

Name: David Klein
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Interviewer: Karen Brewster

Brief Summary of Interview: In this interview, Mr. Klein talks about working for the Cooperative Wildlife Unit, the differences between being a faculty member of the University of Alaska through the Unit compared to regular faculty and some of the tension there. He also talks about the Association of University Professors and the Faculty Council, which he served on both. He shares stories of his time there, some controversies, and different professors that he worked with.

KAREN BREWSTER: Okay, today is Thursday, June 12, 2014, and this is Karen Brewster here with Dave Klein at his home in Fairbanks, Alaska. And we're continuing with where we left off last week where we were talking about the Cooperative Wildlife Unit and your starting there. I thought we'd step back a little bit, to how the Cooperative Unit got started and who was there before you.

DAVID KLEIN: Okay, I'll do that. And am I coming through okay?

KAREN BREWSTER: Yep.

DAVID KLEIN: And I'm going to be correcting your terminology frequently --

KAREN BREWSTER: Yes.

DAVID KLEIN: -- because it's just --

KAREN BREWSTER: It's confusing.

DAVID KLEIN: It's a long handle. The Alaska Cooperative Wildlife Research Unit. And then it became the Alaska Cooperative Fish and Wildlife Research Unit.

KAREN BREWSTER: I was careful not to say Fish because I knew that came later.

DAVID KLEIN: Right, yeah.

KAREN BREWSTER: But I left out the Research part.

DAVID KLEIN: I noticed that. That's why I'm bringing this up.

KAREN BREWSTER: It is. It's a long label. And also as you talk about it more and more, it just becomes the Unit, or the Cooperative – or the Wildlife Unit or something, so it's good to --

DAVID KLEIN: And some of them have given it the Unit, but frequently it's referred to as the CO-OP.

KAREN BREWSTER: Oh, okay.

DAVID KLEIN: And neither of those are restricted to the Alaska Cooperative Wildlife Research Unit. I mean, you get the Cooperative Extension Service and then you have units within Geophysics (Geophysical Institute) and stuff like that.

KAREN BREWSTER: Right, but the fact that it's such a long title, it makes sense that we all shorten it. And I try very hard to not put Fish in there.

DAVID KLEIN: And that was in -- I can get this in now but I don't like acronyms, yet they've become more and more. And so many times, you know, students making a presentation and if it's not someone in your own unit, you don't have a clue what they're talking about. And they assume, because they're used to using a shortcut. Yeah.

KAREN BREWSTER: So, yes, I agree. I try not to use the shortcuts, but that one is so long.

DAVID KLEIN: I know it is and if you have to use it several times in two or three sentences, it's horrible.

KAREN BREWSTER: And I'm also, at this stage, being very careful to not say Institute of Arctic Biology or IAB, because I know that came later. And we'll get to that later. So I have at least learned that there's a difference.

DAVID KLEIN: There's a difference and there's some history that's complicated there, but it's good to -- We can talk about that.

KAREN BREWSTER: We'll get that when we get to that time, because that comes chronologically a little bit later. So what happened with the -- How did the Alaska Cooperative Wildlife Research Unit at the University of Alaska Fairbanks, or maybe then it was just University of Alaska, get started?

DAVID KLEIN: It was just -- had just become a university about -- it was about two years before that it was Alaska College of Mining and Agriculture or something like that.

KAREN BREWSTER: Yeah, okay.

DAVID KLEIN: And maybe Agricultural Science, but even that was probably later, yeah.

KAREN BREWSTER: So when did the Cooperative Wildlife Research Unit begin?

DAVID KLEIN: Officially, it was founded in 1950 here at the University of Alaska Fairbanks in -- in Fairbanks. Actually, at that time, in College, it was called.

KAREN BREWSTER: College, Alaska.

DAVID KLEIN: Because the post office was in College.

KAREN BREWSTER: Right.

DAVID KLIEN: Yeah. Okay. And it was a national program that was voted on by Congress and approved by Congress. It could occur at land-grant universities in the various states, so there was only one land-grant university per state, and not every state has them, but most states do now. And they were handling usually agricultural programs at land grants in those days. This one, as I pointed out just earlier was a college of Mining and Agricultural Science. And it seems strange that -- mining okay, because that was the big deal for interior Alaska at that time was gold mining. And there had been pretty good agricultural development for the miners, mining community, because the cost of shipping any food up was, not only took months to get here but the cost was huge. If you could grow a garden it would help. So there was the University and there was a -- had been, I think, even before the University was formed, a federal government and agricultural research station.

KAREN BREWSTER: Hm-mm. Yep. I think so.

DAVID KLEIN: And that was just out on a road that only went a few miles beyond the university. And that was a more traditional dairy and poultry and pork, but they did a lot of work with the reindeer and muskoxen and did some cross breeding with mountain sheep and domestic sheep, and also with cattle and yak. And this -- this -- some of this is - - there's usually reports in the archives of Rasmuson (Library).

KAREN BREWSTER: Right.

DAVID KLEIN: Where there's all of this federal agency stuff. And these are very interesting stuff to go through.

KAREN BREWSTER: Yeah.

DAVID KLEIN: And virtually all those cross breeding with wildlife species stopped when Congress said -- learned that they were trying to cross these animals, why don't you stick with cows and horses and moose. It's hard to convince people in Congress about this. Any rate, the Wildlife Unit was established because -- to be cooperative between the federal government and the state. Well, Alaska wasn't a state then, but it was a territory. And so technically, it was -- you're not quite in line with the other states, but it was --

there was a statehood movement was underway. And why should -- Attitude was, you know, that now the university getting started and we can't discriminate just because we're not a state yet. That we should be able to do this. So it was approved that -- And there was a -- Nationally it was understood that the Fish and Wildlife Service would provide salary for the Wildlife Unit Leader and that one person, no Assistant Leaders or others. And -- and also that a university would provide facilities, office and a secretary. And so they would provide a budget, a university budget for operation of the office. So that meant a secretary and a receptionist and whatever in keeping records and help writing reports and what. And then it was the Alaska Department of Fish and Game that was a participant here, and they contributed a lump sum amount to -- And said, I think, that it should be used primarily for training of students. So it could be used as a stipend for students or possibly for the student research if they were doing research for a thesis, it might be able to do that. But it wasn't the first -- in the beginning it was a small amount, but, of course, stipends were very small, too.

KAREN BREWSTER: Well, but at the beginning in 1950, was there an Alaska Department of Fish or Game, 'cause we were a territory still?

DAVID KLEIN: That's true, there wasn't. So it was through the federal -- what was the functioning management of wildlife was -- who paid for it? The federal government did through the U.S. Fish and Wildlife Service in Alaska. So they had employed biologists that were doing studies on main species like caribou, moose, and some on the other species. And then the Wildlife Unit frequently got in-kind support for students that were doing studies for these biologists. They might get some aircraft time or be used -- they'd get good experience working as a field tech but they might be part of a thesis project, too. And we were used -- and we'd get a little pay, I think, as students for manning checking stations during the hunting season, which was training primarily but they paid a little bit.

KAREN BREWSTER: So with the beginning of the Unit, it was Fish and Wildlife that was giving that student stipend?

DAVID KLEIN: Yes, but technically the management of -- when it came to -- There were game wardens that were Fish and Wildlife Service, paid by Fish and Wildlife Service. And they were the wildlife enforcement people, and then there were -- so Predator and Rodent Control people, Fish and Wildlife Service. And then there was the set -- regulations, somewhat comparable to a Board of Game. There were a panel of four or five senior citizens who were appointed, I think, once it was created. And there was -- And I don't know whether the Territory Governor played a role in that or not. But once it was created then replacements -- and they were pretty much there for life unless they wanted time off or they got sick or something. And they were more senior, old timers had been, say, registered guides and outfitters and trappers, or -- one was a fur buyer, I remember, from Nome. And one was a lawyer from Fairbanks who was an ardent fisherman, and so he was very interested, and a hunter, virtually everyone was a hunter then. And then there was one was from southeast Alaska who had been a guide and then he had a business of a fish processing cannery, a small one. But he was noted for the time that he was hunter and guide and he had fished commercially, as well.

KAREN BREWSTER: So somebody like a market hunter, like Frank Glaser might have been -- ?

DAVID KLEIN: Well, at that time, market hunting was no longer allowed in Alaska. But Frank Glaser was employed by the Fish and Wildlife Service in several different categories. One was he was like a technician, a high level technician, they didn't have advanced degrees, neither did the Game Wardens. But he had a lot of experience. And he had been a trapper on his own, and trapped wolves as well as other creatures and dog musher and a lot of experience. And, at that time, when I was a student, a graduate student, he had sort of retired from living in the Bush, he was in his 60's, I think, and he was employed by the university as a night watchman. And he'd go around and check locks on doors. And in the summertime, we had an opportunity to talk with him. He was a very talkative guy.

KAREN BREWSTER: I'm sure, yeah.

DAVID KLEIN: And we'd be sitting -- On a nice day, and when we were in from the field ourselves and we ate in the dorm then. We could. And had a special rate per meal or something. And it was pretty reasonable. And we'd sit out on the front steps of the dorm. And, I think it was the main dorm. And at that time, there was Hess Hall, a women's dorm, was the only concrete building. It wasn't the only one, but it was one of the few. And these were wooden dorms. And the first year, I lived in -- had rooms in old Quonset huts that had been put there during the military time. And then we -- next, second year, we moved into the old dorm, the main dorm. I think the cafeteria was downstairs there. And so we'd sit there and when Frank would come doing his rounds, he couldn't resist stopping and talking, and we wanted him to stop and talk. And he told us these wonderful stories. And us wildlifers who thought we were learning the real -- first to learn the real truth about wildlife, we thought he might be stretching some of these, that he was just a good storyteller. But we learned over time that, no, he was only telling you a little of all these amazing things that happened in his life. But he was a very friendly guy, and so we appreciated the chance to talk with him and get to know him a little. And he wasn't a very big guy. And he wore a felt hat most of the time. And so, he had this characteristic walk that you could identify from a distance.

KAREN BREWSTER: That's neat.

DAVID KLEIN: So at any rate, then there was one other organization involved in the establishment of the Wildlife Units and that was the Wildlife Management Institute. Now that was a private organization. And you could call it sort of like a foundation. They -- their job -- they had money coming in from membership, and they also got money from -- from sporting arms and ammunition.

KAREN BREWSTER: Taxes, you mean, or -- ?

DAVID KLEIN: No, they were good for lobbying on fishing and hunting activities. This was before the Federal Aid in Wildlife Restoration law was passed that took the taxes.

KAREN BREWSTER: Okay.

