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## Carol and Ken Boyd

Carol Boyd '61  
*Illinois Wesleyan University*

Ken Boyd '61  
*Illinois Wesleyan University*

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## **Oral History Interview with Carol and Ken Boyd**

June 8, 2018

Conducted by Meg Miner, Illinois Wesleyan Archivist

00:01:11 – Ken and Carol Boyd introduce themselves

00:03:24 - Ken explaining what he did after his social work

00:05:52 - Carol explaining her work after having a child

00:06:17 - Carol and Ken talking about their retirements

00:07:47 - Carol talking about her children's careers

00:09:03 - Carol discussing their love for music

00:11:06 - Ken discussing his interest in electronics

00:25:50 - Carol discussing Tom Batell

00:29:35 - Carol and Ken talking about Carol's dissertation

00:35:51 - Carol discussing the religious programs she was involved with

00:41:58 - Ken talking about how they were not in the mainstream of the campus

00:43:55 - Ken discussing the lack of diversity

00:50:13 - Carol and Ken talking about involvement in the Argus

00:56:10 - Carol and Ken on why they went to Wesleyan and connection to the Methodist church

00:57:28 - Ken on his parents' educations

01:00:10 - Ken on his mechanical gifts

01:02:02 - Ken on Carol's parents' educations

01:07:30 - Ken on the importance of a liberal arts education

Meg Miner: Go ahead, Ken.

Ken Boyd: Well, my name is Ken, or Kenneth Boyd. I graduated from Illinois Wesleyan in 1961 having attended there starting, well, four years... 1957 I guess, is when I started. And I've been really not much involved with Illinois Wesleyan over the years. We have not been back for homecoming, that sort of thing but the last 4-5 years, we've attended the Wesleyan – won't use the word reunion but alumni group in Naples, Florida every spring. So we've had some contact with the new president through that and a few of people that we know from our actual Wesleyan days.

Miner: That's the Alumni Connection Events right?

Ken: Yes. Yes.

Miner: Oh, okay. Sorry to interrupt. Carol, go ahead.

Carol Boyd: Well, I'm Carol and I was here from '57 to '61 also. I graduated with a major in English. My main teacher was Ms. (1:21??), Elizabeth (??) and I also had the ability to teach highschool english, did student teaching at Bloomington High School. After we graduated, an Ken didn't stay but he graduated in Sociology. After that we both went to graduate school.

Ken: Well, we got married and went to graduate school together.

Carol: We spent the spring of our senior year when Martin Luther King was speaking here and all of the other things were happening then. I was filling out applications through 10 or 12 graduate schools each around the country trying to get acceptance and funding or we could get two of us into the same school. And we accomplished that by getting accepted and getting funding at Michigan State University in East Lansing. So we got married December 2nd, 1961 and the next day we were off to East Lansing (2:15-2:17?) for two years where we had a delightful time being at a major university after having been at a small university of Illinois Wesleyan and we each earned a master's degree Ken in social work and I in English. And then going on with the history, Ken had gone to graduate school on a stipend from the state of Illinois. Well, then he was required to come back to Illinois and work as a social worker for the state of Illinois for two years in repaying that stipend. And they sent us to Rock Island so that's where we went and I went to try to find an English teaching job, which would give me a job in the area and ended up teaching at East Moline High School, United Township High School in East Moline . I taught 3 years and then I quit to have our son. Ken worked his two years off, then went on to something else. I will let him pitch in and tell you what he did after he served his two years with the state of Illinois.

Ken: I went to a small, non-profit, social service agency in Davenport, Iowa called Family and Children services. Very small organization. Two or three employees. And in 1967, since the old director resigned, I think by default they didn't have anybody else, they put me in charge of the place for which I stayed for the next 30 years. I developed that organization, which has a long history actually. It started in 1849 as the Ladies Benevolent society.

Carol: Release society.

Ken: Release society. That's it. and when I left I had a budget of about \$12 million and 300+ employees running across the whole social service programs from residential treatment to domestic violence and sexual assault services, and the whole gamut of ... of, well, for counselling and mental health care. So I had quite an interesting career, very few people who had have been able to do what I think I had done and accomplished – and Carol didn't mention but she went on and got a Ph.D. degree from the University of Iowa and then taught for almost 25 or 30 years at Blackhawk College in Moline, IL where she was in English department and then chair of the department for 10 years. So we had quite an interesting professional life. My experience was – it's now called Family Resources in Davenport, Iowa. We changed the name somewhere down the line, and in fact, Dr. Joyce's brother was the keynote speaker at our name-changing event, so a little history there.

Carol: I can add that I mentioned that I taught at the high school level for few years and then quite to have our son, and then when I was ready to go back, Tom Batell had been one of my professors at Illinois Wesleyan was the chair of English department at Blackhawk College and so he hired me through part-time and then full time and I was there for over 25 years. And retired in 1995 and he retired in 1996 and the day after he retired, we had sold our house and we had repaired a new house up here in Door County, Wisconsin where we had been many times on vacation. We thought that would be a nice retirement community so we moved up here in 1996, 22 years ago. We're in the same house and we've been here ever since.

Ken: Well, half the year, we also go to Fort Myers, Florida in the winter in which we actually reside in Life care community – a retirement community called Shellpoint, which is the premiere life care facility with 2500 residents. It's a resort community with life care so they advertise it.

Miner: Wow.

Ken: You still there?

Miner: Yes. You all have quite a pathway there.

Ken: Yeah.

Carol: History and (7:16 – 7:19??) inspires Illinois Wesleyan I think is that it prepared us very well for the flexibility that (7:25 – 7:27??). You know we spent our career in the same area, the Quad City area. Different opportunities came along and as they came along, we were able to take advantage of them and develop our talents and use them for the betterment of the organizations and community. So then I just – her know that both of our children have experienced higher education. Our son has a master's degree in Jazz composing and arranging and has helped a lot with music and now lives in Australia and works as a Software Engineer and does music as a hobby. He works on (8:07-8:09??) for 8 years. And our daughter has a doctorate in music.

