

Oral History

Interviewer: Dr. Daniel Doyle

Interviewee: Mr. Joseph Sick

Date: September 27, 2006

Dr. Doyle: Well, it's a pleasure today to be speaking with Mr. Joseph Sick. Joe is a, a distinguished, uh, former faculty member of the Williamsport Technical Institute [WTI] and the Williamsport Area Community College [WACC]. He was the person who had the vision to create the earth science campus and many of the programs associated there and was the first director of that campus. Joe came to Williamsport and the Williamsport School District and Technical Institute in 1948 and retired after thirty-four-and-a-half years in 1983. So, Joe, um, I'm really looking forward to, uh, learning about your experience and so forth. Let's start with sort of your background. You have a long and distinguished career, particularly in agricultural education and as an administrator relating to natural resources. Would you tell me about where you were raised and your experiences growing up on a farm and how that influenced you?

Mr. Sick: Well, I'll try to. I was born and raised in Lovelton, Pennsylvania, of course, in Wyoming county, and I was on, uh, I guess you would call it a general farm. But I think one of the things that influenced my interest: uh, my dad was a blacksmith. He operated a sawmill. We owned, he owned 420 acres of woodland and a few acres of farmland so he would — um, he and whoever he had working for him would hire people to cut logs in the wintertime and they'd skid 'em down on the frozen ground and store them up. Spring of the year, they would saw and then haul — some of the lumber that would be dry, and they hauled it by wagons pulled by a team of horses. Had two teams of horses and they would haul; they would leave at four in morning and get back at eight at night sometimes. And they sold it to Wyalusing, Laceyville, uh, places that would buy their timber. And he was always working and I was one of four — five children, three brothers and a sister, and we all worked. And, uh, he was reasonably prosperous because he had income from more than one source. And people that wanted to borrow money would come to him for a hundred dollars and they would do it on a handshake. And there weren't many people in those days that had — where you could go other than the bank and get someone to trust you and I don't ever — I don't think he lost very much. And, uh, I think that, uh, ambition that he had, I sort of inherited. And, uh, my mother, of course, was very supportive, and I think I still have the disease. *(both laugh)*

Dr. Doyle: Well, I see some relationship there in the sense of — uh, obviously as blacksmith working with metal and equipment. And I know that we'll come to it later: we'll talk about the creation of the forestry program, so obviously there's a — and the creation of the sawmill over at earth science, so obviously you have some background there. Can, can you — did he teach you blacksmithing or was it essentially your observing him doing that?

Mr. Sick: (*chuckles*) Well, it's interesting you'd ask that, because when I was up at Penn State in, in the NYA program — National Youth Administration, for a short course for a, three, four months, five months — one of the things that we were doin' was go down to the engineering program and take a course in blacksmithing. So, when I came home at the end of the, of the four, five months, I brought some chisels and some things, and my dad says, "Well, I could have taught you that." (*both laugh*) So, I never paid much attention to what he was doing. I had to turn the blower on the forge —

Mr. Doyle: Right.

Dr. Sick: — you know, and I didn't like to do that, but he would get me to do that. So, I think the, I think the interest and success that he had kind of brushed off on me.

Dr. Doyle: So, that sense there was more possibility that you saw. Did he encourage you to, uh, focus on agriculture and agriculture education?

Mr. Sick: He encouraged me to get a job and farm with him and be — stay home and not leave.

Dr. Doyle: Ahhh.

Mr. Sick: And my mother was the reason that I — when the opportunity came to go to a short course at Penn State after I graduated from high school on this, uh, work-study program, uh, I — he wasn't anxious for me to go, but I went.

Dr. Doyle: Did you study, um, agriculture or vocational aspects when you were in high school or did you take academics classes?

Mr. Sick: No, I took two years of academic and two years of business.

Dr. Doyle: Okay. Uh, so, the turning point, then, was this National Youth Administration program at Penn State, then?

Mr. Sick: That's probably true. We — the faculty — the professors that we had were retired. We lived on the west end of the campus at a — in new, uh — there was a — it was during the Roosevelt administration, and, and, and he was of course interested in that type of thing: we lived in new barracks. We, uh — was about sixty-five boys there, and we had a nice dining hall. And we had supervision, and we went to school for two weeks on campus with these professors. And we taught — they taught us things such as elementary chemistry, rural sociology, opportunities that were possible in agriculture, and botany, and beekeeping, and something about animals, and then two weeks we worked on the school farms — did whatever the supervisor would ask us to do.

Dr. Doyle: That was in 1944, is that correct?

Mr. Sick: No, that was...I graduated in 1940 and that was in 1941.

Dr. Doyle: Oh, in 1941. So, it was before the second world war started.

Mr. Sick: But, well, yeah, but we were...(pause)

Dr. Doyle: It's right in that general time period. Um, who told you about the program? Did you learn it through high school or someone else?

Mr. Sick: About this...?

Dr. Doyle: About this program.

Mr. Sick: (*overlapping, unintelligible*) I was a Grange member from the time I was fourteen years, and still am. And the lady that worked in the public assistance office was master of the Grange — called the master. , And, uh, he asked me if I would be interested in going to Penn State for a short course, and I said I would. She said, “Well, when could you leave?” and I said, “As soon as you can make arrangements.” And, uh, went by bus, and I never came home till August — and that was probably the last of February.

Dr. Doyle: So that was an exciting time for you?

Mr. Sick: Well, exciting, and I'd still see some people that I — that are still alive that were there, occasionally. A very nice time.

Dr. Doyle: And when you came home in August then what, what did you do after that?

Mr. Sick: I came home in August because having been there for those months and exposed to...what we were exposed to (*chuckles*), six or eight of us decided we wanted to go to college. So, we took the entrance exam and were accepted and we, uh, were — I don't know whether we were enrolled; I think we were partially enrolled. And, so, I came home for a couple weeks in August and then started as a freshman that fall semester. That was disappointing to my dad also.

Dr. Doyle: Mmmhmm. (*both laugh*)

Dr. Doyle: So, were you financing yourself or was your family helping you?

Mr. Sick: Pardon?

Dr. Doyle: Were you paying for your own tuition or were your family helping you?

Mr. Sick: Well, that's hard to — it's hard to believe, you know: tuition in the first semester was sixty-seven dollars and the books were twelve. I had saved with this ambition that I talked to you about, five hundred dollars that I hadn't spent and was in the

bank: and, uh, by raising chickens and a calf, the calf then becomes a cow, and you sold the cow, and all those types of things. And, uh, that — then I worked for my room, I made beds in this kind of a place in downtown, in a rooming house and I worked in a restaurant for part of the meals. So, I went five semesters on five hundred dollars.