DAVID KLEIN: So they were -- In those days, there weren't taxes on firearms and ammunition. So the Wildlife Management Institute based in Washington, D.C., but they were very much involved in lobbying for education in these land grant universities and for the establishment of the Wildlife Units. So they were -- when we'd have annual meetings in Alaska or later on when they had enough money to go to meetings, they would be present and would have some influence in shaping how the units are going to be consistent with the legislation. But also to speak up for the interest of the units in Congress. Because it was a complicated program with all of these cooperators. And that's so essential for the program, is the cooperation with state and federal. Whereas then as now, state legislatures were often cutting budgets and they didn't like the idea that federal government had so much influence within their university systems. And on the other hand, they liked the money coming in. And it was not state money and not state tax payer money. So the Wildlife Management Institute, these were respected people. Frequently, they were senior biologists with the Fish and Wildlife Service or with other state agencies, and who had retired and maybe in their 50's, late 50's, early 60's. And they had some experience, probably, lobbying for state interests, in general. So they played an important role. And they were highly respected and for the Alaska Unit, yeah, they were important in -- in justifying establishing a Wildlife Unit at the university here in Alaska. So part of the agreement with the university was, in addition to the funding part of it, was the university was establishing this graduate program in wildlife, wildlife ecology and management. And yet the Unit Leader was technically the -- he was a member of the faculty. That was part of the university faculty, as well as -- even though he wasn't getting a salary from them. He or she would -- and it was just he in those days. But they would maybe be expected to do some teaching, but mostly at the graduate level and expected to advise the students. The students that were working on a master's degree, just master's at the beginning, they were doing their degree technically through the university Department of Biology and Wildlife, which it was mostly. Well, by that time, the title changed a few times. And, so then the advising, you were really working for the university system but also for the Cooperative Unit system.

KAREN BREWSTER: So the university is starting to get this program going -- graduate program going in wildlife, they kind of got a free faculty person.

DAVID KLEIN: Well, that's where -- And this initial agreement, the university agreed to hire a professor of wildlife to teach the wildlife courses in addition to the Unit Leader. Because the Unit Leader was only a part-time teacher really because he had all these other responsibilities.

KAREN BREWSTER: Right, but because they were also a faculty person, the university got a faculty person to help with teaching students but they didn't have to pay that person so they kind of got a -- they had to --

DAVID KLEIN: The Unit Leader?

KAREN BREWSTER: Right. The university hired the faculty to teach and then they got this kind of free Unit Leader to do courses for free?

DAVID KLEIN: And they got a program.

KAREN BREWSTER: Right. They built a program.

DAVID KLEIN: And so the first Unit Leader was Neil Hosley, who was a senior -- He had been with a state wildlife organization, I think it was Michigan, and he'd done some work, and published some good papers on moose ecology, I think. And food habits and what. And so he was hired. And he might have had some experience starting to teach at the university back in Michigan, I'm not sure about that. So he, his wife, and young son came and he took that position. And so he was the one that I corresponded with in probably in, as early as the end of calendar year of 1950, right after it was established because I had heard it had been established. I was a student then doing undergraduate work at the University of Connecticut. And after having spent a year in Alaska, I was eager to come back.

KAREN BREWSTER: Right, so when you came as a student to work on your master's, Neil Hosley was the Unit Leader?

DAVID KLEIN: Well, not technically, because he was the Unit Leader up until he was asked to be Dean of Students by the university president at that time. And that was the first president, I guess. And maybe it had to be approved by the regents probably, because it was a new position, I think.

KAREN BREWSTER: So when did he switch to become the Dean?

DAVID KLEIN: I think it was probably in early 1951.

KAREN BREWSTER: Oh, okay.

DAVID KLEIN: So that would be in the spring semester of 1951. And so that was -- and I graduated at the end of that 1951 back in Connecticut.

KAREN BREWSTER: Right.

DAVID KLEIN: So then when he was moved into that position that opened up the CO-OP Unit Leader position. And then the man that had been hired to be the one wildlife teacher was John Buckley. He had a PhD from the University of New York at Syracuse. And he had pretty good experience and maybe, I think, had already had a position there. But he was hired and taught for a short time. And so then --

KAREN BREWSTER: So he became the -- Buckley became the new Unit Leader?

DAVID KLEIN: He became the new Unit Leader. Hosley continued to teach a few courses as the Dean of Students, and I took a course or two from him.

KAREN BREWSTER: How do you spell Hosley?

DAVID KLEIN: H O S L E Y, I'm pretty sure.

KAREN BREWSTER: H O S L E Y, okay.

DAVID KLEIN: And so then, to replace a position that John Buckley moved out of, the Wildlife Management professor that was -- they hired Jim Rearden.

KAREN BREWSTER: Okay.

DAVID KLEIN: And then shortly after that, I think there was -- Buckley was working -- His research interests were furbearers and wetlands and so they were starting research with students out at Minto Flats because it wasn't too far away. And the focus there was starting on furbearers in general, but not all in that area, but furs were very important in the economy of Alaska at that time. So a lot of the first students were doing theses on beavers, marten, mink. And that was about it in those beginning times. But then the wetlands, especially in the lakes, had a lot of waterfowl, and the Fish and Wildlife Service was responsible for migratory bird work. And so I'm not sure how the funding would work, but then they hired another faculty member and that was Brina Kessel. And she had done her PhD at Cornell University and so she came -- she was just fresh with a PhD.

KAREN BREWSTER: Right. And she was a trained ornithologist, wasn't she?

DAVID KLEIN: Yeah, she was a trained ornithologist. And she was -- she had high recommendations and had really good experience. And so she taught ornithology, she taught some of the other courses, as well. And -- but she also was a key person because students then could work on waterfowl projects in conjunction with the furbearer projects sometimes or at least at Minto Lakes. And Buckley then was working with her on some of the waterfowl work, as well as she would assist on some of the furbearer stuff or with the students, so that was a pretty good program. And it didn't quite fit my interest when I came, and Hosley, when he accepted me -- and I'd had this -- already had the experience in Alaska, which was unlike other students coming in from Outside. They didn't -- from -- from other states. They didn't have experience. So -- so, then, plus he found me a job right after I graduated in Connecticut. And he said -- I said, "If I could get a job, that would be great. In Alaska."

KAREN BREWSTER: Is that when you worked at the Moose Range in Kenai?

DAVID KLEIN: Yeah.

KAREN BREWSTER: Before you started school, yeah.

DAVID KLEIN: So he had contacted the Fish and Wildlife Service and they needed -- the refuge manager at Kenai had enough money to support one field assistant for the whole refuge and -- and -- for summer. And so, he said they would hire me on Hosley's recommendation.

KAREN BREWSTER: And then, so Buckley was the Unit Leader until you came or there was somebody in between? 'Cause you said he started around '51.

DAVID KLEIN: I came in '51.

KAREN BREWSTER: No, no, Buckley was the Cooperative Wildlife Unit Leader when you were a student, so 1951. And then you became the Unit Leader what, '61?

DAVID KLEIN: In the interim I -- under Buckley, I did the study on mountain goats.

KAREN BREWSTER: Right, but I'm trying to think, the administration of the Cooperative Wildlife Unit, Buckley was the Unit Leader, then who came after him?

DAVID KLEIN: Okay, that came after I left and graduated.

KAREN BREWSTER: Right.

DAVID KLEIN: And so then the next Unit Leader, I'm pretty sure, was Bob Scott. Now the reason for -- Bob Scott was a biologist working for the Fish and Wildlife Service doing sheep studies.

KAREN BREWSTER: Oh, he's the guy you worked so closely with.

DAVID KLEIN: Yeah.

KAREN BREWSTER: Right, okay.

DAVID KLEIN: And Bob Scott was -- he was very much a -- he had a master's degree from Oregon State in wildlife, which was kind of unique. And he had been a pilot in the war. And so he was employed here to work with the Fish and Wildlife Service and worked on mountain sheep primarily. But he -- you worked on everything because you had to team together on various projects, but that was his responsibility. So the reason that position opened again was John Buckley was recognized as an outstanding wildlife person, and he was good at understanding conservation issues and political issues related to conservation nationwide. And so he was -- I think the Wildlife Management Institute had been lobbying the President, at that time, to establish a position as advisor to the President in ecology.

KAREN BREWSTER: The advisor to the U.S. President?

DAVID KLEIN: Yeah.

KAREN BREWSTER: Oh okay. Wow.

DAVID KLEIN: So it was a position, and I'm not sure -- it was within the Presidential administration.

KAREN BREWSTER: Wow.

DAVID KLEIN: And this was the first time, I think, and they looked around the country and Buckley was sort of nominated for it. So he was already employed by the Fish and Wildlife Service, so he went through a transfer program and went there. But he was under the President rather than being --

KAREN BREWSTER: Yeah, I've never heard of that, an advisor on ecology. Wow!

DAVID KLEIN: Yeah.

KAREN BREWSTER: How advanced!

DAVID KLEIN: It was good, it was good. But it was -- they referred to him probably as Fish and Game and all that, too.

KAREN BREWSTER: Right. But so he left and then Bob Scott became the Unit Leader?

DAVID KLEIN: Bob Scott became the Unit Leader and he continued with his focus but he was much broader then because he was covering -- And Bob was perhaps one of the best qualified in terms of education, training, and experience and interest, to be a Unit Leader where you dealt with a broad subject, because it was becoming obvious in the Unit that there were studies that were needed by the Fish and Game and the territory of Alaska that went beyond just traditional, big, huntable terrestrial wildlife or trapping furs or waterfowl management. So then students came and they had potential funding, because they always had to look for funding 'cause usually the stipend money wasn't enough for more than about three students a year. And so they could support more if they could get more money. And there was a demand by the federal agencies. And the -- the -- the territorial legislature decided they should have, rather than the Fish and Wildlife Service be responsible for fish management in Alaska which at that time included both marine fish within territorial waters and fresh water fish. And the other agencies like the Forest Service, they didn't have any biologists period, let alone salmon people working with anadromous fish. But there was also a lot of fishing, commercial fishing, along the coast, mainly commercial, some sport fishing but mainly commercial fishing. And then when there was a problem, like what do you do if there's a problem with bears, who's going to deal with it? Well, the Fish and Wildlife had people that could -- biologists, but

then what happens when seals are taking fish out of the gill nets at the mouth of rivers where they were legal to -- in Southeast that would be the Stikine River and the Taku River and then also the Copper River, and you know we just -- the fishermen wanted the seals killed. And sometimes they would convince the legislature, state legislature, that they should put a bounty on the seals. And there was beginning pressure to "Well, what about the seals? They're mostly not doing this year round, it's just when the salmon are coming up. And they're part of a system." And sea lions, the same way. And these are valuable animals and, you know, on the one hand we protected the fur seals, which were almost the same as sea lions evolutionarily, but it was because of the value of the furs. So, there's a -- you can't just draw the conclusion because they eat fish, they're bad and they should be killed. That didn't make sense, even though -- and especially for marine mammals. I mean, some of the guided hunters, hunters, guides and outfitters, they were mainly the hunters were coming from -- some international but from the Lower 48 who wanted to hunt big trophy animals. So that would be moose and big trophy mountain sheep.

KAREN BREWSTER: Bears.

DAVID KLEIN: And big brown bears. But was it legal for those hunters to shoot, say, a big sea lions and other things? Well, it was obvious we didn't know enough about these animals that were big rookeries. And so some of the students that were coming to the Unit wanted to work on marine mammals or there was money available. Yeah, it was like money available to support a student, whereas there were no Fish and Wildlife biologists that were trained to work there. Well, why not let students do research and it would only cost them, you know, 10,000 or 15,000 versus hiring someone was -- would be huge and they didn't have the budget to do it that way but they could do this. So then by the time I came, there were students who had already started that were working on seals out off an island south of Kodiak, hair seals. And we had -- When I was there, we recruited a Swedish student to work, and he worked on sea lions in Prince William Sound, on a rookery there that had been worked on a little bit by a new program that had been started like the Territorial Department of Fisheries. And it was a precursor to the Alaska Department of Fish and Game. But there were a lot of these research questions that related to salmon and halibut and other very valuable commercial fish, and we needed more information about these marine mammals, as well. And there were some studies of marine birds, too, at the same. Sometimes they were coordinated with the marine mammals because they could work in the same -- those two students worked in the same area.