Ken: Piano performance, actually.

Carol: -performance and she has a piano professor at Butler University in Indianapolis. Yeah, so I think our small experience of being at a small liberal arts university certainly influenced the way we raised our children and other things that we did for enjoyment, some May trips to Europe

and London, where I loved the classical music... and that also just going down the line influenced our children – the kind of life that they ...[overlapping]...

Ken: To the next generation, Carol...

Carol: I – I – mentioned music and both of our children received music majors. We enjoyed music all the time and one of the things we do now is – for last four years we have gone to London for two weeks in summer to attend the (9:13-9:14??) conference which are (9:16-9:17??) professional, classical music – 60 days of music with a different orchestra every night. And we sponsored two weeks at a time, going to a concert every night. We – each year, we have tickets for 18 concerts in 14 days starting at the end of last week in August to the first week of September. So although I – we can't remember doing a lot of music at Illinois Wesleyan because we were so busy, our own liberal arts program and the activities that we were involved in, we – that was all-round us has influenced our adult life very much.

Miner: Well, sure, sounds like ...[overlapping]...

Ken: Carol – Carol was also an exchange professor in England in Christchurch college for a semester. And – so we really know London and England pretty well. I think we've probably been there, over the years, about 30 times. And we keep a journal of all the plays we have seen in London. We've seen over 130 plays in London over the years. You name it and we probably have seen it or been there.

Carol: There's another Illinois Wesleyan influence with the drama program 'cause we did go to a play in – what was that little place called?

The Black or the ... oh, alley, the – yeah – alley of the

Meg: Spotlight- Spotlight Alley

Ken: Spotlight Alley

Carol: Okay. Now that's what they have named the place when we were there.

Ken: Pretty, pretty primitive by today's standards.

Carol: Yeah. So...yeah. Now Ken may be better able to tell your radio station's before we're out of time.

Miner: Oh, there's no time limit. We've got time.

Carol: oh We have – we have to go at 5 o' clock.

Miner: Oh I'm sorry.

Ken: There's a time limit on our side, maybe not yours.

Miner: Okay.

Ken: Well, I was always interested in electronics and stuff, you know. I probably should – being a liberal arts major is ideal for people – for somebody like me because I have a lot of skills in

many areas, yet there are some areas I'm dumber than a sack of rocks, you know. But liberal arts kinda gives you a broad view of many things – the humanities, little bit of this and little bit of that. and so one of the areas that I was kinda interested in was radio, and I became a ham radio operator while I was at Illinois Wesleyan, and got my radio license P9SSI was my call. And... there's several of us. There's actually three people that I don't think they graduated from Wesleyan. They were there and were students but I don't think they completed their time there. One was Tony Wheeler. He was a town kid from Bloomington. And then Dean Wiesleader from Rochester, IL and myself, and we were interested in radio and that kind of thing. And Tony Wheeler was also a ham radio person. K9PBI – PBA was his call. Any way, we decided that one of the things that Wesleyan was lacking was a radio station. And we you know did some investigation and we actually took a field trip – the 3 of us down to the University of Illinois and the University of Illinois had what is known as a close circuit radio station, which meant that it could only be heard in certain dorms on the University of Illinois campus. How that worked is that they were able to transmit the radio signal through the power lines within that building but it didn't radiate just a few hundred feet outside of the building, so it was a close circuit system. And we learned how that worked. We got the schematics for the transmitters that they used and was considering building a system like that at Wesleyan. Now the advantage of a cool circuit system is that it doesn't have to be licensed by the FCC. Since it is radiating out into the community, there is no problem. The downside is it takes a bunch of money to operate it because from your studio you have to transmit the signal or the program material through phone lines. And you have to lease telephone lines and that – most days, the telephone company was a monopoly and it got you know, pretty expensive. And it would have been terribly expensive I should say. And we didn't have the resources for that, but we did have the resources to build our own transmitter. So we went to work and we designed and built a radio transmitter that was opened – it was on the broadcast band – illegal as hell – but we did it. it was 1500 on the broadcast dial. 1-5-0-0 – you know if you – AM broadcast dial and we put a radio station on that frequency we used the call letters which we made up because we weren't liced or anything. WIWU. And we expected to just have a very local presence that could only be heard within half a mile of school or something like that. well, we were wrong about that because we had a transmitter for 20 or 30 miles. And we only had 5 watts. You've heard of the 50,000 watt stations, well, we had 5. 5 glorious watts, and we put it together and strung our antenna from Franklin hall to Magill Hall, diagonally across the parking lot. And we couldn't claim too much ignorance if the FCC ever came along because that antenna was cut within a few inches of a full wavelength. An antenna is 2 to the frequency that you're on. And we calculated that that frequency needed 480 feet or something like that but we had that strung clear across that parking lot. You can imagine a big piece of construction but we did it. and we put that sucker on the air and I mean we had a big response, everybody on the campus was listening to us. And, in fact, it caused a lot of commotion and it wasn't too long before we got a call from the Dean wanting us to come over to his house right then. We didn't take the station off the air. We went over there – a couple of us did. And we went into his house and he was listening to the station, you know. And we agreed that we would run it over that weekend and then we would seize operation and try to take advantage of the excitement that we had gotten because there was a lot of interest in it – on the campus. There were people that wanted to come in and be on the air as a personality or

even have a program, you know people were petitioning us to ... to have them participate in some form or another. And so we – and this was all done out of Franklin hall.

Miner: I was gonna ask where was your studio, so to speak?

Ken: Franklin hall, in my room. Up on the 4<sup>th</sup> floor Franklin hall. That's where we – we held the transmitter close there because of the antenna.

Miner: Right.

Ken: In fact, later on, we put that same transmitter on the amateur radio band for HAMS. and one of the radio bands is 160 meters which is right above the broadcast bank of AM radio. And we were able to talk to a person not well because our signal is so weak but clear up into Wisconsin – that's how far that trans – well, transmitter carried. I kept that for 25 or 30 years thinking that I should donate that back to Wesleyan because it might be an artifact that they would be interested in and through the moves up here and stuff, I finally heaved it out, got tired of storing it. it wasn't very big.