Dr. Doyle: And then —

Mr. Sick: I think my dad gave me thirty dollars the fifth semester.

Dr. Doyle: So that would be two and a half years approximately, right? And then the war intervened?

Mr. Sick: Then — and I was in ROTC and advanced ROTC: five semesters, you know. The fifth semester you could be — get in advanced ROTC. And when we — then we were in the reserves, you joined, you know, so you could stay there. And, uh — but then all of us, when it came time to leave, were set for basic training. It was kind of a disappointment, but that's the way it went.

Dr. Doyle: And you were stationed in Hawaii, as I recall?

Mr. Sick: Well, about eight or nine months —

Dr. Doyle: Right.

Mr. Sick: — of, uh, training here and there in the United States: Alabama, Georgia, and Fort Meade, Maryland. And then we went — I went to Hawaii for I think about twenty-two months. Then trained with the idea of invading Japan. But, uh, I was in infantry at one time and then I was in ordnance, which is supply. And of course Truman fixed that, and we didn't have to go to Japan.

Dr. Doyle: So, when were you released then from the service?

Mr. Sick: Pardon?

Dr. Doyle: When approximately were you released from your military obligation?

Mr. Sick: Oh...1944, because I had two years of school and graduated — no, it wouldn't have been —

Dr. Doyle: Forty-five, maybe?

Mr. Sick: Forty-five.

Dr. Doyle: Okay.

Mr. Sick: After — you know it takes about five minutes to get released — after the, after we conquered Japan.

Dr. Doyle: Okay. And then did you immediately resume your study at Penn State?

Mr. Sick: Yeah. Graduated in 1948. *(clears throat)*

Dr. Doyle: And then you ended up in Williamsport, is that right?

Mr. Sick: Well, I looked at *(clears throat)* several schools that was available, you know, to teach vocational agriculture [vo-ag]. And, uh, this seemed to be the place that wasn't — that was about seventy miles from where I was raised. And a lot of the little ag. [agriculture] departments were isolated, and didn't seem to be much that you could do there. And here I saw possibilities, and, uh, even though the facilities were — weren't adequate. But they were — the, the morale seemed to be pretty good and interest, and I thought it would be a place that I could learn as well as teach what I knew.

Dr. Doyle: You said that facilities weren't all that one would hope for. Would you describe the facilities when you arrived?

Mr. Sick: Well, they weren't very good. I was in the basement of buildings, you know, for, uh, classroom and for our shop. And, uh, within the last ten years before I came there had been a flood in this area, and on the top of the cabinets were some sand and stuff that was there and it was filthy. But you know, if — I remember one time we had an evaluation from someone from Harrisburg and they said, "Oh, we're enthused about what you're doing and, and the morale seems to be good, and the students are learning, but your facilities are so bad," and I felt kind of insulted because I didn't realize that they were that bad. *(both laugh)*

Dr. Doyle: Now the facilities in the basement you're talking about would have been what are now the shops or the technical —

Mr. Sick: Was underneath patternmaking, and the classroom was underneath the machine shop.

Dr. Doyle: And you had some noise above you? Was there any noise from the machine shop above you?

Mr. Sick: Noise...that wasn't a problem.

Dr. Doyle: That wasn't a problem, okay. Uh, when did you get connected to the Brock Farm?

Mr. Sick: Well, we had Mr. James Bressler. Jim Bressler was the administrator at that time of our department of two of us. And then there was one adult that worked on — two

farm men that worked on the farm. And, and, uh, so I, in general, went to the farm one day a week with the kids, students, and did whatever was to be done down there. But majority of teaching I did was at the main campus.

Dr. Doyle: Yeah, so, classroom and in the shops?

Mr. Sick: Yeah.

Dr. Doyle: And you were teaching high school students?

Mr. Sick: Yes.

Dr. Doyle: But that was part of the Williamsport Technical Institute?

Mr. Sick: Yes —

Dr. Doyle: And —

Mr. Sick: But you know at that time, uh, they were lent to the WTI [Williamsport Technical Institute], but they were high school students. I was hired by the Williamsport School District on lease to WTI.

Dr. Doyle: Okay.

Mr. Sick: The final person that made the decision was the superintendent of schools, with Dr. Parkes' recommendation.

Dr. Doyle: Right. Um, when did that relationship eventually change [unintelligible]?

Mr. Sick: I'm not sure.

Dr. Doyle: Okay. Um, you talked about that you sensed a feeling of enthusiasm regarding the program. How did you — where did that come from, this enthusiasm for agricultural education when you came as a new faculty member?

Mr. Sick: Well, that was my job and I felt that you need enthusiasm, and I was interested, and I had sort of a good background in it. And, uh, I always enjoyed the students and enjoyed their parents, and enjoyed, uh, what I was doing, uh....

Dr. Doyle: Is there any specific memory from that time with students or incident that may have happened?

Mr. Sick: Well, you know, you take pleasure in progress that the students make: if they have their projects and they're successful. And we would have an, uh, an FFA [Future Farmers of America] banquet, up at Pine Run Grange, and the parents would put it on

pretty much, and, uh, give out awards to students for having projects — very similar to 4-H, you know. And I always enjoyed the students and seemed to have good rapport with them.

Dr. Doyle: The FFA is the Future Farmers of America; um, and that was something that you felt was important as part — in addition to their classroom and shop experience?

Mr. Sick: Well, it taught — we taught leadership. At one time, and when we'd have a convention at Penn State in the summer, and one of the contests was parliamentary procedure contest. And one year we were top parliamentary procedure team in the state. And things like that, the accomplishments the students were able to master, uh, you know, uh...

Dr. Doyle: Did all these students c— already have farm experience, or some of them were interested in it?

Mr. Sick: Majority did, but even at that time, if you lived in town, you could have — I had boys in Newberry that could raise fifty or a hundred chickens in their backyard.

Dr. Doyle: Mmm.

Mr. Sick: Then we would make capons, teach them how to make capons out of 'em, and their parents were interested, and they sold some and ate some, and then we — students could have projects on the school farm, like strawberries or sweet corn. I would help 'em with that and I had a little pick-up and we'd help teach them to — when it was time to cultivate and pick corn and they did the work and someone else told them when. (*both laugh*)

Dr. Doyle: Did you do anything regarding agricultural education during your summers?

Mr. Sick: Some: I worked on my master's.

Dr. Doyle: Okay.

Mr. Sick: And then at that time, professors from Penn State would come down here and teach. It — normally it wasn't agriculture, it was methods of teaching and evaluations, and I have forgotten the names of them, but they, uh, — so it took thirty credits in addition, as I'm sure you're aware, and I think in five years I had that.