KAREN BREWSTER: So your point being is that, as the Wildlife Unit progressed, that the wildlife management issues and research was becoming more varied and more complicated and the Unit was going along with it? That the research being done there and the faculty were becoming more broad?

DAVID KLEIN: Right.

KAREN BREWSTER: And so after Bob Scott --

DAVID KLEIN: Okay, then the Bob Scott thing was, he was having some difficulties --

KAREN BREWSTER: Oh, that's right, he had some personal issues you mentioned before, yeah.

DAVID KLEIN: Personal issues and including -- It was -- had a very unfortunate family situation. A son who had mental problems and was schizophrenic and then the daughter got polo and became a cripple.

KAREN BREWSTER: So he left the position and who took over for him?

DAVID KLEIN: When he left, it kind of -- they thought they had this wonderful Unit Leader, they did. But then when he left there was a vacancy and they were able to get -- you know, they'd asked somebody like Fred Dean to be acting to sign deals and they would -- students and that, and other faculty would help put things together and to meet the reporting deadlines. But he was still a full-time teacher and he didn't have time to do much with that. He was just a figurehead. And then the -- they then were able to get CO-OP Unit leaders from other states to come up. A couple of them came up on a short-term basis to help out and keep things going. And I think Jim Lindsey was from Pennsylvania, I think. Any rate, he was top notch and he loved it here, but -- So then they tried to talk him into transferring. And he -- his wife didn't want to come up because she had family and everything in Pennsylvania. He liked Pennsylvania, but -- so he couldn't come. So after his term limit was up, there may have been another person for a short time but they were trying to recruit somebody. By this time I was in -- I'd finished the -- pretty much finished my dissertation research for the PhD based on work on deer ecology in southeast Alaska. And had moved back and they gave me -- they offered me a job in Juneau as Coordinator for the Federal Aid in Wildlife Restoration Program.

KAREN BREWSTER: Right. That was about 1960, '61, somewhere in there?

DAVID KLEIN: That was in '61 that we came back to Juneau and started, I guess, the state fiscal year started in July 1 and then went back in time to start that. And so then I was doing that job while I was -- I had a couple weeks of fieldwork that I was able to do on islands out of Petersburg. But I was also full-time putting together and budgeting, and managing the Federal Aid in Wildlife Restoration Program. That meant some oversight on all of those programs throughout the state. Mostly, out of Fairbanks and Anchorage office, and all the studies on moose, and caribou, and yeah, bear and some on Kodiak and Afognak. And so I got to travel around a bit and get to work and see who -- get out in the field at least. And some of the biologists I knew, because they were fellow students, but not all of them. And so then, you know, our job was to provide guidance in the science and the set-ups in the program, and to be sure they understood how to work within the budget that was available. Or maybe argue for a bigger budget, but it all had to fit in together. The priorities. So it was good training for me in experience, but then I was approached probably in the beginning of 196 -- probably about the end of the calendar year in 1961 as to -- They had looked at all of the potential candidates and this was the

Washington CO-OP Unit staff and administrative staff and they said they wanted to hire me if I was available to be Unit Leader. Well, you know, it came out of the blue and I thought that certainly was my -- would be my long-term goal, but I realized those things just don't happen and I thought it would be down the road many years before I could qualify or before I could move into that position and have experience. But things happened fast then because after statehood and education, people needed more education and I was getting it and I had good experience in Southeast with the deer ecology, as well as management and with my own research that I was doing there that was being supported by the Fish and Wildlife Service.

KAREN BREWSTER: Yeah, you certainly were in the right place at the right time and had the right experience.

DAVID KLEIN: Yeah.

KAREN BREWSTER: For sure.

DAVID KLEIN: But I also had a wife and two kids, and so financial -- and some debt incurred in going to University of British Columbia. Because my wife had been a teacher in Petersburg, and she -- once we had young kids she had to take -- she couldn't teach any longer and that worked out well. But we didn't have much income. We saved, earned vacation time and piled that up, which was good. And then I would come back in the summer and work for the Fish and Game after statehood because they had become a state then in '59. And so --

KAREN BREWSTER: So you don't happen to remember the years when all these different people we just talked about were Unit Leaders do you?

DAVID KLEIN: No, but I have a booklet in my office, I think, that has some of that in there.

KAREN BREWSTER: Okay, 'cause that's a great progression.

DAVID KLEIN: Yeah, I better make note of these things because I know where that book is.

KAREN BREWSTER: So when you came in, in '62, there hadn't been an actual Unit Leader? There was sort of this acting and temporary -- ?

DAVID KLEIN: Yeah, Scott was in and out. And I met with him, and he was the guy I interacted with. And I know him so well and liked him very much. He was still taking responsibility for the things that -- and then he had to move him, himself and family back there, and so --

KAREN BREWSTER: Okay, so he was still around to kind of help you transition?

DAVID KLEIN: Yeah.

KAREN BREWSTER: But the general day-to-day management and administration had been being done by these internal people.

DAVID KLEIN: Yeah, but I had the advantage of knowing the other faculty members like Brina Kessel, Jim Rearden, and Hosley and those. And Hosley, yeah, he was still --

KAREN BREWSTER: He was still around?

DAVID KLEIN: He was still very supportive of the Unit and doing what he could.

KAREN BREWSTER: Right, well you knew the other faculty 'cause you'd been a student here and you'd been interacting with them?

DAVID KLEIN: And it was Hosley, I think, was one of those people who highly recommended me for that position.

KAREN BREWSTER: Uh-huh. Okay. While you're writing that down, I can cough. So once you came and became the Cooperative Wildlife Unit Leader in 1962.

DAVID KLEIN: Yeah.

KAREN BREWSTER: Well, I guess I'll -- My first question is, how does it, the Unit operate? What was the relationship like between the Unit Leader who was a Fish and Wildlife Service employee versus these faculty who are University employees? How did that -- did it work, did it not work? How -- were there some examples?

DAVID KLEIN: Yeah, well that -- that was -- that was one of the more complex aspects of the Unit Leaders, the Unit position, and the role of the Unit Leader. And frankly, it varied a lot to other states, where Units occurred. And we would meet annually, so I was able to, you know, get a feeling for other Units. And I even started some exchange programs where I got more familiar.

KAREN BREWSTER: Yeah, you talked about that last time.

DAVID KLEIN: But here at UAF, University of Alaska at the time, and the CO-OP Unit. According to the Memorandum of Understanding, all these Units, faculty member is -- the Unit Leader is a faculty member, and has to go through the same procedure of peer review and advancement to get -- move from assistant professor to associate professor, to full professor. However, it's different because there's no salary involved. But the -- how you manage this relationship from the -- from the University perspective was all important because they wanted you to -- they appreciated that you were not a faculty member but it was always some other faculty kind of resented the fact that you had year-round funding, salary, whereas other faculty usually had nine-month's salary. But you also had this commitment that worked in the summer for that money to keep the

Unit going, to advise graduate students, because most of them at that stage, they weren't taking on graduate students as advisees because they weren't being paid to do that. They might be teaching a course that would be appropriate for the graduate program, but unless they were doing research of some kind and had -- their research grant paid for their salary in the summer. Well, in those days it wasn't happening that way, it wasn't National Science Foundation and other federal agencies that would be providing the funding. It was mostly sometimes through state or -- or through the federal agencies that maybe they would -- and they frequently wouldn't provide salary money for professors though.

KAREN BREWSTER: They provided for students.

DAVID KLEIN: They would provide some funding for a student that they would advise in the summer time if they were around and not on vacation or someplace because they weren't on salary, they might be -- They might, you know, they volunteered their time and they were good about advising. But mostly summer was when most of the students were in the field. And so they would get them ready to go in the field but then I would assume -- the Unit Leader would assume some responsibility for those students.

KAREN BREWSTER: So if a faculty member had a nine-month contract, and they didn't get paid in the summer, did they not go do research and fieldwork in the summer, they just were on vacation?

DAVID KLEIN: No, this was the sore point with them and justifiably because the University state budget, that was state legislature had to approve. And the University president had a hard time getting enough money to have the courses taught that would need to be taught, let alone pay for them in the summer. So what would they do in the summer?

KAREN BREWSTER: Yeah.

DAVID KLEIN: They didn't have specific research projects. Some of them did, but they usually worked that out with the agencies like the Fish and Wildlife or Forest Service or something.

KAREN BREWSTER: Or what I was thinking is that they were doing their summer research just on their own time.

DAVID KLEIN: Yeah.

KAREN BREWSTER: They weren't getting paid for it.

DAVID KLEIN: Some were doing that for sure.

KAREN BREWSTER: Because how would you progress as a faculty where you have to get tenure? You have to be doing research, you have to be producing?

DAVID KLEIN: In those days --

KAREN BREWSTER: You have to do fieldwork.

DAVID KLEIN: No, that was the problem. There was a problem in the administrative structure of the University because the research institutes were not part of the -- not tied to the departments, the academic departments. So it was like when they started building the research institutes up on the West Ridge (of the UAF campus), there were no courses taught up there. And so if any of the faculty who were hired for the research institute as research faculty, in few cases they would also be teaching. But in most cases, they didn't have a split appointment with the academic departments.

KAREN BREWSTER: So in those days if you were a, for example, a wildlife faculty member, your job was just to teach, you didn't have to do research to get tenure and advance?

DAVID KLEIN: That's correct. If you did research, it would probably be a plus, but it was not required.

KAREN BREWSTER: Oh, okay.

DAVID KLEIN: And it was people in the sciences that were in this awkward position because some of them were doing research but weren't getting paid to do it in the summertime. Whereas in the humanities, they just -- they went and did something else in the summer. Took another job someplace, which was common. You know, co-work in the library or downtown or whatever they could find, or leave and visit family, that was also --

KAREN BREWSTER: Right.

DAVID KLEIN: But if while they were out, they might find some job if it was all summer long.

KAREN BREWSTER: It's interesting because now the university structure, the faculty still only get nine month's salary, but they still work in the summertime. They don't go on vacation. They're still doing research or writing or whatever, and they're usually based on grants or something. They find ways to- -

DAVID KLEIN: That's in the humanities, that's true, but in sciences that's harder to do that because if it's field research or something or geophysics working on glaciation or volcanism, I mean, unless you -- it's really hard to carry on. And especially if you've got family.

KAREN BREWSTER: Right, but it seems that nowadays, with the faculty who they're teaching and they have to do research, they find grants to fund their research so that they're not just volunteering their time to do research.

DAVID KLEIN: Yeah, but they --

KAREN BREWSTER: That seems to be different than --

DAVID KLEIN: Nowadays. if you're doing research and are funded through the, say the National -- NIH, National Institute of Health, the National Science Foundation, or other organizations, funding agencies, you write a proposal for the kind of work you want to do. And then if you can't do it all yourself, you can write in for graduate student support. But, you also, if you're going to be working more than during the academic year -- And, in fact, even if you are, because you don't have time to do research if you're a full-time teacher.

KAREN BREWSTER: Right.

DAVID KLEIN: So you try to get funding to cover your summer. And if you're doing top-notch research and you've got two or three post-docs or something working with you, then you can write in your summer salary for yourself. So then you're literally buying out of -- because the money, certain percentage of that, overhead and stuff, goes into the operation of the program. So this works well now, but it didn't work well then when the institutes were separate from the departments. And the departments were mostly only supported by the state, the academic departments, and the research institutes were largely supported by federal agencies.

