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CWU LIVING HISTORY PROJECT

CATHERINE MACMILLAN SANDS

Smith: This is the Living History Project. Our interviewee this morning is Catherine Sands MacMillan who taught under the name of Catherine Sands most of the years of her active participation here on campus. Now Katie, would you please give us a thumbnail sketch of your life, biographical and in sequence?


Smith: ?

Sands: ?, you bet. I have one brother two years younger than myself. When I was the age two my father became sheriff of Kootenai County and we moved into the jailhouse. That was a very exciting part of my childhood because I thought my father was a hero and I loved living at the jail. I attended the Academy of the Immaculate Heart of Mary for 12 years and I would always know what was going to be in the papers the following evening, you see, and I’d run and tell the sisters so and so got arrested and there was this traffic accident and gee, we’ve got this really bad guy in jail now. Then we had a jail break one time and that was very exciting. My dad took four bloodhounds out and had them all in by the next morning. Very exciting childhood. Finally the postmaster hung himself and my father came home with the rope and decided to run for postmaster which was a political job of course. This was during that time when police car radios were just coming into being and the FCC would not allow my father to use the radio because they said he was not a citizen. He was born in Canada and in order to become postmaster, of course, you have to be a citizen. My father had served in the U.S. Navy during World War II, or excuse me, during World War I which should have automatically made him a citizen but the FCC wouldn’t hear of it. But President Roosevelt accepted him as a citizen. So much for rules and regulations. My grandfather McIntyre became a citizen in 1937. ? was born in Canada. Anyway, dad became the postmaster and we had to move and all I can remember about the move was that it was so quiet at night it was hard for me to sleep. I was so used to the noise because my bedroom was right over the sheriff’s office, you see. So, very quiet. So I finished my high school years living in that house, of course, and things were not too easy because the salary wasn’t that great and we were trying to buy a house and my father who was not used to wearing shirts and ties, he was used to wearing a uniform. Went the first day to the post office - I remember this very well - in a white shirt and tie and he came home after five o’clock saying to my mother, “My God, Kit, my neck is killing me,” and he hadn’t taken the cardboard out from under the collar. I remember things like that. Anyway, he finally got used to wearing shirts and ties. I graduated in 1948 and went to the University of Idaho for a couple years. Then we were out of money, of course, and my brother was graduating and he went off to Gonzaga and so I felt that I should go to work. I got a job working at the Ohio Match Company as a black topper. Had a little lead mound and a hatchet and I topped black for nine months. Finally I had enough money to go back to school and so I went back for one semester and then I had to quit again. It was sort of the on and off kind of thing and I really didn’t then pursue it anymore. I worked for a photography shop, developing films and things like that. Then, I thought, “Well, I better get a job that’s a little bit more steady than this.” So I went to work for Kaiser Aluminum Plant. At that time they had four shifts and so I was there almost five years and then I thought, “No, I’d better get into something different.” So I was always sort of thinking ahead and changing so I went off to Seattle Providence Hospital and became an x-ray technician. While I was there I thought, “Well I should really take some college classes, university classes.” So I started going to night school at Seattle University where I met my first anthropologist and she could not teach at the University of Washington because her husband taught there and they had that rule. I loved this lady very much and so then I thought, “Well I’ll take some night classes at the University of Washington,” and of course in those days you had a buzzer so if you were wanted at the hospital in emergency situations a buzzer would go off, of course, so every once in a while sitting in class I’d get this buzz, you know. I’d have to jump up and leave. Anyway, I finally went to work in the Heart Center of Providence Hospital. That was all new because we were just starting heart surgeries in those days so this was heart catheterization and it was very exciting working for Dr. Sauvage and a few of the other surgeons.
So then I thought, “Well, this is really getting me no where.” I got no compensatory time off because surgeons would come in and say, “Well, you know, if you take that Wednesday afternoon off that you wanted, you know this is going to cause Mrs. so and so to stay in the hospital three days longer and you know what that is going to cost her.” And I thought, your head was up against a brick wall. So I finally - wrote to the University of Mexico and went in and announced to the Director of the Heart Center that I’m away from here in June. I’m going on an archeological expedition. They got an automatic darkroom and hired two technicians to take my place. I did go off on an exhibition and I loved every minute of it. Came back and decided anthropology was it. So I was a radiological technician at Maynard Hospital then and graduated from the University of Washington. Then I thought, “Well, I’ll pursue a higher degree.” So I went off to Pullman, to Washington State University for a masters degree. Then –

Smith: What in?