Dr. Doyle: So, you did your master's with Penn State?

Mr. Sick: Yeah.

Dr. Doyle: In agricultural education?

Mr. Sick: Yeah.

Dr. Doyle: Okay. Umm...

Mr. Sick: But it wasn't, it was much less educat— much less agriculture than a B.S. degree.

Dr. Doyle: Right. More in theory and, and as you said, in teaching —

Mr. Sick: Yeah.

Dr. Doyle: — and so forth. Um, what were — what are your experiences and memories of the Brock Farm?

Mr. Sick: Well, you know, we had a poultry farm, poult— one of 'em, uh — several hundred laying hens, white leghorns, and we had pigs, swine, and beef. Had a manager at, Gordon Hiller, who's still around the area, uh, very interested in conservation; uh, he was the dairy manager. Fred Colburn, who isn't with us, is gone, took care of the poultry and the pigs. And, uh, I always had some questions about it, uh, in my — back of my mind. It was hard to make it successful. You know, agriculture in general has always been a struggle for people that were raised on a farm. You have to work hard. And you, in general, you pay what people ask when you buy. And when you sell, you sell for what you can get. And it, it was — and then we also had a veterans adminis— veterans program that I wasn't involved with, but it was on the, on the, uh, Brock Farm, and, uh...so I had some questions about it, and I wasn't too surprised. I'm sure I don't think we wanted to go in the arrangements, uh. You know, Mrs. Brock had given the school district forty acres approximately. Then she, uh...one of her adopted sons met Frank White at Penn State and they become friends and they...she was convinced that it wasn't the thing to do. And then the school district paid her — uh, no, she paid them so much for what they had invested in improvements and the relationship was severed on — with no problem, so we were without that as a, as a laboratory.

Dr. Doyle: So — that losing the Brock farm property as a laboratory was obviously a significant change for agricultural education.

Mr. Sick: Yeah.

Dr. Doyle: What — once you lost —

Mr. Sick: Not so much for me, because I was in vo-ag, the projects that the kids had was at home.

Dr. Doyle: Okay.

Mr. Sick: We had less farm — less town students, probably, take it.

Dr. Doyle: Were there any — was any land used here, in what is now the current campus of the college, for ag?

Mr. Sick: Say that again?

Dr. Doyle: Was any land used for projects here, in, in the vicinity of what was the school district and the WTI?

Mr. Sick: The only land that was used here, and the land is still there, behind Grit. I (*unintelligible*) — the farm (*unintelligible*) was an acre or so of land in there that we used to grow shrubbery. Uh, and I think there are some overgrown pieces of evergreens back there yet, but we could go there, and we had a rototiller and raised, raised shrubbery.

Dr. Doyle: So, in addition to what most people would traditionally think of farming and that is livestock and produce, you did some things that might be a forerunner of landscaping.

Mr. Sick: Oh, yeah.

Dr. Doyle: And did you do things with the high school that would be a forerunner of forestry also? Did you do any timbering?

Mr. Sick: Very little.

Dr. Doyle: Okay. Uh, the property that Dr. Parkes had, which is now the Morgan Valley property, did you use that at all with your high school students?

Mr. Sick: No. The only recollection I have of that: Dr. Parkes took me over there one time, maybe before he actually had given it, and wanted me to know — ‘cause he knew that I was — hardly anyone at WTI were agriculturalists. Jim Bressler and I were like kind of black sheep or sheep of a different color. And, uh, he took me over there, and I don’t think that he actually, uh, walked the premises. But he told me where they were and asked me if I would do it because after he was gone, he wanted someone to know where the land — who owned it — I mean, where the boundaries were. And he asked me. Of course, I couldn’t do very much about it, but you know — he had feelings for it that no one else had — if I would do what I could to keep it, uh, in good shape.

Dr. Doyle: So, his vision was to see it used for educational purposes even then?

Mr. Sick: I’m not sure what he had in mind, but he didn’t want it abused.

Dr. Doyle: Right.

Mr. Sick: And there wasn't much I could do, but I, I did walk the premises. But no one ever asked me where (*laughing*) they were.

Dr. Doyle: Okay. Oh, let's talk about Dr. Parkes for a while. What are some of your other recollections of George Parkes?

Mr. Sick: Pardon?

Dr. Doyle: Let's talk about Dr. Parkes for a few minutes since he was the, uh, first head of the Williamsport Technical Institute and then eventually became superintendent of the Williamsport School District. Um, what are some of your other recollections of George Parkes?

Mr. Sick: You know, my recollections of him are all favorable. He was very friendly to me; I don't know, maybe because of the agricultural background. He wasn't pretentious, you know, he was what he was. And, uh, even after he retired, he would ask my wife and I to come up to his place. One time he asked me if I'd stop, and you can't imagine what he wanted to give me: they were master carbons that he had collected, used — not used, but hadn't been used. You know what master carbons are?

Dr. Doyle Uh, I'm not sure.

Mr. Sick: You know you typed on them and then you run them off —

Dr. Doyle Right.

Mr. Sick: — tests, and he wanted to make sure they got used, so he told me that, he had saved 'em and gave 'em to me, to — so they wouldn't go to waste. He was very frugal.

Dr. Doyle: That seemed to be his whole approach: was to make the most of everything that you had?

Mr. Sick: Yeah, and I don't suppose that, uh, that we would be here talking today about what we're talking about if it hadn't been for him.

Dr. Doyle: One of the things he was very supportive of, or encouraged, was acquiring surplus government equipment. Were you involved in any of that?

Mr. Sick: Not really.

Dr. Doyle: Okay, um, you, you, in talking about George Parkes, you mentioned that he had an agricultural background, is that correct?

Mr. Sick: I'm not sure that he did. I think he was in Altoona, but he was, uh, — had — his attitude was similar to rural people: he was common, you know, and 'ppreciated

someone — like he would ask me if, “Can you do something to the front of this building to make it look better? I’ve got a hundred dollars, buy a few shrubs,” and I would, I’d do it. And, uh, I suppose that had something to do with his feeling. I always — I guess I appreciated, uh, what his goals were.

Dr. Doyle: Mmhm. One of the things he stressed very much was that education should lead to a person being employed. Uh, was that something he also stressed with the high school students? Did he assume, or did you assume, that they were going to employment?

Mr. Sick: Well, you know, we — I don’t think that he stressed so much with the high school students, that they would — we assumed a lot of them would stay on the farm or —

Dr. Doyle: Mmhm.