KAREN BREWSTER: And those employees of the research institute tended not to teach courses very often?

DAVID KLEIN: Yeah.

KAREN BREWSTER: Well, it's interesting. I didn't realize that this current structure, it was different than what it was back in the earlier days.

DAVID KLEIN: There was a big transition that came about and I don't know the exact dates, but then the -- I don't know whether we had moved to a statewide, I think, we moved to a statewide system. So there was this -- politics involved to some extent because Anchorage campus came into being and they didn't have any research institutes, and they were then being expected to teach in some of these areas. And then Fairbanks had all the research institutes. They even had the Business in Economic Social Research Institute here (Institute of Social and Economic Research -- ISER).

KAREN BREWSTER: Oh, that was here? That's right, that was here for a while.

DAVID KLEIN: And one of the reasons it went to Anchorage was they had good academic programs there and it seemed like as good a place to be, better place to be than on this campus. But we all had these physical and biological sciences institutes that were doing well and they didn't have those kinds of things down in Anchorage. So it was

often, you know, Anchorage campus versus Fairbanks campus budgeting and how much independence they had or whether -- for a while, they didn't. They were pretty independent and they didn't -- This continuing to try to get programs similar so that students could move back and forth and it's making progress and the present head of the system, Gamble, is that his name?

KAREN BREWSTER: Yeah.

DAVID KLEIN: Is emphasizing that. And the two Chancellors are sort of working in that direction, too.

KAREN BREWSTER: But it is interesting, I didn't realize in the earlier period that, you know, you're talking about in the '60's here, that faculty who were teaching courses were not also required to do research to get tenure.

DAVID KLEIN: No, it came about sometime -- well, first place in this early time when I first came, there was no tenure.

KAREN BREWSTER: Oh, okay.

DAVID KLEIN: There were no sabbatical leaves. A teacher had a two-year -- a professor had a two-year contract. And every two years that was reviewed, and if you were doing a good job, you got a favorable review and the deans played a big -- process, and not just -- and then the president of the system. And the peer concept of peer review was, you know, it was like a sand box because you're overridden by the department head and the deans, so they would -- you know, people's contract would be -- they couldn't terminate it without giving you one-year probation, a two-year contract. So that's the closest thing to tenure there was. And then there was, if you were a brand new professor, assistant professor, you had a one-year contract. And you had to have a favorable, a very favorable review after that year or you wouldn't get a permanent, a two-year contract. You wouldn't become permanent. They might give you a second year and probation and then if you didn't stack up, you were done and they recruited someone else. And that happened a lot in departments where -- the English department, for example. And they would judge by publications that they were putting out rather than by whether they were teaching properly. And I, as a young faculty member believing in -- and I tried to behave like a faculty member, but the point was I -- I -- though I was elected to the Faculty Council, which was strictly advisory to the president. But it was a sand box for us people. We'd have our meeting of faculty council and say, "Well, why won't the president consider changing the system to provide tenure?" Well, all of that had to go through, of course, the regents and things like that. And we weren't the only state university in this position. It was this boom in education after the Second World War that brought all this on, especially at state universities. There was -- when there was an arbitrary dismissal, there was no place to go. There was no grievance committee or anything like that. That was it. So there was -- there still is this organization of Association of University Professors, I think. And so, a chapter started in UAF. I was one of the -- I don't know whether I was a charter member but I was close to that. And then I got elected president

of it. One reason they wanted me to be president --Walt Benesch and people like that were young firebrands, and I was a bit that way, and Dale Guthrie and stuff. And we -- So then, when there was a grievance, that directly came to us. Well, we weren't part of the university -- that wasn't part of the university system but the members were all part of it, except I was a federal employee. So technically, they couldn't touch me, but of course they could touch me because all they had to do was report that I wasn't doing my job well from the university standpoint. And they could put in a request. I might be -- I was protected through the federal merit system, which was being upgraded and was becoming quite good comparable to a peer review at the university level. So I had these two systems. So for my salary and advancement was based on my submitting -- so many years, you had to submit this long thing about everything you did and then they -- my boss in Washington had to check with the University and find out if what I said was legitimate, but I had to put all my publications and things down. And yeah, then they would recommend to the merit system, panel within the Fish and Wildlife advancement, and yeah, it worked well. I hated to do those things. It was just like going up for tenure here.

KAREN BREWSTER: Right.

DAVID KLEIN: The same kind of thing. But I had to do something similar for advancement, but not really because it usually came from the department head, said, "I'll put together this because I think you should be getting advanced." Like Brina Kessel, for example. Well, there was one time and that had -- that was before the "firecracker boys," but when Brina was Department Head. But mostly she was -- You know, we weren't used to women being in an administrative position. For me, I adapted well. I mean, I was always -- from the beginning, I had a lot of respect for Brina because she was a good teacher and a good academic and was doing wonderful work and bird work. And there was nobody, no people at higher levels like deans that were women in those days. And it was like they'll never get there, that kind of attitude, you know. And some of the faculty in biology and wildlife who accepted her, still, you know, "I don't like the idea of working for a woman." It was that kind of a mentality. And some of them were good people that I liked but they would acknowledge her doing good work, but didn't like this idea of working for a woman. And it was, you know, for a lot of us, we'd come out of the military and we never had any women over us in the military.

KAREN BREWSTER: But you all had mothers.

DAVID KLEIN: Of course, we did. Of course, we did. And I never had this problem because all of the women I was close to and got to know well, and married and whatever, they were feminist. And so I was a feminist fairly on early. But I think I was a feminist from the influence of my parents 'cause they were essentially feminists, as well. And even though dad was a primary moneymaker, and mom was primarily the home body. But in the Second World War, you know, then it kind of broke down a lot of those barriers.

KAREN BREWSTER: Right.

DAVID KLEIN: And there weren't barriers in our home, but our mom, she cooked school lunches and did a lot of work and dad was on long shifts. So it was hard because we didn't have much time to see him. And he was working night shift and he was getting good pay and we needed it badly because we had this house that the mortgage and we're just getting our feet on the ground after the Depression. And that was a good thing, and of course the same happened with the GI Bill for me. I mean, I probably would never have gone to college if that hadn't happened.

KAREN BREWSTER: Yeah. So this Association of University Professors sounds a little bit like the beginnings of a union type organization.

DAVID KLEIN: Yeah, it was. But more it was fighting for giving the faculty a stronger voice in the – in the administration of the University.

KAREN BREWSTER: Well, that's kind of -- because I assume at the time there was not a union for the faculty?

DAVID KLEIN: No, there was no union for the faculty. And at that time, most faculty would say we don't have a union, but we do want to have a voice in the administration, we want a Senate, a real Senate. And that didn't happen for a while. And some of the people that were the faculty council, I mean they were just wonderful people from language professors and Walt Benesch and others. There's this one deal where I got into trouble, but I don't – I didn't -- I mean I stood my ground. It was when in the English department, there'd been two, I think they were both in the English department, two that had been hired. I think two women. One woman and one man. Separately. Had been hired separately. And they were just too modern. And one of them had published something that was already published, gone to the printer, before they took the position in which they used language that their Department Head didn't approve of at all. And that Department Head became Dean. He was the guy that was head of Journalism for a while.

KAREN BREWSTER: I don't know.

DAVID KLEIN: He was a writer. But he was an ardent -- He was -- I kind of liked him for a while. And he was an ardent hunter, trophy hunter and --

KAREN BREWSTER: I don't know enough of the history of University to know names.

DAVID KLEIN: I'll think of his name. But any rate, you know, he was kind of a rising star, and the president of the university system, Bill Wood, liked him a lot. So it was like, you know, he was his hatchet man if someone needed to go. Well, these two people, they were given termination notices and it wasn't explained exactly. They'd committed some terrible offense. And they said, "Well, what was it?" And they said, "Well," informally, that it was, "we don't like the language you're using and you're teaching these young people. We don't -- they shouldn't be exposed to this kind of thing."

KAREN BREWSTER: So it was a moral issue almost.

DAVID KLEIN: Yeah. And so they came to the Association of University Professors when I was president of the chapter and asked if we would consider their situation. And “Well, yeah.” I said, “I’ll meet with the others and we’ll decide, but I think that’s what we should do.” And so we had a hearing with them, and -- or maybe even before we had a hearing with them, it leaked out into the press, the News-Miner I think, in some way. I don’t know who did it, probably them. And that they were being fired and they were not told what they were being fired for. So then the New-Miner gave us some attention and so then the dean wrote this letter explaining that -- And he did not -- he would not define what the problem was and nor would -- he sort of implied they committed some heinous crime, but that they were being fired for that. And yet he wouldn’t define what it was. And so he wrote this letter, and so we took this up in the deal, and we said, “Well, we’ve got to write a counter to that, because obviously you can’t just arbitrarily fire someone. You’ve got to have a reason. And that reason has to be stated publicly if you’re going to arbitrarily fire someone.” So we -- I guess I was reasonable for composing it mostly. But then signing it they said, “Well, you sign first.” So I signed first and everybody else signed. And it was obvious to -- the reason for me signing first was because I was not employed directly.

KAREN BREWSTER: Well, you were the president of the chapter, right, at the time?

DAVID KLEIN: Yeah, but we were a democratic organization. And much more so than the university. So, but it was understood that I was also a federal employee and not an employee directly of the university. So I was left then with going to Bill Wood. No, then we submitted this letter that’s saying -- criticizing the dean for terrible wording of this thing that, you know, if this is a heinous crime, then it should be -- there should be a grievance committee reviewing the situation within the university system and there wasn’t. And so how can you advertise this and arbitrarily define the crime. What is it? And he hadn’t. You know, he kind of weaseled out of the whole thing. And then he ended by saying -- so when we submitted this, we were criticizing that. And so he then responded again with a letter to the editor and we were friends before this. And he said, “You,” and he was referring to the whole group, this organization, “you were sullyng his name.” [Chuckling] I responded to that right away. I said, “Ooh. Wait a second, let’s get this straight, who’s sullyng whose name with you making a charge and you’re not defining it?” Well, then I had taken -- What’s that call? Is that a boreal owl I’m hearing? I think it was. At Ned’s. Well, at any rate, the --

KAREN BREWSTER: I can’t hear it, I have headphones on.

DAVID KLEIN: Hear it?

KAREN BREWSTER: It sounds like a dog.

DAVID KLEIN: No. Whooooo.

KAREN BREWSTER: All I hear is what sounds like a dog, but maybe it's the same thing? And I just don't know what I'm hearing.

DAVID KLEIN: Have you heard boreal owls?

KAREN BREWSTER: I have. And I know Ned has one in his owl box.

DAVID KLEIN: Yeah, he has a whole bunch of them.

KAREN BREWSTER: Yeah.

DAVID KLEIN: They're getting full size almost. But any rate --

KAREN BREWSTER: So anyway this fight with this dean?

DAVID KLEIN: So I had to go to the president, you know, with this. First, in saying that -- before anything went to the newspaper and said that so -- that this was unacceptable. This was before it got out in the paper. Unacceptable to do this without making -- You can't just charge someone with a crime without defining what the crime is. And well, he -- and, you know, there was a long list of people that had signed this. So he was polite, but just barely.