Sands: Anthropology, of course. Then I got the job here at Central as a lecturer. A one year contract under Dr. Alexander was the chairman at the time - chairman of the political science and anthro combination. I thought that was really odd. My first office was on the second floor of Shaw-Smyser and I could hear Dr. LeRoy all the way down the hallway and I thought, “Who is that voice?” So I went down the hall and here’s this little fellow with this booming voice. So I remember Dr. Funderburk and a lot of the older fellows. That was a neat year. I had my own office. Anyway, I got hired for the following year. I finally ended up leaving two years ago - retiring two years ago as a full professor.

Smith: So, your arrival year was?

Sands: 1968.

Smith: And your retirement year was?


Smith: Thank you. Okay, what was - what was the nature of your initial academic assignment? Give us a sample of the courses that you taught as a lecturer.

Sands: Okay, I taught the Introduction to Physical Anthropology. I taught the Introduction to General Anthropology in Barge - oops, not in Barge Hall, in McConnell Auditorium. My largest class was 437. They were hanging off the rafters in the balcony. Anyway, of course those were the days when the whole school was full of hippies and they really pulled some funny ones on me. However, I got them back in a couple cases.

Smith: Would you mind sharing some of those funnies that they tried to pull on you?

Sands: One day I came in and I was all set to deliver this very serious talk and I looked up in the balcony and here were two pairs of shoes. Toes pointed up in one pair and toes pointed down in the other pair. Needless to say, I was speechless for a few minutes. You know, things like that. Another time I remember I had a black student here who was a - I think he was a social science major or something. Anyway, he wanted some experience lecturing and so they asked me if I would allow him too lecture in my large class. I said all right and so I gave him his choice of topics. Well he decided on kinship which is very difficult and he decided on lecturing on primates rather than man. Well, he got the words all mixed up and was just saying nothing. He used the word?. Anyway, I let him make up the exam for that week and in turning the exams back he gave some kids some really bad grades because he would not accept a definition. He wanted one single word and one of the words had to be incest. Anyway, in those days I had several big basketball players in my class, two of which were the Mitchell brothers. Anyway, three basketball players came up to question him about his acceptance of answers and I was standing there and the young man who had made up the exam turned to me because these guys were really bitching at him and turned to me and said, “What
do we do?” To which I looked at him, this black fellow, and said, “What do you mean we, white man?” He looked at me and said, “What did you call me?” I said, “It’s all on your shoulders. It’s your responsibility. You want this experience, have at it.” I said, “What’s the matter with you? Is it because they are tall?” Anyway, at the time I thought it was pretty funny.

Smith: Now Katie, did you ever teach in any other departments besides anthropology?

Sands: Oh yes, Pat O’Shaughnessy’s business class. It amazed me that Pat had everyone stand when I came in and then be seated and if you wanted to ask a question you had to stand and state your name and then ask your question and then be seated. Boy, is this regimented. It was a lot different than anthropology. I also taught in the home economics department and most of these topics were on nonverbal communication. And then of course I taught in the classes like senior ventures and what’s the other one?

Smith: Elder hostel.

Sands: Elder hostel. Every once in a while I would slip and say Elder Hostiles and Senior Vultures. That’s why I was taking some time trying to think here.

Smith: I had trouble there too. Now Katie, do you recall any problems that arose during your teaching years that you would identify as faculty versus student?

Sands: You mean generally faculty?

Smith: Generally faculty.

Sands: Oh yes, I think especially - well, it was during the Vietnamese War and I recall very vividly in October they were going to have this massive march across the United States and should we have classes or should we not have classes? Some of us decided that some students were going to want the class, they paid for the class, and they deserve the class. And of course, other faculty members said hell no, we are going to join the march. So, yeah there was a bit of friction then.

