

Interview with John Kiltinen by Natalie Yeager

November 30, 2012

INTERVIEW BEGINS

(Natalie Yeager): My name is Natalie Yeager. I am a student assistant at the NMU archives. I am processing the personal papers of John Kiltinen. I am with Jamie Gonzo, who is the description and arrangement specialist. We are doing an interview with John Kiltinen. This interview is meant to complement Dr. Kiltinen's collection of personal papers. We're in Marquette, Michigan. The day is November 30, 2012. We are going to start off by asking you just some basic biographical information, which is easy apparently. Okay, when were you born?

(John Kiltinen): I was born on June 8, 1942.

(NY): And where are you from?

(JK): I'm from Marquette. I grew up on Presque Isle Avenue just a half a block north of the campus, which is where I lived until I went away to graduate school.

(NY): Where did you go to school and for what did you go to school for?

(JK): For kindergarten through high school I went to John D. Pierce School which no longer exists. That was the laboratory school on campus here at Northern and it closed up, the high school did, the year after I graduated in 1960 and they phased out the rest of the school after several years following that. I think by about '71 it was entirely closed up. Then as an undergraduate I went to Northern, then went to graduate school at Duke University and got a PhD in mathematics.

(NY): Okay, what did you do after school?

(JK): After graduate school I went to the University of Minnesota where I taught for four years and then I came back to Northern on the faculty in 1971 and spent most of my career here at Northern and retired in 2007.

(NY): We're going to now move into questions about professional committees, programs, and organizations. Can you tell us about your involvement in the effort to save Kaye Hall in 1971?

(JK): When I came here, they were in the process of going to tear down Kaye Hall. Now, Kaye Hall was the original building at Northern set where Cohodas building sits nowadays. At the time there was something of a movement to keep it on campus and I got involved with that effort. At the time state legislature was not very much for putting money into saving old buildings so they would prefer to tear them down and build something new but Kaye Hall was kind of an icon on campus and it was a very nice building. There was a nice open area inside in the middle of it and an auditorium theater type place. So I was very involved with that. Made a trip to Lansing one time and learned a lot in the process. It was probably kind of a dumb thing to do for a non-tenured faculty member to take such a visible stand about something, but I did it. Having grown up basically in the shadow of that building, I felt a bit attached to it

and was supportive of keeping it here. Nowadays the only remnant of it is some of the sandstone that was in the building is in that tower that's outside of the university center nowadays. The tower is sort of like some of the turrets that were on that building and mostly it's some other stone but there's some of the original sandstone that was used to make that tower.

(NY): Did you get any backlash for participating in that and taking a stand?

(JK): Not that I can identify as such. After the building came down it was when John Jamrich was president of Northern, he called me and said that there were problems that they discovered as they took it down that some of the horizontal beams were just resting on the sandstone but there wasn't really a solid frame so it was sort of built in on not the best of fashions right from the get-go when it was first put up probably in about the turn of the century Northern having been established in 1899. So probably about that time that it was built, but I'm sure you could find out with resources that you have here when exactly that was.

(NY): Yeah I think we have something about that, I think we have an online exhibit about that as well. Can you tell us about the incident in 1973 when you had to compete with another professor to keep your position?

(JK): In 1973 was one of several times when money was tight and there were several departments that were told that they had to cut back and the mathematics department was one of them. So this was referred to a committee, probably the executive committee of the department, and they made their decision strictly on the basis of seniority. There were two of us that came in '71 and only would come subsequent to that, and we were told, the two of us, to start looking for another job and whoever finds one his position would not be filled and it turned out the other guy found a job, so I was able to stay here. But for quite a few years it certainly made me nervous that this job was not something you could count on lasting for your whole career. Eventually it turned out that there were people in the department that were more junior than I was so the anxiety about permanence of the job was probably not real at that point, but I still felt it nonetheless.

(NY): How did you become involved in the Seaborg Summer Science Academy?

(JK): Glenn Seaborg is originally from Ishpeming and sometime when he was a kid his family moved to California but there was an effort to establish a science and mathematics center named after him. You may recall, oh I don't know this would be ancient history for you folks, there was a commission that he was a member of that produced a report called "A Nation at Risk" that it said that our country needed to do more in terms of science and mathematics so this was a response to that. I ended up being involved with the charting of the Seaborg Center at Northern and we had several initial projects in the center and one of them was the Seaborg Summer Science Academy. It grew out of a program that we had a little earlier here at Northern – the Summer Institute for the Arts and Sciences – that funding came from the State of Michigan for that, but these things are sort of political. We had had this at Northern for a number of years. Michigan Tech wanted such a program so they got the program later on eventually at Tech and Northern didn't get that program anymore. So we established the Seaborg Summer Science Academy and wrote a grant proposal to the federal government and then grant support for supporting that for a couple of years.