KAREN BREWSTER: Who was the president? Oh, Wood, that was who --

DAVID KLEIN: Bill Wood. And then this thing went up with the dean and when that got out in the paper then -- and I had a chance to respond to him, then I was, you know, in effect, defending these two people, which I was. I was in effect, you know, defending them. But I was defending their name because you just can't arbitrarily dismiss people and say they committed a crime. If they committed a crime, you've got to come out with it.

KAREN BREWSTER: So you were defending the principle of all of it?

DAVID KLEIN: Yeah. Now if you don't want that to be exposed to the News-Miner then you do -- have a grievance action, fairly composed within the University system. And they didn't do that.

KAREN BREWSTER: Yeah because there are some -- some, you know, "crimes" that are private, you wouldn't want to make public.

DAVID KLEIN: Yeah.

KAREN BREWSTER: And the people committed them wouldn't want you to make them public.

DAVID KLEIN: Exactly. Well they didn't -- those people didn't want it to come public because then they'd have a hard time getting a job someplace else.

KAREN BREWSTER: But in this case they hadn't actually committed a crime, so to speak.

DAVID KLEIN: No, they hadn't committed a crime, but they were a crime in the eyes of Bill Wood and the dean.

KAREN BREWSTER: And the dean, we can't remember this dean's name.

DAVID KLEIN: And they could, you know, then if they apply someplace and it's not defined, but it's written, "Don't hire these people." They were -- Yeah, it's -- Any rate--

KAREN BREWSTER: So you fought for that and got in trouble?

DAVID KLEIN: Yeah. I vaguely knew this one woman that -- one woman who was fired and she stayed here. And then I got to know her a little better indirectly through community programs, and she's been a terrific person in the program.

KAREN BREWSTER: So you said you don't remember the dean's name, do you remember those two people, their names?

DAVID KLEIN: No. I have it, some of this correspondence in my file in the office.

KAREN BREWSTER: But so --

DAVID KLEIN: But we don't want that in there.

KAREN BREWSTER: Well, it's just interesting that you -- because you were involved in this organization, you then got involved in these issues and you kind of were putting your own reputation on the line.

DAVID KLEIN: Okay, but then, a final thing, relative to all of that was then Bill Wood. And Brina Kessel told me this. She was the department head. He, at a meeting with the department heads or with her probably, he wanted to see about getting Klein transferred.

KAREN BREWSTER: Right.

DAVID KLEIN: Because he's a trouble maker or something like that. And I was still an assistant professor then, and Brina was very supportive of me. And so she told me afterwards that when he suggested that, she said, "Well, look, Klein has just been doing a wonderful job as the Unit Leader and as a faculty member through the Unit. But you don't have to worry about him, he's going on sabbatical to Norway for a year. And he's going to be out of it, totally out of the campus politics. And you won't have to worry

about him. And he's just doing such a terrific job" etc. Or something like that. So I respected her.

KAREN BREWSTER: Well, it's a good thing you went on sabbatical maybe?

DAVID KLEIN: Yeah. But so then --

KAREN BREWSTER: Let it all die down.

DAVID KLEIN: As soon as I came back, it had died down, of course. And she put my name in for advancement to associate professor, because she didn't dare do it before that. And it went through without any trouble. And Bill Wood became civil with me afterwards. And I gave a -- he didn't like me because I was opposed to the -- not opposed, I was pointing to all the problems with the pipeline and oil development, and it was all based mainly on caribou. And I gave a talk once down at the Pioneer Park. There was -- two or three of us spoke about some of these problems and he was in the audience. And then there were questions. And I remember one of the questions he put to me was, "Well, I can't understand why the caribou don't go under the pipeline" or something. There was all this phony stuff coming out in the media and why a pipeline is going to obstruct. Look they crawl all the way into -- Don Young was saying the same thing. You know, they go over Brooks Range and that's how many thousand feet high, they should be able to get over a four-foot pipeline. That was early on when they were just going to lay it on the ground. And so he asked me and I said, "Well, that's a good question, but if caribou could communicate we could probably get an answer, but I don't -- We're studying and we try to interpret what we're doing, but we're not -- we don't -- can't say how caribou are going to --" He said, "You know, if they're --" I had said, "Yeah, if you get a caribou running fast enough it probably would jump over the pipeline."

KAREN BREWSTER: He probably didn't like that answer.

DAVID KLEIN: They're not jumpers usually. If they were antelope, yeah, they could handle it.

KAREN BREWSTER: And it's not like there's traction on the pipe that they could --

DAVID KLEIN: Well, there's all these things coming up and there was -- And the President, I forget who the President was at that time, saying that the pipeline is -- Well, that was probably the first Bush, saying the pipeline is going to be warm, they're just going to cozy up to it in the wintertime.

KAREN BREWSTER: It might have been Reagan.

DAVID KLEIN: Yeah, it might have been Reagan.

KAREN BREWSTER: Sounds like something he would have said.

DAVID KLEIN: Right.

KAREN BREWSTER: Well, so one more question, sort of a university administratively, we've kind of gotten off track but I thought -- It's interesting. So there was this Association of University Professors, which was an outside group, but you mentioned this Faculty Council, which I assume is the precursor to the current Faculty Senate.

DAVID KLEIN: Yeah.

KAREN BREWSTER: So what did your Faculty Council do?

DAVID KLEIN: The council would deal with questions. The way Bill Wood saw it was he would say, "This is what I'm planning to do. And why don't you talk about this and I'd like to hear about it." And so we would sometimes make a strong case for not doing it the way he wanted to do it and then present that to him as finding through the council. And his response would be, "Well, thanks a lot, that's helpful." And he'd go on and do his own thing. So we didn't have any authority other than to just advise the president and he didn't respond to this. And it was like, what we just joked, it was a sandbox for the faculty to keep them happy. But when we'd get together, we got into some excellent philosophical discussions and some of them included, "Well, how can we improve things under these conditions?" And we did come out with some strong deals that we're wasting our time if we won't -- won't -- and we were bringing up issues which he hadn't hoped on that. He hoped that we would just deal with things that he led to us, and we brought up other issues.

KAREN BREWSTER: Like what kind of issues did you guys bring up?

DAVID KLEIN: Any kind of. One was we didn't agree that faculty, let alone students, but we didn't dwell on the student part, should be asked to -- should be required to attend the religious ceremonies at graduation.

KAREN BREWSTER: Oh, I didn't know --

DAVID KLEIN: With your cloak and gown you had to go through this thing. And some of us would not do it, and didn't, but they didn't enforce it but implied this would -- may affect your advancement.

KAREN BREWSTER: Hm, I didn't realize that they had a religious ceremony at graduation.

DAVID KLEIN: Well, we got rid of it. But it took us a while. And, yeah, we said, in effect, "This is a state run university and even the private universities you don't force people to do these things. To go to chapel and things like that." They may if it's a church university, and then they act like they -- he was acting, you know, so --

KAREN BREWSTER: Yeah.

DAVID KLEIN: And then we won that one and then we felt that the students shouldn't be required to go. If they want to have it and their parents want them to have it and they can have it. And if their parents are there and want to be in it, that's fine, but it's separate from the university system and the graduation. Then there were -- some of the other ones, I forget exactly what they were.

KAREN BREWSTER: Well you -- We were talking about the whole tenure system. So did that Faculty Council, when you were involved, push for some changes so this tenure system came about?

DAVID KLEIN: Oh yeah, yeah.

KAREN BREWSTER: Was that happening while you were involved?

DAVID KLEIN: This helped with being -- that's where the Association of University Professors could help, because, be helpful, because they'd give us data on other universities under the state universities, progress being made in this direction and, you know, what it was that caused them to change. So it was obvious that we were an outlier, becoming an outlier in Podunk U. [Chuckling] I felt good about that organization and so did most of the other people.

KAREN BREWSTER: You mean the Council or the Association, or both?

DAVID KLEIN: No, I meant both. But no, I felt about the Council, I felt good about it. The Faculty Council was something that, yeah, we had to do what we could through it, because at least we could provide information to the president. And this is what the Council had discussed and we voted on it, or was unanimous or what. And well, if it's unanimous, I mean, he would not necessarily do things the way we suggested, but it had influence on him.

KAREN BREWSTER: So what years did you serve on that Council, do you remember?

DAVID KLEIN: No, I'd have go back and --

KAREN BREWSTER: Was it when you first started or it kind of took a while?

DAVID KLEIN: Oh, it took a while.

KAREN BREWSTER: Yeah.

DAVID KLEIN: And part of the unique situation was that as leader of the Wildlife Unit -- the Unit was -- is a kind of entity of its own, even though we were affiliated with the Department of Biology and Wildlife. And we were bringing in money to the university system to support students, etc. And then we had an office and all of that, and we were part of the university, that was agreed upon. So the institute

directors, research institute directors, and deans, I think, met once a month or something with the president. He called the meetings. So I was -- as a head of the Wildlife Unit, this mini institute, I was legitimately a member of that. And that had been, apparently, agreed upon. I didn't -- At first, I didn't understand it. But then -- Maybe it was just, it started out with just directors of the institute, so heads of the institutes, and that included small ones, but they came on later like social sciences and stuff. Well, for a while there it was -- I forget who the director was that they were sitting in on that before they moved to Anchorage. So it was good for me because I was young, youngest one in the crowd probably, and I was -- But I learned a lot. And the vice president, who was sort of -- he was a vice president for academic affairs or something like that, but he was the only vice president. And there were a couple of them who were really good, that they were sort of with us, but they pointed out they were under the control of the president and all they could do is maybe say a few good words for the Council if we came up with a proposal or idea, and the president would have to explain why he wouldn't go along with this, which was usually "oh well, it's political" or we'd have to go to the unit -- regents or it would be change funding and we can't afford that, etc. You know, he'd come up with some denial kind of a explanation. But he was forced to do that at times. And so those vice presidents were -- some of them were people I knew pretty well, like this -- I can't remember these names. The guy who's no longer alive, but he had -- he'd been president of a small university in Maine but he had been here in agriculture.

KAREN BREWSTER: Well, my problem is I don't know all the --

DAVID KLEIN: Okay.

KAREN BREWSTER: I don't know all these names either.

DAVID KLEIN: Anyway, his daughter -- he's no longer alive, and his daughter -- And he left a lot of money to the community, as well. And so they created a special deal that supports schools and education and stuff. I'll think of his name.

KAREN BREWSTER: Anyway that's --

DAVID KLEIN: Anyway, he was -- I had known him from when I was first here and he was in agriculture. And I was sort of -- and I liked him. But, he was really -- he would listen to you and give you good advice. But he wasn't that much older than I was when I came back and became Unit Leader. And then a couple times I went to him because I wanted advice. And I got into a bind with somebody who was not -- he was with the Arctic Health Research Lab down on Fort Wainwright, I think. And they were doing a -- putting on the annual Arctic Division Science Conference, which I had been -- You take your turn, you know, helping organizing it. So I -- there was some guy down there who was a PhD and he was a little guy, and he was given this responsibility. And he was -- he behaved as a little guy. And I was responsible for getting things organized for one of the sessions, and I had the people lined up but I wasn't moving as fast as he was, he thought. So he literally said -- Here he was not part of the system or anything, and he set deadlines.

