

Party (Tape 2): Earl and Miriam Hilton, K. and Myrle Wahtera, Dick and Louise O'Dell, Roland and Marion Schwitzgoebel, Allan and Marcella Niemi

KW: ...emphasis is coming from Marlin's(?) office, the Health, Education, and Welfare Office. And then the one-year program out at K.I. Sawyer and the two-year program. Absolutely nothing was done. They did not approve any of our programs until this ad came out in the paper in February.

MH: Yes, I noticed.

KW: Then all hell broke loose as far as the president was concerned. Guess who got jumped on, "Why aren't you doing anything?"

MH: "Why aren't you offering this kind of course?"

KW: "Why aren't we doing these kind of things?" Well, we had all this documented evidence, write to Lansing for approval of various programs, approved in principle but turned down by our current committee. And when I approached them and I talked to them about the ERIC services Whitehouse, the chairman of the committee, didn't even know what ERIC was. Now this is a sad commentary on...

MH: What's ERIC?

KW: Educational Research Information Center. And there are various parts throughout the country and ours happens to be in Columbus, Ohio at Ohio State University. They didn't know what AIM was, or ARM was, or RIE, Research in Education. Not a single member of that committee knew. And the reading specialist in the School of Education didn't even know that there were new textbooks available on career education for elementary, and recordings. These are new people on the committee, young people.

MH: You knew about them right?

KW: I'm an oldtimer and I knew about them.

DO: The Committee on Committees and Elections this spring, as it does annually, made its recommendations for committee appointments for next year and the

report was returned to the committee with the suggestion that there was geographical imbalance, that is, among the departments there was not as good balance as there should be and also there weren't enough senior members of the committees.

KW: I wrote a letter to the Committee on Committees and to the vice-president and to the president and made a study of the Graduate Committee that there were only two tenured members on the Graduate Committee and they were--one was a 1957 vintage and the other one was 1967 and all the others were later than 1967 or '68. That's the Graduate Committee of the university!

DO: ...?...they're all pulling out of the committees as far as they can.

MH: Senior members?

DO: Sure.

MH: That's what I was going to say. You have to ask to be on a committee, don't you? Or express a willingness?

KW: You can express a willingness but that does not mean you're going to be nominated or appointed to it.

MH: No, but if you don't express a willingness, you won't get on it.

KW: Probably. But if you're appointed on a committee--your contract, your letter of appointment states that you will serve on committees. That's part of your appointment whether you like it or not. And so I think this next year will probably see a changed attitude on the part of the Committee on Committees and Elections in that instead of just asking people to state their preference and not getting any preferences from a lot of people they may call attention to this as a responsibility and ask them to express their preferences in terms of "If you are going to have a committee assignment, which one do you prefer?" It will move in that direction.

MH: So pick two because you're going to be stuck. Well, aren't several people on

many many committees? Aren't there some people...

KW: No. No longer can they serve...

EH: It used to be but not anymore.

MH: How did Legler get to be on 13 committees?

EH: He's counting departmental.

MH: Oh! I was really kind of appalled when he said he was on 13 committees. I thought that was...

RS: Who's this?

MH: Phil Legler said he was last year. He's a poet after all. You have to allow for poetic licence.

DO: You can get on several. You can get on one that is responsible to the Senate. You can get on another one that's responsible to the All-University Advisory Council. You can be elected to the Grievance Committee. There are ways in which these things can happen.

MH: You can get on more than two.

DO: You can probably get on about five if you really want to

RS: No, you can't serve on any more than two major committees now.

DO: Well, the Senate--I'm talking now about the Senate. But what about the All-University Advisory Council which has its own system of committees?

KW: I thought that was in...

AN: I think that has to be included because even those appointments have to go through the Academic Senate. And those appointments are made by the Academic Senate.

DO: It didn't effect the Grievance Committee procedures. I'm trying to think how I--I guess the All-University Budget and Planning Committee wasn't regarded as a major committee.

MH: All-University Budget and Planning Committee...?...

MW: Sounds very major.

...?...

MH: Was life harder then though? You know, Schwitz implied that his life is harder now. Is that what you're saying?

