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Interview with

Roy Rom
Fayetteville, Arkansas
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Interviewer: Teddy Morelock

Teddy Morelock: Dr. Roy Rom is an emeritus university professor of horticulture at the University of Arkansas. Roy, where were you born and where did you grow up?

Roy Rom: I was born in Milwaukee, Wisconsin, on January 29, 1922. I spent my youth growing up in Milwaukee and went to elementary school and graduated from high school there.

TM: Did you grow up on a farm or were you a city kid?

RR: I was a city kid, but I had a little farming in my background. My grandfather homesteaded in South Dakota in the 1870s and I always visited with him about that, so I had a basic interest in agriculture, and probably more principally nature at that age in my life.

TM: And you attended the University of Wisconsin?

RR: Yes, I enrolled in the University of Wisconsin in September 1940.

TM: And I assume that something probably happened about a year later that changed your plans for a little while.

RR: Yes, I was in the ROTC [Reserve Officers Training Corps] at the University of Wisconsin, and when Pearl Harbor [was bombed on December 7, 1941], we all anticipated being called into service. Before that happened to me, I managed to volunteer [and] joined the Army Air Corp. So, I left the campus in December of, no, January of 1943.

TM: So you had about a year and a half, of college under your belt.

RR: I had just over two years. 2-and-a-half years, yes.

TM: And what did you do in the Air Corp.?

RR: Well, I did what I had to do, I guess. No, I went through all the training schedules and was eventually commissioned as a second lieutenant and I was a fighter pilot. I flew P40s and P51s.

TM: Well, of the folks that we've interviewed in this process, we've had several WWII vets. I don't think we've had a pilot yet, have we Randy?

Randy Luttrell: I don't remember.

TM: After WWII you came back to the University of Wisconsin.

RR: Yes.

TM: Had you chosen horticulture as a career at that time, or was that something that happened a little later?

RR: The experience I had in agriculture classes prior to going to service kind of shifted me in the area of horticulture, so when I came back I started to more or less major

in horticulture. I had a professor, J.G. Moore, who was a grouchy old man, but the type of fellow who really made you learn. At that point, I had decided that I was going to have a career in agriculture. However, something occurred at that time in my life that was a little bit of a change in direction. Both before the war and after the war I was a coxswain on the university's rowing crew, and I became a very good friend with the rowing coach, Mr. Alan Walls. He accepted a job at Yale University [New Haven, Connecticut] and offered a job to me as assistant coach of the lightweight crew. So one semester before I finished my degree I took off and went out to Yale University where I spent the next five years. In the interim I returned to Madison, Wisconsin, and completed my undergraduate degree during summer school.

TM: Did you take an academic leave—not officially leave, but were [you] involved in rowing for a while before you pursued your PhD—or how did that work?

RR: Well, that's an interesting story itself. People tell me that I had a very successful career at Yale University as a coach. I even took my national championship crew to the Royal Henley Regetta in 1950, the same year I got married. At the end of the 1951 season, the budget and things were so tight at Yale University that they eliminated my position. I was without a job, so I returned to Milwaukee and worked for about two years in sales promotion in Milwaukee, all this time having this yearning to get involved in agriculture. So I had a very serious discussion with my wife one evening and I said, "What would you think if I decided to go back to school?" I investigated the possibility of an assistanceship in the University of Wisconsin horticulture department. I was given one, and I worked

the next four years with Dr. Malcolm Dana, who was the professor of pomology at the University of Wisconsin. Then, with two children in hand at that time, I entered graduate school and the next four years I was lucky enough to add two sons to my family. I finished my PhD in 1958 in pomology, but my degree actually was in Horticulture and Plant Sciences.

TM: So working with Mac [was] where you picked up the interest in pomology, per se?

RR: I had a great interest for pomology before I went because—again, going back to my grandfather into my youth, there were some apple trees in his backyard and I can remember helping my grandfather harvest the apples, peel the apples, and even making some cider.

