

# Oakland University Chronicles

*Interview with*  
**William Schwab**

Transcript of Oral History Interview

Interview date: November 21, 1996

Interviewer: David Lowy



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## William Schwab

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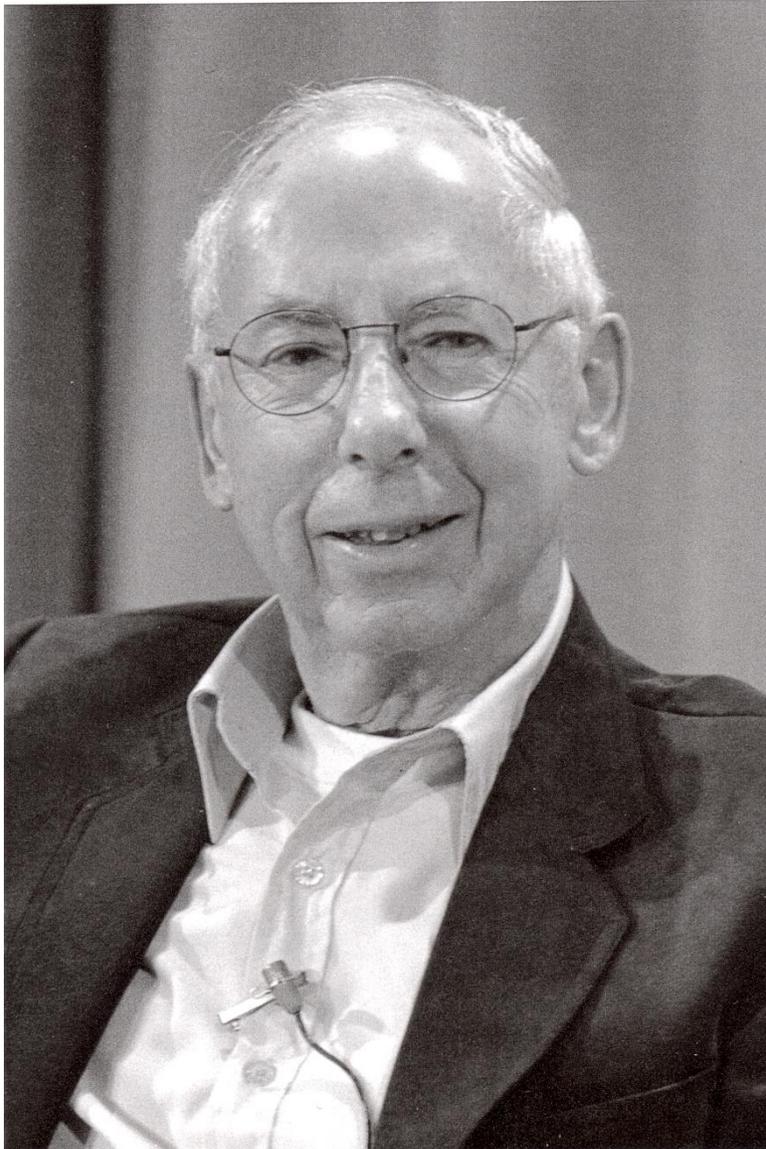
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November 21, 1996

Photographer: Rick Smith

Oakland University Communication and Marketing



William Schwab  
Associate Professor  
English

**Photograph of William Schwab**

MSUO Yearbook 1961

## Oakland University Chronicles

### WILLIAM SCHWAB

Date of birth: November 8, 1923

#### EDUCATION

B.A.	Bethany College	1945
M.A.	University of Wisconsin	1947
Ph.D.	University of Wisconsin	1951

#### ASSIGNMENTS IN THE PHILIPPINES

1954 • 1955	Fulbright Professor, University of the Philippines
1963 • 1964	Fulbright Professor, University of the Philippines and Ateneo University, Manila, Philippines
Summer 1966	U.S. State Department Long-Range Planning Team for Fulbright Program: Philippines
Summer 1968	Fulbright Professor American Studies Seminar, Manila, Philippines