Miner: Cool. Well what kind of programming did you do?

Ken: Oh, music, primarily.

Miner: Okay.

Ken: And, I don't know. We didn't really have time to do much programming planning because in news, news of the campus, hell, we were making stuff up. We had a dance – somebody had had a campus dance at night with – we ... pushed that as the big event of the week, or the year practically and they had more people show up for that dance than they ever thought they could.

Carol: They have sports. Did you talk about IWU sports?

Ken: We weren't there long – we weren't on air, Carol, long enough to do a lot of program planning, as I said. Primarily it was music, music that people of that time really was interested in hearing.

Carol: And records.

Ken: Records. Yeah. We had records. My – my record collection, which was pretty medial but we – we were playing some class – we had classical hour, then we had dance hour, that kind of thing.

Carol: And this was for about 3 days?

Ken: 3 days. Yeah. And then we – then we worked the rest of the year actually trying to get a legitimate station on the air. And there was a lot of interest on the part of – of the kids – of the students but the president of the school, Berghoff, apparently came from – before he came to Wesleyan he was in Purdue or in one of those schools out there and they had a radio station and it cost them a ton of money. I don't know why but that was the report back. Maybe the way it was run, or – any way, he didn't want any part of it. he – there was no repercussions on us as far

as doing this. We didn't get in any kind of trouble with the school. I think we would have if had persisted, but ...

Miner: Sounds like – to me, like they should have given you extra credit.

Ken: Yeah, well, today they probably would. And the FCC is a lot less – they are more lenient today on these matters. And one of the reasons it's important is that radio stations in those days was used for aircraft navigation and this required automatic directional finder and you could tune in to a radio station with an aircraft instrument and track like a radio beam to the transmitter. And so there was a lot of regulations about this kind of nonsense, you know. If everybody was putting up a radio station (2:14??) around the country, it could disrupt other things you hadn't thought about.

Minor: Sure. This wasn't the government doing it for fun and...

Ken: You never knew any of this, did you?

Miner: I did not know about WIWU but I have heard the trials and tribulations of getting license in for WESN, which is the radio station and that's a student organization, a registered student organization.

Ken: Oh, yeah.

Miner: Yeah. So it's not like the university ...[overlapping]...

Ken: But we were just a little ahead of our time.

Miner: Yeah, you sure were. And you built it yourself. That's pretty impressive, I think.

Ken: Yeah, well. It isn't the most difficult thing I ever built but you know, today if we go springing a 450 foot antenna across the campus somewhere, somebody would get pretty excited I think.

Miner: Somebody might notice.

Ken: Well, they noticed after a while. But it was four storeys in the air.

Miner: Yeah, right.

Ken: Kitty Corner from one end of franklin hall, the far end clear to the far end of Magill

Miner: Seems like that might have been a – a bit of a dangerous thing to do.

Ken: Well, I don't know

Miner: How did you get up there?

Ken: Oh, the roof? It's a flat roof

Miner: Okay.



Ken: And we anchored it to the window in my dorm room. We tied it – that's how we anchored the end to it and thinking about it now, you put that much antenna out there, that much distance, there's tremendous force on that window, you know, steel window. It would be a tremendous force. I'm amazed we didn't pull the damn window out of the building. Really. That was a real risk. Never even thought of it until later in life, you know.

Miner: Of course, yeah. You don't think about that when you are in your 20s.

Ken: But that was some exciting times. Yeah, we had a 1500 on the dial. We had a crystal that kept us on that frequency.

Miner: Sounds like quite a bit of an ingenuity involved. Did you happen to get any pictures of that?

Ken: Oh, I don't know. No. I don't have any pictures of it.

Miner: Oh, that would have been something.

Ken: The days, you know, before cell phones and that kind of stuff. Pictures are – I didn't even really own a camera until after I got out of school.

Miner: Just thought I'd ask.

Ken: Yeah, well, it's worth asking but there is an article in the Argus archives somewhere about this event in 1960.

Carolr: In early 1960, yeah.

Ken: Yeah, I had been in the – the spring of 1960. It wouldn't be in the fall. Probably February, March, something like that.

Miner: I will look for it. That's great.

Ken: To give you some verification that I'm just not pulling your leg here.

Miner: Oh, I believe you. I believe you, Ken. Well, Carol, you mentioned a professor that you had here that went to Blackhawk college. Who was that professor? I didn't quite catch the name.

Carol: Tom Batell. B-A-T-E-L-L. Yeah. He was only at Wesleyan maybe 3 or 4 years.

Miner: Ah, maybe that's why.

Ken: Never tenured.

Carol: Yeah – never tenure – but then he was – when he came to Blackhawk- Blackhawk community college and he came there maybe '64 '65 and they directed his career and he became the department chair, and taught, and so on. Yeah.

Miner: And then you followed him.

Carol: Well, eventually. But I mean, I – I believe he – yeah that was back when the college was – Blackhawk College was just getting started. It was small and they used a lot of part-time people.

And somehow I put my name in and it came along August then getting a start of the semester and before 1968, somebody quit last minute and he had some applications in his drawer and he went so many – mine – and knew that he knew me so he called me up and he said, “Do you wanna come over and teach a class or two?” And so I said, “Well, yeah, I got my kid who needs taking care of,” but that was when I decided to do that. and found a babysitter and Ken helped out everything. And it was a good thing I did because I taught part-time and then maybe – no I think that was when he had a full time opening and so I came over and thought *Are you teaching English composition?* In the Fall of 1968 and stayed there until 1995.

Miner: Wow.

Carol: And as Ken said, I would – we lived about 68 miles from Iowa city and so over the – around 1970 I got interested in taking more coursework and then went to the University of Iowa, drove back and forth for two years and ended up earning a Ph.D. in English from the university department there and that was a very rewarding experience and (28:14-28:15??) to be able to do that. I didn’t believe I’d stay right at Blackhawk College and he stayed right where he was so we sent – in 1963 to 1996 in the same area, in the Quad Cities area. So that’s why we retired early. We decided we would go up to different places and do some different (28:38??).

