

Gene Glass

Video 1

AUDREY AMREIN-BEARDSLEY

I'm Audrey Amrein-Beardsley. I'm an Associate Professor at Arizona State University. Tonight I have the pleasure of interviewing Dr. Gene V. Glass, Regents Professor Emeritus from Arizona State University, and tonight we are going to interview you for a show titled, Inside the Academy. This is the sixth show that we've had so far in honor of guests, in particularly guests from the National Academy of Education.

You were born in 1940 in Nebraska. Tell us about your childhood.

GENE GLASS

It was unusual in the company of the other interviewees I suspect. It was Midwestern. I was born in the outskirts of Lincoln, Nebraska. It was semi-rural, remote in a way, and with an overwhelming feeling of being remote (1:00). I had a strong sense through most of my childhood that I really wasn't anywhere, that everywhere was someplace else. That there were cities, other countries, other places, but I wasn't in them, and I'd probably never see them. In many ways, that feeling has stayed with me all my lifetime. I'm constantly amazed when I go to some big city that it is I, and I am actually entering this big city. I never expected that to happen. I think that was a pretty general feeling back then among people in my circumstance.

AUDREY AMREIN-BEARDSLEY

What were your circumstances?

GENE GLASS

We were on the edge of being poor. My parents had just worked their way out of poverty. My father had been ill during the Depression, was out of work. He was a printer (2:00) for the newspaper. My brother, eight years older, was born in 1932, the family went through very hard times, living off of their parents, my grandparents' farm for a period of years in the garage with a dirt floor, cooking field greens—dandelions—to supplement a meager diet. My father finding little bits of work wherever he could. My sister came along in 1939, and she's about 18 months older than I am. I came along nine months later, which was, well I came 18 months later, but my mother got pregnant nine months after my sister was born (3:00), and she wasn't happy about it at all. That caused a riff in the family that basically never healed I suspect. I arrived at the start of the Second World War. It was just a typical lower-middle class upbringing in a fairly unpopulated place.

AUDREY AMREIN-BEARDSLEY

You believe that your dad gave you a cynical view of life. Why?

GENE GLASS

Well, he was, had been beaten down by life in a lot of ways, and that was transferred to me, particularly, I think, both my sister and I did. He had the bad luck to be born at a rough time,

where he had to drop out of school at the eighth grade to help support the family (4:00), a family of five sons and one daughter. His father had bad luck trying to dryland farm out in the prairie—going broke in one place after another. And then having the bad luck of trying to live during two depressions. There was an early 1920s Depression, not as bad as what was called the Great Depression in 29, that pretty well knocked the family down, and then there were health issues. So my father was honest and hardworking and didn't get many breaks. So the world looked somewhat mean, foreboding to him. A lot of that got transferred to us.

AUDREY AMREIN-BEARDSLEY

And he worked nonstop to support his family?

GENE GLASS

He sure did. During the war holding down two jobs. He (5:00) got back as a printer during the Second World War. He went with his four brothers to enlist in the Second World War after Pearl Harbor, and he was rejected because he only had one kidney. He had been kicked by a horse and had a kidney removed as a child. So they didn't take him, and that was much to his shame and very hard for him to overcome, especially when all his brothers were serving. Then he got passed over for positions at the newspaper, and that made him more cynical. But I'm happy he gave me that life. It really served me well, especially in the academic world.

AUDREY AMREIN-BEARDSLEY

Your older brother, Ed, talks of times at Shorty's Café, where you would eat hamburgers. You loved their hamburgers. Your grandparents' farm, he said you didn't love that so much. And the times you would make fudge and shoot mice with a BB gun (6:00).

GENE GLASS

Yeah, I looked up to my brother a lot. He was a role model for me. I was very distant from my father. I had very little interaction with my father, who was busy a great deal of the time. In 1949, my father bought a drugstore that my mother ran for the next 12 or 13 years, and I was raised in that drugstore, helping out and talking to all the customers. The store was next door to Shorty's Café, which specialized in hamburgers, and chili, and other, it was ahead of its time in the fast food department of course. My brother was, I was closer to my brother and looked up to him more than my father. Fortunately I had that (7:00) example to follow, or who knows what might have happened.

AUDREY AMREIN-BEARDSLEY

He also said that you often got in trouble at school for not getting your work done and misbehaving. You say, as well, that refused to do homework a lot, that you were expelled from classes for backtalk, and you graduated 200th in a class of 220. Tell us about your life as a student in school.

GENE GLASS

Well all of that was true. I had adopted my father's attitude towards authority I think, which was a general ethos of Nebraska—a very populous state in its history. Having to knuckle under to the demands of school was something I didn't take to. The work was easy, and most of it was boring. About the only fun (8:00) I got out of it was racing other students in finishing arithmetic

assignments or lessons. Throw some competition in to it to make it intriguing. But I could tell by the seventh grade that there was no future in studiousness for a male student in the 1950s. The Coleman study of adolescents in America that came out, I think in the 1950s, early 60s, said the ideal adolescent in America was, let's see, athletic, bright, and not studious. I don't know how much that's changed—I suspect it's changed a bit—but you gain social status and position by not studying, by fighting against the system. I was pretty good (9:00) in fighting against it. It got expelled from a couple classes, which was also following my brother. He had been expelled from some classes too. He was also bright and athletic.

AUDREY AMREIN-BEARDSLEY

So that's framed your philosophy of education today?

GENE GLASS

Well it has in a lot of ways. All through junior high school and high school, my whole life was built around athletics—football, basketball, and track in spring, and baseball in the summer.

AUDREY AMREIN-BEARDSLEY

And shot-put.

GENE GLASS

And the shot-put in track and field and the pole vault before I broke my ankle. The subjects of school were of no interest to me, and I ignored all but one class each year. I'd pick one class and try to top the class, so that (10:00) nobody was mistaken that I could do it if I felt like it. That I didn't consider it important, and I don't think that it's important that I missed out on what the junior high and high school had to offer. When I finally went to college, in my freshman year I went to a small college, a thousand students, a Methodist college, in my, almost in my neighborhood, since I knew nothing about colleges anywhere. I had great teachers, and in a semester or two, I made up for everything I didn't learn in high school, which really raised the question of: what was the point of trying to learn it in high school if it was that easy to learn later on? Actually, I had a professor at the University of Nebraska later, who Warran Ballard was his name, an expert in child development, who would ask the question: why do we struggle so hard to teach things to little kids when they're older they'll learn it in a minute (11:00)?

AUDREY AMREIN-BEARDSLEY

So how would that, your experiences, inform what you would say to educational policymakers, for example, about the current American education system?