Mr. Sick: — but he did stress that if you didn’t have students, and you were a teacher, you didn’t have a job. So, he would help. If things got little shy, he would do what he could, if he might have suggestions. One time, uh, you know, we — I think students weren’t as plentiful as they should have been — we had what we called at that time, uh, students had had problems learning, we called ‘em slow learners.

Dr. Doyle: Mmhm.

Mr. Sick: And I taught agriculture and shop to them — oh, must’ve been five years. And then they would have two weeks of English and math and the type of thing that they could handle, which, uh, that was a good program.

Dr. Doyle: So, was this sequencing that they would take academic subjects exclusively and then take agricultural subjects exclusively? Which became sort of the model for the area vocational-technical school, correct, uh, under, under WACC?

Mr. Sick: It, it — yeah. And it — you know, like machine shop, if you have machines set up and you’re there for an hour, you really can’t learn because it’s time to get going, it’s time to quit.

Dr. Doyle: Mmhm.

Mr. Sick: If you have students for a certain length of time, it’s a much better learning situation, especially if it’s working, working with your hands.

Dr. Doyle: Since you had gone on from a farm background to, um, college, did you encourage some of your students to do that as well?

Mr. Sick: To farm?

Dr. Doyle: To go to Penn State, for example, and do agriculture (*unintelligible*) —

Mr. Sick: We had some that did.

Dr. Doyle: Was that something that, uh, you stressed?

Mr. Sick: Well, we'd talk about it, and we — they, uh, those that were interested, uh, would go up for FFA week: six or eight. And I'd take 'em and stay there with 'em three or four days, and you would take them around and show them, kind of like a...maybe some of them — Charlie Ault, for instance, was one student that even belonged to the same fraternity I did. And there was others that went there; and you do kind of try to give them some thoughts about further education and, in particular, Penn State.

Dr. Doyle: Any of them go on to become teachers of agriculture?

Mr. Sick: Not that I — no, not that I remember.

Dr. Doyle: Well agriculture by the 1950s — and actually earlier than that — was beginning to decline its importance in, in the economy. It was still important in Pennsylvania in particular, but did, um, economic change or shifts in society affect what you were doing and, and the number of students you had?

Mr. Sick: Well, you know, for several years I taught adult veterans on-the-job-training, and, uh, we had anywheres from ten to eighteen students, that would, uh, — and I did that full-time, and Mr. Bressler would take care of the ag. students. Uh, and I would spend, I think it was four hours a week with theory, we called it, and then the rest of the time would be spent with them on the farms: you'd go and spend the day with 'em, and work with 'em, and it's kind of like a supervised farming project. I just talked to Johnny Bower, uh, yesterday to make sure, uh, that I remembered what they — how much they had to pay. They paid the school forty dollars a month for my services, and they received a hundred dollars. And it was such a help to them to get started because their, uh, their, uh, farming program that they were in before they went in — or if they started when they came back — that was — it's hard to believe a hundred a month would mean that much. They probably could buy six or eight calves for that at that time.

Dr. Doyle: Is this a veterans program?

Mr. Sick: A veterans program.

Dr. Doyle: Okay, so this would have been in the late '40s?

Mr. Sick: Yeah.

Dr. Doyle: Okay. And —

Mr. Sick: Maybe up into the — yeah, late '40s.

Dr. Doyle: So, this was different than veterans coming here and staying here full-time as students?

Mr. Sick: Yeah, we didn't have any of those in agriculture.

Dr. Doyle: Okay. And you're still in touch, as is obvious, with some of those veterans.

Mr. Sick: Oh, yeah, about a year ago three of them and their wives stopped — called up and said, "Could we come and spend the evening with you?" I always had that rapport with high school students and with the veterans and so forth; it seemed to come natural.

Dr. Doyle: Uh, what subjects or — did subjects or content change between, let's say, 1948 and the mid '60s?

Mr. Sick: It changed within agriculture just like it changed in any, any other industry that you have to keep up to date. And what I call "avail yourself of education" and what I call "tune-ups": you have to read, and talk to people, and go places and, and keep up to date with whatever you do — if it's teaching or farming or you have a garage, and cars are altogether different than they were when...

Dr. Doyle: So, that's updating yourself; um, how did the curriculum change?

Mr. Sick: Well, you change it when the, uh — and with the adults, they would, uh, go to some workshops or something, extension service, and then they'd have questions, "Well, I suppose I ought to try that." Or — you do try to keep up to date with what's — different methods you know — teaching, even teaching methods, you know. I can remember when we had very little visual aids; if you had them, you had to collect butterflies or diseases, specimens and save 'em to show — whether it was adults or kids, or high school students. But then we got so we had movies and slides, and now we have better than that yet.

Dr. Doyle: How did you feel about some of those changes?

Mr. Sick: Well, I always tried to take advantage of them.

Dr. Doyle: Okay. And your students responded positively to those?

Mr. Sick: The students respond pretty much...with the attitude of the professor.

Dr. Doyle: Okay.

Mr. Sick: (*laughing*) If you gotta teach it.

Dr. Doyle: Were all your students males, or did you have female students, too?

Mr. Sick: We — of course when I came over to earth science we had — I don't ever remember having a girl in agriculture, vocational agriculture.

Dr. Doyle: In the high school program?

Mr. Sick: But now, there are many.

Dr. Doyle: Right.

Mr. Sick: And they do very well.

Dr. Doyle: Okay. Uh, what recollections do you have about some of the faculty that taught agriculture and related programs during the WTI years?

Mr. Sick: Well, you know, I didn't have — other than in the cafeteria at noon — there really wasn't much opportunity to, to have much dealings with the faculty. Jim Bressler, we were either at the farm or — and I was always busy. I didn't have to hang around the halls or anything, I always had things to do, and then it was time to go home. And I had a family and three kids and a wife and, uh, things to do at home. So, the rapport was good but I — I didn't — I don't remember that I did much visiting.

Dr. Doyle: Okay. Uh, you talked about the Brock Farm, interactions with Mrs. Brock; do you recall?

Mr. Sick: Pardon?

Dr. Doyle: Uh, you talked about the Brock Farm; and did you have any interactions with Mrs. Brock or was that something that Jim Bressler and others handled?

Mr. Sick: Oh he — I had no relationships with her. That was — Jim took care of that, (*clears throat*) and I helped — I didn't have much to do on any of the managerial business at the, at the, at the Brock Farm.

Dr. Doyle: Okay.

Mr. Sick: (*clears throat*) Wasn't hired for that purpose.

Dr. Doyle: Right. Now did agricultural education continue when the Williamsport Area Community College was created in 1965?