Miner: Sounds like a great plan and well deserved after all that. I mean, it’s pretty difficult to go and get your Ph.D. and do that at that point. I mean, it’s not like you have a straight line between your undergraduate and your post-graduate life so...

Carol: But I was able to get a sabbatical leave for one year and then second year I took personal leave with no pay. And so I was able to go to full-time in 2 years. And that – what the classes I had taken at Quad City graduate center before that enabled me to do that. and I was using – I was able to use my classes at Blackhawk for some of the research that I did in English composition and writing, it all worked out together well. It was a very good experience organize and do all that and I’m glad I was – and Ken helped a lot too with (29:34-29:36??)

Minor: Well, and also your dissertation. You had a lot of work on that.

Carol: Right. I had a dissertation on...

Ken: Yeah. The university of Iowa has an excellent English department. It’s world-renowned and one of the things that’s associated with it is the writer’s workshop. So they do a lot of writing there. And Carol has a Ph.D. in English and all the stuff there– but really, did a lot of extra work on her doctorate dissertation is in how people write.

Carol: And I wasn’t in the writer’s workshop

Ken: No. I didn’t say – I didn’t mean to say you were, but the fact that they were amenable to some research work on how people write and what side of the brain it works on and that sort of thing.

Miner: I see.

Carol: It was very receptive to having somebody in the classes that was already in the field working and not somebody just out of a master's program that didn't have any – anything – any job prospects or know much about the teaching of writing.

Miner: So it was the influence that you had done that you had done some field work and could bring that – those perceptions with you

Carol: Right. Yeah. And you wanted to talk about Martin Luther King and (31:03-31:05??). We just got out our 1961 Wesleyana and looked through. very meager mention of him and then one small picture

Miner: I know. Isn't that remarkable?

Carol: Where he was in – looks like in a classroom and I – I was very active in the religious activities (??) mission at that point and I might have had a lot to do. I can't remember but I must have had a lot to do with the decision to bring him to Wesleyan but I clearly can't remember much about then but Ken was there. He – I think he remembers the banquet – it was banquet that he was brought in to speak at. This was 19... this was spring of ... actually the – we (13:47??) February 14<sup>th</sup>, 1961. When he was there speaking and he died 7 years later and he was 39 so he must have been about 32 at that point.

Ken: I remember a couple things. For one, I was sort of the chaperon to take him around campus, student you know they always put someone in charge of showing them around. He stayed overnight. I think he was in Pfieffer Hall in the guest room there, if they had a guest room.

Miner: Yeah, they have one.

Ken: Yeah, that's where he stayed, as I remember because I took him to the dorm. Yeah, that evening. The picture in the Wesleyana shows a classroom and I don't remember that. But I do remember the banquet that we had and him speaking. The – I can't tell you what the content of his speech was other than being struck by his speaking skills. I was – it was really powerful; his ability to communicate and to speak. I also kinda have vague thoughts about or memories about the uncertainty of whether he was going to be able to attend or not because I think this was times in which he was spending time in jail from time to time for all this protest, and marches and things. And we were worried about whether he would be available on the date that we had because he might have been detained by some southern sheriff somewhere. But that all happened and ... the other thing I remember is his physical stature. He – everybody is older when you're 20 years old or 19 or 20. But at that time I was 6 '2 and he was quite a bit shorter than I was. He was not a overpowery – you know 6 foot 8 type person. He was probably 5 '8 5'9 I don't know you could look it up and find out what his height was but I – I stick – I remember he was not a physically dominating person.

Miner: Well, he had a speaking presence that...

Ken: Oh, my god. Oh, yeah. Oh, yeah. That's the part I remember. Still remember. I cannot tell you, you know, to recess it – re – re – recall the content of what he spoke of but rather the power in which he spoke.

Miner: We have some newspaper covers and certainly the local paper cover that talk as well but you both might be interested in. Carol, you gave a toast at that banquet.

Carol: Oh, really?

Miner: You're at least, you're listed as the toast mistress. You're maiden name was (35:34??) I take it.

Carol: Yup. Yup.

Miner: Yup. Yeah, so ...[overlapping]...

Ken: Well, Carol was chairman of the religious education mission.

Miner: Yeah, and I wanted to hear a little bit more about that group if you could, Carol, 'cause it's – it is so fascinating that both of the times that King visited, it's fascinating to me that it was student organizations that brought him. So what was the sense of – I guess – purpose of the religious activities and commission? And I understand that probably rather than white person might have had some influence on this, perhaps.

Carol: When did King come again? Was it after... that

Miner: It was in 1966 after he won the Nobel.

Carol: Oh, okay. Oh, well, and we just went through the yearbook and we were thinking of what would be your questions and thinking of things that were certainly quite a bit different than now, is part of what we think is going on now. And we came up with the idea that there was a lot more influence of the Methodist church in the curriculum and the extra-curricular activities. And the student body and the selection of the students – the reason they came to Illinois Wesleyan was this. Back in our era, then there is – that was a very obvious thing because all the church-related schools are much less church-related, if at all church-related anymore.

Miner: Sure. Sure.

Carol: A lot of – the people we hung out with even were in this group and were involved in religious activities and then there was another club called (36:58 – 37:00??) and that was for people that were contemplating religious vocation with the missionary, (35:05 - 37:07??) education or masters and of course, mostly Methodist church also. And the religion and everybody was required to take a religion course called Basic Values in Christianity and the textbook for that was written by Dr. Paul (37:15??) who was also a faculty there for several years and then went to (37:34??) seminary (37:36??). he did not – he didn't write the book when I had it because he was just coming in but after he was there a couple of years, he published this book and then they used it in that

Ken: Actually, I took it my sophomore year and we used it then.

Carol: Oh, that's when it started – in 1958 – using his book.