(NY): Who participated in the group – general schools or geographical areas?

(JK): Yes it was advertised so that there was participation from schools throughout the Upper Peninsula but also some from Lower Michigan and there is a program called the Michigan Math Prize competition here, maybe you're familiar with it. So we had an arrangement whereby people who did well on that were invited to participate in this program, so we had several students who did well on the Michigan Math Prize competition that participated.

(NY): While you were involved did you see any major changes for better or worse for the program?

(JK): Are we talking about the Seaborg Center?

(NY): Mhmm.

(JK): Okay, basically what happened is that once we got the thing up and running in the 1980s there was a faculty member from physics who was the director for a while and following him there was a director for the center and there have been several people who have directed it. Eventually Seaborg Center became a unit of the School of Education – College of Education – and at that point I think there were some cutbacks as a result of that. So instead of reporting to the Vice President for Academic Affairs the person in charge of the Seaborg Center reports to the Dean of the College of Education so there was something about downgrading of it but the fine point I'm not sure – what are the practical implications of that.

(NY): Can we go back to just the math portion of the program that you were involved in creating. Can you tell us a little more about your motivations to do that – why you felt the need for it and why you devoted so much time to it?

(JK): Could you be a little more explicit about what you're asking about?

(NY): Yeah, well there was the Seaborg Science Academy and then you established a special math portion of that program, correct? The Math...or was it The Michigan Mathematics Prize competition placement exam?

(JK): Ooh, the placement exam, right. That was one of the programs of the Seaborg Center that I directed and we had a person who had been an administrator here who went on to become the top administrator of the President's Council of State Universities, his name is Glenn Stevens. He had started that position right about the same time and so he was very helpful in getting the funding for this program. Basically the way it was funded each of the fifteen state universities got a chunk of money and they pooled it all together and sent it to Northern to run this program and basically it was an early placement test in mathematics that was given in the high schools around the state so kids in high school could know more precisely what mathematics they would need to prepare for college for what they wanted to do. So they told a little bit about what they intended or were thinking of majoring in and so the report letter that each kid got was geared to what they wanted to study. For example, going into something like art, digital video stuff, probably it would be not as heavy duty high school math as if you wanted to go into engineering or something like that. So kids would get a little more sense of what would be needed and hopefully more motivated to study high school mathematics. So we had a state-wide program for that...

(NY): So all high school students in the state were taking this?

(JK): Not all of them, but quite a few thousand were taking it all over the state. So all of the scoring of the test was done at Northern and report letters were sent out typically to a high school teacher who administered the test and they'd distribute them to their students, the letters that told them, 'so you got this much on the test and here's what it means'.

(NY): Mhm. So who at Northern was involved in the placement exam? The whole program of that then?

(JK): We had a staff of several people in the Seaborg Center who are funded from this source of money and in addition the computer office at Cohodas did the scoring of the tests and generating of some of the report materials, and we did some of it in-house at the Seaborg Center was kind of specialized.

(NY): Okay, can you tell us about the reports you did for the Faculty Advisory Budget Committee?

(JK): When I first came to Northern, during my first several years, there was this committee of the Academic Senate. It's changed a little bit since those days in terms of kind of representation on it. But they had a committee called the Faculty Advisory Budget Committee and about that time there was a state agency that was gathering information that got shipped into a national office that talked about salaries and what I did was to analyze that data and write reports for that committee that went through lots of these studies and basically the studies confirmed what lots of people knew – that Northern profs are not overpaid by any stretch of the imagination. [laughter] So it sort of documented that.

(NY): We have some papers, they're like green and white striped and they're kind of longer papers – do you want to grab those – and see if I think those, would those be the records of the reports that you created for that?

(JK): Possibly, I don't know for sure what you have.

[sees the documents in question]

(JK): Yeah. The computer used to produce reports of this nature. The big printer that was hooked up to the IBM across campus would do something of this size and then a smaller computer would produce this as of March, 1977 – that's my writing for sure. So, I'm not sure what this is, but \_\_\_\_\_, it might be a little later on when collective bargaining came to Northern I did analysis of what would these provisions cost for the whole faculty and people were to get reasons of such and such's work. And just based on these, I'm guessing that this might be something of that nature, looking at these sizes of numbers on here that could possibly be what this is, as opposed to the proper stuff.