#### OAKLAND UNIVERSITY

9-1-59	Assistant Professor of English <i>(reappointed from Michigan State University)</i>
7-1-60	Associate Professor of English with Tenure
7-1-65	Professor of English
9-15-66 • 4-30-67	Acting Chair, Department of English
7-1-70	Professor of Linguistics and English Chair, Department of Linguistics
8-15-79 • 8-14-88	Chair, Department of Linguistics
8-15-90 • 8-14-93	Phased retirement
8-15-93	Retired
3-3-94	Professor Emeritus of Linguistics and English

## **Oakland University Chronicles**

### **Interview with WILLIAM SCHWAB**

**November 21, 1996**

DAVID LOWY: This is one of the interviews for the Oakland University Chronicles project supported by the Oakland University Foundation. Today is November the 21st, 1996, and we are in Varner Hall on the Oakland University campus. The goal of the project is to collect oral histories dealing with the beginnings of Oakland University. We are going to focus on the first four years, the time prior to the first graduation. My name is David Lowy, Chair of the Psychology Department, and I have been at Oakland since 1962 for a grand total of 35 years.

It is my very great pleasure to be talking with William Schwab, Professor Emeritus, Linguistics and English, who has been at Oakland from 1959 until his retirement in 1993. I have known Bill since 1962.

Bill, good seeing you.

WILLIAM SCHWAB: Good to see you.

DAVID LOWY: You know, in this project, one of the intriguing things is finding out how people heard about what then was MSUO; after all, it was a brand new setting without a history. Do you recall how you first heard about MSUO?

WILLIAM SCHWAB: Yes, I do, as a matter of fact. I heard about it by reading an article in the student newspaper at Michigan State where I was an assistant professor, and I casually mentioned [my interest in] the potential development of the new institution to my chairman. Well, two or three weeks later, there was a call from Woody Varner, whom I didn't know, inviting me to an interview, and I went.

DAVID LOWY: So you heard about it through MSU? And then you met with Woody?

WILLIAM SCHWAB: I met with Woody for approximately an hour and Woody outlined the potential of the new institution. It sounded very convincing, and I left after an hour—a very pleasant visit with him—and, oh, maybe three weeks later there was a call inviting me to participate as a charter faculty member at this university.

DAVID LOWY: That's right, you are a charter faculty, namely someone who was here to teach in 1959?

WILLIAM SCHWAB: Correct.

DAVID LOWY: Actually you were here before the first students came?

WILLIAM SCHWAB: I may have been here for a day or so, but I came here in September 1959, and have been here ever since.

DAVID LOWY: But you were here to greet the students?

WILLIAM SCHWAB: Exactly. Yes.

DAVID LOWY: So then after you spoke with Woody, were you interested?

WILLIAM SCHWAB: Yes, the possibilities sounded very interesting, very exciting, but to tell the truth, I didn't pay too much attention to this until I received a call from Woody's office, and then I suspected that something was in the offing, which, indeed, it was. He made me an offer to join the faculty at MSUO, and at that point I remember saying, "Thank you very much, I'd very much like to do that, but I would like to meet the person to whom I will be responsible, first."

Then Woody arranged for a luncheon at the Kingsley Inn with Bob Hoopes and Miggie Hoopes, and we had a very pleasant luncheon after which both Woody and Bob Hoopes excused themselves. At that point, I decided perhaps I should excuse myself too. I met them in the men's restroom where Bob Hoopes extended me an offer, which happened to be the same offer that Woody had extended to me at Michigan State.

I must confess I had hoped it would be for a little bit more money. It was not, but I was able to negotiate a few hundred dollars more, which in those days was fairly significant.

DAVID LOWY: I guess things are done differently today.

WILLIAM SCHWAB: Oh, absolutely. I think today, as you well know, the process is a very complicated one. I suspect one really should hire people to prepare resumes, to prepare papers for review and promotion; it was quite different in my day.

DAVID LOWY: What made you finally decide to come?

WILLIAM SCHWAB: I think there are two reasons that I recall. One, obviously, was the excitement of participating in a new institution, in a new program, specifically in English. The other, I suspect, was the possibility of working in a small institution. As you know, Michigan State was already a huge university, 30 to 35 thousand students, and this presented an opportunity to work in a very small, pleasant ambiance, and that made me decide to come here.