Miner: And his name again was ...

Ken: Paul Hessert

Carol: H-E-S-S-E-R-T. he has a lot of pictures in the year – in the web if you want.

Ken: He was a – really a very brilliant theologian. He went to Garret's seminary as a professor, later killed in a car wreck.

Carol: And he was a great influence on all of the young people that were – he was probably more of an influence than (name?? 38:22) was.

Miner: Okay!

Carol: He was a – I would say he was a very charismatic person – a very intense and (38:38??). a fine mind he could practically bring things on to you. So I think the people in these religious groups were (38:39??) to them because of his presence.

Miner: That's interesting.

Carol: So I think – the people we hung around with were interested in – they didn't all end up becoming ministers but a lot of them did and I've been to the central Illinois conference (38:57 – 38:59??). A lot of women were considering becoming directors of (fiscal? 39:03??) education. But the time when the Methodist church was promoting these short term missions like J2, J3. You could sign up right out of college (39:13??) Japan. Imagine that – becoming a missionary (39:17 – 39:20??) but that – it was countries I don't remember Africa so much but those countries to sign up and some people did that. So also it was the time of the theology of Paul (39:34 – 39:36). The ones we go through with the basic religious course. A lot of it – a lot of it was religion – the old testament, the new testament and ethics and we were – the Methodist student movement a club – a nationwide club

Ken: SML – S – MSM

Carol: That met on Sunday night. They would have – because they didn't serve a meal on Sunday night in the Commons they would have a little sandwich supper at 5:30 and then after that a program of some sort and all of our friends – it was on the campus. It was a campus organization and a lot of our friends went to that. It was a social thing as well and you learned a lot. But we have retreats out to Lake Bloomington, a lot of people went – on Sunday morning, they went to the Wesley United Methodist Church downtown. There was no chapel at Illinois Wesleyan and that was – that was kind of a controversial thing. At that time, they always said they didn't need a chapel because they wanted people to go out and go to big community churches. The – they – the religious influence should be throughout your curriculum. It shouldn't be confined to one particular building, one place, so we didn't have a chapel, with no place (41:09-41:13??)

Ken: They had convocations from time to time and they were required.

Carol: They were every week, I think on Thursday. But they weren't all necessarily religious. Some of them were just ...

Ken: Most of them were though.

Carol: It was a time of great theological interest, (41:30??) I would say, in academia. And we were involved in that because of the interest we had in people that we hung around with. I imagine that if we talked to some of the other people that were more involved in Greek life, we wouldn't hear so much about this. But it was important to a certain segment of the public campus.

Ken: Neither one of us was involved in sororities or fraternities, or athletics for that matter. And so in a way we weren't in the mainstream of the campus as much as maybe some other people. At least they would have thought they were in the main stream.

Carol: Yeah, greek life was very important when we were there. I would say 80% of the students were – you know – 80% of the students who lived on-campus were in a fraternity or a sorority.

Miner: Were you both in the dorms?

Ken: Yes.

Carol: Yes.

Ken: Not the same dorm, unfortunately...[giggles]...

Miner: Well, ...

Carol: I was in (42:41??) hall for one year and then Pfeiffer hall for 3 years. You were in Franklin Hall for four years, weren't you?

Ken: Yep. I was in Franklin Hall four years straight. Funny. The hours for women would be like, what, 10 o'clock or something – 9:30 or 10 o'clock and then the dorms were locked and then – you know – all that kind of stuff was ... today that's probably not heard of at all.

Miner: Yeah, they got rid of the hours in the 70s. you can probably imagine why.

Ken: Yeah.

Carol: Well, at that time, Illinois Wesleyan only had 1200 students, so that would be around 300 in a class. And you could know everybody in your class and you could practically know everybody else. Everybody – almost everybody except for a few (43:28 – 43:29??) lived on campus, they did it with no apartment moving in the dorm or in the fraternity/sorority house. But even if they were in their fraternity or sorority house they were all around, you know, you'd see them, so it was a lot more cohesive ...

Ken: Well, one of the things we speculated when we looked at the Wesleyana, first off, take a look at the trustees. Every one was a white man. There wasn't one woman in the picture. And if you look at the major professors, most of them were men. There were a few women in the schools but – in the professors or faculty but not very many. And if you look at people of different nationalities or color, there was two Chinese, or oriental people, I shouldn't say Chinese. Two oriental people in our class and one black woman in our class. That's it.

Carol: No Diversity.

Ken: That's called diversity.

Carol: And everybody was from Illinois.

Ken: Yeah.

Carol: And everybody looked the same in the way they were dressed and their hairstyle and they all looked like they came out of the same socioeconomic group and I think that was true. I think there was a lot less differences in backgrounds of what kind of families the students came from. Most of them probably came from the same sphere of family, white collar, father doing -earning money – I mean, that's all I caught. The first year we were there the tuition was \$490.

Miner: Yeah, we try not to mention that to today's students too much.

Carol: And I had a scholarship to take for half of it.

Ken: And I was able to work in the summer for Ols Illinois glass company in Streator, IL where I was from. I could make enough money in the summer to pay for my next year's schooling.

Miner: Wow. So you didn't do any work studies then.

Ken: Not at – no, no , not really. You know, often here and there but nothing – no, no work-study.

Carol: (45:56-45:59??) Oh the other thing about the churches, that the conference offices were on the campus. They were in the Duration Hall. And then after they got out of there, they moved up a little to the new building on the corner over on Park Street I think. So

Miner: I didn't know they had office space in Duration. that's interesting.

Ken: Oh, yeah. That was the conference office.

Carol: I'm remembering all this stuff. I didn't know I remembered but ... and then the summer after we graduated, we lived with Prof. Leonard, Richard Lenoard, a religious professor. He had a house in Normal and Ken had a – it was a summer between our two years of graduate school in Michigan state. Ken had a job in Bloomington and so – they had an extra room in their house so we lived in their house for three months that summer so we had more exposure to religion at Illinois Wesleyan.

Miner: Oh, my goodness.