(NY): Great, yeah it's sometimes – if you're not into computers or you don't know a lot about that stuff – it would be hard for somebody to figure out what that is, so it's nice to have a little bit of background and say, you know...

(JK): Kind of interesting too is that digging back to 1977 that the red pencil is still very readable but the ink that comes from the computer is faded and a tad on the unreadable side. That's kind of interesting. Now, that year 1977, '78, and '79 I took a sabbatical leave and spent the year in Finland. In 1978 there was an international congress of mathematicians held in Helsinki so I planned a sabbatical around that so that I went to the international congress at the very beginning and then spent the following year in Finland – first half of the year at one place and the second half of the year at someplace else.

(NY): Fascinating. We're also wondering about the effects of the reports that you did for the Faculty Advisory Budget Committee? You said that it showed that Northern teachers were not making a whole lot of money. How did the University or public react to that? Was there any kind of yelling about that or...?

(JK): I don't recall anything in particular, and you would be sort of speculative on my report to see that there was a cause and effect relationship but it could have been one of the factors that laid the groundwork for the faculty voting to establish collective bargaining a few years later. That there was a hope that maybe through collective bargaining the situation could be changed. So, but again, that's speculation. I don't have any hard and fast evidence to point to that that was a cause.

(NY): Well I'm sure that it's probably something that everyone kept in mind at the very least.

(JK): If they remembered those reports, and they probably did.

(NY): How long were you a member of the American Association of University Professors before you became president?

(JK): The AAUP has been around longer than I have. There's been a chapter at Northern, if I recall correctly, I was a member of the chapter. However, AAUP got into the business of collective bargaining and that came to Northern in the mid '70s and there had been some votes previously and the faculty had turned down efforts for a union with affiliation with basically the teacher's union of the National Education Association. In the mid '70s there was a vote and one of the options was to be represented by the American Association of University Professors that passed. So when it did I got involved with them. So for those early contracts, some of that analysis that we were looking at – so what would these provisions, if we gave the faculty an increase of such and such – and there was across the board a kinship from all departments that were paid under what was the going rate in that particular field. So all of that was taken into account and a final total figure of what it would cost that was what I did. Basically both sides of the negotiations had access to that information and was probably helpful in arriving at the contract on something that the university could afford and made some progress for the faculty.

(NY): So you were involved with the negotiations right away when Northern became a part of the AAUP?

(JK): In the background I was, at the 'do the work' level but I never was part of the negotiating team that did actually sit at the negotiating table and did the work of negotiating what would be the provisions.

(NY): Okay. So how did you become the president then, and when?

(JK): That's an interesting story. I had not been involved in the leadership, I had been doing this behind the scenes kind of work, and I was recruited by another faculty member saying you should run for president of the AAUP and he was kind of convincing. I was a tad skeptical at first because I was typically more of a – I would describe myself as a flaming moderate and not the sort who you'd typically go to for a union president. So I wondered if they did really want me for that role, but he was convincing, so I said, "Yes, I'll do it, I'll be president of the AAUP," and that was in the early '80s. Roughly at that time John Jamrich resigned so they were putting together a search committee for his replacement and I was president of the AAUP at the time and we were asked to appoint somebody for that search committee. So I said I'd do it and I ended up being on the search committee who recommended his successor James Applebury who was president after Jamrich, recommended him. Kind of an interesting part of that – we

did outside interviews of candidates near O'Hare airport in Chicago and there was the people on the committee who went down to Chicago in a bus. That was in the winter and kind of stormy weather so we had it tough. I don't think though that going by bus was the original plan but we needed to get to Chicago and it turned out to be the way to do it – to get there in time for the interviews.

(NY): Alright. So how long were you president for?

(JK): I believe it was three years that I was president of the AAUP. Shortly after that was when the Seaborg Center concept started to form and I was involved in the early '80s with the startup of the Seaborg Center.

(NY): What were your goals when you were first elected as president of the AAUP?