GENE GLASS

Well, it, I think the big ignored area of education policy these days, and I think has been for some time, is the area of the curriculum—what is it that is being learned? What is being taught? And is it really important? All the emphasis is on achievement tests, and paper and pencil tests. Are they really getting at anything that's truly valuable to these students, and I really think they're not at all. The arguments that they are somehow key to careers beyond school, or economic competitiveness of the country. I think that's all (12:00) mistaken, quite mistaken. Yesterday, in the New York Times, in an op-ed, David Brooks, the conservative opinion writer, really a first-rate mind in my opinion, though I disagree with him on many things, he was writing

about a topic he called new humanism. And he said, “As parents, we’re all focused on our kids’ GPA and SAT scores, when, in fact, we ought to be focused on their development of integrity, and character, and ability to form good relationships.” And I think, yes, that’s what’s key. That’s what makes happy and productive adults and human beings. It’s not any of this (13:00) curriculum pushed in the basic skills and the traditional curriculum that’s all going to be obsolete in five, ten years at most. I think my own development and background, and whatever it was that schools were trying to teach when I went through schools has certainly shaped my view of this, and I hope my view is right.

AUDREY AMREIN-BEARDSLEY

Your friend, David Fowler, from high school, he remembers the time you brought a package of tennis balls. He, too, refers to you being quite the athlete in school, also getting in trouble at the same time. You brought a pack of tennis balls to a student council meeting one time. Do you remember this?

GENE GLASS

No, I don’t.

AUDREY AMREIN-BEARDSLEY

Okay, and the student council president thanked you, publicly, in front of everybody, for bringing your balls to school. Later in the interview when I asked him to capture you in his own terms, he said just that, that you really do bring your balls to school—to education and schools (14:00). You believe that almost everything you learned in K-12 is irrelevant to life after school, which we just discussed. You also define yourself as an evangelist, turned atheist, turned Jewish, given to the marriage to your wife, Sandy. Tell us about Sandy.

GENE GLASS

Well, Sandy is my other role model and the light of my life to be sure. I had two previous marriages. I am a Freudian through and through. I believe that people repeat their neurotic conflicts over and over throughout their lifetime. It almost never changes no matter, it doesn’t matter whether they’ve been psychoanalyzed or not. They’ll continue with the same basic conflicts. I entered into this third important relationship in my life with (15:00) low expectations for myself, what I was capable of, and whether I was capable of finding happiness, and she has certainly shaken my Freudian foundation a bit because now I know it does take two people, and it’s not all my fault that I was never particularly good at relationships. At an advanced stage I found something wonderful.

AUDREY AMREIN-BEARDSLEY

She says that the two of you are joined at the hip and the heart. You both spend everyday with one another. You have an addiction to doughnuts. This was also mentioned by the others who know you so well, with notes on how you hid your addiction from Sandy that they personally know about. She said your most significant accomplishment is your family, and I think you agree. According to them, you have raised them to stand up for what they think is right, to be confident, skeptical, liberal, thinkers, hard workers, and to consistently look out for those with fewer opportunities in life (16:00). Tell us about your children and your grandchildren.

GENE GLASS

Well we have a family that we have put together in the past 20 years. It includes four children and now nine grandchildren, ranging from one year to 15 years. I'm not nearly as good a grandfather or father as I ought to be. I am by nature pretty impatient. I generally don't find real youngsters at the toddler stage, or shortly after that, interesting or fun to be around. When they can pick up a tennis racquet they become more, a little more interesting. But I do worry that I convey to some of the older children (17:00) the same cynicism that my father gave to me, and that isn't always, unless you are strong enough to fight the system and stand up against it and succeed in some small ways, it may not be the best gift to give to children.

AUDREY AMREIN-BEARDSLEY

Sandy also brought that up too, that you babysat your grandson one time watching women's wrestling.

GENE GLASS

It was boxing, women's boxing. It actually was worse than women's wrestling.

AUDREY AMREIN-BEARDSLEY

But that is great babysitting tool.

GENE GLASS

We enjoyed it.

AUDREY AMREIN-BEARDSLEY

And you also let your grandchildren give you haircuts?

GENE GLASS

Yes. Yeah, I haven't paid for a haircut for almost 20 years now. Actually one of them was afraid of the clippers at the barbershop, so we had the idea of letting him give me my haircut, and that worked out well. I think he handles his own haircuts; at least we saw him on Skype the other night, and he was pretty well shaved.

AUDREY AMREIN-BEARDSLEY

Helped reduce his fear (18:00) with his grandpa. Sandy notes how funny you are, especially with your family. Your daughter, Julie, says funny things don't often happen to you, yet you are full of funny stories about other people. One funny memory she has of you was when she was seven years old, and you took her snow skiing. You made up a story about a school bus full of nuns and children drove off the side of the cliff. Do you remember that?

GENE GLASS

Oh, yeah. Yes. Well I was very misunderstood in that. I was practicing a form of therapy that Victor Frankl had invented. It was called some paradoxical intention or something. She was afraid of this winding road to this ski area. It had no barrier on the outside. It was pretty dicey driving. She was getting very, very nervous, and Frankl's idea was that if you push this to the extreme, then a person will find out their fear is irrational (19:00), unrealized, and they'll get through it. They'll no longer be afraid and anxiety will be gone. So I told, well I thought, "What

could be the worst thing you could imagine happening on this road?” Well, it would be maybe some Catholic school bus that goes over the side and everyone’s killed. It didn’t work for her.

AUDREY AMREIN-BEARDSLEY

And she threw up.

GENE GLASS

Yes, she did.

AUDREY AMREIN-BEARDSLEY

Your stepson, Kyle, said that you are his mother’s best therapist, comic relief at family dinner parties, even if a lot don’t get your jokes, and you are also a Duncan Yo-Yo champion?

GENE GLASS

Yes, that’s right—1952. In the late 50s, there were these Filipinos who came to the U.S., and one of my tennis buddies was saying the other day that he knew who the family, the original Duncan family that created the wooden yo-yo. He had won (20:00) one of these championships himself in Boston, and they would hold a competition at these drugstores all across the country that sold the Duncan Yo-Yo. And you had to, you started with a group of 20 or 30 kids. I was 12 at the time, and you had to go through a rigorous set of exercises, walk the dog, spank the baby, rock the cradle, around the world, and then whoever survived, it came down to how many loop the loops you could do without stopping. I think I had 29 loop the loops and walked off with, actually the vest, the knitted vest with the emblem on it, that emblem is somewhere in a drawer.

AUDREY AMREIN-BEARDSLEY

That was your first experience in measurement and testing?

GENE GLASS

Yeah it was, it was.

AUDREY AMREIN-BEARDSLEY

Tell us about your higher education.

GENE GLASS

Well graduating at the bottom of the high school class, there were not (21:00) a lot of options. My friend, Dave Fowler, who you talked about, mentioned, worked hard all through high school, was very studious, a very bright fellow, his father was a professor at the University. In fact, Dave’s family was the ideal family, the family that I wished I had had, wonderful parents and sons who got along. But I was dumped out of high school with no prospects of higher education. But I read in a catalogue for the local college, Nebraska Westland University, a thousand students, staffed with wonderful professors that you could gain a scholarship if you came in and took a test. I went in and realized many, many years later that they gave me the PSAT, which is like some (22:00) precursor to the SAT exam, and I was pretty good at tests. They wrote me and said, “You get a scholarship.” So they paid my way, and I went two years. I was married at the time, married right out of high school. That was de rigueur in Nebraska in those days. I went to

Westland for two years and then transferred to the University of Nebraska in Lincoln, just five miles away and finished in three semesters, then off the graduate school at Wisconsin.