There was another reason, actually. I enjoyed being at Michigan State quite a lot, and didn't want to leave Michigan State. But since this was an extension of Michigan State—Michigan State University Oakland—I thought, "Well, why not try this?" If I didn't like it, I was certain I could return to Michigan State. Which was not exactly true, it was a mistaken notion on my part since we all change; institutions change as well as individuals.

So it was part of the excitement of doing something from scratch, building a program, building an institution, being part of that, and at the same time the belief—perhaps mistaken belief—of still being part of Michigan State.

DAVID LOWY: At that time it was. Of course it didn't last.

You said the excitement was coming here and creating a new kind of English course or curriculum?

WILLIAM SCHWAB: Perhaps not exactly that, but in my case, I discussed the possibility of developing a program in language, and particularly in the teaching of English as a second language, in which I had developed an interest as a Fulbright lecturer in the Philippines in 1954-55, and also realizing that so many English majors complete their undergraduate work without work in language. I asked Bob [Hoopes] if he would support me in developing some requirements in language along with courses in literature, and he was quite amenable to that, and I felt that was a great opportunity to be part of.

DAVID LOWY: Courses in language?

WILLIAM SCHWAB: Yes, specifically a course in English grammar, and eventually a course in the nature of language, including such matters as the sound system, the grammatical system, the semantic system, something about the history of English, comparisons of language, and to some extent, cross-cultural communications. That seemed to me a promising academic area, and I felt that Oakland would be a perfect place to develop that, this being in a large metropolitan area.

DAVID LOWY: When you came, did you have any impression as to the kind of students we would have?

WILLIAM SCHWAB: Not very much. As you know, there was considerable talk about this institution being the Harvard of the Midwest, and when I mentioned that to a good colleague of mine who happened to be an associate dean at Michigan State, he set me straight. He said, "Bill, remember, this may be a new institution, it may be an institution with a superb faculty, but the students are going to be Michigan students, and they are not going to be students who would normally go to the University of Michigan, or Michigan State, or even to any of the regional colleges."

So I must confess that I never had the mistaken notion of a student body that compared, let's say, with an undergraduate student body such as Harvard or Johns Hopkins. So I was under no illusion about that.

DAVID LOWY: But do you think that others had some kind of notion that this was going to be a sort of very elite undergraduate college?

WILLIAM SCHWAB: I think it's quite possible since most of the faculty, I think with the exception of two or three, came from elsewhere in the country. A substantial number of charter faculty came from Eastern institutions, and I suspect they thought there would be a [superior] Eastern kind of student body, which was not the case.

DAVID LOWY: So, you started out teaching freshman classes?

WILLIAM SCHWAB: Yes. [Three in each of the first and second terms.]

DAVID LOWY: But the courses were already designed? There were syllabi and books ordered and so on. What were those like?

WILLIAM SCHWAB: Very difficult, dramatically more difficult than anything I had been acquainted with or I had taught at Michigan State or prior to that at Purdue University. In English, Bob Hoopes had proposed a reader on rhetoric which was extraordinarily difficult. The selections ranged from ancient rhetoric to medieval and modern rhetoric, and it was a challenge, not only for the student, needless to say, but for the instructor as well.

So there was a considerable disparity between the kinds of materials that we taught and the kinds of students who were the recipients of this effort.

DAVID LOWY: So that does sound as though, at least at some level, the expectation was that these would be vastly superior students to the typical ones?

WILLIAM SCHWAB: Yes, I would think so. I was particularly aware of extremely complex materials in the course in Western [institutions]. I recall students with a thick volume of readings, much of it to be completed in a ten week quarter. The students were really burdened with a tremendous amount of work.

DAVID LOWY: Any notion that you recall about how the students responded? They must have been in a state of shock.

WILLIAM SCHWAB: They were. They were in a state of shock. They did their best and I certainly respected that. I think many of us respected their efforts. Some of them were extraordinarily good, some of them were very good. Others had insurmountable difficulties, so much so that Dean Hoopes had to hire someone to do remedial work in English.

Now, what is interesting is that the prospectus for Oakland University indicated that there would be no remedial work. Well, it didn't take very long for the awareness to sink in that, indeed, it was quite necessary. There may have been some remedial work in mathematics too, I'm not sure. But certainly there was in English and, incidentally, that work was not for credit.