(JK): I don't recall any specific goals other than to do a reasonable job and be fair and honest in everything I did. There was a declaration of financial exigency. This happened while I was president of the AAUP. Normally a union president is going to do stuff like say hold your \_\_\_ breath and stamp my feet and say, "No you're not going to touch the faculty." Basically the declaration of financial exigency means that you can give layoff notices to tenure track and tenure faculty. At the time there was something like high twenties, I recall, close to thirty faculty were issued layoff notices and the finances were kind of tight. It was sort of mid-contract and the university would have had to give an increase to faculty. What happened was that the contractor was very open to basically there was a salary freeze negotiated in return for pulling back the layoff notices and the whole faculty agreed to go along with something like that. What I wanted to do was to be fair to everybody and basically I saw that as fair to the younger folks in the sense that the whole faculty endured the pain of a financial exigency rather than the younger people having to bear the brunt of it and the older people getting the raise they would have otherwise gotten, which I don't think is the case. A lot of faculty unions tend to favor the long established people and if the school system has a serious financial issue and they're not going to be able to meet the agreed upon obligations without having to layoff a bunch of junior people, the union wants them to keep the agreement and layoff the junior people and I don't think that's fair to the junior people. I don't know if I even thought about this before, but if I was influenced by my own experience as being a junior person whose job was threatened simply because I was a junior person, maybe that effected my actions later on a few years later. Possibly it did.

(NY): Did you feel like most of the faculty supported you in that decision or was there some contention at all?

(JK): I don't recall any contention and the whole faculty voted in favor of this. So I don't recall how close the vote was but you might be able to check some records what the vote was. I don't have anything handy and I don't recall details – that it was a close vote or anything. My guess is that at that point almost everybody saw that that made a lot of sense.

(NY): Did you have any involvement with the union after your presidency?

(JK): Not a whole lot. In the '90s or up until my retirement I don't particularly recall that I had a whole lot.

(NY): What were the most memorable issues you encountered while you president and how were they dealt with?

[SIDE ONE ENDS]

[SIDE TWO BEGINS]

(JK): Probably the most memorable was this declaration of financial exigency but – which we've already talked about – but there was a negotiation of a contract probably about the third one that was taking place when I took over as president so the negotiation of that contract was kind of memorable. I told the story how the chief negotiator had explained at a bargaining council meeting one time what was going on at the table and there were – this was made up of representatives of all the academic departments – he was very patient with people who didn't understand what this all meant. Our representative from the math department went back and he had reduced everything to a mathematical formula and he explained that at the department meeting in terms of the formula and everybody understood instantaneously what it was all about. That made an example of the power of mathematics for taking complex issues and reducing it so you can deal with them in a way that people who know mathematics can understand.

(NY): What was the Education Policy Committee?

(JK): My recollection is that that is a committee that didn't make decisions on its own but reviewed decisions that were made elsewhere and was a committee I served on because I was president of the AAUP and that was made up of representatives of various units. I do not recall any issue that we dealt with in that context that was particularly memorable.

(NY): Alright, I'm going to ask a couple questions about the Michigan Council of Teachers of Mathematics. When was it started?

(JK): I don't recall the details about that, but this is a council or a group that puts on meetings annually and basically tests new methods of teaching mathematics at the elementary level and at the high school and middle school junior high level as well. The Michigan Council of Teachers of Mathematics is the state affiliate of the National Council of Teachers of Mathematics. So at the national level they tried to address teaching of mathematics at the K-12 level. So I've gone to several of the meetings at the state level of that organization and have belonged to that as one of several professional affiliations I've had.

(NY): Do you know who had actually started that council or no?

(JK): Typically they are mathematics education people who are involved in that – that's their primary provisional organization for me coming out of pure mathematics there was the American Mathematical Society that deals with pure mathematics and then there's the Mathematical Association of America that deals with the education at the collegiate level. So those two are more closely involved with what I pump out. Probably the Mathematical Association of America, which is sort of halfway between the American Mathematical Society and the National Council of Teachers of Mathematics is the one that I've been most involved with.

(NY): Can you tell us about your involvement in that one then?

(JK): Mostly it's been at the state level. They have varieties called the Michigan Section of the MAA – Mathematical Association of America. For ten years I served as editor of the newsletter for the section

which comes out twice a year. They've also been sponsors of this Michigan Math Prize competition and I've been involved with that – served for a few years on the exam committee that made up the exam that was given to the kids. What else have I done with the Michigan Section and the Math Prize competition? The newsletter editing – so for ten years I would go to meetings and I'd have my camera along, took photographs and we'd double page spread our photographs in every issue. So photographs of meetings, people attending the meetings, I took those during those years.

(NY): I'm curious, what exactly was the Visiting Science Lecture program about and how were you involved with it?