TM: Did you deal any with cranberries while you were working with Mac?

RR: Oh, yes. I took many a trip to the cranberry bogs. The work there was primarily with weed control in cranberries. At that time, herbicides were beginning to come out, so we did a lot of work evaluating cranberry herbicides.

TM: Were you there when the big aminotrizole scare happened in the 1950s, or was that after you left?

RR: I'm sure I was there then because that word *aminotrizole* rings very clearly in my ears.

TM: It turned people against cranberries about Thanksgiving one time. Who would you say was the most influential person in your career choice?

RR: This is a very difficult question to answer because there have been several people who have been very influential in what I might call my character development or

my outlook on things, but certainly J. G. Moore that I spoke of—this professor had a very interesting method of teaching. He would have you stand up and he would ask you questions, and if you would say, "I don't know the answer," he'd say, "Yes, you do. Use your head. Start thinking. Get back to the principle." This was his method of teaching. But I had a lot of good professors, solid professors. You kind of caught me off guard with individual people right now, but I will also say that Mr. Alan Walls, the crew coach that eventually took me to Yale, was a person who probably developed a sense of self confidence in me: the sense of being able to use what abilities I had, to bring them out, particularly with dealing with people, and particularly getting excited in the area of teaching because, after all, coaching is really teaching.

TM: After you completed your degree, how did you wind up at the University of Arkansas?

RR: Well, when you finish a PhD and you have a wife and four children under the age of six, it's very important that you look for a source of economic employment. I went to an American Horticulture Society meeting, a national meeting at Purdue University [Lafayette, Indiana] and there was a notice on the bulletin board—the job openings. I looked at that and saw that there was an opening in Arkansas, so that's what led to me having an interview with Dr. Victor Watts. Personality-wise and even in terms of his physical appearances he reminded me an awful lot of my dad. After an initial interview with Dr. Watts, I got a phone call one day saying. "Roy, would you like to come to Arkansas and look the job situation over?" I talked about it with my wife [and] looked to see where Arkansas was on the

United States map. I say that with a little bit of facetiousness. I pretty well knew where it was. I did a little background check and found that Arkansas had a great reputation as a horticulture state in terms of fruit production, strawberries, peaches [and] apples. This was primary my area of interest because my PhD program had been on strawberries. So I hopped a bus and took a forty-eight-hour ride from Madison, Wisconsin, to Fayetteville, Arkanses, and a professor by the name….It'll come to me in just a minute. Yes. I met John Bowers. He picked me up at the bus station, took me on campus, led me through a series of interviews and he invited me home for a meal. I looked the situation over, and I said to myself, "Boy, this is pretty neat. I hope they offer me the job." Two days later I hopped on the bus for the forty-eight-hour trip back to Wisconsin and waited for the postman and, sure enough, about a week later a letter came from Dr. Watts saying that they would be pleased to offer me the job [and asked if] I could come down as soon as possible. I called them back and I said, "Dr. Watts, I'll be there in a couple of weeks." So exactly forty-seven years ago to this last week in October I arrived in Fayetteville, walked to the horticulture office with my wife and four children and I said, "Put me to work."

TM: Well, now, the position that you accepted—was that a new position, or was that a position that someone had retired and you were replacing a person?

RR: Here again, I'm trying to think of the man that was the horticulturist.

TM: I know that Prof[essor] Cooper worked with apples for a while.

RR: Prof Cooper, yes. I replaced Prof Cooper. He had retired probably six months earlier and there were a couple of interims, I think—graduate students kind of

filled the position and I came down here and sat behind Prof Cooper's desk. Unfortunately for me, Prof Cooper had passed away just two weeks before I arrived, so I did not have the opportunity to talk to him and learn from [him] and get a feeling for the horticulture food industry in the state.

TM: I'm going to ask you sort of a two-part question here. What was the university like at the time that you arrived? It was obviously somewhat smaller than it is today.