Carol: And their son at the time Richard was a friend of ours and he became a minister (46:57 – 46:59??)

Ken: And then we became a Holy Roller.. (laughs)

Carol: Any way,

Miner: Well, Carol, I think I cut you off when you were talking about your job on campus. You said you worked in an office.

Carol: Oh, I worked. I think I worked in the development office. (47:11 – 47:12??) and I worked in the conference office once. Yeah. I worked at the desk in dorm before. Nothing very great, very difficult. It was no more than 10 hours a week or something like that. Well...

Miner: Well, one more thing about the King visit that you might like to know, Ken, that the blackboard in that photo was in a Sociology class...

Carol: Oh, really? Maybe you were there, who knows.

Ken: I could have been there.

Miner: It's called Principles of Sociology, the Argus printed a schedule of his events.

Carol: Oh, really?

Miner: Yeah. And I'd be happy to send you links for that and the program for the event if you'd like to see them.

Carol: That would be nice. Oh, how long was he there then?

Miner: It – well, this just said he was there for one day so it's new information for me to know that he stayed overnight. That's ... that's also...

Ken: Yeah I know he stayed overnight.

Miner: That's interesting.

Ken: I know he stayed overnight cause I took him to the dorm and the kids were making out in the front of the dorm and he made some comments about what he was observing, you know.

Carol: You wouldn't have been in that class. You would have been taking care of Principles of Sociology

Ken: No, (48:25-48:26??) I was a sociology major.

Carol: Yeah.

Miner: Well, this – this was Emily Dundell's class.

Ken: Oh, yeah, I knew her but no that was not.

Miner: and... Philip....Professor Philip, maybe?

Ken: Yeah, Philips was... Jim Philips. Jim was – or James was his first name. He was never a tenured person but a really interesting man. He got caught up in the McCarthy mess and I think somehow he was blackballed or had some kind of sanctions on it because of his strong beliefs in free speech and that sort of thing. And he spoke about that quite frequently in his classes. He was very angry about what had happened to him.

Miner: Was that here that had happened to him, or...?



Ken: No, prior to coming to Wesleyan. So by the time that happened, McCarthy pretty much run on the string but

Carol: In the 50s

Ken: In the 50s but he got caught up in some element of that and I don't know if it was an academic position or maybe some labor organizing position. I don't know what he did that would have caused him to come up to get the attention of the McCarthy witch hunt but he did not have a Ph.D. so he was only at Wesleyan about

Carol: A lot of the professors at that time didn't have Ph.D.

Ken: No.

Carol: The other thing we were both involved in was the Argus newspaper and I had – I looked back in my material that I have saved from college, and most of it I threw away, but I did have a file for 1961 and in it I had a bunch of articles I had cut out that Ken had written. He had all the world affairs in the Argus in the spring of 1961. So if you have access to Argus archives, you might look – there's this little column – he had one column where he announced that he was going to – the staff announced that he was going to be the columnist writing this and then there were probably 10 to 15 at least that I have cut out, where he wrote and published every week about something going on in the world.

Ken: I did some writing. Mostly I put little things about university that we didn't like. For some reason, we all had the list really short. I think we were – we felt what would happen if we got through (51:20 – 51:22??) but I can't really remember what we liked about it. We had some (51:28??) article about (??) in the Argus. And yeah we could put – they were very – the Argus was all news and they generally people wanted us to write I can't say.

Ken: And not really censored by them

Carol: Oh, no. I can demon- Start was the editor. I remember I -

Ken: Kenneth Start –

Carol: Some kind of little office down in the little basement in one of the buildings. We were down there working trying to get the paper out on time

Ken: I remember working down there during one thing or another and a person on the next typewriter working away with David Kindred. Do you know who he is?

Miner: I do. Yes.

Carol: He was in our class.

Ken: He was in our class. And he was here typing away. What did I know – you know, he became really successful in what he did. he always wanted to be a sports writer. I remember that distinctly. Even back in those early days – hell, most of us had no clue how we're gonna spend our lives, you know, but he did. He understood.

Miner: That's wonderful.

Ken: But yeah, I remember many times, he was in there tagging away writing these columns.

Carol: Coming back to things that – things that Wesleyan did that influenced our later life I think a class that we took. At that time, the second year, the sophomore year they had a class called Introduction to the humanities and that was of

Ken: Third year, Carol.

Carol: It depended when you could take either. It was music, art, religion, philosophy

Ken: History

Carol: All blended in with – it was somewhat a new course when we were taking it and then they didn't have like one book for everything. They had – it was sort of – sorry, I know that it was team taught and they would have – whatever the people that was on the 4-5 faculty that were in charge of giving lecture in Presser Hall – the large group and then you'd have a couple of discussion groups with another teacher later in the week about that topic.

Ken: And it was a 2-semester class. Like 5 hours each. It was a big hunk of your curriculum.

Carol: It went up one semester was up until renaissance and then the second semester was from renaissance to modern time. so even though we didn't take – the only other music class I took was Music appreciation. We didn't take any other music or art classes. We thought that we really got a grounding in the humanities from taking it. That class and some of it was – at that time considered to be top faculty members like Doreth Myers and her husband ... were you know in the communities that were teaching it. So...

Ken: They've long sensed that they'll stop offering that but that was probably one of the most influential things the school offered.

Carol: And when we were able to go to Europe for the first time, I think in 1976, we got our books and we looked at all the things that we had been shown pictures of in that class. And made a list when we were in London, or in Paris or wherever we happened to be. We'd go to the museums and see if we could find them in reality.

Miner: Oh, wonderful!

Carol: Yeah that was – and of course (55:06) we still enjoy going to Europe and doing cultural things,

Ken: And Australia. Ask us about Australia, we could tell you.

Carol: There's not a lot of.

Ken: We have been there 14 times, so..

Miner: Oh my goodness

Carol: To visit our – to visit our son but anyway that (55:23 – 55:5:24??) credit for that course or probably switch your course if you don't like that.

Miner: That's great. That's great to hear.

