed great unenthusiasm about the project, and when I had the interview with him, he said, Well, if it didn't get published, I could just go on and do my research and put the material in the archives and it'd be useful to somebody sometime. And I said, if it's not going to be published I'm stopping right now. I'm not going any further. And he still, well he later wrote me a letter, I guess. saying They would try to find some way to publish it. And so I proceeded. But Ron Watts had been working very closely with me on the desk and I was so ill at the time that he would come out to the house to work with me. Because I wasn't able to go to the college and then my gosh, before it got finished quite he went home from work one day went down on this couch and died. Well, then it really was in limbo. And the fact that it ever got published was primarily due to what's her first name the brown, the one with the E

Bruce Leslie 38:51

Peg

Wayne A. Dedman 38:51

Peg brown, Peg brown. She took it under her wing as a maritime contact person. To push it for publication and of course, then I was in Arizona. Here It was in, Brockport and I still wasn't well going, you're out of

Wayne A. Dedman 0:00

Rondad And with Peg Brown, sort of cheerleading on the side, it devolved pretty much on the secretary that had done all the typing on it to finish it up and get it and in the process, she, for some reason, I don't know. But chapter 17 instead of chapter 15, the title Ron and I had argued quite a bit about the title. I wanted the title to be a model for Brockport is Brockport. Not anything about cherishing this heritage. And then as a sub title, Chapter 15. That was the way it was to be. A model For Brockport is Brockport, which was a quotation of course from Brown and how it came out 17 had everybody asking me what were the secret chapters of 15 and 16. What did I have in them that wasn't publishable? And It's just a mistake. And I wasn't here. And it got all typed up, run off and First I knew was when I got the copy of chapter 17. And the model for Brockport gone completely. And furthermore, somehow, and I don't know how it got scrambled and I It was so scrambled I couldn't even unscramble it. The first part of it is scrambled it isn't the way I wrote it. It's definitely that funny story connection with that. I had promised brown that before it was published He could read it And he read it and gave me quite several pages of information and suggestions. Which at the late date I got them I had to pretty much put 'em in footnotes. But anyway, all I did was insert everything he told me that I should get in some way and then it came out published and he had Oked it, wonderful. He Told jack he said, "the final version wasn't as good as the one I saw first." And I thought to jack I said the only changes were suggestions Steve made. But I think that the reason he said that, was of course I don't think he liked the introduction, and which I suggested that he was sort of one of the flower children that was gone. I think that's because that was the only thing that was really substantially changed. I mean, he had it wasn't in the introduction when he gotten it I could, it was just the text. I think That's the reason. It's like when I lost my intellectual integrity to Andrews, when he had used the term ton of butter to talk about Doherty's work tub of butter. And then I reviewed some of his written work and said that it's simply A lot of it was just a tub of butter. So he wrote in my annual evaluation that I had no intellectual integrity. Well, that I Don't get hot under the collar very easy, but that got me hot under the collar. And so I went to Jim Moreno first. And I said, Is this the opinion of the administration of this college? That I have no intellectual integrity? Oh, no, no. I said, Well, if it is you have my resignation on your desk right now. And I said, take it out of my file. Oh, we can't legally do that. I said, Well, I doubted that, but I didn't want to challenge him on the legality of it. I said, Well, then you put another letter in my file, saying that this does not represent the opinion of the administration of the college. So that's what we settled on. And Just the year before I was the only professor in the Department that deserved to be a professor, then I got mixed up in that. Dirty business. Of course, I had some great adventures in that position as senior member. Then there was the one with the Indian

Bruce Leslie 5:26

Gupta.

Wayne A. Dedman 5:26

Gupta, he had me subpoenaed. Went to court there I was being subpoenaed to testify against chairman of the department, the Dean of the Social Sciences, The president of the college, and the chancellor at the university. That was an interesting experience. sat there all day in court. The most Ridiculous charade went on. Andrews had a box cardboard box with all evidence against Doherty in it I guess

Bruce Leslie 6:09

Doherty or Gupta?