Smith: I recall when there were 24 hour guards around the ROTC Building because they were afraid it was going to be burned down.

Sands: That’s right. They were afraid it would be burned down. Yeah.

Smith: Those were interesting years.

Sands: Yes they were.

Smith: Because of a program I happened to see on television two or three nights ago, it reminded me of a period on this campus of some unrest. Do you recall the Ted Bundy scare here on campus?

Sands: Oh yes. Susan Rancourt was a student in the anthropology department. We looked at every closet. You looked in crannies. Yes.

Smith: I think the nicest thing that came out of that was some acquaintanceships because so many of the girls were afraid to go, let’s say, to the library at night but many of the men’s dorms would make arrangements that if you wanted an escort, just call us up and we’ll come escort you over and we’ll come get you and escort you back. There were a lot of fellows that met young ladies and got married that they might not have married otherwise.
Sands: Bundy happened to contact the lady, Sue, who happens to be our janitorial lady in the anthro department. She was sun bathing in her yard one day and he came and wanted to use her telephone. She got sort of thinking even though he was very good looking and said, “No, ?”

Smith: Do you recall any problems concerning grades across the campus because right now, for example, there is a lot of fuss going on campus concerning a grade inflation which sounds familiar.

Sands: Yes, that’s been going on for years. There is nothing new about that one.

Smith: I think that there is a period of grade inflation there are fusses made and suddenly grades tighten up and then six months later they are loose again. Did you ever get involved with grade inflation relative to the fact that there were some students coming to campus on various kinds of government stipends and those stipends required that they maintain a B or better average and so they would come to faculty members and say, “I know that a C is an average grade but I’ve got to have a B or better or I will lose my financial support and have to quit school.” Did you run into that?

Sands: Oh yes. Another thing I remember when I first got here though was getting phone calls at 1:30 in the morning saying, “You gave me a C or a C- I need to have a C+ or you’re sending me to Vietnam.” Well, should have studied harder.

Smith: I thought it was always interesting that one faculty member - one faculty members grades were sufficient to send a student to Vietnam. The rest of his grades must have been A’s.

Sands: You know, when you say are you an average person. “Yeah.”?

Smith: What administrators and faculty come to mind as important leaders in your opinion during those years that you were teaching here?

Sands: Ken Hammond, Marty Kaatz. There were always strong people in the geography department. Beverly Heckart in the history department. Ray Smith. Leinaweaver.

Smith: Speaking of Leinaweaver, did you ever become involved in groups that were trying to unionize the faculty.

Sands: He even bought me a beer one day trying to get me to join. I never did. I don’t believe in it.

Smith: I never did and that was a bone of contention.

Sands: There are a few things I do not believe should be on a campus. First is filing placements and people who have dedicated their lives to education. I don’t think they should.

Smith: Do you recall any problems, Katie, that we could identify as those which arose between the faculty and the board of trustees.

Sands: Yes, especially when I was serving as chairman of the anthropology department when Roz Woodhouse was in the chair and I was a member of the gang of 13 thank god, yes, . We tried very hard. We wrote her letters. This was when we had our board of chairmen. Wrote her letters, would she please talk to us. No answer. No reply. We called her office on the phone. Well, she’s not there. No reply. She never called back. Finally, I can’t think of her name at the moment, she was supposed to be - this is when we were searching for a new president. Dick somebody - I can’t remember his name. A real short fellow, good looking. Anyway, Dick said to her, “Don’t you think you should speak to the chairman?” And she said, “Who are they? Are they faculty?” , especially.
Smith: Would you be at all interested in recording for future purposes your opinions relative to the presidents under whom you worked?

Sand: My first year here, I was under Jim Brooks and I thought he talks in circles. He never gets to the point. So naive, I went down and made an appointment with him to point out the fact that he never got to the point. I laugh about this years later. Here I am on a one year contract. I think Jim always tried to do his best. I don’t think he communicated all that well. Like I said, I think he always talked in circles. Then of course there was Garitty. I did not respect the man very much. I was happy to see him go. I was not delighted ?.

Smith: I think most of the members of this committee have marveled that as we interview more and more retired faculty and administrators, Jim Brooks keeps looking better all the time.