AUDREY AMREIN-BEARDSLEY

And your degree was in mathematics, is that right?

GENE GLASS

German and mathematics undergraduate. German because there was no German in my background, but my first father-in-law was born on an island in the Missouri River of German parents and spoke German (23:00) until he was about five years old, and it was a way to kind of connect with him. So we started conversing in German, and before I knew it I started taking courses and built a major in it. I also had a major in math. I was headed to be a German teacher in the state of Nebraska, when I by accident ran in to a girl I'd grown up with since elementary school, who was a typist in the ed. psych. department. At the time I was doing janitorial work to pay tuition supplement the income of my wife and me. She said there was a job for a computer programmer in her department, that a fellow, a new faculty member from Princeton, had a grant to do Monte Carlo study of the roots of some matrix, and they needed a computer programmer (24:00). So I went over to presented myself to this person, who turned out to be Robert Stake, Bob Stake, of qualitative research and evaluation fame now. I told him I was a computer programmer, which I wasn't, and he said, he took a chance on me. And that started an association that completely changed my life.

AUDREY AMREIN-BEARDSLEY

How long did you work with Bob Stake?

That was a year and a half—all the time I was at University of Nebraska Lincoln. Then in 1961 he was heading to the Invitational Testing Conference in New York City that always occurred at the end of October. He was taking his mother to see the United Nations. She had seen it many times. His mother lived in a little town outside Lincoln called Adams, Nebraska, and she (25:00) was the ambassador to the U.N. from Adams, this town of about 150 people. He wanted help with the driving, so we both drove with his mother to New York City. It was the first time I had ever left the state of Nebraska. The first time I had ever seen anything really except for grasslands. We went through Madison, Wisconsin. He was introducing me to graduate schools. He gave me the message that I should not stay in Nebraska, which was a terrifying message to me because I had no experience in the world. We stopped in Madison and met Julian Stanley, who he had corresponded with before this trip. Julian Stanley has sent a letter to all of his colleagues around the country to give the Miller Analogies Test (26:00) and the _____ Mathematical Reasoning Test to all of your students and send him the best scores. This is Julian, who years later started the search for these 12 year olds who had 800 SAT scores to accelerate them through college and doctor degrees and what not. Well he was doing this with us at the time. This was in the early 1960s. So that was a connection between Bob and Julian, and I was introduced to Julian, totally intimidated by the University of Wisconsin. Went on to New York City, which was quite an experience to a 20 year old, who had never been out of the state. When we got back to Lincoln, I had a telegram from Julian, offering a NDEA Fellowship to go to graduate school (27:00). Well, I had not only not ever received a telegram, I had never met anyone who had received a telegram; so I was completely swept off my feet. And took a huge chance and decided to go to graduate school at Wisconsin. The rest is history, as they say.

AUDREY AMREIN-BEARDSLEY

Bob Stakes says that he knew that you were going to outgrow the Nebraska measurement people, so he encouraged you to go to Princeton, and Syracuse, and Madison; and you chose Madison to his regret because he was a graduate of Princeton. You graduated with your PhD then in educational psychology from Wisconsin, with a minor in statistics in 1965, and you were 25?

GENE GLASS

I was 24 technically. I had been, I became 25 about a month and a half later. This was very important to Julian because his whole idea was that people (28:00) that, anyone with any brain is bored by school—this was Julian's philosophy, it's not mine—and the only humane thing to do to them was to accelerate them through it as fast as they possibly can and so they can go on to whatever happens next. Well this was an outgrowth of Julian's experience as a child and during the Second World War. He graduated high school, I think, when he was 15 or so, and he started college at a very small college, Georgia Southern or something like that, near Atlanta, and he was well on his way to having a B.A. probably when he was 20, and the war came about, and he ended up sitting in a munitions dump and North Africa for four years, and he felt like his best years were wasted. So he basically spent the rest of his life (29:00) making certain that no one else suffered a similar fate. Sometimes it worked out to be very pushy mentoring of young people. I suspect my mentoring under him had been somewhat pushy, though I relished it. So for a while, I think I held his record of finishing up before I was 25. Someone else probably broke it since then—I don't know. I know one of his stars was a young woman who he had on track to finish early by age 23, and she thwarted his wishes by falling in love with one of the other students and marrying and dropping out and finishing when she was like 26. She's had a great career at Vancouver since then. Both of them

AUDREY AMREIN-BEARDSLEY

But you're not competitive or anything about records, right?

GENE GLASS

Oh, I'm very, very competitive.

AUDREY AMREIN-BEARDSLEY

Oh, I know. That's coming. We're coming to tennis here pretty soon.

Video 2

AUDREY AMREIN-BEARDSLEY

What brought you to the University of Colorado Boulder?

GENE GLASS

Well, Bob Stake hired me at Urbana after I finished graduate school, and it was a wonderful university, and they were wonderful to me. The stimulation for the very short time I was there with people like Bob, and Jack Easley, and Tom Hastings, and Ernie House was tremendous. But it only took me a year to realize I didn't want to spend my life in down state Illinois. It was very

grim. Sorry to those who enjoy it. It was made worse by an ice storm that winter that cut the power for days on end. I decided after one year that I (1:00) wanted to leave. I could have left then. I had interviews at UCLA, and Chicago, and a couple of other places. John Goodlad gave me a tour of Westwood in his Mercedes, and I became fixated on owning a Mercedes, which I did years later. But I felt like I should at least give University of Illinois another year, which I did. I was headed to a conference in '66 at UCLA, the same one where I interviewed during the conference, and the plane stopped, we didn't get off the plane, but I looked out, in Denver. And I looked out the window, and I saw the mountains and the snow on the mountains, and I knew my brother had moved to Denver, was the head of the YMCA just a couple years before that, and I had a friend at University of Colorado and Boulder. When I got back to Urbana (2:00), I called him, I said, "Are there any jobs there?" He said he would try to create one, Ken Hopkins, my collaborator and friend for all this many years. Sure enough he pulled off the coup of all time. I was the first faculty member of all time hired into that school who hadn't taught in the public schools. At that time, that was seen to be in weaker places and an absolute necessity. Since then, that's quite different at Colorado and at most other places. So it really was the reaction to the grimness to the downstate, central Illinois that sent me to Colorado and probably to be closer to my brother, and because the expectations were low. I always enjoyed low expectations. Nothing more intimidating than people (3:00) expecting a lot from you. That's why I always change my field every ten years or so. Get rid of that field because people are expecting too much and go to something completely different.

AUDREY AMREIN-BEARDSLEY

So you can always be highly exceeding?

GENE GLASS

Yeah, that's right. Or flash in the pan.

AUDREY AMREIN-BEARDSLEY

You went, did you go to Boulder with an Assistant Professorship then? Is that where you got...?

GENE GLASS

Yeah, and it'll be a bitter pill for young people now to realize that in those days, you spend three years as an Assistant Professor, three years as Associate Professor, and then you were Professor. Now it takes much, much longer. But it was a time where there were burgeoning enrollments of students and very few faculty, so you could write your own ticket. So, I went through those ranks. I think I was Professor before I was 30, and after then, then after that there's not much (4:00) else.