Wayne A. Dedman 6:10

I mean Gupta. And good lord. I didn't have anything I didn't any opinion really helped turn down old Gupta. But anyway, I got this subpoena. So there I was. And so was the secretary of the Governance Committee and the Lawrence you know, we have an attorney who was not as featherheaded as anybody could be, and he, there was Andrews sitting next to him. And the judge would ask a question. Lawrence would lean over to well to Andrews, Andrews would toggle through his file and whisper in the ear then Lawrence then answer the judge. And so it got to the end of the day. They still hadn't called me. And they were going to a adjourn. And the judge said now you kept this man here sitting here all day. He said, well, hear what he has to say. And so I started testifying and they would keep saying now, what exactly was said in this meeting? And I would say after two years, I couldn't tell you exactly I know what the gist of the meeting was. But I don't know exactly word for word what was said I could've added we didn't think it was that important at the time. And so he they keep trying to pin me down what was exactly said, finally the judge said, Oh, let the man Tell You what he knows. He said he can't be expected to remember the exact word for word for something that happened three years ago. And so I guess I testified that way. And the judge of course who'd sat all afternoon, sideways in his chair, looking out the window. Oh Just giving the lawyers on both sides hell every few minutes. I thought, oh my god, I don't know what will happen when I get up there with this judge's Grumpy after a while while they were conversing or something or looking in the box. I don't know what. The judge turned to me and he said, I bet you'd rather been out in Brockport teaching wouldn't you instead of spending the day here. I said Your Honor, after I've seen what went on here today. I certainly wouldn't have but Oh, that was Gupta, yes. No, I didn't get to the court authority. I only got to the Blue Ribbon Committee for the chance.

Bruce Leslie 9:13

May I take us way back in time and ask you

Wayne A. Dedman 9:18

Instead of 40 years now you want to go back

Bruce Leslie 9:21

back 50 years. Ask you if you know why Brockport didn't certify secondary school teachers until

Wayne A. Dedman 9:30

Would've been in competition with the private colleges. That's easily.

Bruce Leslie 9:37

Do you know I have heard it said that in order to get the SUNY legislation passed, that there was a gentleman's agreement that other Albany the colleges would not teach secondary for 10 years. Have you ever heard anything about

Wayne A. Dedman 9:51

I haven't heard that as such. But It's easy to believe because 10 years, it was a little more than 10 years Was about 12 years actually

Bruce Leslie 10:05

And I, I guess from what I was reading in your book, it was it was 10 years till the Masters in secondary began to be given I think, a believe. I believe that was 1958 was our first Master's in subject matter, in education. Yeah.

Wayne A. Dedman 10:23

And that wasn't Secondary Education.

Bruce Leslie 10:25

Yeah. Okay. But that does sound plausible. There was some kind of agreement

Wayne A. Dedman 10:32

And that was undoubtedly the reason that I mean, I don't know anything about this agreement. But if it was the private colleges be protective.

Bruce Leslie 10:42

Yeah, when Martin do you know, Martin Fousehold at Geneseo? he was a political scientist at Geneseo

Wayne A. Dedman 10:49

Political Scientist, what's his name?

Bruce Leslie 10:54

Martin Fousehold.

Wayne A. Dedman 10:55

Oh yes. Aw, sure.

Bruce Leslie 10:57

We had a committee trying to study the history of SUNY And that was the conclusion we came to. Then SUNY destroyed our committee. They did not want their history looked into. You wrote in 1959, that the graduate courses, I think if were not deep enough, and you feared they would perpetuate the view of teachers as, as, quote, "a kind of second rate person." Do you remember what caused you? This is asking going back 41 years, but do you have any idea what caused you to write that?

Wayne A. Dedman 11:38

Not that Exactly. That exact quote. I don't know. It's when I was working, trying to get more academic requirements into the curriculum.

Bruce Leslie 11:50

So you felt the secondary the master's degrees in education were not

Wayne A. Dedman 11:54

master's degree it was only in education

Bruce Leslie 11:58

and you felt that they were not As high quality

Wayne A. Dedman 12:01

And that's why I was trying to get some liberal arts into the master's degree, which was only education. The only Masters we had and I managed to squeeze nine hours of Liberal Arts in.

Bruce Leslie 12:18

And how did you you talked about it before as finagling. How did you manage to do it?

Wayne A. Dedman 12:26

Well, I was in a better position to finagle and I was chairman of everything. I was chairman of the undergraduate curriculum. And then chairman and director of the Graduate curriculum, so And I think it's kind of finagling I don't know exactly how I did it. But I know that I was darn lucky. I was plotting with a member of the education department. Actually,

Bruce Leslie 12:57

can you name that person or

Wayne A. Dedman 13:00

Oh yes, He went on to be the Dean of Humanities.