DAVID LOWY: Certainly I think many universities have remedial courses, compensatory courses or something, because, depending on what high school the students go to, they may or may not be really equipped to do independent work at the college level. So the students found this understandably rough.

WILLIAM SCHWAB: Very rough. But many persisted and we had a very substantial graduating class. In fact, I have here the very first commencement program from Michigan State University Oakland—which just before the first graduation, changed its name to Oakland University. If I may, I'd like to read a sentence from Woody Varner's note to all faculty saying: "This will be a collector's item a couple of hundred years from now, and I thought you might like to have a copy that would last as long as you." I think this shows the informality of the initial faculty and staff that were here. There was a closeness that was extremely pleasant and obviously not expected to continue as the institution grew.

DAVID LOWY: But coming back for a moment to the students the freshman year, I recall hearing someplace that when grades came out, it was a disaster.

WILLIAM SCHWAB: I am not sure that it was as grave as that. It was not a pleasant experience for students, and because of the difficulties, Woody Varner

called a meeting and extended what he labeled as an amnesty, allowing students who had failed a course to repeat it. So that was a very positive step in the direction of reality.

DAVID LOWY: And also to get some recognition that students were having a very difficult time, and giving them some salvation and hope to hang onto. So this was, what, the first quarter?

WILLIAM SCHWAB: Yes. That was the first quarter, September through December of '59. We simply adopted the Michigan State [quarter] system which I think was changed after a few years to the trimester system.

Remember, at the time this was the period of Sputnik, and that meant for students the possibility of completing college in a little more than three years. Oakland University made that opportunity available to students.

DAVID LOWY: I came in year three. At that time we were on the trimester. So we quickly gave up the quarter system. If I recall, initially, weren't the freshman courses UC courses, university courses, rather than departmental courses?

WILLIAM SCHWAB: Yes, they were. As a matter of fact, MSUO was not to have departments. The freshman courses, including rhetoric, Western institutions, [and later] area studies—either India or China, I believe that is how we started—were university courses, what would now be called general education courses.

DAVID LOWY: So initially, you were not going into a department?

WILLIAM SCHWAB: Correct.

DAVID LOWY: That didn't last very long.

WILLIAM SCHWAB: It didn't last very long because someone had to do the departmental kind of business which, as you know, being a chairman, requires a great deal of attention. So that changed rather quickly, and we began to have departments. Of course, with departmentalization you lose some of that

ambiance, that rapport that you have, not only with faculty but with the administration as well. We were, I suspect, a kind of an extended family—

DAVID LOWY: At that time.

WILLIAM SCHWAB: We were an extended family, a very "clubbable" group, I would say, and I often refer to the first few years as "clubbable" years. Where else could you attend a university and be invited to dinners and parties at a magnificent place like Meadow Brook Hall? Where else could you graduate as charter class and be given a ring by the benefactress of this institution, Mrs. Wilson? [Mr. Wilson had died.]

DAVID LOWY: At that time, Mrs. Wilson was still very active in the University.

WILLIAM SCHWAB: Very active, indeed. I remember her sitting in the first row during the commencement ceremonies. In fact, both Mr. Wilson and Mrs. Wilson were sitting in the first row at our freshman assembly in 1959, and Woody Varner asked them to rise. Needless to say, they were given a vigorous applause, as they deserved. They were very much a part of the institution.

DAVID LOWY: I have heard stories that in those early years, and I think I went to one, they used to entertain at Meadow Brook Hall with the faculty. Was it faculty, freshmen, everyone, do you recall?

WILLIAM SCHWAB: I don't think all parties were for freshmen, and I think that was quite proper. Quite a number of them were receptions for faculty. I'm sure there was at least one reception each fall. There were dances for students sometime in the winter or early spring, and I believe there was a rather elaborate dinner for the first graduating class. So that was a pleasant part of the university [life].

DAVID LOWY: Mrs. Wilson really was very much involved.

WILLIAM SCHWAB: Extremely so. And when you think of it, what a wonderful thing it is to donate some of your worldly goods in such a way that you can see the results—have the pleasure of giving and the pleasure of seeing what you have given develop into an institution of learning, which, as Woody Varner said a number of times, will be here for hundreds and hundreds of years. (We won't, unfortunately.)