Mr. Sick: Yes.

Dr. Doyle: And you were continuing to teach then —

Mr. Sick: Then I was back with the high school program.

Dr. Doyle: Back with the high school program. And that expanded, I assume, because the, uh, community college was sponsored by twenty different school districts. So how did that change what you were doing?

Mr. Sick: Well, the kids that came in. We even had a kid — we had kids from Sullivan County, Jersey Shore, uh...well, about that time — when did Mr. Bressler become dean?

Dr. Doyle: He became dean in 1968 — beginning of '68.

Mr. Sick: I was alone in the department whe— after he became dean, uh, sometime in there. And, uh, that is when I got the feeling, with how I explained how it happened that we got involved with the earth science department.

Dr. Doyle: So, let's talk about that. Your — you had a vision for this earth science department.

Mr. Sick: The first time I, I had a vision to know that I wanted to do something beyond what I was doing.

Dr. Doyle: Mmhm.

Mr. Sick: I wasn't sure what it was going to be, but I had some dealings with adults you know, and, uh, I always had a feeling that the best time to teach vocations is post-high school. What we do in high school is sort of a trial and error: you, you can take some, like I thought when the high school did — makes it possible for a kid to take some electricity, some bricklaying, some cinder block laying, some machine shop, and give them an opportunity to, gave them an opportunity to try out and see what they wanted to be. And I, I thought it would be nice to be able to work with adults who had at least made the first decision that this is what they wanted to do.

Dr. Doyle: Mmhm.

Mr. Sick: And I think that about that time when Mr. Bressler was, was dean, and I had more opportunity to express myself and kind of change things a little bit, which was normal, because our relationship was good. But you know you have one person that's in charge, the guy and the second guy in command isn't in charge. And Dr. Carl's son-in-law is a — and still is — uh, owns a lot of forest land. And his, his son now — Dr. Carl's son-in-law's son — uh, is in lumbering or logging or manages or has this timber. And he, I think that had something to do with Dr. Carl's interest in, in forestry. And he had mentioned that it would be nice if we could have that, where we could — and we were interested in expanding. And an associate degree program, you know, was a, is a

challenge. But then, where are you going to teach it? You have no — you can't teach it down there in the basement or a machine shop. And I had a particular interest in horticulture, like nursery management or growing of shrubs, floriculture, agribusiness. And, uh, he talked about it, and I think he seemed to have some good rapport with Schneeбели, Herm[an] Schneeбели, he was our representative to Washington, and he knew that the, uh, penitentiary was — had excess land because they needed a lot when they were in the ammunition business, but, uh, weren't in that anymore. They just needed what they need for the prison and that the land would be available through general service administration. And I think with Capaldi — was it Lewis Capaldi?

Dr. Doyle: Lewis Capaldi, right.

Mr. Sick: And he was the person in planning, and they were able to acquire — I knew about it, but I was busy on my, uh, what I was doing — I think about 165 acres plus an acre or two of where the earth science division is now. And the, the agreement was that you could have access to it for twenty years, and if you come up with a proposal, uh, and you're able to fulfill, uh, carry out your intentions — and, of course, then they thought the idea was good for, for educational purposes. If you are successful for twenty years, then you own the land. The land that we have there now, the government will never take away because it's been there and used for the purpose intended. But had in ten years you decided to quit, you would have lost it.

Dr. Doyle: Right.

Mr. Sick: And then my part came into, "Now, what are we going to teach?" I think he'd say, "I think you ought to do something in forestry." And I said, "Well, I would like to include two — a couple programs in horticulture, one in, uh, agribusiness and wood products." And then, of course, heavy equipment, uh, never had a place to practice, to do what they need to do, you know. And —

Dr. Doyle: (*unintelligible*) Sorry. He, he — the tape — he needs to flip a new tape in.

Unidentified Person: Oh no, I'm sorry.

Dr. Doyle: We're okay?

Unidentified Person: No, we're good.

Dr. Doyle: We're good, okay.

Mr. Sick: What'd you say?

Dr. Doyle: We're okay.

Mr. Sick: And, uh, so, we, we thought that that 165 acres would give heavy equipment ideal place to what I call “bore around”: move ground here to there and do whatever they need to do — because oftentimes students in heavy equipment were, at that time, we’re talking about twenty-five years ago or more, thirty — it was more interested in the operation than they were the mechanical part. And Clyde Brass and a man by the name of Stitzel, that’s where their emphasis was: on making roads and doing that type of thing. And they did the maintenance that was necessary, but that wasn’t their main expertise. And so, then we were able to absorb them. And with the help of Capaldi — and he talked to Clyde Brass about what facilities would you need to teach that? And they talked to me about what we would need to do, the things that I was interested in, and how did I prepare to do that? Well, first thing I did was take a two-weeks course in the summer in forestry at Penn State, just to get an idea. And then you know in York state they’ve, they’ve been in the two-year associate degree programs for years with their programs. And with horticulture and whatever, and I spent time with them. Went up and visited their campus to see how they did it. And also went up to Syracuse where they teach forestry as a four-year program and beyond and went up there twice: once for a conference and once up just to see how things were going. And, uh, and I received help from Penn State, also. Man in charge of — that was interested in horticulture gave me some ideas. And then you look at catalogs and you talk to people, and then we talked to future advisory persons that eventually ended up on the advisory committee, you know. So, I had some ideas of what I wanted to do and the facilities that were needed. And I pretty much, with the help of those people — because we didn’t have a — only had — I think we taught one year, one or two years of forestry down here in the basement, which was an awful situation, you know. And one year I think when Wayne Ettinger came, he was one year, uh — maybe tried to teach something, but we had no labs, no greenhouse. But we knew we were going to have something, or we wouldn’t’ve never tried it. And uh...so, now where were we?

Dr. Doyle: Well, Wayne Ettinger he was teaching, the first person to teach in the nursery management program, is that right?

Mr. Sick: Wayne? Yeah, yeah.

Dr. Doyle: (*overlapping*) Right. And who was teaching in the forestry program?

Mr. Sick: A man by the name of Houseman; he was the first person we hired.

Dr. Doyle: And you were still teaching what?

Mr. Sick: At that time, I still had the vo-ag students and doing all these things on the side.

Dr. Doyle: On the side.

Mr. Sick: And I had them until we moved over there. And we had the opening exercises, Dr. Carl said that I would be the boss, but I never knew until that day that he had that in mind, you know — you don't know that.

Dr. Doyle: So, um, were you involved in, in, in participating and in reviewing the actual construction of the campus?