Bruce Leslie 13:07

Ah, yes.

Wayne A. Dedman 13:10

You know who

Bruce Leslie 13:12

May we name him?

Wayne A. Dedman 13:13

Oh Sure.

Bruce Leslie 13:14

Howard Kiefer?

Wayne A. Dedman 13:15

Yes, sure. Howard Kiefer. he was aiding and abetting me in all of this. And I remember we had a flannel board in my office with which we were trying to squeeze as many pieces of flannel of liberal arts into the education flannel as we could possibly get in. And oh I don't know how we cajoled them we somehow convinced them that it would be good for 'em

Bruce Leslie 13:56

May I ask you I remember the the criticisms of teachers colleges after Sputnik, claiming that the curricula were dominated by courses and pedagogy. But when my students and I look at the old curriculum in the 1940s and 50s In fact, they seem to be about three quarters, liberal arts and what what can we make of that?

Wayne A. Dedman 14:23

Well, Possibly that Albany was as asinine as it could be because that curriculum was pretty much set, and the fact of course they had allowed subversives like me and others to be hired into the teachers colleges. Now I was a teacher's college graduate of course, but the Teachers College I attended Education was, after all, I had a major in social science. I had a major in biology. And then I had a minor in in English, and so you can see that education was it wasn't even a major I don't think it was pretty minor. And and I mean, as far as my regard for the education part of it it was very low and the ones that were of any value, were not really education, they were things like guidance and things of that type. I mean, they weren't much of a pedagogy as Such.

Bruce Leslie 15:51

How did the Brockport curriculum compare with the curriculum at Illinois normal?

Wayne A. Dedman 15:58

It was normal university

Bruce Leslie 15:59

normal University

Wayne A. Dedman 16:01

And that means a lot that I mean, incidentally, this is put in parenthesis. I appreciated so much that article you sent me on the battle to get the name changed and the one leading character that you posed, or that was teleported, and incidentally was of interest to us because of course, he was a graduate of Catherine's University. And the fellow that was most quoted in that article was fighting for the liberal arts was my sociology professor and was very influenced was a very great influence on my thinking. My Chicago thesis is really a historical sociological study what it amounts to. And He was very influential in my thinking so that interested me. Well, that's the answer, I have more liberal arts than I had had education, certainly and what education I had was Monroe Dottard. But of course, was no doubt now not nearly as long old as I am now. Who I guess had Alzheimer's or something could'nt even called the names of the class and get them right. And finally, it got so bad that his wife had to come in and teach his class. And another, another one, my education professors, had very prominent mammary glands. And she had doing this the whole time. We called her the normal sanitary There, eh? She taught me general methods or something. I had a complete contempt of education courses and then when I took graduate courses in education at Illinois in order to become a principal. I got one of course brilliant teacher who was another one who has influenced my thinking probably made an atheist of me or at least something near that. And That was E.B. Smith. Whose, Two of his books I have on he later was professor of everything at Syracuse. Had combined three professorships to taking from Chicago and he was on leave from Chicago the semester I had him at Illinois he had been a member of the House of representatives and he got and When it was, he was a member, a member at large. And right at the war, when the war was coming on, he wasn't gung ho enough, and lost out to Block Hill the Republican and then he was at loose ends, the University of Chicago that semester, and so he went to Illinois to visiting professor. And he was supposed to teach philosophy of education. And he told the dean well I don't know anything about education, he was a professor of philosophy of course. And the dean said oh, just go in and give 'em a dose of E.B. Smith. So what really happened was I had a course in American philosophy I mean he

was an absolutely fascinating master teacher He had been doing I guess it was radio teaching from the University of Chicago. The result was that he would start right from the bell rang to begin the period. And he would bring it to a marvelous conclusion right when the bell rang end and that was going over on Saturday mornings for see we got there at eight o'clock, when did we getting out? four hour sessions. And he was fascinating. Absolutely.

Bruce Leslie 20:38

When you got to Brockport I take it that the majority of courses were liberal arts as well. So is what characterizes a teacher's college then was not the pedagogy courses dominated, but that it was a single purpose institution. Would you say that's?