KW: Things are easier now than they were then. But I would think that my teaching load then was much easier than it currently is as far as my job responsibility is concerned and assignment. Gee, I remember having only 14-15 students in a class. I was free to do a lot of things. I'm still free to do a lot of things but I don't have the time to do a lot of things.

RS: I think our students are more demanding now.

KW: Timewise they're a great deal more.

MH: You think they are? Now Earl was saying that he thought that the time when you spent a lot of time with the individual student was gone. You didn't know your students as well because...

DO: I haven't noticed any difference.

MH: ...because you didn't spend the time with them. When you say they're demanding, Schwitz...

RS: They want to be sure--well, I--may be a function of my own perception or interpretation but I think they need--talk about relevance, for example. They're more critical and it isn't always justified but it does get under my craw. And I think I'm on the spot more.

MH: What about the classroom atmosphere? Do you think that's changed?

RS: Yes, but it's a challenge to me. If I have some lack of motivation and I do that then I think there's something wrong and I try to do what I can to make it more viable as an instructional setting.

MH: You don't think it's just being troublemakers?

RS: No, I think the--no...

DO: I find conditions in the classroom much improved the last year or two.

KW: Over which years?

DO: Over the 1967 to '70.

RS: Oh yes. But I'm saying going back to 1951, '52.

EH: Oh yes, then it was much better. ...?...it went way down down down and it has turned up a bit in the last couple of years.

RS: If you look at the changing character of our students say in the last 15 years that also may be a key to a change of attitudes that might permeate the faculty as well.

KW: Right.

RS: It's there, you see.

KW: Well, just respect for school property is indicative of changing attitudes.

RS: Well, the freedom that's now exerted in the press. There now is the days of

...?...going to be completely free.

DO: Next year they're going to run their own.

EH: ...?...going to be completely free.

RS: Is that so?

MH: Earl's also on the Publications Committee.

DO: ...?...from a legislative appropriation, thank goodness!

?: What?

DO: It won't come from a legislative appropriation. It's their own money so they can do what they want with it.

KW: Long as they don't use our department's printing press.

DO: And they'll run the lecture-concert series.

MH: They're going to ask you for it I bet!

MS: Oh, are they really?

DO: \$82,000 is the figure I heard, with...?...

AN: \$5.00 per student.

DO: How many of those thousands go into the hands of some enterprising people?

?: And then they have to pay for the...

AN: Well, that, of course, is the great concern. I think there is one good safeguard and--of course, we're getting into the present now--but there is a safeguard that at the end of each academic year there will be a plebscite for the students to, a referendum, for them to indicate whether or not they want to be taxed the following year. So that there is...

MH: You mean each year they're going to do that?

AN: There's a real accountability as to how they...

LO: Did they vote on it this year?

AN: Well, they did, they voted on a \$5.00 lecture fee, lecture-concert fee.

DO: That only gives \$40,000, doesn't it at that? Where's the other \$40,000?

AN: Each semester.

DO: Oh, each semester, that's right.

AN: So there will be an accountability that the students will have to face the electorate...?... Oh, I think we have to.

?: ...publish balance sheets in the Northern News, have some kind of financial statement.

KW: The Northern students currently are being responsible in terms of how they're spending their money because this year we've been getting the minutes of ASNMU and they question some of the...

AN: Oh, yes!

KW: ...spending of the money and I think they're responsible in this sense. I think that the kids have...?...responsibility than they had 25 years ago. They were told everything then. It was easier for us to teach too.

MH: I think this was the point Schwitz was making, wasn't it, when talking about classroom atmosphere? That the teacher used to be boss and what he said you sort of took for granted to be true. Do you find they question everything you do?

EH: If you didn't agree you just kept quiet.

DO: I guess I'm getting too aggressive for them.

MW: They can't question history. History is...

ALL: Oh!

MH: They can question history but not Dick!

DO: No, I'm getting aggressive. I quote Jean Rutherford, not by name. But I remember Jean Rutherford made a comment last year. "When I get an apathetic class and it looks as though I'm boring them I've stopped occasionally and said, 'You know, does it ever occur to you people that you may bore me too?'" And I've used that a couple of times and I find a few little things I can throw in now and then for example.