Sand: Well Jim –

Smith: The further we get away from his administration.

Sand: I think Jim really instituted, you know, he tried to bring in and have things going on on campus which were really valuable and innovative and I spoke to these groups several times. They were high school students coming in on campus, you know. Those were always invitation kinds of things and I think he really tried very hard to become - or to be a very good president. As I said, to me he was always going like this. I liked the man personally, you know. I think he was very good. Garitty I just, I’ll never forget his initial address to the faculty when he picks up the glass of water and spat it in the floor saying, “My god Jim, straight gin.” And I thought, “This is my new president?” He was referring to Harrington giving him a glass of gin. Harrington of all people.

Smith: Now an administrator that did an awful lot while he was a vice president about whom most people have an opinion, would you care to venture an opinion on Ed Harrington?

Sand: I liked Dr. Harrington very much. A lot of people didn’t agree with me and I always before I became chairman of the anthropology department and before I became chairman of the faculty senate, I always heard that he arrived on campus, poor man, with paralysis of the face because you never saw him smile, you never saw him laugh. So, naive once again, I was chairman of the faculty senate I had to meet every week with Dr. Harrington and I - one day I said something to him and he just blew his stack. I don’t know what I had said but what it meant and he just boom and I looked at him in amazement I said, “That’s wonderful.” I said, “It’s always been told to me that you suffered from illness as a child.” He looked at me like, what? And I said, “Well, you always have this control.” And he said, “My mentor taught me to always be in control.” One time I accompanied him over to Olympia before the legislature and he got up there and just was expressionless. No arm movements or anything and I was glancing because I was interested in nonverbal communication of course the calves of his legs were just like steel balls. I mean - I know he suffered from ulcers just terrible. It was that he had been taught to have all of this control and he never let loose. This poor man. But I liked Dr. Harrington.

Smith: There are many of us, Katie, who feel he may have been the savior of a considerable number of people’s jobs.

Sand: Oh, I think so.

Smith: During that RIF period.

Sand: I believe that.
Smith: And many of us have felt that he may have been the most sincere in his efforts on Central’s behalf of any man that continued in administration.

Sands: I certainly agree. I agree with that.

Smith: If he made mistakes, he made them in trying to do good. Any comments concerning the faculty salary schedule or the lack there of?

Sands: Or the lack there of. You mean when I left or all the time I was here?

Smith: All the time you were here.

Sands: Well, of course, I was the low ranking person on the totem pole and it took me years to become assistant, years to become associate and finally just before I go out the door of Central - of course I did not have a PhD. I had a lot of credits beyond the masters degree but I didn’t have a PhD and so that certainly was a stumbling block. I was not a person who had spent much time doing any publishing. I did spend time however developing new classes and I joined umpteen kinds of committees. All this kind of stuff thinking mistakenly however thinking that this was a way to become associate and so on. Wrong, I recall really wanting to become associate and writing a letter to Dr. Harrington and sending over all these files and student critiques, you know, all this stuff. And he calls me up and he says, “Why don’t you come over here and let’s talk.” And so I did and he said, “Look Katie,” he said, “this doesn’t do you any good.” And I thought, “What do you mean it doesn’t do me any good?” He said, “All this stuff. What you need is to present papers in front of national meetings and you need to publish.” And I went, “What?” I mean this is years of toil. Years on committees. Hours and hours and hours of stuff to no avail and I was just shocked, really. But at least he was laying it out there so I thought, “All right, damn it, I will start doing something.” I wrote a few papers and went to national meetings. Presented the papers and I joined the American Academy of Forensic Sciences and I’m proud to say I became a fellow a couple years ago. But, you know, what irritated me was the fact that there is no book with here’s the rules - here’s the rules. Forget committee work, forget the student critiques. The rules are publish or perish and become a national figure “or something.

Smith: Now Katie, many of us were quite aware of your activity in the area of forensics and we would have thought that you would have been given considerable credit to Central Washington University to your work. Would you - let’s spend a little time here now on this subject. How did you get into - can you tell us something about what you did in this area of endeavors.