Wayne A. Dedman 20:57

I would agree with that

Bruce Leslie 21:00

So a lot of the post- Sputnik critiques sound as they You would say they were unfair

Wayne A. Dedman 21:06

Yes, I would say probably now what we did not have and I think I've made it clear to you was any premium on publish or perish. In fact, it was a drawback. You weren't supposed to be wasting your time doing things like that. And of course, you know that that would be scoring in the typical university research oriented. Incidentally, one of my favorite books, I'm sure you've read it I wanted it immediately. If it could only come out earlier, I would have it as required reading for Brown and that is killing the spirit.

Bruce Leslie 21:48

Page Smith.

Wayne A. Dedman 21:49

Yes

Bruce Leslie 21:56

So what given that teachers colleges Got a lot of criticism after Sputnik? Do you feel any of that what would be your balance on that? Was any of the criticism fair? What were the strengths and weaknesses?

Wayne A. Dedman 22:10

Well I would say that the teacher's colleges probably were much better teaching institutions than most of the universities. They were not and of course Jeff Brown and I argued about this continually. I said, that college is an institution that is primarily for teaching. If you want research you go to a university, and he would never of course agree to that. And of course Obviously I had lost the argument. Now because I know that a great more emphasis is Now put on research and publications, especially in and as I say It was a drawback in in our day, and I have always said that if that had been the ball game. A great many of us were certainly intellectually able to play that game. But that wasn't the case. You didn't play basketball if the game was football Those of us succeeded that succeeded under the old regime played the game that was there. And that consisted of teaching and service committees. And speaking in the unit for nothing I might add. In other words, we were supposed to be a service to the community. We were supposed to the first and foremost, teachers in the classroom 15 hours a week, incidentally, plus evening classes if you wanted a little extra money and then serve on committees. But as you can see, I was on a good many committees. I played the game

Bruce Leslie 24:08

Now, So you were arguing with Brown that research really belongs in universities, colleges should focus on teaching,

Well not on teaching, well yes teach, I thought you were meaning teaching education.

No.

Wayne A. Dedman 24:23

Just teaching.

Bruce Leslie 24:23

So, do you feel that the Brockports of the world were falling between the models between the model of the college and the model of the university?

Wayne A. Dedman 24:33

Well, not for much longer. I mean after Brown came. It was obvious that it was going to have to be changed. After all, the reason I was the only member of the department that deserved to be a full professor was because I had a published book. Just that simple and of Andrews was his hatchet man as Jack Crandell was readily admitting, after he got out of the administration wonderful. I don't know if you must realize in talking to me that administrators talk a very different line after they're not administrators. That's what I've always said I wish Congressmen could be as honest after they leave Congress as they are when they

Bruce Leslie 25:23

Yeah. So that whole question of the model for Brockport is was a very difficult question then, wasn't it?

Wayne A. Dedman 25:32

Yes, because and that that was caused of course you know I've said it in the book. Brown, fully intended to make Brockport a university center. He denied it, he'll still deny it. But it's true. His remark famous remark was didn't any difference about the sex of the baby as what color ribbon you put on him.

Bruce Leslie 26:03

Brown to this day

Wayne A. Dedman 26:06

denies it

Bruce Leslie 26:07

Denies it. Why do you suppose he denies it?

Wayne A. Dedman 26:10

Because of his policy again if he had come out and said he was trying to make it a university center that would have been squashed right then. And his his way was to make it a University

Center without the name and after it became a University Center then they'd eventually have to give him a full

Bruce Leslie 26:32

So you think he wanted the University Center but felt he had to do it by stealth

Wayne A. Dedman 26:37

Yes, absolutely

Bruce Leslie 26:39

And now, so when he denies he ever said it, he's correct. But only formally, is that what you're saying?

Wayne A. Dedman 26:47

Yes, and I've say it to his face that when we were putting on our gowns for when I addressed the honors convocation. He said to me, Wayne you've never understood me. I said, Al, I've always that's not the trouble. I said, I've always understood you too Damn Well.

Bruce Leslie 27:20

We, as we talk to people, we get continually. People saying brown definitely said it. Then there's some others who maintain he never said it

Wayne A. Dedman 27:28

Well now I will say that he didn't say it or attractively say it to you new hirees. I know that he brought people in with the very misconception. They thought they were coming into a budding University.