And I said, "Wait a second. Look, I'm working on this and it takes time. People can't make a commitment instantaneously. And I realize that you have to pull the whole thing together, but I will, you know, work on this." And then he came back again in a short days later and said, "This is unacceptable. You have to move ahead at my pace." And I said, "Whoa, wait just a second. This whole thing, don't we have a committee, we should sit down with a committee if we're going to have deadlines." "I have the authority. I'm this overall responsibility." I said, "Look, I'll try to speed up, but I've got a full-time job here and it'll fit in. I just can't drop everything for this." And so then he bitched to, I think, the president or somebody. And I – so then I went and talked to this vice president about this situation. He said, "Well, if I were you, I'd just resign from the committee. That you can't work with him and explain why and just formally resign." He said, "That's a kind of person that it'll be a defunct situation if he goes on that way." And so I did that, on his advice. And the guy, of course, was pissed. And then it turned out that these people I'd already lined up, they came to me and said, "Who are these people that are lined up?" And I said, "Yeah, they're all ready to go." But some of them hadn't made a full commitment yet and told who they were and "Yeah, go ahead. I'm sure they would follow through." And they did. And they pulled this thing off. And this guy, you know, the committee mostly took over after that deal, and put this guy back in his place. But I hated – I hate to resign in a controversy. I like to stick it out, but I was in that awkward position that he was threatening this – the whole conference, by the way he was behaving.

KAREN BREWSTER: Well, it does sound like you've got yourself into a few controversies. You said you hate to resign in controversy, so far we've been talking about quite a number of them.

DAVID KLEIN: Well, I got into a lot of controversies with the oil industry, but I tried to avoid the controversy. I mean I try to not -- I tried to focus on minimizing impact. And where I didn't see that they could do it, I wanted to be straight-forward and say it's not going to work. And so then they -- Well, I remember Chuck, what was his name who was the dean in the Engineering? His wife was -- used to be with the Admissions? And I'll think of his name. But any rate, he was a good guy but, you know, he made these stupid statements like, "Why do these damn biologists have to be involved in planning for the pipeline? I mean, it's the engineers that are involved and necessary here. And the oil industry is far better capable of designing pipeline that will work where caribou or something. And movements. Than a bunch of biologists that go up there and they're going to be paid big bucks and it's like a vacation for them to go up there." And it was like biologists don't have a role to play. And he was a good guy. And then I came back at him. And he realized that he shouldn't have said that. I said, "Well, that's an engineer's perspective. Now do you want to hear the biologist's perspective?"

KAREN BREWSTER: Well, it does sound like -- Yeah, you stick to your guns or you're going to fight for something you believe in, whether it's fair hiring or --

DAVID KLEIN: Yes and no, but on the other hand I had to be super careful. For example, I didn't want to be labeled as an environmental activist. Because, you know,

there was the Sierra Club and others that were -- Some we were getting funding from them, from the Sierra Club Foundation. And I said, "I'm not a member of Sierra Club." I didn't want to be because of the fact that I'd be labeled. I was a member of the Northern Alaskan Environmental Center and --

KAREN BREWSTER: Or Alaska Conservation Society.

DAVID KLEIN: Or National Audubon and other organizations, but I never wanted to speak out as a member of those. I would provide information to them and let them go with it, and stay in the background. If we had good research findings and could use that, I'd provide that information and bring that out, but I'm not going to bring it out. So I was working with the federal government and the university and trying to be objective as a teacher, as well. And a good role model and doing good science. So there were times when I had to drag my feet. And there were times when the oil industry had -- BP, there was a guy, a British guy that was really a top-notch guy, and I was working well with him. And we were helping him minimize impact of oil field development on caribou. And then he approached me later on, after we had dealt with some of these issues, and said, "The oil industry has a position, a biologist position, coming up. And we think you would be a good biologist for the oil industry. You work well with us, etc., etc." And I said, "Well, yeah." And he sort of implied a much bigger salary than I was getting. And I said, "Oh, it's different. I mean, you know, my job education is a major role. And that's what I'm doing. And I want to stick to it. And I'm still able to be a good scientist, and I want to stick to that. So I don't see any long-term career goal that would be favorable to me in the oil industry."

KAREN BREWSTER: And so your concern about being labeled as an environmental activist, you thought that could potentially affect your job? Is that why? Or your research funding?

DAVID KLEIN: Well, in many ways. For example, when these things were controversial, especially an oil field, sometimes it was the federal administration was all for minimizing any objections, obstructions, as is the case now. That "We want development to get on and don't hold it up, and think of the jobs" etc., etc., etc. And well, on to the delay that I argued for, to be able to carry out the studies necessary to do a better design for the pipeline, the environmental groups jumped on that. And then Secretary of the -- was Udall, the Secretary of the Interior. And he was the one that then put a moratorium on any state selection of lands. And they had to -- he said this has to be decided by Congress and that included the Native Land Claims Settlement so he can get the pipeline route. But they used the argument, too, that included our's -- the pipeline company doesn't know how they're going to design this and they don't know how to deal with permafrost. And equally we don't know fully what -- how caribou -- how to design a pipe -- And so then the pipeline, the oil industry and the pipeline consortium, then they figured well okay, we'll chip in to do some of this to speed up the -- how to -- and they said they'd do this. Rig a simulated pipeline with -- And that stage they were thinking about burying it and gravel ramps they could go over in sections. And then other places elevating it. And they used big culverting and they built this simulated pipeline up there

in the Prudhoe Bay oil field. And they used lakes to make it – where they couldn't – they wouldn't swim the lakes to make this thing go about two miles long. And then had a PhD student -- they built a tower, observation tower, and the PhD student was up there with a scope and counting caribou that would use -- when caribou would come, how many would go over a gravel ramp versus under the elevated pipeline versus were deflected. And so it was still subjective in many ways in that it depended on how the caribou were approaching it, depended on group size, sex and age ratio, and we were collecting all that kind of data. And so you had to wait for the caribou, of course, to be in the area. And then when there was – then you had it when – when the insects were harassing them versus when they were not, and all of these variables, and we were measuring it. But in getting into this study, the pipeline company was gonna -- we were drawing up a contract with them. And I forget, it was like 60 or 70 thousand bucks. And they were providing – they were building the pipeline, etc., but we were doing the study. But they said, in the contract, that we couldn't release any data to the public without their approval. And so we couldn't publish any reports if we had findings of significance from a given study period without going through them. And I said, "No, we can't agree to that kind of a contract." And so we were -- Said that "the data, while it's still being collected it's okay to keep it. But it's our data, and you shouldn't have it until we submit it to you. And when we submit it to you, it has to be open to the public, too." And they said, "Well, no, we can't agree to that." And so then I went to the Fish and Wildlife Service, my supervisors, and I said, "You know, we can probably overcome this because if you, Fish and Wildlife Service, will kick in 10,000, then federal law says this information has to be open to the public." And so the next meeting I had with them I said, "Well, we've got -- Fish and Wildlife Service is willing to contribute to this, too. And we recognize that it's a costly project and, you know, we really appreciate having this. And there are some real advantages to having them involved in it, too, because it's not a simple thing and we're just – we're the university and the CO-OP unit. It should be the state or federal government involved, too." And I didn't mention this. And then they said, "Well, yeah, you made a good point." And I said "We'll have to change this wording here because obviously under the federal -- any information collected through the federal system is going to be open for public access." And oh, they went along with it finally. But then they violated the rule right away because we were still collecting data and they had a so-called biologist was a senior guy from Canada who had done a lot of waterfowl work, but he wasn't a scientist at all. And he was hired to sort of -- hired just sort of as a placeholder there that they had a biologist looking at things. Well, the media contacted the oil industry and said, "We want to come up and take some pictures in the oil field." And they said, "Well, only if oil people are with you." And they heard about this caribou study and, so no reason why they shouldn't be able to take pictures of it. So my student was up there in the tower and those guys came in. And this biologist came up there and said they wanted to take pictures. And then they interviewed him and he didn't want to say too much because he was just getting started. And there had been some caribou going over the pipeline and some not. And so the -- I don't know whether he said anything of what they were finding, but this in interviewing the oil industry biologist, he said, "Oh yeah, and we're seeing that these crossings are working because twenty-five percent of them are going over the ramp and fifteen percent are going under the thing." And he didn't mention the ones that were deflected, because he saw it as a study where this was

the difference between the two types of crossings. It wasn't that. That was only part of it. And so the student told me that this is the bummer, is that -- So then I contacted the oil industry and I said, "You know, this is violating our agreement that we wouldn't release this while we were collecting the information." Then after he'd pretty much completed the study and had a lot of data and he was submitting reports to the oil industry and to us, the Fish and Wildlife Service. Then there was a conference in Canada on animal behavior and so the student wanted to know about submitting a paper there. I probably asked him whether he wanted to. And yeah, so he went to the conference. And he showed this open, preliminary data and sent a copy to the oil industry. And they contacted the student and said, "No, the lawyers say you can't do that." And so he contacted me and I then went to the, I think the university's lawyers. And I said, explained the whole thing. And no, they had no basis for that. They already broke the contract and it was published in the media. That they had released this information and it was preliminary. And this is not preliminary and it's been submitted to you and you didn't review in time for it. And you made no comments. You just went immediately to your lawyers and said you can't do it. And it's already open information. And so they backed off. And he gave his paper and got some coverage.

KAREN BREWSTER: Yeah, well, so I said, it sounds like you not wanting to be labeled an environmental activist was wanting to be neutral as a federal employee, there could have been a conflict of interest, or you wanted to get money from everybody and didn't want to -- ?

DAVID KLEIN: Basically, I wanted to be thought of as a scientist, a legitimate scientist. And then, yeah, I was with the university and the CO-OP unit, etc., etc., and was working with students. But not doing the things for any particular organization. We took -- accepted a contract to do some mapping of the caribou from the Sierra Club Foundation, that would have been a big grant, a big amount of money given to them. And so we did some -- the first satellite imagery to map caribou habitat for the Western Arctic herd wintering range habitat. And it was -- it was beyond my area of expertise, but I learned a lot. And the students, Pat Valkenburg was involved in that doing quite a bit of the flying because we had to ground truth what the satellite stuff was showing. And it was a good contribution to knowledge at that stage, but it was just the beginning and it needed a lot of refinement. And it ultimately now is starting to happen. But it was in advance, too, of the quality of the technology to some extent.

KAREN BREWSTER: Right. I want to just get back a little bit to what we were talking about before about the Cooperative Wildlife Unit and the relationship with the other faculty. So when you started in 1962, how big was the Cooperative Unit? Were you its only employee? And then everybody else was faculty?

DAVID KLEIN: When I started, there was only -- the only faculty member was me. And there was no Assistant Unit Leader, and there was one secretary and that was it. And then as time went on, they approved, nationwide, having Assistant Unit Leaders so there'd be two people. An Assistant Leader would eventually -- could take over if the faculty member transferred or retired or what have you, which was a good concept. So then I had

Assistant Leaders. And had, let's see, three Assistant Leaders. Peter Lent was the first one. He had done some caribou work during the Cape Thompson studies. And he was a student here, as well as at another university, a Canadian University. I think, Alberta. But he worked closely with Bill Pruitt when he was in the field there. And did pretty good work with the caribou before we hired him. And then hired him, and he was a good -- he took on advising students and became, you know, he was a faculty member just like I was. And we had adjacent offices and we worked well together. And it took some of the burden off me and meant I could do things like take a sabbatical leave or something like that. But there was no money for sabbatical leaves.

KAREN BREWSTER: Right.