MH: What do they say when you do that?

DO: Well, it kind of rocks them a little. For example, remember when Steve Barnwell was written up in the Northern News for calling students slob.

MH: Clods.

DO: Clods.

MH: Because he said it was a Biblical quotation therefore he could use it.

DO: I was thinking of a four-letter word and they're interchangeable. This was in an interview he had with one of the Northern News editors and it was taken a little out of context I'm sure. But I don't know quite what happened but I know that when the Northern News came out people were concerned with history classes, you know, were all agog, you know, "What about this?" So as I fre-

quently do when I know that students are concerned about a particular item I'll just go into class and in all innocence say, "What's on your mind this morning?"

MH: Do they say?

DO: Oh boy, you can count on it! "What do you think about this statement about Dr. Barnwell calling Northern students clods?"

KW: Right on!

DO: I said, "Well," I said, "I wasn't there. That's a big disadvantage, I wasn't there and I do know, just from general experience, that unless you're there-- you've got various ways of communicating, you've got facial expression, you've got questions as to whether the quotation is taken out of context, how much in context, and so forth." And I said, "I can't comment directly on that but I do know Dr. Barnwell well enough to know that he is not making a blanket indictment of all Northern students and calling them all clods. But while we're on this subject, it was only two or three days ago that we had a big campaign here for registering people to vote in the election." This was back in the fall. And I said, "I heard this thing and you did too I'm sure. Students out here with bullhorns soliciting all passersby saying, 'If you've got a warm body, if you can write your own name, come on down and register for the election.' And this went on hour after hour for two days." And I said, "I didn't hear any objections on the part of you people or anybody else among the student body to that and yet who was calling whom clods!" Boy, I mean, just dead silence. I mean, that has nothing directly to do with history but, you know, you throw a few of those things at them from time to time and they get a little wary.

MH: They're careful what they say.

DO: Yes.

RS: ...?...their hand anymore.

DO: No, it isn't that. Well, you know, if they're going to challenge...

EH: They quit using the word relevance in your presence.

DO: Yes.

EH: It's been a couple of years...?...haven't dared to say relevance.

DO: And you--they figure, "Well, we're not dealing with a guy who has no defenses here." That sort of thing. And I haven't had much trouble. Ozel Brazil is my biggest trouble. Ozel Brazil doesn't really challenge particularly--oh yes, he does challenge intellectually and he's got a terrific frustration.

I don't know how many of you know Ozel Brazil.

EH: I know him as a fraternity member.

DO: Oh, you do. Well, you have an idea. He's like having a young colt tethered over in the corner in the classroom. And you never know when he's going to come up with something or how long he's going to expound on it. You have to duck and weave around him and go back and check the rope a little bit. But it's not malicious. It isn't mean or anything like that.

EH: I didn't think he would be.

DO: No.

AN: Speaking of quotes. You remember when Allan Niemi was quoted as being against pornography and lewd and lascivious conduct, and so forth.

MH: You are, Allan?

AN: Well, that's what the newspaper said.

MH: What did you say?

...?...?

?: Said you were for it!

?: Allan for motherhood and against...

...?...?

MH: No male chauvinist in that family!

KW: I do have to give today's kids a lot of credit. For instance, they raised some question last fall as to why there isn't a paved area in back of our building and a sidewalk going to the rest of the building. And I said, "Well, I've talked this over with the powers that be on several occasions. Why don't you guys do something about it too?" And they got a petition with about 600 signatures on it and presented it. And we're going to have a paved area!

MH: But I was going to say--but it isn't paved.

KW: But they're working on it. This is one way, this is student action.

MH: Are you saying then that the administration is more responsive to students than to faculty?

KW: On some things.

EH: If you get 600 of them together.

KW: Yes, if you get 600 students together, that's a lot of money.

MH: That's a lot of money, did you say?

KW: There are some things I think to which they're very sensitive and I think this is one of them.

MH: You mean students to parking areas? Administration to students on parking?

KW: Well, it's a very sensitive issue on campus and...