AUDREY AMREIN-BEARDSLEY

Except for Regents.

GENE GLASS

Yeah.

AUDREY AMREIN-BEARDSLEY

Lorrie Shepard is one of your former PhD students at Boulder, and she defines you as a brilliant contrarian. There are even a few things that you are against just because everyone else is for them. You read Habermas before it was fashionable to do so and recognize the contributions of ethnographic research before others quantitative methodologists were so inclined. She remembers a time, though, when you and her husband raced down hill during a snow ski trip, and you were unwilling to stop or check your speed. There was also a timed crossword puzzle competition in which you both engaged for a week, and after you lost, you ran a significance test using the distribution of the daily times it took you both to complete those crossword puzzles and concluded that the difference wasn't statistically significant enough. Seriously?

GENE GLASS

I think she's right. And it's very insightful, and I might have lost that (5:00) crossword puzzle, but I won a couple of others, which I won't get into. Yeah, there was a frightening race down a ski slope that I almost ended up in a tree. I gave up skiing not too long after that. But contrarian is certainly true. I remember at Boulder, I spend 20 years at Boulder, from like '66-'86, and I was pretty conservative politically because I was surrounded by very liberal thinking. I even wrote an article for Buckley's National Review, and read Russell Kerr, and Edmond Burke, and campaigned for a libertarian, candidate for the city council, Jerry Van Sickle, who (6:00) finished 28th out of 29 candidates, losing out to Jodie of Jodie's Sweatshop—an aerobics instructor. That was the end of my libertarian politics. When I got to Arizona, all my political views, especially after our marriage in '93, changed to being quite liberal. And that's certainly contrarian in the atmosphere of Arizona.

AUDREY AMREIN-BEARDSLEY

What brought you to ASU?

GENE GLASS

The desire to play tennis all the time. I'd had a string of successes professionally, I suppose, in the 70s and early 80s; and, again, the rising expectations were beginning (7:00) to become a problem for me, and I didn't know that I could live up to that for the rest of my life. I started hitting tennis balls with some of my friends a little bit. I didn't like it at first, and then my type A personality took over, and I started playing tennis three or four hours everyday. After 18 months, entered a tournament and won a little cup and was completely hooked. I became obsessed with the game and then couldn't tolerate the winners in Colorado, where it was too hard to find court time. So I contacted friends at Arizona State and asked if there were any jobs available. It took some real doing. There wasn't a great appetite for outsiders in the college at that time. That was a long time ago. But I eventually got an offer, and from a brand new Dean (8:00), Gladys Johnston in February or '86 and took it with great trepidation. I thought I might die in the heat or the dog I had at the time would probably die in the heat. But I knew I'd be able to play tennis all year round. That's what it was about. I really had no intention of being terribly active intellectually or academically. I thought I was pretty much burned out at 46 or whatever I was, and I knew I could walk my way through elementary statistics courses until retirement. So I decided that's the place to go.

AUDREY AMREIN-BEARDSLEY

And you met David Berliner, one of your good friends here.

GENE GLASS

I did, indeed. He came the year after me, hired by the same dean, who (9:00) really turned the institution upside down.

AUDREY AMREIN-BEARDSLEY

He admits that he originally feared you—Gene Glass, the enfant terror. You got your degree a few years ahead of him. You were busy out-producing every one both in quantity and quality of scholarship. And you didn't suffer fools with kindness—publicly criticizing some, attacking their ideas with gusto and quite publicly. He said over the years he lost this fear but never his awe for your creativity and productivity. How did it come about that you became the Associate Dean under his leadership as the Dean at ASU at the college?

GENE GLASS

David was, let's see, I'm trying to remember. There was an abrupt change, I think, in the deanship, probably in 1997 or so, a little vague on it. David was asked by the provost to take the deanship, maybe for a bit, maybe it was an indefinite (10:00) period of time. When I heard about it, I think I was jealous—why didn't they pick me? Well I had no talent in that area whatsoever. And I'm sure they had picked up on that somewhere. Maybe someone had told them. But I did envy the opportunity he was being handed. I didn't realize until later how much I should have envied it because I think that was some of the greatest fun I had in the academic world was four years. I bumped into him on the sidewalk outside the building one day, and I said, "You should," there had been a dustup in the Dean's office, and the only way to get rid of an undesirable character in the Dean's office was to eliminate the position of Associate Dean for research. I suspect everybody's memory is too vague now to put names to this story (11:00), which would be better if they not. So the Dean at that time eliminated the position. So for a couple of years, here was College of Education aspiring to be, you know, visible and respected in scholarship and research without an Associate Dean for research. I thought that was not a good situation. But, I think I also wanted not to be left behind and to be a part of the action. So I said, "Why don't you let me be the Associate Dean for Research?" And he said, "Yeah." So he was taking a flyer for that as much as I was. It was a great four years. I wish it had gone on longer. I'd have stayed longer if David had stayed longer; but I wouldn't stay without him. I kept telling him it was a marathon instead of a sprint. But he was a great sprinter. He had had enough after four years. They were four wonderful years where great hires were made. I think the reputation of the college (12:00) really grew. From that vantage point, I came to really appreciate my colleagues, and the faculty, and the things they were up against, and their struggles, and their accomplishments, and the sort of thing that faculty not engaged in the day to day business of the college aren't privy to, and they start to look at the college as, "I'm working, but the guy on this side, and the woman on this side, they're not working." And I realized that none of that's true. That by and large, these are really dedicated, hard working people with a lot to offer. It really changed my outlook about the college and the academic life. It was a wonderful four years for me.

AUDREY AMREIN-BEARDSLEY

And a long life friendship as well.

GENE GLASS

Yes.

AUDREY AMREIN-BEARDSLEY

Gustavo Fischman, another colleague of yours at ASU, describes you as one of the brightest (13:00) scholars of your generation. But what many people don't know is a secret that you keep very well, is how kind and generous you are. He also says that in your own idiosyncratic way, you two are quite funny. Casey Cobb, who is one of your former PhD students at ASU, he remembers nervously emailing about coming to study with you at ASU. He sought you out from Maine, and you ended up sharing your office with him for three years as he studied. He said Linux-based servers, computers all running in the background the whole time the two of you shared an office. He recalls a time when David Berliner was Dean, and the three of you and a reporter discussed a charter school study on which he was working, and Chester Finn's name came up, and you turned to the reporter and said, "Have you ever seen Chester? I bet I could take him. No really, I could take him." He said the reporter didn't know how to react to you. He also poignantly points out that all the people with whom you come in contact (14:00) learn from you whether you intend it or not. And as I'm one of your former students, I couldn't agree more; and I often tell others and my own students now, "It's an incredible education experience simply to be in your presence, whether it's in a classroom or whether it's not, because you are constantly teaching us things. How do you define your role as not only an educational researcher but an educator?"