RR: I think there were probably close to 5,000 students at the time. As I walk the campus today I can imagine some buildings that used to be here. There was old Gray Hall over here, there was a—the building I taught my first horticulture classes in. It was an old wooden building, a low—seemed to be almost a temporary type of a structure. If I would tell you where it is today, it would be located right below the Union Theater. When they built the first phase of the Arkansas Union that we have now, it was built right over the site of a former disposal plant where they burned the paper and rubbish and things, and this [was the] building that I taught my class in.

TM: There was a building there that had a greenhouse attached and a head house area.

RR: That was it. The building—actually, the classroom was the head house, and it was fun because you could count the cockroaches scurrying across the floor while you were lecturing the students.

TM: That's where I had tree fruits with you.

RR: Incidentally, I was thinking about that class. The classes then were quite small, probably five to seven students and they were almost always at 7:30 in the

morning. I always had a habit of starting the class by asking a question concerning the previous lecture. But what I would do is—each student had a number and I would roll the dice on the table and whatever number came up, that was the student that was supposed to answer the question. This was probably reverting back to this grumpy old professor that I had that always kept you on your toes, always kept you nervous that you may be next to have to stand up and answer a question.

TM: The second part to that question is what was the fruit industry like at that time? I'm sure we had much more fruit acreage than we do today and probably more fruit crops than we do today.

RR: There were a lot of conditions—economic conditions and cultural conditions and marketing conditions—which were really forcing the Arkansas fruit industry into decline. The strawberry industry was in decline; the apple industry had been in a decline by 1915 [through] 1920 and reached the low level in the thirties [1930s]. The industry here was failing, but it was failing for several reasons beyond those we mentioned. It was failing because of, really, how to farm, how to raise these various fruit crops was one of the impacts that was required of me when I took over the position. I was eighty or ninety percent research[ing] and sometimes between twenty and ten percent teaching.

TM: Your research—was your primary emphasis on fruit or just apple culture?

RR: The primary emphasis started out with peach culture and then I became increasingly interested in apple culture. In the 1960s there was a renaissance in fruit production, both peach trees and apples trees with relations to root systems.

We began to develop root stocks and systems of using these root stocks so the orchards could be planted in a higher degree of intensity and [with] a lot earlier production so the economic return to the grower was realized at a much sooner time. My emphasis rapidly got into the area of root stocks, root stock evaluation, and root stock development and planting systems as related to the root stock.

TM: Sometime in this general time frame, I believe, Gerber [baby food and products company] came to Arkansas. What impact did that have on the fruit industry?

RR: I think I can remember Dr. John White who was the director of the experiment station at that time, calling me into the office and saying that there was some interest in Gerber, the baby food processor, coming [and asked if I] would visit with some of the folks. So, consequently, I went on a tour of the state with a man by the name of George Jones who eventually became the produce buyer for the Gerber company in Fort Smith. We talked about the opportunities of growing peaches and of growing apples in Arkansas, and, as a consequence, there was a beginning of a processing peach and processing apple industry in Arkansas.

TM: That's where the peaches over in the Crowley's Ridge area came about; or were they there prior to that?

RR: There was a small industry over there prior to it, but it had died because the fresh market industry had evaporated. But when we went over to Crowley's Ridge and talked about the possibility of raising processing peaches, enthusiasm with the growers who had previously been growing fresh market peaches increased, so, in reality, the greatest production of processing peaches in Arkansas eventually became settled in the Crowley's Ridge area.

TM: And today, I guess, we no longer have any processors or processing peaches grown over there. Is that correct?

RR: Again, the processing industry for peaches over there has gone way down. It's evaporated totally in the Clarksville area in terms of processing peaches. What's left over in the Clarksville [area] and down to the Nashville area is fresh market peaches.

TM: Well, is this also about the time that the peach and apple breeding program was started in the mid-late 1960s or do I have the wrong time frame there?