MH: I know it is.

RS: Of course, a lot depends on the changing character of ourselves as people, how we perceive ourselves. Dick was saying something about getting tougher ...?...getting softer...

MH: It sounds like it.

RS: Anyways, I'm challenged by these kids, tremendously challenged. I have a technique. I got into this communication--I think communications are

tremendously significant...?...knowing how to communicate. So every two weeks or so I tell them to take a sheet of scratch paper and then to write anything that comes to their mind at a particular phase in the course. Doesn't have to be about the course, but any rambling and they do that and things they say are unbelievable sometimes but...?...

?: How's the spelling?

MH: You mean they'll write for a whole hour?

RS: I did this, of course, the very first two weeks of the course. These are seniors that just returned from student teaching and they don't want to take any more education courses. Well, some of the comments weren't so bad. But one kid wrote, "What a beautiful day and how I'd like to be on my motorbike right now instead of being in this pissed off course!"

?: Did you get that Priscilla?

DO: Boy, you're really establishing yourself tonight! Whose educating whom with that one?

MH: What I want to know is what did you do about it?

RS: I summarized the comments and if there are some misperceptions that I think are roaming around the room I try to find them out...

MH: Do you have a different definition of your course, for instance?

RS: But I--of course, it bothers me. I do what I can to rectify it.

KW: You talk about misperceptions. If there are any--we had some our young faculty members write a critique for presentation at one of our retreats out at Cousino on our curriculum. And our young faculty members are very critical of the product we turn out but they're the sloppiest ones in the development of that particular product. Which is an interesting viewpoint. They find fault with all the things that you're doing but they're the worst ones for carrying out the program.

MH: Do they want a different program?

KW: They want to improve the program but they aren't...

MH: On their...

KW: ...terms.

MH: On different lines.

KW: They want to improve the program. They have all kinds of ways of doing it. Their evaluation techniques according to the latest knowledge. They have-- They're fresh from doctoral programs and such and such. And a couple of the fellows in our department, for instance, were doing some of the things that I had done five years ago. Mini-teaching, micro-teaching, cassettes, and all of these things. This was brand new, you see. They didn't take the time off to go back to see what we had been doing four or five years ago. They didn't check to see where our product was going but they were criticizing it.

MH: But their goals were the same. This is what I was wondering. Because I thought sometimes what happens, that what you think, spelling and punctuation for instance, are important, they don't, you know. So, of course they'll teach differently if they're not after the same purposes.

KW: Well, they accepted this as being important but they were poorer spellers than some of the older staff.

MH: But, well, I was thinking in terms of English now. Are there more specific things in industrial education that would have the same--you know, something that you have always emphasized that the kids are saying isn't important anymore? I suppose you still have to learn how to...?...

MW: ...?...when you come home.

KW: This is true. We're teaching a different viewpoint. We're not operations-oriented like we used to be. We're more process-oriented than we used to be.

MH: How did this happen?

KW: This is nothing but changing technology. Four or five years ago we had the vacuum tube, today we've got the transistor. So this makes a tremendous change in teaching.

MH: And you made the change. I mean, is this something...

KW: Oh, yes. We don't machine...?...anymore. We've computerized a piece of machinery so we teach students typing before we--now, running a machine they have to be able to type and be able to program.

MH: And tell the computer what to do not...

KW: Yes. They have to be able to tell the computer what to do about...

RS: The one big difference though, I think, between our early days under Tate and the present day is there has been a tremendous growth in suspicion, distrust, backbiting.

EH: Well, there used to be an awful lot of backbiting but it was sort of harmless. It was not really deeply felt. You're thinking about faculty?

RS: Yes.

EH: Everybody got together and damned the administration but they were happy about ...?...

RS: Bitching about the administration, distrusting them.

DO: Yes, except that...

RS: Now I think they're conniving.

DO: Even so, I mean, that's backbiting. Just happened the administration wasn't there to hear it. I think of backbiting as involving a lot of this suspicion. And, I don't know, it seems to me criticisms were made quite openly up and down the line in the early days, weren't they?

RS: That may be true but...

DO: And they were also...?...