GENE GLASS

Wow. Those are short of a funeral oration. We don't often get to hear things like that. It was wonderful to hear some of them. I'm not a very good educator. I'm not a very good teacher. Many subject matters that I really like has sometimes take real satisfaction in being able to present them in clear ways. But (15:00) that's, Lattie Coor, who was president here for a while, used to talk about, and I guess it's a common phrase about the sage on the stage versus the guide on the side. I think I always played the sage on the stage. I was more interested in me and the ego of getting, putting an idea out in a way that showed the brilliance of the idea and showed the brilliance of me putting it out. The guide on the side is the true educator. I've never been that because I'm very uncomfortable in the presence of people fumbling, and presence of ignorance, and the whole business about teaching is that somebody is ignorant about something, and you make them skillful or competent or knowing about (16:00) something. I'm very uncomfortable at pointing out anybody's ignorance about something or even dealing with it or confronting it. So, an educator, I don't think so; but a performer perhaps.

AUDREY AMREIN-BEARDSLEY

Your audience might beg to differ on that one. I learned a lot, as did he and many other students that you came in contact with. In terms of significant accomplishments, you became the president of AERA, the American Education Research Association, in 1975 at the age of 35. How did that come about?

GENE GLASS

Well I was elected two years before, I think, because, or a year before, perhaps, because you serve as president-elect. So I was probably 34. That's very important to note.

AUDREY AMREIN-BEARDSLEY

We have an estimate year.

GENE GLASS

Statistics plus or minus a year—it doesn't matter.

AUDREY AMREIN-BEARDSLEY

Standard error.

GENE GLASS

(17:00) I think it came about, let's see. When I entered graduate school with Julian, the atmosphere was one of disrespect for education. That was the height of the era where the social sciences promised that they were going to solve all the problems of the world, including problems of the schools. So the agenda was not to study education, it was to study psychology, or anthropology, or in my case, statistics and mathematics. We were so naïve. The almost the month in which I showed up in Madison, February 1962, the two things had happened, the Dean, Lindley Stiles, had withdrawn Wisconsin from NCATE, saying that NCATE was a conservative drag on innovation in their teacher training (18:00) and what not. And the faculty of the school of education had voted to abolish comprehensive exams in learning and instruction and philosophies and foundations. I remember my professors in measurements and statistics celebrating, "Finally we're free of that useless stuff." So we went through graduate school calling ourselves mathematicians or statisticians, knowing nothing about education, actually talking down on it. The first day I showed up in Julian's office, he handed me a book to review for educational psychological measurements, written by senior scholar. I was 20 years old knew nothing. Here the message was that "You can know as much as these people." There is nothing to respect there. So the training I got was so specialized (19:00) and so deep that it's the perfect training for sending someone off to an elite university, you know, where they hire specialists. They don't hire generalists or educators, you know. And all the interviews I had when I got out of graduate school were focused on what I knew about the latent roots and vectors of the correlation matrix and Sylvester's Law of Inertia, and that's what was impressive to people. It was years before I learned anything about education or acquired any appreciation for it at all. But shortly after I did the book review with Julian in 1962, he said, "Why don't we write a statistics textbook?" It was my second year in graduate school, and we signed a contract with Prentice Hall. And I spent the next six years (20:00) writing a statistics textbook. It came out in 1970 finally, and it was a big hit because there wasn't a lot of competition back then like there is now. The first six months royalties were enormous. I went out and bought a Mercedes and didn't even use up much of the royalties. That's what publishing textbooks was like back in the olden days. You could grab a huge share of the market. That book captured a huge share of the market probably because Julian's name was second author, and the Campbell Stanley chapter had come out a couple years before—it was world famous. So some of that fame was reflected on to me. Plus AERA at the time was small, maybe six, eight, ten thousand people or so. I had a facility for names attached to people's faces. So (21:00) at the annual meeting, which would usually happen at a big congress hotel in Chicago, I was able to smile and say hello to people and call them by first name. So a couple of years later when ballots went out, my name was on it, and I got elected. At that time, AERA was completely dominated by statistics and measurement people.

AUDREY AMREIN-BEARDSLEY

Your work on meta-analysis was named as one of the 40 studies that changed psychology. According to Bob Stake, this is your most significant accomplishment. He called it ingenious, not actually so great a human service, but it feeds the modernist's appetite and sometimes saves the postmodernist's skin. According to Lorrie Shephard, its impact on education research and research on health related fields has been simply extraordinary. How did meta-analysis come about (22:00)? And any regrets?

GENE GLASS

No regrets. It came about in connection with the presidency of AERA. The AERA has to give an address, an hour long address that is usually very well attended. I think every president is terrified from the moment they get the message that they have been elected president two before this address is to be given, until that time when they deliver the address. I was appropriately terrified, and all of my thoughts were, "What in the world do I talk about that equals the importance of this office and this occasion?" Nothing ordinary would do. I was going to have to come up with something amazing (23:00). It so happened that at about that time I was probably eight years into my own psychotherapy, trying to unravel all the mess that my life had become up until the point when I finished graduate school, and it was quite a mess by 1965, by the time I was out of graduate school, and I entered into psychotherapy. I had acquired quite an interest into psychotherapy, and eventually, studied it with a couple mentors, and did an brief internship, and practiced for four or five years in the late 70s. But all I was reading in the literature at that time was that psych therapy was the bunk. It was useless. It wasn't good for anything. All the research was a fraud. Most of this (24:00) criticism was a man written by a man named Hans Eysenck, a German expatriate, British psychologist. If that was true, then I just wasted eight years, a lot of my time, and the thought that I was any better off than when I started was false if therapy was nothing. So I went to that literature myself, hoping to find out that psych therapy wasn't the bunk. What I found was some really inept forms of criticism and synthesis, mostly narrative syntheses of individual studies, talking about whether something or other was significant at the five percent level or not. Much of the training I had had in graduate school gave me a different perspective on those studies and on the whole problem of synthesizing (25:00) a great deal of quantitative information. I took a chance and decided that I would give my presidential address on that. One statistical view after another finally came together, and this stuff called meta-analysis came out of it. I remember presenting it in San Francisco at the St. Francis hotel. It was in April. It was on the anniversary of the San Francisco, 1906 I think was the earthquake. It was probably 70 years later to the day. I didn't expect to rock the city to the same extent, but, actually I was afraid that when they dimmed the lights, there were about a thousand people in this big audience. I was afraid that when they dimmed the lights, and I put my slides up and went through my slide (26:00) presentation of the results, which the results of the meta-analysis of psychotherapy outcome studies. I was afraid that when the lights came back up, I might be left alone here. Everybody would have exited. I didn't know if they had an appetite for something that was kind of off center as psychotherapy research. The lights came up, most people were around at the reception later. Some people I liked and respected came up and shook my hand. Decker Walker from Stanford said he understood it, thought it made sense. At a later presentation, Lee Cronbach said it made a little bit of sense, some sense, not a lot, and that was a great eye-opener for me. I did a few more things with it, some work with class size and wrote a

book about it. And then decided (27:00) it's time to get out of here because expectations are rising.

AUDREY AMREIN-BEARDSLEY

There we go again.

GENE GLASS

So I started playing tennis actually.

AUDREY AMREIN-BEARDSLEY

Got to lower the expectations again, right?

Video 3

AUDREY AMREIN-BEARDSLEY

On September 8, 1967, an issue of Time Magazine, the author of "The Science and Snares of Statistics" wrote, "Perhaps the time has come for society to be less numerically conscience, and therefore less willing to be ruled by statistics." This came from you. What are your thoughts on statistics?