Mr. Sick: Not actual construction, but design —

Dr. Doyle: Okay.

Mr. Sick: — of what — this is going to be a lab, for that — see, we had to set up, so we had facilities for high school and, uh, college students. We had two progr— two classes in forestry of high school, one in agribusiness — one in vo-ag and one in horticulture. Those are four programs, a high school program that we had to make facilities for them so they were equal and not one had more than the other. So, we had facilities for the high school programs that we knew we had then, and we didn't know how long that was going to last — that came later. And then we had facilities for the college programs.

Dr. Doyle: And that would be there at the same time?

Mr. Sick: The same time but separate. And that, that part I figured out with the help of whoever I could get.

Dr. Doyle: So, the building gets dedicated in 1972, and, um, is that when you found out, at the dedication? (*Mr. Sick nods*) And Dr. Carl, who was the president of the community college, and had been president, the second president of the Williamsport Technical Institute. How did you feel when, when Kenny said —

Mr. Sick: I sort of surmised because we always had good rapport, but he'd never told me.

Dr. Doyle: Uh-huh.

Mr. Sick: I, I guess I'd been disappointed because I had the...I guess maybe that's the way he did things.

Dr. Doyle: So now you became the director of the campus.

Mr. Sick: Yeah.

Dr. Doyle: That fundamentally changed what you were doing. Um, how did you feel?

Mr. Sick: Oh, I feel then just like I feel now: busy. (*both laugh*)

Dr. Doyle: Did you do any teaching or did you stop teaching?

Mr. Sick: I didn't have time to —

Dr. Doyle: Okay.

Mr. Sick: — do anything except watch — keep things going. They — some of 'em called me the mother hen. (*both laugh*) But, you know, you had evaluations, you had advisory committees, you had — generally interviewed students that came, they would come there and someone had to tell them. You can't say to Wayne, "Here's a student" — he's teaching, you know. And college faculty, I found out that when they're not teaching or don't have office hours, generally they may not be there. I was used to the teacher being there from 8–4.

Dr. Doyle: Right.

Mr. Sick: So, I was — I had to do lots of things, now if you asked 'em, you knew you could set an appointment — that was okay, but — so the secretary would say, "Here's a student and family from Wellsboro" or wherever. And —

Dr. Doyle: Did the new facility increase the number of school districts sending high school students?

Mr. Sick: Uh, it increased the number of students — I don't know about districts.

Dr. Doyle: Okay. Um, and so the first two programs that had to — actually, they were created before you went to the new facility — were forestry and nursery management, correct? And you then took responsibility for the service and operation of heavy earth equipment also? And then, what about floriculture, that was added next?

Mr. Sick: well, that, that was a — the first year when we were down in the basement we had no — that, that was an addition, we added that. And Mrs. Fink was one of the first teachers and still there. I was — I don't know how — I don't think it works that way now, but, uh, with the deans that we had at that time, whether it was Bressler or, uh, who was the other one?

Dr. Doyle: Herschel Jones.

Mr. Sick: No, he was the assistant to the president.

Dr. Doyle: Well, before him: uh, Lewis Bardo. Before Jim Bressler.

Mr. Sick: Walters — Waters, Waters.

Dr. Doyle: Ed Waters, that's right. (*unintelligible*)

Mr. Sick: Ed Waters. They would wanna be involved, but I always — and — that was somethin' you had to do. You know, I have a feeling that one of the most important things that any administrator does is who he hires. If you — you have to — that's very important, one of the most important. And most of 'em there would — were hired under my recomm— all of them that was there while I was there was hired under my recommendation. Now if when they came over, I'd come over with them to see Waters or whoever, but I don't ever remember them saying, "I don't think — I think you made a mistake."

Dr. Doyle: Mmhm.

Mr. Sick: I did make one mistake, but they didn't detect it either. *(both laugh)*

Dr. Doyle: So, who are, who are some of the faculty that, uh, played an instrumental role then in those early years in shaping those programs?

Mr. Sick: All of 'em.

Dr. Doyle: Okay. Um...

Mr. Sick: And I still, you know if they retire, I know about it.

Dr. Doyle: I recall seeing you recently at a, a, a retirement.

Mr. Sick: Yeah.

Dr. Doyle: And I know that that faculty person was very happy to have you there. Um, what were some of the additional opportunities that the new earth science campus and facility provided for the natural resource programs at earth science? 'Cause you, you're a person — from your early years on your farm you knew there was a potential for more. And as you said, being a teacher of agricultural education, you knew there was a potential for more. Well, now you have a new campus, you have new grounds, were there some other things that you saw?

Mr. Sick: Well as I mentioned bef[ore]— well I guess I didn't mention it, but I, I always thought it would be nice to have an arboretum. And, uh, Weilmin— Richard Weilminster was very interested in that. And we — and I was able to get several grants to buy shrubbery so you, so you didn't have to run some place. And, uh, I thought it would be nice — and I still think it would be nice — if we had a, almost a person to take care of the arboretum. And then it would be part of something that you — people come here, they'd see the arboretum belonging to the Williamsport Area Community College or the Penn College: uh, new varieties, new species, new types of things. That would be one of the things that I would be interested in, and one — I thought we were started on that. And I don't know — I hadn't any great goals because we were always busy, it seemed.

Dr. Doyle: Mmhm. Um, what was the local response to the — what was the response of local business and industry to the programs?

Mr. Sick: I think that was one of the things that I didn't understand that was available. We got very little. We had advisory committees and maybe the thirty year that we're talking about ago, that wasn't the thing to do as much as it is now, because I don't remember ever getting much help from industry. And I think that was — maybe it was some of my fault because I didn't know that that was feasible, you know. And we had advisory committees from all over the state, and they'd come either once or twice a year and we'd serve — Louie and Carwin would serve, you know.

Dr. Doyle: Mmhm.

Mr. Sick: Uhhh —

Dr. Doyle: Meals, right?

Mr. Sick: Meals, and —

Dr. Doyle: (*unintelligible*) became Le Jeune, right?

Mr. Sick: Have — there was no Le Jeune, you know.

Dr. Doyle: Right.

Mr. Sick: And, uh, uh, so I think that was something that I didn't realize was, was possible.

Dr. Doyle: But you did connect with the district forestry, did you not?

Mr. Sick: Oh, yes.

Dr. Doyle: Very actively?