RS: They are more a part of our everyday conversation now than they were in those days. Take in our department...

DO: Yes, we had other things to do and think about.

RS: ...there's hardly a day that doesn't go by when someone doesn't go by and make some comment about this or that administrator, or that certain action, distrusting continually.

MS: I gather it's apparently because of the size of the school. I mean, communication is broken...

DO: Oh, I think it's a lack of integrity...?... Goes back to this comment about Tate. You can agree with him or not and yet you had the feeling he was being true to himself according to his background of experience, right?

RS: Yes. He was honest.

DO: Yes. And it really, it dulls, it blunts your hostility if you feel that, you know, that this is after all a man who's lived his life...

RS: It might be true that the administration is becoming so complex now that we don't know how to handle it so we get involved in little white lies, you know, Allan, and communication breaks down and...

KW: Well, with the growth in the size of the institution the problem of administration has become considerably more complex just from the standpoint of numbers. Oh, back 20 or 25 years ago the size of the university was smaller than our current department. Now how many of our real administrators at the university who are responsible, with the exclusion of finance, are really trained in the administrative function, and budgeting, line? control and the like?

AN: K., I'd be lost without my gal Martha.

KW: This is very very true.

RS: But aside from that...

- KW: Let me illustrate my point however, Schwitz. I think that Tom Griffith, for instance, is a terrific individual in terms of a biochemist and researcher. He's made the Dean of the School of Arts and Science. I say that he was not prepared or trained for it. I have a tremendous amount of respect for Dixon. He was never trained as an administrator. He was a Bible scholar and that's where he really should have stayed. That was his real strength and field.
- DO: Well, whoever were trained as administrators back 20, 40, 50 years ago?
- KW: Well, the size wasn't that important then, you see. Now when you have a larger size and more complex situation your budget is 10 to 15 times larger than it was before.
- EH: It used to be it was all handled by Van Tassel, now each...
- KW: Each department.
- DO: How does it happen that Robbin Fleming seems to be fairly, you know, well-respected? He's got a terrific complex to manage there.
- RS: Well, but he's not managing the finances.
- EH: Fleming...?...always respected.
- DO: Not completely, but comparatively, I would say.
- EH: But students deride him although I think it's probably largely from force of habit.
- KW: But Fleming came out of the University of Wisconsin at Madison and...
- RS: He was well-trained there.
- KW: ...he was one of the top national administrators in terms of arbitration and working with the people problem. And that's why he went to the University of Michigan. Not because of his administrative skills in terms of budget per se but his ability to handle and work with people.
- RS: Right now, what I'm thinking about in terms of increasing dissension is the

Department of Education and other departments are working on by-laws. Talk about defensive talk and hedging and being careful that we're not being gypped and looking at the future. I mean they're getting very complicated. Everybody's afraid. This wasn't the case 10 years ago, 15 years ago.

KW: Did you see the one from the Psychology Department? Oh, that spelled out 1.221, 1.222.

RS: So does ours too.

KW: Oh, subpoints to subpoints. That this is my right, this is my privilege. You can't do this, you can't do that.

EH: The whole society is...?...

DO: Well, I get the impression though--granting that I can't generalize from too few instances. But I'm thinking of Sandy's reaction. He just finished up at the University of Michigan, and the two boys we had from the University band, one a clarinetist, one playing the euphonium. One's a music major and the other a pre-law man. I get the impression the University of Michigan is still a going concern.

KW: You pick a couple of isolated students.

DO: No. I think too--well, I mean, this would be three years ago. But when Sandy was ready to drop out of school, came home one day, this was when he was worried about getting in the draft. Came home on Friday. Well, boy, this was a real bombshell. And so we talked this all over and said, "Well, now wait a minute." And he was missing classes and he was flunking one or he thought he was, and so forth. And we said, "Well, let's go back and just what can we repair here just to get through the semester, if nothing else." Well, we went back. I took a Monday off. First person I called was his advisor who was a woman in French. I had to call her at home but I explained