Carol: The other thing is I mean the kids you got coming there now are so much more sophisticated and learned

Ken: Oh, yeah

Carol: Than, so they probably had all this kind of stuff in high school

Miner: You know, times change. People like you go out and change them, right? You taught, you know.

Carol: We were running into it all for the first time

Miner: Right

Carol: Which was exciting.

Miner: Well, you know, you two have such a love of education and learning – it's so clear. Is that something that you got in your families and communities? Or how did all that come about?

Carol: Well, I think Illinois Wesleyan sparked it. Coming back to the religious thing and the Methodist church, one of your questions is 'why did they go to Illinois Wesleyan?' and I think it's because of the connect to the Methodist church but – both of us grew up in the Methodist church and so we were – I know for me I was looking at the school because of the Methodist connection but I was also looking at the school at Northern Illinois because I thought it was going to be a teacher. And I think I love that I didn't go to Northern Illinois. Illinois Wesleyan came up with this \$245 fee which was enough to lure me away and come here.

Ken: Well, I definitely went to Wesleyan because of the Methodist connection. I grew up in the Methodist church. I'm no longer Methodist in that sense but we – I was – it was always assumed by the people around me that I would go to Illinois Wesleyan. I just grew up with that concept, with that idea.

Miner: Did your family go to school or college?

Ken: My mother went to 2-years and got a teaching degree and that's all it was required when she did that.

Miner: Right.

Ken: My dad attended college and almost graduated but did not. I was the first in the family to actually complete college and then to get a graduate degree and a professional one at that. I'm a professional MSW social worker.

Miner: Right.

Ken: That was far above any expectation of my family. And probably – looking back on it, I was probably really not ready to go to college when I did. It took me a couple of years to figure out what I was all about and what I was doing

Carol: You're lucky they put up with you at all

Ken: Well, yeah because the first year I practically had no transferrable credits because I just failed everything. Least likely to succeed you know kind of person but you're asking about love of learning and where all that comes from. Having raised two musicians, particularly Kate, our daughter. Well, Doug too in his own way. She is a very gifted pianist. In fact a year ago, just about a year ago, last May she did a solo recital at Carnegie Hall. That tells you the level of what she performs. And I've since believed that we are all given certain gifts. We can refine them but the gift has to be there in order to be at these levels. And every person's gift is different. I would say in hindsight I probably should have been an engineer or certainly a business type person to take a two man operation up to 300 people and fund the damn thing and raise the money in order to make that happen. Very few people could have done that and I'm – I don't want to talk too much about my gifts but mechanically, there's about – there's almost nothing I can't do. I built my own airplane. I fly it. There's an article in the Alumni publication several years ago about me building my own airplane and flying that. And it's not a small airplane. The plane's worth a hundred thousand dollars. I've been a supervisor for Habitat for Humanity. I can build houses. There's nothing mechanically I can't do. And where does that come from? It's part of the gift that you know I can see things and immediately understand how it works and what it's all about. but Wesleyan you know was tolerant. They were patient. They probably didn't know what they had with me but they certainly didn't sty the gift and sty me what I could have done they sort of supported and was helpful in those ways. And gave me a background – my god – liberal arts background is just an amazing gift in itself.

Miner: Hmm... it's wonderful. Well, Carol, did your family have higher education experience as well?

Ken: I think she had to use the toilet

Miner: Oh, okay.

Ken: She'll be back in a minute. Her mother is a nurse. Her father completed I think 6<sup>th</sup> or 8<sup>th</sup> grade. So...

Miner: Well we can wait and ask that question again. So the two of you then met on campus clearly.

Ken: Oh, yeah, oh, yeah.

Miner: So through the Methodist group or –

Ken: No. no. everybody knew everybody on campus, you know.

Miner: Okay.

Ken: You know, we ate in the same I don't know is it still called the commons? The dining area. The food area.

Miner: It's named for president Bertholf now.

Ken: Oh, it is?

Miner: Yeah.

Carol: Yeah I wanted to tell you – he mentioned his airplane – in the winter 2014-15 issue of the IWU magazine there is a story about Ken building his airplane.

Miner: Oh, good.

Carol: Look up.

Miner: I'll look it up. Yeah. And I'll link it to this interview. That's great.

Carol: Yeah.

Miner: Well, Carol, I wanted to follow up with a question for you about your family background. Did your family have a background in higher education as well?

Carol: No.

Miner: Okay.

Carol: Did you mention that my mother was a nurse?

Ken: I did.

Carol: She has an RN from (1:03:17-1:03:20??) Chicago and so that 's how – and she worked as a school nurse after the children were all in school. And my father never. He only had an 8<sup>th</sup> grade education. He was the oldest of 8 children so he had to quit in order to work and help his family support the family. But he too went beyond what he was given and ended up – it's been his career as an executive with CNA Insurance in downtown Chicago. He was on group insurance. And he must've been, or a lot of this must've been self taught, and he was a great one for being on Church boards, and chairman of the YMCA, fundraising committees and all kinds of community stuff. So he was – he was – both my parents were extremely organized. And my sisters and I, my two sisters that are twins, one year younger than I am, and we all talk about how we would inherit all the organizational skills.

Miner: That's a gift.

Carol: They were all very – you know they all had to be pretty thrifty to send me off to Illinois Wesleyan and my two sisters to university of Illinois whatever on one income basically.

Miner: Were you from Chicago?

Carol: Yeah, I'm from the south suburb called Harvey. I went to Thronton high school. And I had a very good high school education. I was you know in (1:04:54 -1:04:57). I got all As so I

was very well prepared for the academic side of college. One of your questions is did you have any shocks or anything – any culture shock when you came to IWU you know. I just jumped right into all classes and I was taking notes, reading the books and organizing and figuring out how to organize and prepare for test, you know. I didn't really – I never had any trouble. I started out wanting to study elementary education and then I got into a class on the history of education which was very boring and I switched over and started taking English class later so that's why I decided to major in English and became an English major.