RR: Along with the coming of the Gerber company, the demand for processing peaches—there was a demand for processing peach varieties, so at this time Dr. James Moore, who had just finished a PhD at Rutgers and had worked for the USDA [United States Department of Agriculture] there a couple of years, was brought back to Arkansas. I remember talking to Dr. James Moore at the ASHS [American Society for Horticultural Science] meetings in Amherst, Massachusetts, and tried my very best to interest him in coming back to Arkansas. He had a very desirable job and a very permanent job at the USDA in Beltsville, Maryland.

TM: I believe Jim came back in 1964. Does that sound about right?

RR: I believe it was more like 1967, if I'm not mistaken, but I could be wrong. I came here in—well, it could have been 1964. I came here in 1958, so that would have been six years later, yes.

TM: Were apples also a part of this initial breeding interest, or was that added later?

RR: I think that was added later because the emphasis on cultivar development has always been a large portion of the horticultural effort here in terms of vegetables, particularly in the area of tomatoes and, of course, Dr. Watt's watermelons. So with the area of breeding moving into food production, principally in the area of peaches with some stimulation from Dr. Fred Hough at Rutgers University—he said, "Well, I've got some seedling apple trees that we might want to look at as an apple breeding program." I became very excited about apple breeding because I could see that there was a need for apples that were developed for and more adaptable to the southern climates. Primarily, the apple breeding programs had all been in Michigan and in New York State.

TM: And Fred Hough had been Jim Moore's major professor?

RR: That is correct. Fred Hough was Jim Moore's major professor, and I became very good friends with him.

TM: I know that Fred was maybe on Justin's committee.

RR: He was on Justin's committee, yes.

TM: Now, one thing that I know you are very much interested in, Roy, is the history of the apple industry in Arkansas. Could you tell us a little bit about the historic aspect of it? Most folks don't realize what a big deal apples were in Arkansas a hundred years ago.

RR: Well, to cover a lot of years in a short period of time, when the settlers came into Northwest Arkansas in the 1820s, they had invaded an area that was set aside primarily for Indian reservations to the extent that the Federal government used the army to move these settlers out of what is now Washington and Benton

counties because the property belonged to the Indians. The pressure became so great that about 1830 the Indians were moved further west. Settlers came in, and along with the settlers came what we call the kitchen orchards. Each settler, having the little self-sufficient household, planted gardens and they planted fruit trees. It was then found that this was a very favorable climate for the growing of apples, so it was not long before nurseries were established. Following established nurseries, commercial orchards began to grow, so in about the 1850s commercial orchards began to be developed. The first commercial orchard in Benton county was planted by a Cherokee Indian woman. Her orchard had just started to come into production when the civil war broke out, so these were hard times in Northwest Arkansas. At the conclusion of the civil war, this Indian woman went broke because she could no longer grow apples without slave labor. Other people took over, and by the 1870s there were a lot of commercial orchards in production, almost to the extent that there was more fruit produced here than could be marketed. The market was principally by wagon train over the Boston Mountains, down to Van Buren, Arkansas, and then by boat to Little Rock or by wagon train into Texas. There was a period in the 1870s where apple production vastly exceeded apple markets. Then the Missouri Pacific Railroad came in, along with several other railroads, and that opened up national markets. You look at Wal-Mart and the proliferation with all the buyers that are associated with Wal-Mart. In the 1880s, there were at least seven or eight buyers in Fayetteville and Springdale whose main purpose was to be here to buy apples by carload lots that could be shipped to places as far away as Saskatchewan, Canada, and up to the

state of Maine. This caused a very rapid expansion of the apple industry. It probably reached it's height in [the] 1910-1915 era when there were more apple trees in Washington and Benton counties than any other place in the United States. This part, Northwest Arkansas, was the leading apple-producing area in the United States at that particular time. Then again, a lot of things came to bear that started the beginning of the demise of the major apple shipping area. Monopoly crop—monocultures began to be developed, which were very subject to insect and disease devastation. Droughts, the 1930s set in, regulations as to quality control were imposed, western markets were opened up with establishment of the railroad contacts to the west coast, the Grand Coulee Dam [in Washington State] opened up the desert areas for irrigation—a lot of factors came into play which caused a breakdown of the large shipping apple industry in Northwest Arkansas.