GENE GLASS

Well, I, who, I wrote that?

AUDREY AMREIN-BEARDSLEY

Yeah. They cited you as saying that.

GENE GLASS

Really? Well I say a lot of things on all sides of the issue.

AUDREY AMREIN-BEARDSLEY

This was 30 years ago.

GENE GLASS

I'm in line with the pervasive developmental cynicism. I'm quite cynical about statistics, even today. I think most numbers are like the first page of a novel. They don't say a lot, and there's much, much more to the story than just (1:00) that first page.

AUDREY AMREIN-BEARDSLEY

Does this have to do also with your "Last Day on Earth as Quantoid"?

GENE GLASS

Yes, yes, it does actually.

AUDREY AMREIN-BEARDSLEY

What's that about?

GENE GLASS

Well it was the influence of Bob Stake again, who's always been, his views and opinions are so well thought out and carefully thought through that they're very influential. I usually end up not understanding them at first, finally disagreeing with them, and then eventually seeing that he's seeing things better than most people have. The paper that I wrote on the "Last Day on Earth as a Quantoid" was about a time at UCLA in the summer of 1978, and I was there for the summer at Eva Baker Center, and Bob was there (2:00) for the whole summer. Ernie House had come out for a week or two, and I was presenting to a small group at lunch the work I had done on meta-analysis of class size research. Afterwards, Bob, and Ernie, and I hung around and talked, and I ended up in the position of defending randomized controlled experiments. Decades later to be favored by the federal government in all research. And Bob was very much developing his notions on qualitative research at that time in his private thoughts. He hadn't written much about it at that point. We were arguing back and forth, and my position was (3:00) that you couldn't know causes without randomized control experiments. My goodness, I was raised by Julian Stanley and the Campbell Stanley chapter, what else could I think or believe? Bob eventually said that on the question of causes in, say in an area like education, or instruction, or teaching, that he would believe an intelligent observer, a teacher or a principal about what those causal relationships are in the classroom before he's believe some outsider coming in with his randomization, and his measurements, and his significance tests. And something about the moment, or maybe what had transpired before, or the arguments that led up to it, that really struck me. And I thought, "He's probably right." And I still think he's probably right. (4:00)

AUDREY AMREIN-BEARDSLEY

So what is your opinion on the N=1 studies?

GENE GLASS

The N=1 studies?

AUDREY AMREIN-BEARDSLEY

The small case studies types of research in terms of given your background with the large-scale meta-analysis.

GENE GLASS

Yeah. I thought that, I'd rather have the naïve belief that the start of the meta-analysis work and some of the other stuff I wrote, that just the force of all these studies put together and understood, and this number, with tens of thousands of cases lined behind it would just roll over opposition. That everyone would, even the opponents would lay down their arms and say, "Yes, that's it. The effect really is this," or "The correlation really truly is this." That never happened a bit (5:00) and still doesn't happen. In some areas of medicine, it's kind of making some waves that way, though it's not entirely that simple. But medicine is so simple—there's a drug, there's a surgical technique, there's a pretty much agreed upon outcome, or two or three outcomes, how much blood's lost, and how many days to recovery, or they're out of the hospital. Education is orders and magnitude more complex than that. And no meta-analysis I know of ever changed the mind of someone who believed the opposite before they encountered the results of the meta-analysis. Some of them give comfort and support to people that believe that result anyway. So

the debate rages on. But it was criticisms from Lee Cronbach that (6:00) really, really got me, really impressed me. At one stage, maybe meta-analysis had been around for 10 years or so, and I had often been put in the position of arguing against people who say, “Well you can’t say this treatment has this effect because it all depends on this, and type of student, and that type teacher, and this month of the year.” That seemed to be so much niff-gnawing and evasion that I was often put in the position of saying, “No, that is true. This is the effect, and that’s it. You better believe it.” Lee wrote a piece in which he called that the, said that I was a believer in the flat Earth. That there aren’t any important interactions, and everything is quite simple, and effects have quite simple effects, so you don’t worry about all their various interactions in other circumstances (7:00). He later, in his book, on designing evaluations of education and social programs wrote a criticism of the internally valid, randomized experiment. He said, “It produces a fact of no general significance whatsoever.” And he said, “Everything is, all problems are with generalization in a field as complex as ours.” Well what is it that our field is producing, then? You know, if we our best-established facts die out in a year or are fine in Akron, but they don’t even hold up in Toledo. And Lee says in his book that the contribution of what the research has made to people is that it has given them (8:00) points of view, perspective, and concepts that they use to deal with their own particular circumstances. It doesn’t give them certified, 100,000-subject, meta-analyzed facts that they go out and put to use. That it gives them a way of looking at their own life and their own surrounding and how to manage it. And I think that is the message. I, you know, generally 30 years behind Cronbach and trying to catch up and see the world as he saw it. I think he’s an extremely bright man, perhaps my work’s done, now that he’s gone, and he can’t produce anymore new ideas.

AUDREY AMREIN-BEARDSLEY

Tell us about the journal you founded, Educational Policy Analysis Archives, and your thoughts about scholarly digital publishing, and open access research journals. This is something that David (9:00) Berliner and Gustavo Fischman also note as one of your most noteworthy contributions, as scholarship worldwide has been enriched by your groundbreaking, backbreaking innovative and pioneering work in this area.

GENE GLASS

Well I’m very dedicated to open access to college scholarship, and that means free to read—no cost to read. Why we as academics all these years have given our work over to profit-making companies, who then charge, who make significant profits out of selling it to other people has never made any sense to me. It made some sense 50 years ago when stuff was put into hard type, and books were bound, and shipped through the mail. But with communication technologies (10:00) being what they are, and now having been that for 20 some years, there’s just no excuse for paper publication anymore, though I’ve been unsuccessful in killing paper publication in the scholarly areas. It started with me in the early 90s. My pattern was to be resided in Arizona for nine months and then go for three months during the hottest part of the year to Colorado where it was much cooler. But I felt like I was abandoning my students when I went away for three months and felt guilty about it, until one of my students showed me email. This was 1989, actually. That was pretty novel then. I realized this is great (11:00). I can be present with them and respond in very short order, and it’s not going to cost them, it’s not going to cost me. So I became very excited about email, and taught it to all my students and carried on a couple conversation interactions over the summer, and then it spread to the entire year. Pretty soon it

was obvious that my colleagues and I could start discussing things through LISTSERVS and what not, which I did for two or three years. And then the question arose, well what about more sustained, serious work, perhaps it ought to be archived. That's like a journal in a created, probably the second electronic journal in education—there was one before that, a year or two older, *Distance Education*. But I created one in policy analysis (12:00) in about '93, and it's still going strong. These days I spend most of my time editing, managing a book review journal that's online and open access, entertains 1,500 to 2,000 people a day who come in and download book reviews, and why, I've predicted that every stage along that way that in five years all paper journals would be gone, and everything would be open access and online, and of course I've been wrong at every point, and I'm still wrong about it. But it hasn't stanchd my enthusiasm for it. There are now maybe 300 open access online journals in education. I think it's a wonderful contribution to make to the world, much more to the world than just the U.S. because access to information outside the U.S. has been problematic for a long time (13:00), still is in many places.