Sands: Okay, I think the reason that I got into it was because I grew up in the jail. I’m forgetting the bad guys. Becoming an X-ray technician, of course, I learned all about bones. Then studying forensic anthropology, physical anthropology just leant itself right into this. It was not a career that many people in the United States had. It was an expertise that few had. So, I really didn’t get any - taking classes in this but in joining the academy you’d go to all these workshops and you were talking and reading the literature and everything. This is the way you were trained. Anyway, if the sheriff - the first time the sheriff called they sent a deputy out with a little brown bag and said, “Are you human.” Well, I looked in the brown bag and I said, “Yes, and it’s a child of at least five.” Well, the bones had all been gnawed on the end and there was some coyote feces and long black curls around and the deputy says, “Okay thank you.” And I said, “Let me go with you and look.” Since they didn’t know what they were looking at or looking for I would be glad to go and help them. “No no. That’s fine. We don’t want anybody else on the scene.” And I thought, “You came up here and asked for my help and you really don’t want it.” “We don’t want you out there.” So shortly after that, they called in the Green River task force investigators. Why on earth did they did that I don’t know but anyway, one of the fellows that was on the Green River task force was also one of the initial investigators on this little girl’s disappearance. She had been in the first grade. She disappeared in September. She got off the bus on the wrong corner in Seattle and some guy nabbed her and they find this three years later out on the banks of Yakima. Once again, murder in one county bury or get rid of the
remains in the county out of that jurisdiction and so things don’t get solved this way. But anyway, the only way the child had been identified was this Green River task force was on the initial investigation recognized parts of her dress. The child had never been to a dentist. There was no to dental I.D. Anyway, after that we got a new sheriff and when we got the new sheriff I went down and banged on his desk. I want to go out with you the next time there is bones, I want to go. He said, “Fine.” So I’ve been able to do that ever since. Fortunately we don’t have too many cases but I’ve been called upon by Walla Walla County, Grant County, Yakima County, Okanogan County, and other places. And the F.B.I.

Smith: Now Katie, how did this work involve you in doing social work?

Sands: When I was - one year when I went to American Academy of Forensic Scientists meeting I met this lady, Betty Pat Gatliff. She’s been on several times. Anyway, she’s the one that teaches the courses in facial reconstruction and so I thought, “Hell, I would really like to be able to do this.” So the following year I signed up for her course which was given after the forensic meetings in Mobile, Alabama. So I took the course from her and I’ve done a couple of them. The one I did from a girl that was out here on the VISTA. I got all done and I put her in a cowgirl shirt, you know, this kind of stuff. Put her picture in the paper and of course, they ran it here and in Yakima. She was from Seattle of course. They didn’t run it in Seattle. Anyway, the police officer that was investigating said, “Well, you know, we found her in a black tank top which is a lot different than a cowgirl shirt.” And I said, “I should have known that.” So we went down to Penney’s and got a black tank top and which meant I had to make shoulders and a real neck portion here which I had never done before with chicken wire and all this stuff. Got the black tank top on her and went to the back door to see what my artistic endeavors were like. Well, she looked like a Green Bay Packer, you know. The photographer came up and I said, “Just crop it right here so you can just catch the shoulder part.” Anyway, I think it’s really important work and to me it’s a spiritual kind of thing. Here’s a person that’s dead and no one knows who it is and I really want to give that person back their name.

Smith: It’s becoming more important all the time.

Sands: It is.

Smith: As a layman,?. Did you at any time, Katie, feel that your academic freedom was in jeopardy in all those years you were here?

Sands: Not once, however I got bawled out a couple times for emphasizing certain topics. I’m very anti-abortion and a couple people got on my case.

Smith: Does academic freedom not make allowances for religious dedication?

Sands: Well, I think it does. However, it doesn’t mean that people don’t chastise you or criticize you. I just sort of tell them.

Smith: Did you ever serve on the faculty senate?

Sands: I was the chairman of the faculty senate. The first lady chairman.

Smith: Tell us about the senate as you thought it functioned through the years in relationship to faculty rights, for example.