TM: Didn't it say that we were shipping thousands of freight car loads a year out of this area?

RR: That is correct. There were shipments. A refrigeration plant was built in Fayetteville so refrigerated cars could go out. There was a large vinegar, or a large brandy plant in Rogers, so apples that were not shipped out as apples were shipped out as juice being converted into brandy. There were actual railroad lines from Centerton and some of these areas in Northwest Arkansas that brought apples right into Rogers into the vinegar plant up there.

TM: It truly was a big deal, and a lot of people don't really realize what a big deal it was.

RR: The apple industry in Northwest Arkansas from 1890 to 1920 was equivalent to what Wal-Mart is in Northwest Arkansas today in terms of the economy and the employment of people.

TM: Every little community had at least one apple dryer.

RR: They said there were more apple dryers in Northwest Arkansas, or evaporators as they were called, than there were schools at that time.

TM: That would have been something to see. Let's shift gears just a little bit. The Arkansas State Horticulture Society has been around for a long time. A little over a hundred years. I know that you were quite active in that when you were here at the university. Could you tell us a bit about that?

RR: Yes, the Arkansas Horticulture Society flourished during this period with fruit production booming. I also need to include strawberries in Northwest Arkansas at that time and to a lesser degree, peaches. Peaches, perhaps more down in the Van Buren area. With the demise of these industries, the Horticulture Society reached a very low ebb of activity. With the coming of the Gerber company and with the exuberance of George Jones for promotion, the Horticulture Society was brought back to life, so to speak, and was very active in the period from 1960 [through] 1990.

TM: It's in another low spot now, but hopefully it will rekindle and flourish again. I know that we talked just a little bit about teaching earlier, and you said that you put people on the spot. You were noted for giving volumes and volumes of notes.

RR: Let me put it this way. I didn't give volumes of notes. I gave them the opportunity to take volumes of notes. I think this stems back to some of my

experiences in elementary school, certainly in high school and then again when I got into the area of coaching. People told me that I had a knack for being a teacher. They said that I had characteristics that would make me a good teacher, so I tried to develop those. One of the things that I had learned from experience was I could tell when I went to a class whether the teacher was prepared and whether the teacher really knew what they were talking about or whether they were enthusiastic about what they were teaching. I tried to show those characteristics when I taught. One of the first things I thought about when I taught my pomology classes. I had discovered reviewing the notes of my predecessor that they'd spent an awful lot of time talking about how to grow strawberries, how to grow peaches [and] how to grow apples. When I looked at the students that I was having in my classes, I realized that they were not going to go back to growing peaches or growing apples. So my philosophy of teaching was not so much teaching them *how* but teaching them *why*—teaching them why trees do what they do, why root systems do what they do. I looked at it from the standpoint of understanding the plant structure. With an understanding of the plant structure they would be able to relate to persons that were trained to go into production. I felt that the students I was training were going more into professional positions, more into extension positions, more into ag[ricultural] sales positions and they really needed to know about the crop that they were working with.

TM: Probably why rather than how.

RR: Yes.

TM: As far as students, you had several graduate students. Any that stick out in your memory? You don't necessarily have to name names.

RR: Well, I've had several that have gone out to work in the extension service type positions. I've had a lot of students in class that have gone out to be quite distinguished people in their own right. I don't know if I should mention any names. Leonard Pike—I had him in class and he turned out to be a vegetable breeder and onion breeder. Randy Woodson, who is at Purdue University—I remember having him in class. I had several students from the Far East, who have returned to their countries and are doing reputable work there. For the most part I think the students I had—and there was a lot of students during the 1970s. Enrollments increased to the point that there were sometimes as many as forty students, which is pretty much a maximum size for the type of class that I was teaching. I taught some other classes besides pomology. I taught home horticulture. I think I taught plant propagation once or twice.