DAVID LOWY: I remember Mrs. Wilson back then. There used to be a faculty bridge game. Mrs. Wilson played in that and took her turn in hosting the group—a wonderful, wonderful lady.

You have mentioned before that the early ambiance, the "clubbability," was something that you remember very fondly. What do you think that was about? It's changed.

WILLIAM SCHWAB: It's changed dramatically. I think what it was about was the sense that we were, I don't like to use the word, but "pioneers" comes to mind—that we were involved in the planning and development of an academic program, and, quite frankly, that was a lot of fun. It was agonizing in some ways, but when you look back on it, it was a great pleasure, something that you would not have in a traditional institution. Consider how difficult it is now to propose, much less to have a new course accepted in your department. Consider how difficult it is to get a promotion. Consider the bureaucratic nonsense that is involved.

In those days, promotions came in an ad hoc way. I remember one day Bob Hoopes came by my office—said "Hello, Bill, how are you?"—made a bit of small talk and left. Then he peeked in again and said, "Oh, by the way, I've recommended you for a promotion to associate professor." I said, "Well, thank you very much," and that was it. You know in order to be considered for promotion now, you have to present volumes that nobody reads, but that is the way of bureaucracy.

DAVID LOWY: I'd like to go back to one thing. You mentioned that when you came to Oakland, the curriculum was already established. Was there any discussion as to where the curriculum came from, what it was supposed to do, what the goals were?

WILLIAM SCHWAB: That is a good question. I myself did not participate in curriculum development before the arrival of the first class. Neither did other faculty members. However, there was a seminar at Meadow Brook attended by some extremely distinguished individuals including President Eisenhower's brother, Milton Eisenhower, and others of that stature, whose charge it was to develop a curriculum, the ideal curriculum, given no restraints whatsoever.

Now, whether they did that in the short time that they met or whether there was another committee or committees at Michigan State, which I tend to think was the case, I can't say for sure. But there was considerable planning.

DAVID LOWY: What impressions did you have of that curriculum as it existed at that point in time?

WILLIAM SCHWAB: As it existed at that time, there were parts of it that were extremely relevant to the needs of the day such as the requirement of foreign language, a two-year study of foreign language, which I thought was really very good. Two-year foreign language requirements were not at all universal at the time, and they are not now, as you know.

Another interesting part of the curriculum was what has come to be known as area studies. Specifically, at the beginning, it was the study of a non-Western civilization. I believe we began with a choice—students could study either India or China. Since then the program has developed and students now may choose from any number of areas, some of which are, indeed, Western, such as Russia. There are others, but that program has changed over time. Its essence remains. I think that is very good.

I did not follow nor was I all that much interested in programs outside of the humanities, but the humanities portion of the program was quite good, I thought. It was difficult, and perhaps it was somewhat in the clouds, but then, that was the charge—to develop [an ideal] program.

[At first there was not even to be a course in freshman composition, but that rapidly changed when Bob Hoopes, our first dean of the faculty and professor of English, argued forcefully and persuasively for such a course. And when classes started in fall 1959, there was a required course in freshman English.]

[The preceding inserted paragraph was prepared by the interviewee.]

I suspect that the Meadow Brook Seminar participants thought about everything except the students.

DAVID LOWY: Well, that was left to the faculty to deal with, and as you already said, there were some difficulties initially.

In the past, some people have mentioned that they felt the students felt guilty, that they somehow were not living up to expectations. Was that your impression?

WILLIAM SCHWAB: I can't say that was my impression. My impression was that students worked hard for the most part (some of them didn't). But they were like students elsewhere. In fact, I would say that in 1959, in the early '60's, students were a lot less spread out than they are today. Today students have many priorities besides study, and study is just part of what they do. But when you look at our freshman class in 1959, you see the traditional, classic student, age 18, 19, perhaps 20. That has changed. So I would say that [our students] were quite serious.

DAVID LOWY: That's right. At that time we couldn't have transfer students because they were all starting. We only offered freshman classes.

WILLIAM SCHWAB: Correct. The transfer students came in the third year. There weren't that many transfer students because OCC [Oakland Community College], I believe, hadn't started or was about to start, so there was not that much competition at that point.