DAVID KLEIN: But at least I could take time off and go do research someplace else which was good for me. And I felt it was good in the long run, I would be a better wildlife leader.

KAREN BREWSTER: And so by the time, you know, when you retired twenty, thirty years later, the Unit grew and was bigger or was it still only a -- ?

DAVID KLEIN: No, then -- I'll have to check on the dates on this. Then sometime in the '80's. Well, it was either the late '70's or early '80's that the Fishery Unit started --

KAREN BREWSTER: Right, okay.

DAVID KLEIN: -- as a separate Unit, and I'll have to get this book out and see if it's covered in there, too. But we could get that from the present Unit, I think.

KAREN BREWSTER: Yeah, I'm sure they have that.

DAVID KLEIN: And then -- so then there was a Fishery Unit Leader and a Fishery Assistant Unit Leader. Now they were a separate unit. By this time, we had -- the Institute of Arctic Biology had been created and we were both -- our budgets were handled up there.

KAREN BREWSTER: Your Wildlife Unit's budget was handled by IAB?

DAVID KLEIN: Yeah.

KAREN BREWSTER: Okay.

DAVID KLEIN: And so that released -- the Unit leaders had a responsibility in developing it, but the money went directly into the IAB business office.

KAREN BREWSTER: Oh, so you didn't have to manage it quite as much.

DAVID KLEIN: Right. Although my secretary was doing a lot of that. And sometimes there were disagreements between the woman upstairs and her and how they operated. And I could see that because their personalities were totally different. And so by this time, Bob White has become the Director of IAB, and he and I got along very well. He was originally from Australia. He could be a very tough guy and sometimes blow his top. And you had to get to understand him, and I did pretty well. And we worked together and supported one another. And he tried to -- he was satisfied with their business woman and I was satisfied with what I was doing, but I realized it wasn't working very well. And so both of us, you know, we're trying to smooth over this relationship, and we managed. And both of them were good people and sometimes that happens. They're both women and they just didn't click well. But we managed to get them to work together enough, so that we got by pretty well. So it -- then --

KAREN BREWSTER: But so the Cooperative -- the Wildlife Unit always was sort of just an administrative -- you didn't end up having ten faculty under you who were employed by the Unit?

DAVID KLEIN: No. But now it's expanded even further because it's not just one Assistant Unit Leader, you can have several. Well, part of it is because it's now a Cooperative Fish and Wildlife Research Unit, so that provided more options for additional people. So now the Unit has hired a young scientist and they -- In the Wildlife Unit, how many? I think in both, there must be about, not just two Assistant Unit Leaders, but about five Assistant Unit Leaders for the two. The merged Unit.

KAREN BREWSTER: And each of those Assistant Leaders also teach and advise students?

DAVID KLEIN: Yes. And they have more laid on them for teaching because they don't have the administrative, same administrative responsibilities as the leaders.

KAREN BREWSTER: Right. And there's -- It's very confusing to understand how this Wildlife Research Unit integrates with a biology and wildlife department.

DAVID KLEIN: Well, it doesn't -- it could have been -- For example, in land use and natural resources, that came along later because it wasn't -- they were all within biology and wildlife originally. And in fact, there wasn't -- they didn't have forestry or land use planning. And they've got outdoor recreation and things like that. Those didn't exist.

KAREN BREWSTER: I'm just trying to figure out how this unit integrated and worked with this biology and wildlife department. And how everybody interacted and what the responsibilities were. And how all the faculty got along.

DAVID KLEIN: Well, a lot of this integration, and I'm not being modest now, was on my shoulders as Unit Leader. And is now on the shoulders of the Unit Leader. And then after -- that must have been in the '80's when the Fishery Unit, late '80's, '87 I think, but I'm not sure. Then when that happened -- And then with the merger of the -- that was

about '87 when the two units merged, I think but I'm not sure. I can't remember. And then I was offered to be the Unit Leader for the whole thing, and I said, "No, I don't want it. I don't want the administration. I want to focus on research."

KAREN BREWSTER: That's when you became Senior Scientist.

DAVID KLEIN: Yeah, that's right.

KAREN BREWSTER: Right. But anyway, it is a confusing situation of how this all operates on a day-to-day basis.

DAVID KLEIN: It definitely is. And unfortunately, at times the chancellor or deans and what, didn't understand this when they moved into those positions, they didn't -- they just thought we were just part of the biology. And there were times when they had a -- at the dean's level, they'd have to have a budget cut and because there wasn't funding available. So what they were -- the only thing they could cut was the salary for the secretary, and they couldn't cut that because of the Cooperative Agreement. So explaining all that. We had this one woman chancellor from Oklahoma and she was pretty good in some ways, but she had to face with budget cuts across campus. And I thought, you know, we can't cut, we don't have much money coming from the state through the university system. And it's all -- hasn't increased substantially. And we haven't hired more people and we can't just lay off people. And so I had to go down -- she was having a campus-wide deal of all of the department heads and it was open to faculty, and I went down to the student union building and the place they were meeting. And she wanted to do it fairly formally, and when I signed up and when it came to my position, I had to go and explain all this with the Cooperative Unit. And so -- and finally she said, "Well, I can understand your point and I guess we have to agree to stay with what we have." And I said, "You know, you're still, I mean you're not cutting -- the federal isn't cutting the positions and we're still carrying on and carrying a heavy load and advising students and stuff and we plan to do that. And sometimes that load may get heavier if you're cutting back on the biology and biology program. But we're committed to working with them, with the University." And so then the dean at that time was very supportive and so he sort of said, "Yeah, that's the way it is. It's very complicated." And I said that we'll dig out copies of the Cooperative Agreement and make them available to you so you have this. And she finally ended up thanking me and she said she understood the situation. But I dreaded that because that took me about two days to go down, something that had been agreed upon and I thought people understood it. And then had to go down through it again, and you have to prepare yourself for that.

KAREN BREWSTER: Right. Each new dean, you had to start over again.

DAVID KLEIN: Sort of, yeah.

KAREN BREWSTER: Well, and as I say, you know, it is confusing. So how would you characterize what, you know, you said you had teaching responsibilities, you had student

advising responsibilities. So how was what you were doing different than the faculty in the department?

DAVID KLEIN: How would I do it, is that it, again?

KAREN BREWSTER: As an employee of the Wildlife Unit, you taught, you advised students, you did research, all three things that a faculty member in the department did. So what did you do that was different from a regular faculty position? You managed a research budget, is that --?

DAVID KLEIN: Oh, for the unit, I developed it with, yeah, managed it, and I went out and lobbied to get it from, mainly federal agencies like Fish and Wildlife in Anchorage Office, Wildlife Refuges, Forest Service. And, you know, I kept -- I had to keep my ear to what would be available and build up a relationship with all of them, and so I did. I had the Forest Research Lab in Juneau, I had a good relationship on deer ecology and had students working there. And then he approached me when he had new studies and wondered if could work through the unit, and I did that with BLM and the Park Service, and others. And so yeah, they paid off definitely. And I enjoyed those connections because they were people I respected that I was working with. Some of them I'd known for a long time, and some not at all first. And then they were all areas within my interest from the standpoint of understanding ecological systems and their management and research. So it was what I was interested in doing, but also realized that it tied in with all of the teaching and everything. And especially my interaction with the students and if the students had been funded by one of those agencies, then often I would have one of them on their committee.

KAREN BREWSTER: So it sounds like you were sort of helping to set a research agenda, going and finding the money to fund those research projects and getting students involved in those research projects? Whereas a faculty person just did their own thing. You had a bigger picture.

DAVID KLEIN: Right.

KAREN BREWSTER: Okay.

DAVID KLEIN: And sometimes we did, when the two units were separate, we would agree to go down to Anchorage and put on a deal with the fishery people talking and the wildlife people talking and explaining what areas of expertise we had. And trying to establish good contacts for future.

KAREN BREWSTER: Well, yeah, so you were sort of an outlet for federal agency research projects.

DAVID KLEIN: Yeah, right.

KAREN BREWSTER: What they couldn't do in house, you kind of were the contractor basically.

DAVID KLEIN: Yeah.

KAREN BREWSTER: Yeah. I'm just trying -- I'm trying to just understand it, and I think I now --

DAVID KLEIN: No, no, I understand that then.

KAREN BREWSTER: I think I now understand. After three hours [Chuckling].

DAVID KLEIN: Good, you're one of the few people probably around the system.

KAREN BREWSTER: Well, that's, I understand it, for 1962.

DAVID KLEIN: I know.

KAREN BREWSTER: 1992 or 2012, or 2014, it's a whole different story, I'm sure.

DAVID KLEIN: So one of the key changes that occurred, and occurred within the whole University system in terms of research and teaching, is that there was gradually a pressure -- I don't know if the regents were involved, but I don't know of why are these, some of these research institutes doing all this good research and yet the university teaching isn't benefiting from it. And so nationwide there's been this attitude developing in the sciences that good teachers and good researchers are synonymous. Well, it's not always the case, but it's a good point that a good researcher can be an outstanding teacher and vice versa. And for the most part that is true. And so that's why teaching and research are important components in evaluation and advancement and that's what we want. And public service, too, but it's mainly the -- that. And so that meant that I could play a supportive role in all of that. But there was pressure coming down from the regents through the chancellor and through the deans that we want to make better use of the research people and get them, in many cases, split appointments. Well, we were -- in the biological sciences, we were the first to really do this and make it work. It was because we had a good program, but it was more than that. It was the core program. The core courses had to be taught and biology was one of them. Whereas only in the Physics Department where there's things where they could -- a few of the Geophysical Institutes could be involved, yet most of them for their budgeting, you know, they would ask for more university money and they said, "Well, what's your faculty doing? Only a few of them are doing the teaching, whereas in the biosciences it was -- " It worked well. So there was a new structure created in the biosciences called the Division of Life Sciences. When that happened, that was -- then the Institute of Arctic Biology, which had existed as a separate institute, they were a key player within the Division of Life Sciences as well as the Department of Biology and Wildlife. And the CO-OP Unit went into that program, too. So we then became more connected with IAB. And so that made sense for the other faculty because then they were getting longer commitments and support. And it was

easier for them to get research coverage for at least some of the summer, as well as teaching, and they could buy out easily if they got grants coming in. So that, to me was a major step, and a very positive one. And we became sort of a role model for the other institutes that kind of resented it in a way, because they were dragging their feet, but that's the wave of the future and for marine science and geophysics and IARC (International Arctic Research Center) and all of those. I mean, it's the way it should be. It's still very difficult for -- like this IARC where they got Japanese people, and they're right now just --

KAREN BREWSTER: They've just pulled out.

DAVID KLEIN: -- they've pulled out and they've got big problems.

KAREN BREWSTER: Right. And I would say that not -- just because somebody is a researcher does not necessarily mean they are a good teacher.

DAVID KLEIN: Of course. And we've had problems with that.

KAREN BREWSTER: Sometimes it works and sometimes it doesn't.

DAVID KLEIN: Some of our -- one of our best teachers, I won't mention names, a researcher was -- he kept getting these poor evaluations from the students and finally -- And he was a bit egocentric, and he was doing such wonderful research and pulling in all this good money. And he was -- he volunteered to teach at the upper division level, but it's not the same when you've got to cover a broader field than the specific one he was in.

KAREN BREWSTER: Right.