TM: So you taught a fairly wide array of courses. Let's be a little philosophical. We had a great history of fruit in Arkansas. Do you see us becoming a factor in the commercial fruit area in the future? Not necessarily in the next five years, but somewhere down the road?

RR: Frankly, no. My personal opinion is that we are in a world economy, and in the world economy you grow crops where they are best adapted. American agriculture, to a large extent, and certainly fruit production, has always pushed the margins a little bit. We have always tried to make a crop move into an area where it's not quite adapted. This is the case in Arkansas. We tried to grow peaches in

Northwest Arkansas when, realistically, one of four years will be a good year, two out of four years are going to be a poor year, three out of four years you're probably not going to have good a crop because of the climate. We bring apple varieties down here that were developed in the north and then we are pushing a little bit in terms of the colder climates that are necessary for these crops. If we don't get the cold requirement—when it's not quite satisfied, we have poor production. We tried to come into an area where the weather is marginal with respect to normal rainfall. One out of four years we'll have adequate rainfall [and] three out of four years we're going to require either additional water or we're going to suffer from poor quality. With those statements that most of what we grow can be grown better—more economically in terms of labor and more economically in terms of the inputs necessary to come up with a good production of these crops. Production will move to where conditions are much more favorable. However, there is one area where I think we have an advantage, and that is called the niche market area, where if a person has the enthusiasm, has the desire, has the knowledge [and] has an entrepreneurship about them, then he or she can grow a specific crop in a specific area for a specific market. I think there are areas in Arkansas where these crops can be grown where they would take a lot more economic input and perhaps that means settling for a little bit less on the bottom line, but balance that against what you might call the quality of the life of the person that's doing it. The enjoyment that they're bringing a product to a person, not abusing the environment in doing it, using all the knowledge that's available and bringing all these factors together to a customer who's looking for a

local product, who is looking for a relationship to the producer, who is looking for somebody as concerned about the neighborhood in which they live because the producer and consumer are living in the same area, enjoying the same qualities of life. What you might consider the abuses of big business agri[cultural] farming are far from the consumers. The consumer is not aware of the abuses, not aware of the fact that I don't have the slightest idea of who was growing this crop. All I know is that I can go to the supermarket and pick it up and I can do it cheaper here than I can get it there. So, with that said, I think there is great opportunity for a few people to develop these niche markets, which you might relate to organic production in the future.

TM: Another popular topic at the present time is also heirloom varieties. What about heirloom fruit varieties? Would that fit in this scenario you explained now?

RR: It fits in with the scenario that I'm talking about, with one possible exception. That exception being that heirloom varieties have sort of an emotional appeal to them, but many of these heirloom varieties are not nearly of the edible quality and nutritional value of some of the newer varieties which can be grown in these niche markets.

TM: I think that's fairly true in the vegetable area as well, and there's a reason that a lot of things are heirlooms. Better things have come along.

RR: That is correct.

TM: Sometimes it is difficult to overcome that *romance*, if you would. Roy, you've had a long, productive career. Any regrets of ever coming to Arkansas? You've stayed. You must've liked it fairly well.

RR: I don't think I'd leave right now for all the apples in China. And I say that because with this world market that we're talking about—China is rapidly moving into the world market. They are now the world's leading producers of apples, leaving the state of Washington in the dust. But getting back to your original question—I think I took a chance when I moved down here, and I found out it was a wonderful experience for me. The university has been very loyal to me in many respects. They've been loyal in terms of letting me do what I wanted to do, in terms of my ideas, in terms of things I felt I wanted to do in the state. I also always thought it was sometimes a lack of money to do what I wanted to do and, frankly, I had to put research ideas filed in folders because there just were not the finances to go ahead and do it. But I was never thwarted in terms of lack of encouragement. I felt I got along very well with the people I worked with. I loved the faculty in the department. I feel that there's a little change, however, that's taking place now. Our faculty used to get together in the morning for fifteen minutes for a cup of coffee and a donut. We'd talk hunting and we'd talk fishing and we'd talk football and basketball, and we would talk classes and curriculum and production. I don't see that too much anymore. It seems like the faculty today might not even know what the person in the next office is doing. I have strong opinions on this, but I have no regrets of the time I spent here. My one regret was that I felt I had to retire. I'll tell you why I felt I had to retire. I didn't feel I was running out of ideas. I didn't feel I was running out of ambition and enthusiasm. What I felt I was running out of was using the technology, which was moving faster than I was moving. I felt I would have had to take off