(JK): That was another program of, or well, let's see, that was a Northern program and we ran that in the early '70s and I directed this program basically what it did was to send Northern faculty out to schools, mostly in the Upper Peninsula and mostly high schools, but I think there were a few middle schools involved also. The lectures would talk to one or more classes about some subject that would hopefully be of interest to the kids and motivate them if they were interested that particular subject to study more. Now, another organization that I've been involved with is Sigma Psi the Scientific Research Organization, and some years back we had a Sigma Psi lecture by somebody who was a professor at the University of Chicago at the time – a biologist named George Beetle – and he had won a Nobel Prize for something he had done. So he told about this experiment that he had done that involved some couple thousand year old teosinte seeds that they had found in an archaeological dig in Mexico City and these things actually – they planted them and they germinated and they were able to prove that this was a precursor to modern day corn and that corn as we know it today is sort of a result of a lot of crop breeding by Native American populations. Corn is related to grass, and this teosinte is sort of half way between grass and corn and I said at the time that if biology – if I had known biology was this interesting – I'd have taken more of that. At the time I was making these decisions biology just made cutting up of fish or frog or something that was preserved in formaldehyde and getting a headache from formaldehyde and so I'd get a headache and I couldn't draw so it was no fun at all. [laughs] So that's what high school biology meant for me and I didn't want to take any more biology.

(NY): Fair enough. We were also wondering about the Finnish Council in America and how you were involved in that?

(JK): Still am. It's a group, smart group at Finlandia University that meets once a year typically in the summer. Its objective is to keep the Finnish connection alive at Finlandia University. So the Finnish Council in America, you probably have detected a bit of Finnish \_\_\_\_\_. So this is one of the manifestations of that Finnish-ness and wanting to preserve it and be involved.

(NY): Alright. We're now going to move on to personal research and publications that we have found that you have done. The first one we have is your dissertation called "Existence, Extension, and the Characterization of Ring and Field Topologies" from 1967.

(JK): Right. So my doctoral dissertation at Duke University basically what I did was to use that technique that my advisor had used for a different purpose and was able to adapt it answer a question I had heard from a professor from Purdue University. He had heard it from someone else and it turned out, I didn't know this at the time, but it must have been in the air because some mathematicians in the Moldovi and Soviet Socialist Republic answered that same question right about the same time as what I did in my dissertation. So that's kind of an interesting thing. The dissertation did not get published in that form, but we rewrote it and got published in a journal later on.



(NY): Also, we were wondering about your book “The Oval Track and Other Permutation Puzzles and Just Enough Group Theory to Solve Them” in 2003?

(JK): I had always felt that there would be no particular reason to write a book unless I had something to say that nobody else could say and this topic turned out to be that. For a number of years I had been using this software that I had developed, software versions of an actual puzzle is how it started out, but with computer software you can do stuff that you can't do with physical puzzles. So I was able to generalize it. So the book explains how you can use group theory to develop strategies for solving various versions of this puzzle. So that was what the book was about.

(NY): We also found some articles that you have written. The first being “Puzzling Over Two Generations of the Symmetric Group”.

(JK): So this is one of several papers that have resulted from this puzzle – software development that I did – so there are several papers that have expanded on a couple of ideas that had grown out of that. I don't recall the details of that one, but one of the manifestations of this on the computer – you can configure these things the way you want, substituting letters for numbers for example. So you can write in your name as one example and sought to create interesting questions – on the average how many swaps would it take if the thing were to arrange the letters of your name in a random order, how many swaps to get your name back to the way it should be? The variables involved are – do you have repeat letters in your name? For example my name, Kiltinen, there are a couple of 'i's and can't see any difference if you put an 'i' in one place or the other place that it should go, so repeated letters are a factor. How long it is, is a factor. So far that question as far as I know is still not answered in general, even though it's a pretty straight forward kind of problem.

(NY): Alright. The second article that we have here is “Embedding a Topological Domain in Accountably Generated Algebraic Ring Extension”. Do you remember that one?

(JK): That was one of them that grew out of my dissertation and so it has to do with generalizing results that I did in my dissertation, so that would be what that one was about.

(NY): Okay, there is one more article that we have on here which is called “Two Color Hungarian Rings Puzzles”.

(JK): One of the puzzles that is represented in my software is also a physical puzzle called the Hungarian Rings. Basically there are two intersecting rings of balls that you move around in a track. The original version of that has four colors, but with the computer software you can change that configuration and make a puzzle with two colors and so this paper had to do with a two-color version of that puzzle.

(NY): So the software that you've been talking about is called Permutation Puzzle Packages for Windows? Is that what it is or is that a different software that was created?