Sands: Not well. I didn’t think - first of all every president we had seemed to agree with the board rather than agreeing with the faculty. I don’t know why it was but they would always adhere with the board and the weight would go on the side of the board and it didn’t matter how many faculty members were present at the board meeting and got up and spoke to the situation. I always seemed to go the other way.
Smith: Many of the years that I served on the senate I felt that it should not have been called the faculty code. It should have been called the board’s code because in the end, the board always made the final determination, not the faculty and though we could in good faith come up with elements in the code that we thought were fair for all concerned, in the end it only needed to be fair for the board of trustees and so we were always battling about collegiality. Give and take. Give and take. Well there was no give and take.

Sands: I - after that statement by? I look back and think, “Do they really understand the problems of the faculty?” I don’t think so. Then you walk around the campus and visit departments but when it comes right down to it, understanding what the faculty is asking for or desires I don’t think they have a clue.

Smith: I suspect it is just as bad today although we’ve been removed from it for a while. Did you have any opportunity to participate in any kind of activities intended to improve the relationship between town and gown?

Sands: No. The first year I was here once again nativity I heard?. What? And they said, “You invite people from the town to meet on campus and they won’t come.” I thought, “Why is that?” And then I recall a year when a faculty member was running for public office and the person would have won had just the faculty voted for him but the faculty didn’t turn out to vote for public office in town. I thought this was really strange. I’ve always liked the townspeople. Got along with them really well.

Smith: I do recall that probably the one activity that brought more people on campus that had never been on campus before was the series of symposia that we had starting with Jim Brooks’ inauguration was the first symposium and we had nationally and internationally significant persons coming to campus and there was quite a turnout from the townspeople and outside of that and the sporting events and music and drama, people have treated the campus as if it were a?.

Sands: I don’t know whether it is fear or they are strange or something. ?.

Smith: It’s a basic misunderstanding, I’m sure. Those people - many of those people downtown or off campus in the county have no idea what we do and all they are concerned with is how much money are you costing me?

Sands: And those monkeys that are down there. You’ve got monkeys. I’m talking about the chimps.

Smith: Now Katie, I think you were here when we went through several kinds of different organizations with divisions and departments and schools and areas of study. Do you have any comment concerning academic organization on campus?

Sands: Well, since I taught in some of those programs, for instance family studies. I designed a course, anthropology and aging for the anthropology department but it was of use to family studies and students in the sociology took the class and so yes I think that was really valid and I think it saved some people’s jobs, of course.

Smith: Did you ever - were you confronted other than the instance you recalled to our attention the factor of publish or perish? You were told that you should write papers and you should appear at national conferences and so forth. Was anybody keeping track of how many articles you had published and how many books you had published?

Sands: Yep, the dean which was zip. The only thing that was ever published really was when Marco Bicchieri and I joined that - it was a special set of classes for learning disabled students and we tried to write a booklet on how to teach learning disabled students on a particular topic. Well, I remember one funny thing because Helmi Habib was in the same class. Helmi came over to say something to Marco and I that day. Marco and I had both been reading his literature and when he came over and talked to us Marco
and I both went like this and he looked down and said, “That’s one of the signs of the learning disabled.”
Anyway, Marco and I both published this little booklet and it did go across the United States but other than giving papers at the national meetings, no I didn’t publish.

Smith: Do you recall any campus emergencies during your years here?

Sands: Oh yeah, the fire in Barge. That’s when my office was right down the hallway here. I shared a big office with Jim Alexander and I recall we had just left campus and we heard the fire engines and we looked up and there was smoke pouring out of Barge and I thought my only Navaho rug is up there and Jim Alexander who was trying to finish up his PhD had his only copy of his dissertation up there so we came streaking up here and of course Dr. Harrington and one of our students was trying to put out the fire. Yeah, that was really? but other than that.

Smith: Were you ever given any follow up information relative to who probably set that fire?

Sands: It was a fellow robbing the office downstairs.

Smith: In fact, we found out later that he indeed had robbed some offices and there were some secretaries purses that had come up missing and we found out later that he was caught doing much the same thing. I believe it was down in Oregon.

Sands: Oh, I didn’t know that.