Miner: Well, that's wonderful. And you know Ken you should know that a lot of our students come still today without a declared major, so it takes some time and I think that is one of the advantages of having a place where the liberal arts are emphasized is that you can explore. It's designed to be that way.

Carol: The only problem is that now it costs \$60,000 to do that.

Miner: Well, there's that. Yeah. There is that.

Carol: They're not gonna be – you know – the parents are not gonna be too patient for people discovering themselves at that point or I guess they have to take a loan and come out and pay that all back when they finally figure out what they can earn money in.

Miner: Yeah.

Carol: Can't do much about it I guess.

Miner: Yeah, well they still do it in four years. We got a pretty good read that way but ... well, are there other things that you think you would like to add to this conversation. Seems like we've covered some really good aspects of your experiences here. I'm delighted to hear your stories.

Carol: Ken are you there? What happened ....1:06:57

Ken: are you there?

Miner: Yeah, I can hear you. Can you hear me?

Ken: No. we can't hear you. You've disappeared on us.

Miner: Oh, I'm sorry. So sorry about that.

Carol: Okay. You're okay now,

Miner: I was just asking if there is anything else you'd like to add. There is a – these are great stories that you're sharing.

Ken: Well, not really – I – you know the more we talk the more things come back in our minds you know but I can't emphasize enough on how important a liberal arts education is. Even for people that think they know what they're gonna do in their life. They don't. they may think they do but they really don't. and most people today will have multiple jobs. We're unusual in that we went to place and stayed for 30 years. That doesn't happen very often today. And I think we just

have to celebrate the fact that Wesleyan was available for us then and I hope it's available for future students.

Miner: Well, I can assure you we're doing everything we can to make that possible.

Ken: Yeah. We do go to the connect down in Naples and Wesleyan from our perspective is in a bit of a struggle. They're having trouble keeping their classes full right now.

Miner: Yeah.

Ken: And well, it's tough, you know.

Miner: It is. It sure is.

Ken: And Illinois is not the best draw in the world. You have to figure out a hook somewhere in which you really get people excited.

Miner: Yeah.

Ken: I wish I knew what it was because you know who wants to come to central Illinois now that the church connection is certainly weakened. People aren't coming to Wesleyan because of that even more so... I think the best thing is to push the liberal arts and the all round experiences in which Wesleyan can prepare you for life in the broader sense. And I think people like us are certainly good examples because certainly at Wesleyan when we were there neither one of us would be considered the big man on campus. If you take a vote, I would probably be in the list of least likely to succeed group. And yet Wesleyan despite all that prepared us to take advantage of the opportunities that life did present us so and I just wish I had an opportunity to participate in an Illinois – in an educational experience now knowing what I know now. Maybe that didn't come out right but you know what I meant,

Miner: I do. Yeah. In hindsight is where we are all champions, aren't we?

Ken: Yeah I see that you know in our own kids the – my son, Doug, is an exceedingly brilliant kid. When it comes to music, there is nobody better. For real. I mean, this kid has got a mind that will blow you away but in high school or even in early college, he couldn't write two sentences. You should see his blog. My god, they're punishable. And I think part of it is just you got to have a little bit of time to grow up and a little bit of time for maturation to occur and ...

Carol: And in both cases, we kinda watched what they were interested in and then supported it. They were in music, so pay for the music lessons and haul them to music lessons and at their high school they were doing away with music in Rock Island when Doug was in freshman class so we sent him to (1:11:48?) school with the summer camp and then we sent him to the (1:11:50?) in Arts Academy boarding high school where he studied high school and he said later that both his junior senior years at (1:12:03?) you know he had to go away from home at age 16 to 400-500 miles away from home. That was the best preparation for his life that he is even now at almost 50 years old that he gives credit to. You just never know. You just gotta watch and take advantage of what turns up.

Miner: Oh, and because you both were watching and had good experiences yourself and had your own I guess maybe – not success – the impact you felt yourself on those kind of experiences probably. I'd love to do that.

Carol: And our daughter was – she was a senior in high school when she was sent as exchange student to Germany her whole senior year

Miner: Oh, my.

Carol: But she was home at 16 and she's been back only several times for studies and getting a master's degree and she is fluent in German because she went there when she was 16 and was in German high school so she had a lot of chances to...

Ken: When she was younger too she skipped 8<sup>th</sup> grade. She went to 7<sup>th</sup> and 9<sup>th</sup> grade in school and then finished high school in 3 years. And was valedictorian of her school.

Miner: Oh my gosh.

Ken: Here she was 16 years old and taken all the classes of high school and what do you do? So we sent her to Germany for a year.

Carol: And then she came back and went to college. So both of them went away at early age but they don't think they've suffered from it and in fact they probably did

Ken: They benefited from it.

Carol: Right yeah, quite the opposite.

Ken: She graduated – Kate graduated from Oberlin Conservatory and got a masters degree with Gilbert Kelley in New York. And then got another master's degree from a conservatory in Germany and then a doctorate again in New York. So, we always believed that we paid for all their education and we thought that that was the best investment we ever made with anything that we could do and both – Doug has a master's degree from the University of Massachusetts in Amherst and ..., so as long as they ... and if he wanted to get a doctorate, we would have paid for that.

Miner: Yeah.

Ken: You know we just always felt that higher education – whatever education is needed – wanted if they're interested and show promise there would be no reason for them not to participate to get what they needed. So you know and in some ways we're not a usual family I think.

Miner: Well, it certainly speaks quite highly of your values and where you place the emphasis.

Ken: One other history of my own here I served on the Rock Island school board for 10 years. So...

Miner: And service runs through this whole conversation too. Yeah. My goodness.



Carol: Well ,I can't think of anything else that we haven't unless you have some more questions for us.

Miner: I think we have covered quite a bit and I so appreciate you sharing your memories and filling in some interesting things about Illinois Wesleyan that I had not yet heard so I really appreciate this.

Ken: Well, thank you very much for talking with us and good luck to you.

Miner: Thank you. Take good care.

Ken: Ok- bye