(JK): That's the software and it works on both Windows and the Mac operating system. The puzzles – there are the old wolf track puzzles and a couple of other as well – this Hungarian Rings puzzle is a separate package.

(NY): Okay, now I have a few questions about life after retirement. The first is what made you decide to start the Kiltinen Mathematics and Computer Science Idea Endowment?

(JK): I feel quite fortunate in that I've been able to retire quite comfortably and one of the things that proves to be an obstacle sometimes to make a good idea happen is just having some money to get going and so the concept behind this fund is to take money worries out of the equation for getting a good idea off the ground. So the concept is to provide \_\_\_ money for good ideas and make them happen.

(NY): Okay, and how is that going now? Is it still going pretty well or...?

(JK): I think it's going pretty well. We've used that source for Upper Peninsula meetings and for other things as well. So over about three years I think they've been drawing on that so I think it's going to be working out very well.

(NY): That's good. Could you tell us about your involvement in the NMU Fin club?

(JK): That was kind of interesting. I was still teaching and I think it was my last year or second to last year I had a student in one class who said we should establish something like this and it was kind of ironic – for years I could have been advising such a group, but here I was toward the end of my career and there was some vision makers in getting such a group going. So we went for several years including after I had retired I served as adviser for that club and met on a regular basis and had finished \_\_\_ lessons as part of that and participated in various other ways. Back when Northern had this winter festival called Winfest we made the meeting that was part of our mitten and it was on display during that time and the Fin club also, if you go in the tunnel between here and West Science there's a section of that that's been painted by the Fin club. There are, of course, chunks of the wall that are painted by various student groups and that's one of them.

(NY): That's cool. Could you tell us about your involvement in the Marquette Scandinavian Mid-Summer Festival?

(JK): Primarily my wife has been involved with that. I've not been quite so involved with that as she has on a regular basis. A couple years ago they had my wife and me as the honored guests at that festival which meant that we were involved in lighting the bonfire that's part of the routine and doing some other stuff. So I've been involved with it a little bit, but more my wife has been involved in that.

(NY): Well we're on to our last set of questions, which is on the provenance of the records. So our first question is; when you donated the records to the archives what kind of condition or order were they in?

(JK): This is the one that I wanted clarification on. You've gathered some stuff from various sources, is that what you're talking about or are you talking about possible future records that I've donated?

(NY): We're just curious about the condition of these records themselves, like were they in what kind of condition, were they ordered kind of messily or were they just kind of...?

(JK): The ones that you have I'm not sure where you got them from, and so I really don't know to what extent they're organized. I've not done any organizing of that.

(NY): That was just basically what the question was. Were the records all together in a storage area for any period of time?

(JK): Again I do not know specifics about those. On the other hand, I had talked about some records that hopefully I can find where we \_\_\_\_\_ we used to live on College Ave. I could have told you exactly where they were, but nowadays...well we moved when I retired, across town, to our current address so I'm not 100% sure where they are anymore and cannot lay hands on them. But there are records from the years as president of the AAUP chapter here at Northern. That I know they're semi-organized in that there are file folders and this and that that say what subject it is, but they haven't been called for example to get rid of duplicates and such so I'm guessing that what you have is probably semi-organized in that sense.

(NY): Yeah it came, like they had titles on the folders for the most part I think. Do you know if any of the documents were purposely destroyed or lost or anything?

(JK): I tend to never throw stuff out because you never know when you're going to need something again. So I have not gone through, I never \_\_\_ throwing stuff out and destroying it so I would guess probably not.

(NY): Okay, can you think of any activities or accomplishments which are not represented in the collection that you feel would be of historical significance?

(JK): There's that set of papers from the AAUP presidency that I might get over here and I've also mentioned there's an archives at the University of Texas that I promised mathematical stuff. In mathematics we have a thing called mathematical genealogy so I studied under this one guy who studied under somebody else who studied under somebody else. It traced me back and go to the University of Texas some mathematician there and what they are doing in their archives is collecting mathematical papers of the offspring of this guy. So they've approached me about mathematical papers and I said I'd send them my mathematical stuff so that will probably go there. Probably that's a better place for somebody who wants to look at work that followed from this guy \_\_\_\_\_ the other AAUP stuff, this is probably a better place for this stuff.

(NY): Alright well that was the end of our questions, so thank you so much for your time. Sorry about the difficulties in the beginning.

(JK): Glad to be of involvement with this and I appreciate the work that you've done in terms of gathering together stuff already \_\_\_\_\_ and information about all of this.