the unusual circumstances, around 8 o'clock. She said, "Well, I refer you to an assistant dean." And she gave me a name. We went to the assistant dean and, boy, they went zip, zip, zip. First place he got Sandy's scores and decided at that particular juncture that Sandy was up in science and down in verbalization and felt that he should be over in the Engineering School where technically from the standpoint of his background he probably should have been. But not from the standpoint of his interest. But, at any rate, he said he should go over there. And before we were through he had been to a counselor, he'd been to another dean over in the Engineering School, he'd been referred to somebody in the Draft Board. They took care of stuff in about five or six hours, bang, bang, bang, bang, bang. And you had the feeling every step of the way, "Now this lad has been admitted to the University of Michigan. He's a member of the family and we're going to fix up a program some way or other so that he stays." And so for awhile he was over in the Engineering School. Well, that didn't work out either. He eventually did drop out, was drafted, went in, and then he went back to the lit school and he's finished up over there in sociology and social work. But that was what I remembered from the University of Michigan.

AN: Dick, that's more the exception.

DO: At the University of Michigan? Well, why? Why should it be? And in talking with these boys from the band, boy, I mean, Rome, Berlin, London.

AN: You see, that again is a specialized group that you would find that tender loving care in that example. But they really had quite a turnover in administrative staff. In the last five years they've had four different vice-presidents in my area. And so I've had a chance to visit with them pretty much and they really decry the situation. Their heart is in the right place.

Now it's true that there are some illustrations like this but what they're disappointed in is there are these able, very select, students that they have there that just drop out left and right and they really don't get to them.

EH: ...?...you know, the dream of all the people she met in honors college was to go to Boston and get an apartment. Somehow life began when you had an apartment. I think later people wanted 40 acres of the...?...

KW: ...?...getting out of school and entering life.

(End of Side 1)

MH: We won't have it twice so there's no danger because it wasn't recording.

DO: Well, the president had come up to a Faculty Council meeting to ask for something or to explain something or other...

AN: President Tate.

DO: President Tate. What did I say?

MH: You said president.

MW: You just didn't identify him.

DO: President Tate. And so we were just talking over matters with him and then he stopped and then we went on to other business and the president just sat over at one side and listened politely. And then said that Mrs. Bowden didn't know where he was but he had another appointment and maybe if we would excuse him he had better go to the other appointment. And so he started for the door. And just then Ken got up and brushed the lapels on his coat and turned to the other members of the Senate and said, "Well, the president's appointment is with me." And so he went out stride for stride about two steps behind President Tate. Never came back.

MH: Never came back.

DO: And the appointment was not with Ken!

MH: He was finding an excuse to...?... No, and I know--did we talk about the Faculty Council then on this tape? I thought that was very interesting-- comments about the relationship between the department heads.

AN: I think we got that on the first tape..

MH: You think that was earlier? We don't--we want to be sure not to leave out anything that really matters.

DO: The Faculty Council, I think, was an interesting thing in this connection in that no matter who was elected to it would in about two meetings--we were really a tightly-knit group and had an esprit de corps of our own.

MH: How did the Faculty Council relate to the department heads?

DO: Oh, not particularly at all.

MH: An entirely different crowd.

DO: At least as I remember it was an independent--expressing faculty concerns. And we always could come to agreement on what should be done. But it was very seldom done. And I think we just kind of socialized year after year.

RS: Sounding board. You didn't do much work.

EH: ...?...old minutes anywhere?

DO: Well, we had them for years. At least we used to take them up to the library but what the library did with them I don't know. I used to keep them wrapped up. I threw away three or four years of them this afternoon.

RS: ...?...all the old annuals?

MH: Oh yes, I have all the old annuals. I have officials' names but what I'm looking for is what really went on. I mean like running into this business of the information on enrollment, you know, it sort of scared me. I thought, I can't trust anything. But I wonder--your comment, Dick, you know, you're all talking about the esprit de corps and the fact that people felt good. Maybe, Schwitz,

you just said it didn't do any good. Maybe it did good in the sense that it made everybody feel good about each other.

DO: Well, it was a means of kind of promoting faculty morale in the early days. But then, of course, later on the complaint was that it was too small so we got a bigger one.