DAVID KLEIN: So then he was at a meeting with the department head and institute director and, you know, "How can we help you do a better job when it comes to review for advancement?" And his attitude was, well, he wasn't all that interested in advancement, because he was being recognized for his outstanding research.

KAREN BREWSTER: Right. He didn't care about the teaching part.

DAVID KLEIN: Right, so they suggested, "Well, why don't you try teaching an introductory course for non-science students. Conservation in general." He said, "Oh wow, okay I'll give it a try." Oh man, he connected right away with these, 'cause he was really experienced out in the field and what, and understood Native cultures and he just loved it and they loved him. And then he wanted to teach those kind of courses again. And that worked out well finally.

KAREN BREWSTER: Well, my pen has run out of ink.

DAVID KLEIN: Uh-oh.

KAREN BREWSTER: So I think that's a sign that maybe we should stop for the evening.

DAVID KLEIN: Battery's not quite, but almost.

KAREN BREWSTER: We don't have to worry about batteries, but my pen has failed me. So perhaps we should end? But I do want to kind of wrap up with one last question, which is about -- again, about the relationships with these department faculty and the Wildlife Unit because you were from different structures and different perspectives. Were there problems with people interacting?

DAVID KLEIN: There were early on, but right now, I think it's pretty damn good.

KAREN BREWSTER: Well, when you were in charge, what did you do to overcome those problems? How did you handle that?

DAVID KLEIN: The problems were not the kind that should be resolved by department head rather than the Wildlife Unit, because sometimes faculty -- and some of it related to salaries, you know.

KAREN BREWSTER: Yeah, well, you mentioned the nine month versus the twelve month.

DAVID KLEIN: But even the salaries for Wildlife Unit Leaders were tied to the federal budget and that went up and down. And the same with the state but they weren't always in synchrony.

KAREN BREWSTER: Oh, and you were in a different merit system, so your salary increases were probably on a different scale and schedule, as well?

DAVID KLEIN: Well, yeah. And if your performance was superior, you got, within the merit system then you could -- your advisors would try to advance you accordingly. And I was fortunate that was happening. And sometimes -- you know, mostly the faculty didn't know your salary and you didn't know theirs, except I knew it because it was more open what the salary was for assistant and associate. There were times when we got the -- the CO-OP Unit people nationally, got the support of the Wildlife Management Institute to lobby Congress to get more money so that we were being paid salaries that were at least comparable to university level.

KAREN BREWSTER: Right.

DAVID KLEIN: Before that we were under them. Then that happened and we gradually got higher, so they were -- then there was some resentment. But I never -- that wasn't -- as long as I was being paid reasonably well, that's one thing I just didn't want to go there and wasn't interested and never envious of other people. Even though, a top scientist in some universities, you know, their salary is almost unlimited.

KAREN BREWSTER: Right. What were some examples of other problems with the faculty?

DAVID KLEIN: The problem was that -- from my perspective, was the graduate level. That's where my students were, that's where I was teaching, when I did teach, and yet I had to lobby the department head and insisted a little bit when it came to course offerings for our program in that it was hard for faculty to teach at the graduate level because there was no incentive within the academic unit for them to teach a course at the graduate level. So literally they were volunteering. I mean they didn't get a salary increase for taking on an additional course, because they had certain core courses they had to teach. Some of them were primarily teaching. It's hard to ask them to teach the graduate level. and then if you're recruiting new faculty and you don't -- now you can do it more because it's a split appointment and if they're in research you can get a graduate course out of them when there's certain courses you got to have, and I couldn't teach them all.

KAREN BREWSTER: But there was a graduate program in wildlife management at the time, right, when you were Unit Leader?

DAVID KLEIN: Oh definitely, but --

KAREN BREWSTER: But, so who was teaching those graduate courses, just the -- ? The regular biology department wasn't teaching in that program?

DAVID KLEIN: I'd say that was a problem, some faculty didn't.

KAREN BREWSTER: That's interesting. But, you know you set up a graduate program, of course, you have faculty who teach in it, right?

DAVID KLEIN: Yeah, but that's the problem though because there should be a certain - - for a long time there were no budget to the Department of Biology and Wildlife for graduate courses.

KAREN BREWSTER: Even though they set up a graduate program?

DAVID KLEIN: Yeah, so technically if there was -- they absorbed this with some of their contingency money. If there was, I mean if you wanted to do a field course for example, and I would get -- if I was doing it I would try to get money through the CO-OP Unit. And I had a small budget, but I could maybe get some if things looked good at the federal level. But other times no. And the university -- we had our own vehicle for a while, or vehicles, we had more than one but mainly one. And this station wagon. And I could use that and that's when we kept our own budget and everything. But then the university didn't like that. All vehicles should be under their system, etc., etc. Well, that was okay, but then when we needed them, then you had to pay for them. Well, the department -- some of these field courses I offered, the best I could get was some gas money, but I did boat trips and things like that. Sometimes when I went to southeast

Alaska, I told the students right up they were going to have to pay for their ferry ticket. And we'd all chip in for the food cost and we'd prepare our own food as much as possible. And I liked that system, and the students didn't mind it. And they frequently got -- if they had a meal ticket they could get food to take with us from -- on their meal ticket. And so I had to do a lot of these extra things and then -- You know, like these field trips were usually the most popular courses. And you could only take ten to twelve students. And I tried to get -- and sometimes, occasionally a faculty member would say, "You're so damn lucky, you got the most popular course that's offered." And I would say, "If it didn't fill up with graduate students, then we'd take senior level students." And it was always full. And we squeezed in one van if possible. Sometimes two vehicles. And then, because I had these connections from the past, I frequently could shame the Fish and Wildlife Service into taking us out on their boat. And that cost big bucks, they've got a budget, too. And I made the case that these students may be future employees, but they should know what the Fish and Wildlife Service does, and this is, there's no better way. And did the same with Fish and Game, and sometimes Forest Service people. And that took a lot of coordination on my part and a lot of leaning on people that I had known for a long time. And they would say, "But yeah, we have a limited budget this year for the boat." But once they came through, then it was great, and, of course, that made these trips wonderful.

KAREN BREWSTER: Right.

DAVID KLEIN: And it was wonderful for all of us. And then I could -- if they paid for it, then I could get some of the biologists to go out with us so there wasn't just me. And that was terrific. I mean it strengthened the relationship between these Fish and Game and the Unit, and Fish and Wildlife and the Unit, and the Forest Service and the Unit. And I was building these contacts and they swear it was easy to get funding.

KAREN BREWSTER: So when that faculty said, "Oh, you know, you've got this great course with these students." Did you say, "Well, you know you could teach one."

DAVID KLEIN: And I sometimes took faculty, another faculty along with me. Say, "Would you come on this?" And some did. And they mostly appreciated it. But there were a couple that were saying, "Yeah, I'd like to go." And then I'd say, "Okay, next year I'm gonna sign you up." And when it got close, then they'd say, "I can't get away." Well, they didn't give it a priority and they didn't plan, but they knew in advance and that's the worst case because then you're left with a place. Is there someone else available to go instead of them? But part of it, too, was there was a lot of planning and contacts and that took a lot of my time. But I perhaps enjoyed doing that because these were people I knew. But I enjoyed putting the whole thing together and then I enjoyed being out and seeing it work.

KAREN BREWSTER: Well, yeah, it was a whole different type of thing then giving a lecture every week in a classroom here on campus. And the other faculty, maybe, weren't as interested in putting all that time in versus it's easy to teach a class, a basic class in a lecture hall.

DAVID KLEIN: Well, the one course I would teach every other year or something was, we called it grazing ecology. It was herbivory really. And so there were good students, gave talks, wrote papers, and reviewed other papers and we gave -- I usually would ask at least two other faculties to be with me on team teaching or regular faculty who I respected like Bob White or Steve Maclean or Terry Chapin. And so they would -- I said, "If you agree, and each of you are going to have to make one of the introductory talks, as well as me. But then you want to be there when the students -- and so you can comment on the students because they would cover fields that included their field." Well, most of them agreed. And the ones that did, they enjoyed it very much. But it was tough because they had to fit that time in, and they realized they'd get more out of it if you participate. But you have to be the type that don't try to hog the time, but be there to contribute when it's appropriate and especially for students. And we had quite a bit of foreign students from Scandinavia coming. And then we'd do this one field trip on a weekend down to Cantwell in the late winter where we could ski out. Sometimes people would -- I'd say, "Okay, snowshoes if you really weren't skiers." But you had to have one or the other. And then we would, generally luck out on the weather and could stay in this cabin all together and cook. All volunteer, you know, you're working with the students and help do things and then you could talk in the evenings and we even had the sauna there next door that we could use. And some of the skiing, when you're out, was a little bit recreational if the conditions were just right. But it was amazing, you know, you go out there and well, what's herbivory? Well, let's first get the spotting scopes out, and there's moose up there on this hillside, which you wouldn't see unless you look for them, and what kind of vegetation they're in. And we'd get into -- go skiing and we'd get into areas where moose were either present or had been and we'd try -- and do the same with caribou, see where they're grazing. Ptarmigan, porcupine, they were all out there doing their things and snowshoe hares. And it was winter, you know, how can they get by? And all of these different creatures out there, which, you know, we'd see some of them, but sometimes we only saw the droppings and the tracks and you learn what you can from that. And then caribou, we often had a visiting Scandinavian biologist in who was -- they were usually characters. And it was fun. Like this one guy from Sweden who was an expert on reindeer range in northern Sweden. And I'd been up and visited and been in the field with him, so I knew him well. And he was kind of big belly. He liked beer, but he was a powerful guy. He was a good skier and he used wider skis, the Swedes, but he got around well. And we'd go out in the field and he'd demonstrate this snow measuring deal. And I remember the first time, when we were in the cabin the night before and he said, "This is what we're going to go do out in the field." And he got this thing and if there's a layer of ice, and he says, "I'll show you how it works." And he reached over and -- he had probably had bought this as a contribution to the food, these round Scandinavian hard bread. With the hole in the middle.

KAREN BREWSTER: Oh right, cracker kind of bread. Yeah. Yeah.

DAVID KLEIN: And he takes one of these and sits it down there and he says, "Now you, if there's a crust, you bring this thing down." And the thing shattered, you know.

And that's what he wanted to happen. [Laughing] And to see how that happened. And the students are down there picking these things up.

KAREN BREWSTER: That was dinner, wait a minute.

DAVID KLEIN: Really got that across right away. And then he went out skiing with this one very attractive -- he was very attracted to women. But this one woman was doing some -- just getting started on a reindeer study with the Land Resource Management. And she was game though, and she was just getting started on skies and so she was slow and we were breaking trails so it was easy for the people coming later. But this Swede always stayed at the very end. She'd fall over and he'd go down there and pick up her and set her down and give her advice and she'd go on. She loved it and so did he. And, you know, by the end of the weekend, I mean she was doing fairly well, but he was just a wonderful kind of guy to have along. And all the time he was explaining things. And he says, "Now you dig a crater in the snow." He said, "Now, put your nose down in there, what does it smell like?" Well, they'd all say, "It smells like mushrooms." "Oh, that's because lichens are part fungus and that's what you're smelling. That's what the caribou smell. And they can smell through the snow."

KAREN BREWSTER: Well, I think we should stop for this evening. It's getting late. And I think next time we can talk more about the courses and your relationship with students 'cause I know that's really important to you.

DAVID KLEIN: Right, yeah.

KAREN BREWSTER: Okay, great. Thank you.