DAVID LOWY: So the initial curriculum was sort of non-departmental, but inter-disciplinary, dealing with themes.

WILLIAM SCHWAB: Yes, and I think it met the requirements stated in the Oakland University prospectus, if you will, that students were to receive a broad, modern, liberal arts curriculum: a liberal arts education that would prepare them—whether they be business majors, education majors, or engineers—that would prepare them to handle practical problems in their jobs. I thought it was a very worthy type of a program. It was a non-vocational program. There was

the sense that at other institutions, academic work had become vocationalized, and so I think the Oakland experience was a rather healthy antidote to this vocationalism.

DAVID LOWY: But at that time, didn't we have engineering programs and education programs or did they come later?

WILLIAM SCHWAB: When Michigan State University Oakland began, I believe there were four major disciplines or categories: liberal arts, education (secondary education, I believe), business, and engineering. But all students were required to take about 50 percent—I believe initially 50 percent—of their work in what we would call general education courses—at the time, university courses.

DAVID LOWY: If I remember correctly, it was secondary education and those students had majors in arts and science. So English teachers had a full major in English, and so on. So there was a real integration of liberal arts and education.

WILLIAM SCHWAB: I would say the kind of wonderful integration that we haven't seen since. There has been extreme compartmentalization here, as there has at other universities, and in that sense, I don't think we are now that much different from other institutions.

But at the beginning, you are right, there was the sense that, say, students in secondary education would have actually the same kind of courses—liberal arts courses, and English courses, if they were English majors—that other English majors would have. There was no distinction, and I thought that was a very positive development.

DAVID LOWY: Of course, when we started out, we were very small.

WILLIAM SCHWAB: Very small, indeed. Before I decided to come here, when I didn't know exactly what to do, I made a trip to this campus and what I found was a wheat field and two buildings being erected. They were North Foundation and South Foundation and I thought to myself, "This is a university?"

But it was there, and I also think that the student center was being built at the same time with support from the adjacent municipalities. I think there was a bond issue for the Oakland Center at the time.

DAVID LOWY: Oh, I didn't know that.

WILLIAM SCHWAB: That was the university.

DAVID LOWY: I guess maybe that explains why it was so "clubbable," because there were few buildings and everyone had their offices in the same building. People with all kinds of disciplines were next door to one another and you really got to meet them.

WILLIAM SCHWAB: Right. We had to talk to each other and that was very pleasant. We dined in the same place, if you call it dining, in the student center. We dined together and we were faculty in business, engineering, the liberal arts, and that was a very pleasant [and stimulating] experience.

However, to that plus side, that "clubbability," there was a minus side, and the minus side was the lack of a campus, and that really was extremely difficult. I, for one, very sorely missed the campus at Michigan State. It was a home. It was a self-contained municipality, if you will. You didn't have to go off campus for anything—lectures, concerts, films were all on campus. You didn't have to get into a car and drive a half an hour.

DAVID LOWY: I know when I came, people were sort of proud of the Spartan kind of environment, no frills, strong emphasis on education, serious, and so on.

WILLIAM SCHWAB: Well, I think the Spartan thing, first of all, doubtless has something to do with Michigan State—the symbol, as you know, is "Sparty." But I think the Spartan atmosphere probably was motivated by necessity. There wasn't any money to build anything [elaborate] with ivy and, indeed, the classrooms were bare, quite bare, but we didn't care. That was the way it was. Even today I would say that the campus is still reasonably Spartan with the exception of carpeting in administrative offices, and bigger desks and bigger

chairs (I suppose) in the President's office down to the deans, and none of that for faculty.

DAVID LOWY: Even back then, as I recall, there was very little air conditioning even though we were supposed to run year 'round.

WILLIAM SCHWAB: You are right, there was no air conditioning at all—extremely hot in the summer. I recall spending a second Fulbright in the Philippines in '63-64, and when I returned in April of '64 and taught during the subsequent trimester, I compared the temperature and the humidity to that of Manila. I wondered why I didn't stay! Yes, Oakland was Spartan, very much so.

DAVID LOWY: So there was really very little campus life?