AUDREY AMREIN-BEARDSLEY

In 2000 you were honored and elected into the National Academy of Education for your distinguished contributions to research and education. In 2004 you became a Regents Professor at Arizona State, largely for you work in statistics, but also for your work in you educational policy research. In terms of your scholarship here, what are you thoughts about charter schools?

GENE GLASS

I'm again, I'm a contrarian again. A lot of people like them. I think they're unnecessary, and I think they arise out of the worst, they arise out of poor motives on several sides. It's not a mistake that they've arisen at this point in history. I think that it has to do with money, the cost of education, and it has to do (14:00) with the wish to isolate oneself and one's children from other people. As we all know, there are many, many more other people in the United States today that largely the white middle class doesn't want their children to associate with. So I think the charter schools have contributed a lot to recent re-segregating public education along social class and ethnic and racial lines. Just a very bad thing to do. And they're held up as a model of a cheap, inexpensive form of education—stripped down to the basic skills, which, to me, are basic to nothing, except obsolescence, inevitable obsolescence. That's charter schools for me. I have no interest, other than seeing them become a experiment (15:00) receding in the history.

AUDREY AMREIN-BEARDSLEY

What about your thoughts on high-stakes tests?

GENE GLASS

Damaging to education. Terrible. Again, built only around these basic skills that nobody uses once they become an adult. Nobody uses arithmetic to any real extent. You don't have to know how to spell anymore. Reading is becoming increasingly obsolete with YouTube and telephone voicemail. The public schools are so conservative in curriculum, so reluctant to change and move with the times into the future. And I think it's because they are a common school that (16:00) are, that at least 75 percent of the population now, or perhaps 80 is declining, still is thrown in. You have the problem of you must reach some consensus over what is taught in them, and with the great distensives of the country, and the widely differing political views, and moral views,

the only thing people could agree on is something that is totally irrelevant. That then becomes the curriculum of the public schools. And if you look it, it's pretty much useless, and something you'll never use the rest of your life. When, in fact, it ought to be about the things that are truly important to young people becoming adults, like their health, for example. Obesity. Obesity is probably costing this country more than (17:00) the wars in Iraq and Afghanistan. But the schools play no significant role in, part in that at all, except now they're contracting with Pepsi, and Frito Lay, and other companies to put fast food in the schools to make the kids even worse off in terms of their health. And financial management. What consumer credit is like. This ought to be a central part of the education of adolescents in the schools. My goodness, the banks would be at these state school boards in a minute if you tried to do anything significant in terms of curriculum or something like that. I could go on, but there's too big a...

AUDREY AMREIN-BEARDSLEY

You did in *Fertilizers, Pills, and Magnetic Strips*, you talked a lot about this in your most recent book.

GENE GLASS

Yeah.

AUDREY AMREIN-BEARDSLEY

So what inspired this, the writing of this book?

GENE GLASS

Well as I say (18:00) in the foreword, it's a rip off of Jared Diamond's *Guns, Germs, and Steel*. What was so impressive about Diamond was how he took cultural phenomena available to everyone and took it down to such basic fundamental levels, like the availability of food and what not. I look at education and education reform, and I think it's all a show, it's all smoke and mirrors. And everything that's talked about, the charter schools, and tax credits, and crossing school boundaries, and high-stakes testing, and stuff. I don't think it has anything to do with the quality of education, or economic competitiveness in the world, or the life of children (19:00) after school. I think it's all about money. The money of the middle class. Their property taxes. And it's about racial suspension and antipathy, races not wanting to be, being afraid of each other, wanting to separate. So, yeah, I was striving for something that we can relate to. We all, faculty talk about nothing so much with each other as they talk about money—their salary, and their taxes, and the value of their house, and so forth. It's basic to everyone, and also racial antipathies are evident everywhere in the United States, in every aspect of life—any bus you get into, any neighborhood you drive through (20:00). These are what are really driving policies in this country today, it seems to me. And certainly in education. Any of the hot issues in education, we'll find behind it an economic interest, usually of the white middle class—advance placement, it's a way of getting children, it's a way of not having to pay for college credits if you can get 12, or 16, or 24 of them out of the way before you even get to school. High-stakes testing will show all that's important is passing a few tests. Arizona introduced a bill, probably adopted the bill, that if you can pass the test in the fall, they'll give you a 1,500 dollar scholarship to go to a community college in the spring. Isn't that generous? No, it's not. It's a way of kicking you out of school, and cutting the 9,000 dollar or 7,000 dollar expenditure in half (21:00) and compensating it by 1,500 dollars, instead of paying 3,500 dollars for the kid to stay in school.

Everything I've seen, all the debates going on in education, and everything I've seen for the past several years, you can analyze in terms of somebody's purse and somebody's feeling about the other—the other culture they don't understand or don't want to associate with.

AUDREY AMREIN-BEARDSLEY

On that note, in the book you state that Arizona is the state to watch in terms of educational policy and the state educational system. Why is that?

GENE GLASS

Everything that is bad that is going to happen in education policy will probably start in this state. We have an amazing record of bad ideas that aren't just talked about, but actually get implemented. We're a leader in everything pernicious to teachers and to students (22:00). The reason we're a leader is that we embody the two or three major forces that are determining education policy in the country—demographics and economics. Are demographics a huge growth in Hispanics, and that is the ethnic group that is burgeoning in this country. The African American population is pretty much at replacement level and growing very slowly. The white population, as a percentage, is declining, but the Hispanic population is increasing enormously, and that is having a lot of effect on education policy that is getting tough on students and also providing escapes for white middle class students. Then policy is made by older (23:00), white middle class people. They control politics, and Arizona, it's demographics are young Hispanics and older, white middle class who are retired, or on fixed incomes, have come here from other states in many cases, they have a very strong motive to reduce the cost of education, to reduce their taxes and reduce their property taxes. So we are the test tube for education policy for the whole country because we are ahead of where the country is going. Arizona is now where the country will be in 20 or in 30 years.

Video 4

AUDREY AMREIN-BEARDSLEY

Not that all of this wasn't enough, but you're also an avid tennis player with many trophies that are also called "hardware" to you and tennis accomplishments that are too long to list. You are nationally ranked in tennis in your age group. What is next for you?

GENE GLASS

In tennis?

AUDREY AMREIN-BEARDSLEY

In tennis.

GENE GLASS

Tomorrow morning I have...

AUDREY AMREIN-BEARDSLEY

What haven't you accomplished that you'd still like to achieve?

GENE GLASS

Well, I only rose to 40th nationally last year in doubles, but it was not in my age group, it was in the younger age group—the 65s. I can't find a partner in the 70s because there aren't that many of them around, so I had to play down.

AUDREY AMREIN-BEARDSLEY

Lowering your standards.

GENE GLASS

That's right.

AUDREY AMREIN-BEARDSLEY

Common theme.