Mr. Sick: Any district areas we — that I knew about. See, I had been still working at, still doing it, but I have trouble when you go to meetings to hear. And worked with conservation all these years you know: fifty. (*laughs*) And I did, I did my student teaching in the Poconos, and I learned some things, uh, by taking twenty kids out to plant trees; learned two or three different things that I still know about. One of 'em: if you want kids or even adults to work good when you're trying to accomplish a job, if you work with 'em — not just stand and boss — if you work with 'em, they'll work better. And, also, you have to encourage 'em and have some kind of an incentive for them to do it, because we were planting trees and had two groups, one of the groups would get, uh, mis— trees would be disappearing. And one kid says, "Mr. Sick, these woodchuck

hole— they shoved them in the hole.” (*Dr. Doyle laughs*) And, uh, (*laughing*) so, I had to watch that. Besides helping, you had to see what was going on.

Dr. Doyle: Right.

Mr. Sick: And, uh, those couple things, after all those years, I still remember.

Dr. Doyle: What, what incentives did you use?

Mr. Sick: Well, what incentives did I use? I don’t know. One of the incentives is that you work with ‘em. My son is in business, uh, and they employ as much as fifteen Mexicans in landscape business in Chester County and he told me — and I guess maybe he knew that — that when he works with the people, with his helpers, they can get a lot done. Because if — he sort of sets the standard for how hard they work, you know.

Dr. Doyle: Uh, one of their programs — or one of their facilities, at least — at the earth science campus that had to be constructed, it wasn’t there initially, I believe, was the sawmill. And you — that’s part of your experience, going back to farming.

Mr. Sick: Well, not really. I understood the value of it. But there was a man by the name of Bud Zaner that had, uh, uh, always — rather sophisticated man, but he was always a good sawyer, and he was very helpful. And that’s what he did: was take care of the sawmill and helped erect it and figured it out. You know it’s always been a problem in vocational education to find someone who has the practical experience and an adequate education. Still a problem to be really vocational and doing something, you have to have had the experience doin’ it. And then, you know, we had trouble finding someone in the sawmill because (*unintelligible*) and then could meet people, and —

Dr. Doyle: Good interpersonal skills, right.

Mr. Sick: And, yeah, and, and teach the kids.

Dr. Doyle: Did — were there any safety concerns that, uh, administrators raised because of the sawmill?

Mr. Sick: Well, yeah. I thought — I think faculty were pretty aware of that.

Dr. Doyle: Mmhm.

Mr. Sick: And with people — you know, we’d get visitors once in a while from the state. I guess that’s not — some department of the state department, and they would emphasize the wearing of glasses and, you know, and whatever.

Dr. Doyle: Speaking of visitors, did — in your years both in WTI and WACC, did you have international visitors come to your programs?

Mr. Sick: Mm, we had state — I don't know if I had — I don't remember any international.

Dr. Doyle: Okay.

Mr. Sick: Because that was vocational agriculture and, see, there would be places in New York state that were doin' what we were doin' that been there before we thought about it.

Dr. Doyle: Right. Um, as we talk about the various properties and programs of the earth science campus, uh, for purposes of clarification, let's distinguish that these properties you mentioned earlier acquired from the federal government were part of the ordnance in the prison property, but there were actually two properties on either side of Route 15.

Mr. Sick: When we acquired the 165 acres, it never occurred to me that that wouldn't be plenty for heavy equipment. But I found out that they wanted a place for — where they could go out and dig, and move ground, and practice. And I — to me that wasn't a — uh, it was very unsightly. And, uh, I was looking for a place where they — where we could have the main campus there looking good. And even though I understood exactly what they wanted to do, I didn't want it to be within sight of everyone, and — dust and all that type of thing. And I knew that I inquired from Capaldi, "Where could we — is it possible to get some more land from the prison?" And they owned this land down on [Route] 15, left. And he and I went to Philadelphia together and talked to 'em down there about it, and we were able to get two parcels — uh, were out of sight and where they could, at night, leave it where it was and the next day, if it rained, it would be all right. And then they built — a facility was built for the — to do some mechanical work and to get in out of the weather. And so that was — that was how that happened.

Dr. Doyle: Did the forestry program use any of that land initially?

Mr. Sick: No. We used some of Dr. Parkes' land, and we found places that — and we did some harvesting down at the women's penitentiary at Muncy and some on Dr. Parkes' land and other places. I'm not — I just don't recall where all we went, but we had a harvesting project each, each spring.

Dr. Doyle: And the Dr. Parkes land would have been the Morgan Valley land?

Mr. Sick: Yeah.

Dr. Doyle: Which by that point he had given to the community college.

Mr. Sick: Yeah.

Dr. Doyle: Um —

Mr. Sick: But mostly what we did there was called timber stand improvement. We didn't do much harvesting.

Dr. Doyle: Right. Uh, you raised an important point, I think, because the colleges and the WTI both were famous in — and the Penn College is still famous — for getting involved in providing services that are for community groups and townships and things of that sort, school districts, um, but are also educationally beneficial to the students. Did Service and Operation, uh, do some of those during your tenure?

Mr. Sick: They did quite a bit. We worked for Montoursville, where Montoursville Park is now, with Ben Eldred. Uh, he did — changed the contour of that whole area, and, uh, and uh that was helpful. We — several — but the one that — the most important one is where the barrow pit was for Route 15 and other — uh, I don't know where all the, where the soil went to, but it was, it was gone. And there was a tremendous barrow pit on Route 15 where the Little League headquarters — not where the main building is, but where the fields are. Uh, and our heavy equipment people worked in there for several years: leveling and sorting the rocks out and cutting the brush or digging the brush out and making it so it could be feasible to try to do something. It could be that whoever gave us permission to do it had in mind that we would use that, could be used as a ballpark sometime, maybe for Little League. Um, um, I think that's — was in the idea — that was the idea of someone —

Dr. Doyle: That's my understanding —

Mr. Sick: — local.

Dr. Doyle: — talking to others, yes. Um, any other programs get involved, landscaping, or...?

Mr. Sick: What we did for the, uh — well, the historical society — historical building on Fourth Street, and when the elementary school up Lycoming Creek — many, many — I wouldn't be able to — especially with heavy equipment —

Dr. Doyle: Okay.

Mr. Sick: — this type of thing. And Wayne Ettinger, he would — when he worked at Ways Garden pruning and planting, and — we did lots of projects for the area.

Dr. Doyle: And through the years, many projects, uh, here on the main campus as well for nursery management, for example, and I guess, forestry, also, (*unintelligible*).

Mr. Sick: Yeah.

Dr. Doyle: Okay. Are, are there any other programs that, uh, we've overlooked?

Mr. Sick: Well, we had agribusiness for, uh, probably five or six years and then the population went down, and I said, “When we — you lose students, you have a faculty member that specializes in that, they have to — you don’t have students, you don’t have a job.” And that didn’t — wasn’t possible, it didn’t work. We also had a, a project in forestry. What was it called? Wood Products.