Smith: Yeah, we were interested because Joan Dumas was our secretary then and he had been wandering around with a clipboard in his hand looking very official and she was asking if she could be of any help and he said no, he was just checking things He was checking to see if the secretaries left their purses out where they were visible. Katie, during all these years here and your participation in so many kinds of activities on campus, were you ever the recipient of any awards or honors?

Sands: Oh the first year I was here the students said that I was the professor of the year. That was my first year here.

Smith: Good. You’ll never get that again.

Sands: Well, they didn’t have that award.

Smith: You start at the top and you go down the list a little.

Sands: Right.

Smith: Now, what specific contributions do you feel you made to the progress of your department and yes, we do mean new courses, revisions of majors, additions of majors, minors.

Sands: Okay, I designed the Anthropology Aging class, a nonverbal Communication class, the Forensic Skeletal class, there is another one. Oh well, it wasn’t a regular class but every once in a while I would offer a class on people like gypsies for the interested people out there.

Smith: Did you ever teach a class in facial reconstruction?

Sands: Yes. It wasn’t a real class. It was two or three students because it all depended on trying to get skulls you see. So once in a while we’d be able to get a skull on loan from the sheriff’s office. Somebody who hadn’t been I.D.’d. Yeah.
Smith: You know, when we performed Hamlet, we had trouble getting a skull too.

Sands: I bet you did.

Smith: ? What major committees did you serve on Katie. Now you told us you were chairman of the senate.

Sands: And of course the executive committee.

Smith: Were you involved –

Sands: Was I involved in what?

Smith: Teacher education committee?

Sands: No.

Smith: Where did most of your students go after completing their first four years here at Central? Did they go onto graduate school in anthropology?

Sands: Most of them went out and got jobs. I’d say probably a fourth of them went to graduate school.

Smith: Do you know - have you had contact with many of the students whom we might identify as education majors? Did they come over and occasionally sample a course?

Sands: For me in my classes, the education majors were the dumbest of the students. The dumbest. They were ill prepared for University life. Geographically? Could not spell well. Could not write well. I mean, I don’t’ know whether this was a person or a ? but I had literally had students ask me what century do we live in, the nineteenth or the twentieth? I mean, sometimes I was in hysterics. No, I really mean it though. Students that identified themselves as ed majors were really dumb and I was aghast at one point. This girl was in my physical anthro class. She asked to be excused early one day because she had to go take a writing test. I said, “What do you mean a writing test?” She said, “A cursive test.” And I said, “What are you talking about?” She said, “We all have to write the same.” And I said, “What?” All the hand writing had to be like this example and I said, “You’re kidding.” I couldn’t believe that the ed department would do something like this. And of course the first year I was here, excuse me, the first year Marco was here as chairman I had a class scheduled for student village introduction to cultural anthropology. In those days you had to walk across boards through the mud fields to get to class and I began the class with the first couple chapters of this book which was talking about and this one kid was sitting there and he said, “What do we have to learn all this junk for?” And I said, “Why are you in this class?” And he said, “I have to take this class.” And I said, “What do you mean you have to take this class.” He said, “Everybody in here is an ed major. We all have to take this class.” And I said, “Who said so?” And he said, “Dr. -“ I can’t think of his name right now. And I said, “Who the hell is he?” just as this professor was coming in. I turned around and I was really furious and I said, “You mean to say that all these ed students have to take this class?” And he said, “Oh yes, they all have to take all these classes together.” And I said, “That’s mental constipation. This is terrible.” I went back to Marco and I was just foaming at the mouth. That was the rule in those days. Instead of saying, we had a choice of classes we might take as an elective you know. Half of your education is sitting down here and teaching political science and geography but to have them all living in the same place taking the same classes. I thought that was deadly.

Smith: Now Katie, compared to my tenure it’s in recent years that you have been housed in a facility up on the northern part of the campus.

Sands: Since ‘74.
Smith: Since ‘74. A floor of rooms or a couple floors of rooms that have some spaces for you. Was that ever designed with your department in mind?

Sands: Precisely what are you talking about?

Smith: The classroom building. Did anybody know in advance that we should design these rooms to accommodate anthropology?

Sands: Oh yes. Marco was in on the ground floor of the planning of it.