Bruce Leslie 27:43

Yeah. And it's never clear whether he said it or only implied it how he did it.

Wayne A. Dedman 27:48

I don't think he said it, but he he implied it. And I knew what he was up to. In fact he didn't he really didn't conceal what he was up to, but he knew He had to operate within the structure of the University of New York. And they do what they.

Bruce Leslie 28:07

That's an insight we haven't had before. May I take you drag you back again to the 1950s and ask you how much influence Herman Cooper had in and what you think of that influence.

Wayne A. Dedman 28:25

Herman Cooper was a rare bird if there ever was one. Herman Cooper was a figure to be detested when he was visiting the colleges. As I told you all he spoke of himself in the third person his strutted in. And I mean strutted he'd come to faculty meetings, 'Herman Cooper this this and Herman Cooper that that. But I first I got a better insight into him when art and I were put on a you haven't got any tape when art and I were put on a committee, which he was chairing It was a relatively small committee and I, I couldn't tell you now, what in heaven's name it was But anyway, we went down around the table with him and he was entirely a different person. He was the most gentlemanly not the authoritative egomaniac that he appeared when he was public.

Wayne A. Dedman 0:01

I fortunately still having lots of doses of pertinent. And but then of course, that prompted me to be brave enough to ask him for an interview for cherishing his heritage. And I went to Albany and he entertained me in his home. And he was absolutely delightful and the piles of information of course and quite willing to speak quite plainly. He lived next door to the chancellor and got quite a view of that too. And

Bruce Leslie 0:46

this would be Gould

Wayne A. Dedman 0:47

Yes and he was very, very nice.

Bruce Leslie 0:54

What the effect did you think his influence had on

Wayne A. Dedman 0:57

Oh well, it kept it a Teachers College Probably, and I don't think he was in sync Tower and Super were very different personalities. Word really, he would say dedicated old school, Teachers College people. And they were both sincere. And what I said about Tower had to say that doesn't mean that he didn't necessarily believe it, but he did have to say it, and but he also believed it, and so did Cooper and they were teacher education to them had was a sacred calling. And that's what they devoted their lives to. And of course, Tower was a protege of Cooper Undoubtedly, That's how he got to be president of Brockport. And that's how Harry Of course, got to the president of Fredonia too influenced both of them. But Harry, on the other hand, was one of these more subpersives. He was much more liberal arts. He was no devotee of teachers colleges as such. He spent a couple of years there at Stanford after he was at Brockport That was quite a step up, don't you think?

Bruce Leslie 2:48

Well, I guess let me just as a final question, just ask you, so your final judgement of that Brockport that Cooper, in a sense, influenced in the 50s and the Brockport say at the time of, of Sputnik do you have any sort of final judgment of Brockport as a teacher's college.

Wayne A. Dedman 3:15

Well as a Teachers College I thought it was a very good teachers college and incidentally, the Social Studies Department at Brockport has a reputation of being the best Social Studies Department in the system. But I of course always chafed under the, as I'm sure others did under the fact that we were preparing only elementary and health and physical education students. Now for instance, Illinois State Normal University of course had been preparing high school teachers for years and years. And that's all I was prepared for was high school, I mean I wasn't prepared to teach elementary my, my certificate was only for seven through 12. So of course when I went to Brockport, I felt that was a limitation. And I inasmuch as I never taught Elementary. I didn't feel as at home on that. I mean, I taught history I didn't teach history for elementary students.

Bruce Leslie 4:35

Were you happier once Brockport started training, secondary teachers

Wayne A. Dedman 4:40

Oh heavens yes, much happier.

Bruce Leslie 4:44

And were a number of the other social studies and other content.

Wayne A. Dedman 4:48

Yes, because most of us I think had a background. Although I mean I don't mean they were all teachers college graduates but They were After all academicians in the things that they were interested in subject matter. And that's what we were interested in Of course, I did learn something when I first began to teach. I learned that I was more interested in the students than I was in history in teaching the students

Bruce Leslie 5:22

Right, yeah. Well, maybe that's a perfect place to stop this time. I know we'll come back to you Wayne, I want to thank you very much.

Wayne A. Dedman 5:33

Well, I wish I could be more helpful if you waited about 40 years ago