WILLIAM SCHWAB: Very little campus life, and I suspect that part of it was related to the fact that we lived in a metropolitan area, faculty and students, and once we left [campus], it was psychologically very difficult to return to campus for anything. Then we were [on campus] for certainly four days each week, given that the courses were four-, some of them five-credit classes.

DAVID LOWY: So, of course, there were no dorms at that time, so almost by definition the students had to commute.

WILLIAM SCHWAB: They were commuters, yes, all of them. The dorms didn't come into existence until a few years after the establishment of this institution. We were, indeed, a commuter institution. However, there was a real sense of comradeship—maybe that's too extreme—but a real sense of pleasure in being with other faculty and talking with them about their programs, about cognate programs, about anything. That, unfortunately, has gone by the wayside, doubtless a casualty of expansion, but also, in my judgment, partly because of the lack of a university club, a facility for faculty to come together. It is a pity that thirty-some years later, we don't have any faculty facilities.

DAVID LOWY: Of course, I guess it was almost inevitable that as the student population grows, you have to hire more faculty. Departments get bigger. We can't all be sitting in each other's laps. So you move to different buildings and then you become much more traditional. You also mentioned that the bureaucracy has, of course, increased. I guess that is also an unfortunate consequence of growing. You no longer have 500 students, but 14,000, and so that makes the whole thing very different.

WILLIAM SCHWAB: It certainly does, and you are right, with expansion, comes bureaucracy and administration. I am not suggesting that faculty could administer themselves, but I am constantly astonished that we must be one of the most heavily administered faculty in the nation, here at Oakland.

DAVID LOWY: Well, that is interesting; you get the same comment from people who work at other universities. We always feel that there is such a huge number of administrators.

There is just one fact I want to clarify, as you clearly said that you came from Michigan State. Were there other faculty members who came from Michigan State or were you the only one?

WILLIAM SCHWAB: No, to the best of my memory, Bill Hammerle, in engineering, came from Michigan State, and I did, but I believe all other faculty came from elsewhere, principally Eastern universities, some from other institutions. What is interesting is that just about all of the administrators came from Michigan State University.

DAVID LOWY: So that clearly indicates we did not start as a clone of Michigan State, but rather gathered a new faculty and tried to develop a new curriculum, new ideas. So really at no time was this a branch of MSU, offering the same sort of courses and so on.

WILLIAM SCHWAB: You're right. This terminology of branch versus sister institution is interesting. Michigan State University Oakland was not considered a branch even from the beginning. It was considered a sister institution, primarily a liberal arts institution with professional [schools] at the

very beginning. The heart of it was liberal arts, and I must say, I think that is what attracted me to this campus.

DAVID LOWY: By the time the charter class graduated, we were Oakland University. [Later we fully separated from] the mother institution and became autonomous, grown up, allowed to make our own mistakes.

WILLIAM SCHWAB: Like all teenagers do.

DAVID LOWY: I guess it's an inevitable developmental process (being a psychologist comes through).

We are about to wrap up, and I am just wondering, looking back at those early years, what sort of memories or impressions do you have? Do you think it worked, didn't it work, how well, what was good?

WILLIAM SCHWAB: My impressions are very positive. It certainly was a wonderful opportunity to be part of a changing program, one that had no tradition or history behind it. The campus was new and one simply doesn't have that opportunity elsewhere. You are lucky, if you are in a very large department, if you can add a course or change a course. In this case, we were able to invent courses. Later on we were able to add programs, and as you know, several colleagues and I were able to start a department of linguistics. Where else would you have had such an opportunity?

So I look back with great pleasure. To be sure, not every day was a happy day and not every day when salaries changed was that happy either, but we didn't come here with that in mind at the beginning. So all in all, I look back at this as a magnificent opportunity and an interesting academic career.

DAVID LOWY: I know you have trouble leaving, because even though you've retired, you still come back and teach courses. You can't stay away from the students, can you?

WILLIAM SCHWAB: I think that is true to some extent, but there is a difference, Dave, when you do this for the sheer pleasure of it versus when you

do it as part of a job. I have noticed that, and perhaps after you retire you may find the same thing is true for you.

DAVID LOWY: Bill, thank you very much for coming. Good talking with you.

WILLIAM SCHWAB: You are very welcome.

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**WILLIAM SCHWAB**  
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