Smith: Did you as a faculty member have an opportunity for input?

Sands: We looked at the blue prints and we could give Marco input and on two little small instances we did. Like open windows in the offices, Marco and we got them thank god. Yeah, there was input.

Smith: I recall in later years also you started adding and Museum of Man into the department name.

Sands: Over strong objections.

Smith: I also remember that a very dear friend of mine who is in many plays with me was hired as a museologist.

Sands: Len Williams.

Smith: Len was very happy here and suddenly his job was pulled right out from under him. Now he’s working down in Ranch and Home as a clerk. What happened Katie? It was that Museum of Man position.

Sands: I really don’t know what happened to the position, you know, during the time of RIF, you know. Squeeze everybody out and rather than lose another faculty member which they weren’t really considering Len as a faculty member although I liked Len very well and I liked the museum. They just decided to eliminate that position because that many students were eager in becoming geologists and that was the first to go. Of course we lost a couple of professors anyway. We lost Kathleen Adams.

Smith: Well Katie, I can understand if there was no demand for courses I can understand why Len lost his job but I thought there was the intention in the anthropology department to expand into the Museum of Man aspect.

Sand: There was. The one year I was chairman I wrote up a big plan in to the building committee.

Smith: Site development committee?

Sands: Yes for plans for a museum and of course where did I choose? Exactly where the chimp lab is. Across the street from anthropology. Anyway, we were going to have a planetarium on the top. It was gong to be a beautiful building all set to the nines. Exactly what it was going to have. It got pushed way down on the priority list. So I mean the whole idea of advancement which is too bad. That would bring all kinds of people on campus.

Smith: When there are accidental discoveries along the banks of the Columbia River, a deposit of bones and artifacts, is Central immediately notified?

Sands: No.
Smith: No. Who is notified? What’s the pecking order in this part of the country?

Sands: Well, of course if it’s on this side of the Columbia they usually notify the sheriff’s office and then the sheriff will probably notify us. In the case of a Kennewick our 7,300 year old man. I, by the way, am one of the three people that have been privileged to see this. The young man that found it called the sheriff. The sheriff thought it was a case of homicide. The coroner notified my friend Jim Chatters who is an archeologist. Jim went down and excavated it.

Smith: Many of us long years ago used to spend weekends with our families out in the hills digging artifacts. At that particular time it was not illegal. We soon had to stop. We are now told that if you are picnicking in the hills and you find an arrowhead you are supposed to leave it right there and notify the nearest facility. What would that be here?

Sands: Central. The anthropology department.

Smith: Would the anthropology department be a good one to notify?

Sands: Yeah. Our building is named after Corinne Farrell. Corinne’s father was a dentist and when Corinne was a child, she told me this, when Corinne was a child her father and this other man would take her in a boat down to the old Vantage point and they would go up Columbia and they would dig up graves and only take the skull and mandibles because they were only interested in teeth, which is understandable. I know two years ago I went down to an antique store down here and I saw this necklace and I said, “That’s very nice. Where does that come from?”. She said, “They are sifted beads.” And I said, “Where do they come from?”. “Oh down here on the Columbia,” she said, “this fellow, you know, he finds these beads and he restrings them and brings them in to me.” And I thought oh man, and I said, “That’s illegal. You should not be selling these.” She didn’t have a clue that there was anything wrong with it. Anyway, in the last few years what’s called the Native American Graves and Repatriation Act or something like that has come about and anybody that has Indian bones, Indian artifacts, etc. know the Tinders are supposed to give them back.

Smith: Okay, have you had any relatives at all attend Central Katie?

Sands: No.

Smith: Okay.

Sands: At Central? Yes, I had a cousin attend Central.

Smith: Would you please close with a statement of your feelings about your career at Central. Was it a mistake to have come here?

Sands: Wasn’t a mistake at all, no. I loved my department. I loved my fellow faculty. We were like a family. We had great Christmas parties, good times. However, I don’t miss it.

Smith: Most of us only miss the students. We don’t miss any of the politics.

Sands: That’s true.

Smith: We thank you Katie for sharing with us your memories and your opinions.

Sands: You’re welcome.