anywhere from a year to eighteen months to become totally computer literate, to become proficient in another foreign language, to be able to keep up with the times that were moving so fast. One of the things I felt I really enjoyed in my career was the opportunity that the university gave me and that the industry gave me with some overseas work. I had a three-month off-campus assignment in France [in 1979] which invigorated me and which brought me back to some of the things I wanted to do. I had several experiences; National Science foundation grants gave me the opportunity to spend some time in Poland and Czechoslovakia and Yugoslavia before its break-up. Some government experiences took me to Tunisia and Rwanda, and this broadened my horizon and qualified me better to bring ideas to my research, to bring experience and enthusiasm to my teaching.

TM: Let's be just a bit philosophical now. What do you consider to be your most significant contribution to the university, to the state of Arkansas, and to science?

RR: Well, that comes close to patting myself on the back, I would say. Let's start with the university first. I had several opportunities to serve the university in a larger arena than just being a member of the department of horticulture. I guess it began with my interest in athletics. Somehow I was appointed to the athletic committee. Some call it the prestigious committee because you get free tickets to the athletic events. I was on the athletic committee when we hired Eddie Sutton as basketball coach when old Barnhill arena was expanded. Again, I was on the athletic committee when Lou Holtz was hired as the football coach and all of the fervor and fame that Lou Holtz brought to the athletic scene. I was privileged to be chair of the campus faculty, so I had a chance to work very closely with the deans and

the administration during that period of time. I felt that I was doing more than just doing my thing in horticulture. I felt that I was known on campus, that I was concerned with what was going on campus, perhaps making some inputs as to which direction the campus was headed. Then getting back to the department. I really enjoyed my teaching. I was given the Gamma Sigma Delta award for teaching one year which I felt was maybe not well deserved, but it certainly encouraged me as a teacher. I think that award should be continued because it certainly is going to encourage good teachers to become better teachers, and teaching is one of the aspects of the college that is under-appreciated. Too much emphasis is placed on publications; not enough emphasis is placed upon turning out good students to fill the needs of the industry worldwide, as it turns out to be today. Then my contributions to the state—well, it's hard to summarize that because actually the apple industry is smaller than it was when I began. The peach industry is smaller than it was when I began, but I did make contributions in terms of the type of production. We have certainly moved to the modern era of orcharding and using high density planting, using orchard management practices which involve weed control, which involve foliar nutrition. All of these things were part of my program during the years I was here and, certainly, I think practiced by those people who are still engaged in food production and certainly will be practiced by people who see these opportunities for these niche markets that I've been talking about. I guess I would say perhaps no world-shaking advances but a little bit here, a little bit there, and it all adds up to a better life for somebody.

TM: And we appreciate that. Dr. Luttrell.

Randy Luttrell: Professor, I have one question that I always ask. If there's—what sort of advice would you have for a high school students considering agriculture or horticulture at the University of Arkansas?

RR: I think that in high school you must be challenged enough in math, in science, and with English. Those three things come together. Then, when you have found an area that really stimulates your interest, follow that area of interest. Find something out there that excites you. The last thing to look at is the dollar sign, because you've got your career ahead. When you're a high school junior or senior and you're looking at the next thirty or forty years, look at what's going to be fun; look at what's going to make you happy. If you satisfy those areas, you'll find that you'll be successful.

TM: Thank you very much.

RR: Okay.

[End of Interview]

[Edited by Rebecca Willhite]