GENE GLASS

But 40th is not bad, but if you play in Arizona and Colorado, you're in a distinct disadvantage because there are so few tournaments compared to the coasts. Compared to California and Florida, where the guys have (1:00) tournaments every week. And your standing, your ranking is based on how many points you, for every match you win you get so many points, the deeper the matches are into the tournament, the higher the points are. So those of us who play here and in Colorado are at quite a disadvantage. So 40th looks like 40th, but in my heart, I feel like it should be higher. You see, it's the same problem with quantitative indicators—they're just the first page of the novel. They hide more than they reveal.

AUDREY AMREIN-BEARDSLEY

Okay, on to more introspective questions. Who helped you most become the person you are today?

GENE GLASS

Probably my brother because of the distance from my father. I was closest to my brother. He was a role model. He became one of the top executives of the YMCA (2:00) in the country. He's retired now. He's a fine athlete. Eighty years old, he's shot his age on the golf course more than a hundred times, which rarely happens with any golfer. So he's been very influential. In professional life, Bob Stake was quite an influence. We are about as different in personalities as people can be. He seldom speaks, and I speak a lot. But just watching him and his ideas develop has been very influential.

AUDREY AMREIN-BEARDSLEY

What inspires you?

GENE GLASS

Well I've never gotten over the thrill of seeing my name on a paper that gets published or a book. I work for an academic publisher, and in some ways I think I've educated him over the past 10 years (3:00) on how to market or what might sell. I have taught him that the academic world is all about ego—it's almost all about ego. It's what drives academics. I would say I get my inspiration from that feeling of accomplishment.

AUDREY AMREIN-BEARDSLEY

What do you find uninspiring?

GENE GLASS

Well there is a lot in the academic world that is uninspiring. Yeah, I think we have a long way to go, particularly in the way we evaluate each other, colleagues. The great emphasis is placed on ego in the academic world is very uninspiring.

AUDREY AMREIN-BEARDSLEY

What is your favorite word?

GENE GLASS

Favorite word. (4:00) Match point, perhaps. I had an aesthetics professor in undergrad, O.K. Bouwsma, who was a very good philosopher. He read Ulysses every year. It's the only book he read. He said his favorite words were pepsin and pepsin, it's some acid in the stomach that digests food. I don't know where he came up with that.

AUDREY AMREIN-BEARDSLEY

What is your favorite curse word?

GENE GLASS

Curse word. Probably firetruck.

AUDREY AMREIN-BEARDSLEY

Is that the grandkids, or is that just your own?

GENE GLASS

The grandkids taught me that.

AUDREY AMREIN-BEARDSLEY

What profession other than your own would you have liked to attempt?

GENE GLASS

It's interesting in teaching and the academic life, largely by default because the prospect of twelve months of employment with two-week vacation was (5:00) just terrifying to me. So almost any profession other than the academic world was not very appealing, but of late, probably being a tennis pro teaching tennis.

AUDREY AMREIN-BEARDSLEY

What profession other than your own would you not have liked to attempt?

GENE GLASS

Almost all of them. I thought at one time that I was going to be a chemist, and I've talked to a few guys who have been chemists, and they were bored to death.

AUDREY AMREIN-BEARDSLEY

What's your favorite movie? *Match Point*?

GENE GLASS

Is that a movie?

AUDREY AMREIN-BEARDSLEY

That is a movie. You haven't seen it?

GENE GLASS

I haven't seen it. I almost never see movies. It's a chore to drag me to a movie. I hate almost all movies. I think they're produced by punks, you know, who are just trying to make millions of dollars and blow up cars and what not. (6:00) One movie that I enjoyed the most, well I do, I have watched *Sleepless in Seattle* and *You've Got Mail* maybe two dozen times each, and I choke up at the end of them still. But a movie that I admired was *The French Lieutenant's Woman*. I think that's a beautiful movie, and philosophically a wonderful novel. In fact, it was probably the last novel I read because what it said about novels and what John Fowles wrote about novels, about how we give ourselves over to those stories without critically making our own stories in life.

AUDREY AMREIN-BEARDSLEY

On that note, do you have a favorite book or novel?

GENE GLASS

Well the *French Lieutenant's Woman*. (7:00) How they ever made it into a movie, I couldn't imagine how they were going to possibly do that; but it was done in such an ingenious and inventive way. An autobiography by an academic I admire, *All the Strange Hours*, by Loren Eiseley, I think is a wonderful book, very dark.

AUDREY AMREIN-BEARDSLEY

If you could tell President Obama one thing, what would it be?

GENE GLASS

It would be, don't pick your secretaries based on whether they played basketball with you.

AUDREY AMREIN-BEARDSLEY

If you could have dinner with anybody, dead or alive, who would it be, and why?

GENE GLASS

Let's see. Freud. I would like to have dinner with Freud. I could get some free analysis I think. If he works for free. (8:00)

AUDREY AMREIN-BEARDSLEY

Include him in part of that meta-analysis study.

If Heaven exists, what would you like to hear God say when you arrive at the Pearly Gates?

GENE GLASS

Well I think that's highly unlikely on both those counts. If it happened, I'm sure he would communicate in some way, "Mr. Glass, you were wrong about this too."

AUDREY AMREIN-BEARDSLEY

What are your words of wisdom for graduate students aspiring to be educational researchers, philosophers, and the like?

GENE GLASS

Wow. Well unlike it was in my day, there's not much work anymore. It's really quite a shame. A lot of my generation still sits on lines that could be occupied by younger, brighter, better-trained (9:00) people. I guess that's my advice to old faculty members instead of new graduate students. I'm torn. My education was so narrow and so specific, and I didn't learn for years after that about much broader issues about education as an example. In fact he disdained it for a long time. Said I was a mathematician, I don't know anything about education. There is some personal game that comes from that advice. But it's a shallow sort of life to live for an academic. I don't know what I would tell a graduate student these days. These are hard days for graduate students. I (10:00) was very lucky to be born at a time where life as a graduate student was easy, and life as an academic was ideal. I think academics' lives now are much, much tougher and much less rewarding. We're, in many ways, giving up on older ideas of the university, and that's a loss in many ways.

AUDREY AMREIN-BEARDSLEY

It's a shame, very much so.

Your brother says you have always been driven to be the best you can be, and these characteristics come again from your parents and family, who were driven by the same values. Sandy says she most admires in you that you tenaciously swim against the tide in defense of those who are often most defenseless. Bob Stakes says your strongest talent is you recognize emperors unclothed. David says that what is most honorific is not only your contributions to scholarship, but your intellectual honesty, your despise of sloppy thinking, your editing (11:00), although you're a bit compulsive there, and that you have a delightfully quirky mind, and that you apply to a very wide and very unique set of interests. And finally your stepson, Kyle, says that although you have no problem flaunting your superior physical and mental attributes, when it comes to tennis, genealogy, research, or website development, you are incredibly self-effacing in regard to your professional work. You secretly hold your colleagues and mentors in highest regards and anguish over earning their acceptance and admiration. Well there's no doubt we hold you in highest regards, and we thank you so much for being you, Gene V. Glass, and thank you for everything that you've done for us as future educationists, educational researchers, and everyone else you have touched thus far in your life. Thank you very much for being here.

GENE GLASS

Thank you very much, Audrey. It was fun.