Dr. Doyle: Mmhm.

Mr. Sick: And I still think that would work, because you’d be surprised at the amount of business in, in making a molding — that type — wood products. And — but we didn’t have the money to pay the right kind of instructor. You have to — we didn’t — our pay structure wasn’t high enough to take someone from industry that was doing that to come here to — and we got a person who didn’t understand, and, and I don’t — they’re not — I think it still can be done.

Dr. Doyle: Small engine repair, was that while you were the, uh, director?

Mr. Sick: Small engine?

Dr. Doyle: Yes.

Mr. Sick: That was just like a sideline.

Dr. Doyle: Sideline, okay. Um, during the community college years, there were continuing education courses. Were any taught at the earth science campus?

Mr. Sick: Mostly in, in the floriculture program.

Dr. Doyle: Okay.

Mr. Sick: And a couple in — well, I think it was mostly in the floriculture area: floral design, might have been some, um, landscaping, home landscaping. I think we did have a program: short, six weeks or something in that.

Dr. Doyle: Mmhm. Um, you have a long and distinguished involvement with professional associations and with land conservation. Would you tell me about your involvement there?

Mr. Sick: Well, that’s —

Dr. Doyle: It’s ongoing, even to this day, right?

Mr. Sick: (*chuckles*) Soil conservation it’s called: it’s, it’s wise use of our natural resources. That’s the definition that I like to think about, which includes soil and forest

and waters and air, whatever. And, uh, I was chairman of the Lycoming County Conservation District at least forty years. And uh, started with the interest in that, doing student teaching up in the Poconos, that was in '48, and I'm still a member of the conservation district: it's called associate degree — associate member. But, uh, I attended conferences and went — we've had an active conservation district, many years it didn't lose, uh, its focus.

Dr. Doyle: And was that idea of conservation and the environment part of what you were able to instill in earth science campus and its programming in any way?

Mr. Sick: Well, you know over at the main campus now, they have a program, uh.

Dr. Doyle: Environmental technology?

Mr. Sick: Yeah.

Dr. Doyle: Right.

Mr. Sick: But that's a little beyond what conservation districts were interested in. We had students with projects: high school students with projects in conservation. And forestry department uses our facilities sometimes for their meetings. But this — uh, the conservation that, uh, of, of our natural resources kind of fits in with most any program if you understand it.

Dr. Doyle: So, you instilled that at least in your own teaching?

Mr. Sick: Uh, I did when I taught high school students.

Dr. Doyle: Mmhm.

Mr. Sick: But beyond that I don't think I was able to do much along those lines.

Dr. Doyle: Okay. Uh, even this summer you attended ag. days up at Penn State, is that right? So, you're still involved in agricultural activities of some sort, besides your own raising of plants and stuff like that?

Mr. Sick: (*overlapping*) I, I do whatever, uh, I can in conservation, you know.

Dr. Doyle: Mmhm.

Mr. Sick: Workshops that they have up there or conventions or, uh, locally — the EP has meetings, talk about...

Dr. Doyle: And you're involved in, in, uh, the planning body for Lycoming County, is that right?

Mr. Sick: No, just our township.

Dr. Doyle: Your township, okay.

Mr. Sick: I — my wife and I both worked on, uh, international students for several years.

Dr. Doyle: (*overlapping*) Okay.

Mr. Sick: We brought, uh, people from overseas here and some of ‘em came to WACC or, or Penn College or wherever. but that, it got to the point that it’s too expensive for us to earn that much money to bring someone over.

Dr. Doyle: Mmhmm

Mr. Sick: We still, they still, as you know, many students come but most of them that come now are not poor students

Dr. Doyle: Right.

Mr. Sick: Their, their families have enough to pay their way.

Dr. Doyle: Okay, as you mentioned that aspect of international education, are there other aspects as you look back on your career that we haven’t talked about and you think we ought to discuss today? Something we’ve left out?

Mr. Sick: Well, I don’t know whether — my wife and I have done considerable traveling, but that hadn’t do — hadn’t — that broadens our viewpoints, you know, but I don’t know that we were able to pass it on. One interesting thing we did: we took a bus trip of Europe one time, ten different — ten countries, ten capitals in twenty days. That’s — that’s quite an interesting trip.

Dr. Doyle: Well, I think that does go back to what you said at the very beginning, in which when you had that opportunity to go to Penn State and that national youth program, that that broadened your world. And so what I’m hearing, you know, at this point is that broadening one’s world is a very important part of being a person, being an educator, being involved here at, uh, WTI, WACC, and Penn College so...

Mr. Sick: Monday my wife and I are going to Lake George on a three-day bus trip up, up as far as Vermont. I don’t know what we’ll see. But I didn’t tell her, but I’ve, I’ve been there before. (*both laugh*)

Dr. Doyle: Oh, I’m sure you’ll see something new.

Mr. Sick: Yes, I'm sure, it wasn't yesterday, you know. *(laughing)*

Dr. Doyle: As you look back at your role in agricultural education and the creation of the earth science campus and its programs, regarding what do you take the greatest satisfaction?

Mr. Sick: I guess in knowing people and having rapport with high school students and college students and, and faculty, and having them seem to be friendly and interested. And I think that seems to me I'd get the most satisfaction. Occasionally someone will say, "Well, you told me this or that," but that isn't so important. It's just I guess as you approach your hundreds, your friendships are very important.

Dr. Doyle: So those personal connections, uh, that you've talked about hearing from students, uh, from many, many years ago. Uh, that's got to be something greatly valued and, um —

Mr. Sick: Maybe — I don't know if you had this experience or not — but when my kids were little, smaller, and we'd go to the mall, they got so they didn't want to go, because you'd see someone and they'd want to talk or I'd want to talk, probably both ways, and they didn't know them, you know, and they'd say, "We — no use going down there with you, because all you do is talk to these people and we don't know them." *(laughs)*

Dr. Doyle: But those people remembered you.

Mr. Sick: Yeah. *(overlapping)*

Dr. Doyle: And, and obviously valued those memories. *(overlapping)*

Mr. Sick: *(overlapping)* And I remembered them, I guess that's important part that you remembered them.

Dr. Doyle: Yeah, mutual — good. Well, thank you for sharing some of your experiences and memories and helping us document, uh, your very important role both in agricultural education and in the creation of the earth science campus and its programs that are there today and thriving. Thank you so much, Joe.

Mr. Sick: Very welcome and I, I guess I can say that I appreciate the interest that people would have in what one has accomplished.