MH: And then what happened? Was it any more effective?

DO: Anybody else who's been on it besides me?

EH: The Senate or the Council?

DO: Now we're talking about the Senate.

RS: But as you reminisce, you know, you don't know how colored the warmth of the old days happens to become. I'm afraid that's all coming in tonight.

MH: But you know this--I was just reading an article on Oberlin, "Myth versus Reality," and Jim Hendricks talked about this. He said, "What the faculty think about the institution they're in is very important to the way the institution functions." Whether it's true or not...

EH: What Switz is thinking is that we may now feel a lot different about Northern than we felt at the time. Is that the idea?

RS: Yes, I don't think I--I think I was rather unhappy with Northern.

DO: I was too. But it was a different kind of unhappiness. I was thinking, "Gee, Northern could be so much better than it is."

MH: Better in what respects?

DO: Well, it could be bigger and could be having a better--more of an academic influence.

RS: I thought we were sitting on our duff and not getting anywhere in education.

MH: And where did you think we should be going?

RS: Well, first of all, we didn't have any department meeting in our department

for two years, just never met. We were just a dead department and I just felt that we were just kind of "gemutlich" as they say. We really didn't move as I look at it now.

MH: What sort of--were you thinking now in terms of curriculum? That they should ...?...

RS: I mean, getting out in the field, being really have an impact in the field of education in the Upper Peninsula, you see.

MH: Something like this Bureau of School Services?

RS: Yes, which we're now getting into. Which I think is long overdue.

KW: But back in those days, if I may use those terms, Schwitz, Northern was the center and people came here.

RS: Yes, that's a point there.

KW: And now Northern is going out into the field and which was a part of the Harden philosophy too.

RS: ...?...

KW: Well, it was also a change in the attitude towards what is the role of the school.

RS: I remember Tate saying that the Upper Peninsula belongs to Northern. "This is an immense empire," he'd say. He'd talk about the miles that were involved. But, see, when Harden came he thought much more beyond the boundaries of the Upper Peninsula.

DO: Yet Tate was afraid, for example, afraid of a project like the Bridge Festival. And Harden had other objectives.

MH: That's what made me--your purposes and the institution's didn't necessarily coincide, right?

DO: That's right.

MH: Yes, did we ever get a Bridge Festival?

EH: Nope.

DO: Good Lord, no! Closest we came was that four-man series. What was it? It had 'man' in it someplace. Earl, you were...

MH: The one you were just talking about...

EH: ...?...

?: No, that was before that.

DO: You know, that one where we had this fellow from Bell Telephone Company. We had John Mason Brown, we had T. V. Smith.

AN: Oh, you remember those names so well, Dick.

MH: Probably invited them.

DO: ...?...came before.

?: No, he came...

AN: An MEA meeting.

DO: Oh, that was an interesting affair too. I should tell you that one. Who was the fourth man? There was one from science, philosophy, John Mason Brown and there was one more. I got the...

MH: There's a copy of that in the Historical Society too. Did people come to those?

DO: Not too well. Six or seven hundred people.

MH: Sounds like a pretty good number.

DO: That was from town and, of course, the Vital Issues Conference that packed them in. They had a full house for the one on...

AN: What was the name of that gal that started...

DO: Oh, Ruth Alexander. Oh, brother!

AN: Got the pot boiling and ran off.

DO: Yes, she was on the program with Stuart Chase. Remember Stuart Chase?

MH: Yes. I don't remember Ruth Alexander.

EH: He was a very bad semanticist. And after that he turned to sociology and was a very bad sociologist. And I think he tried three or four lines.

DO: Economics and so forth.

EH: He kept having the solution to all the world's...

DO: Yes, I remember him saying to me when I drove him over to the airport, said, "There's no reason for us ever to have another Depression. Things can be handled very easily." He said, "If we have signs of difficulty we have"--one of the things we have was, "We have public works program." Gosh, I used to remember what two of the three were and now I can remember only one. But that was--he had three things like that.

MH: His three solutions weren't as perfect as he thought.

DO: No, because--that was the thing that bothered me about him, I think, that these all--he was a very technically-minded individual and all we had to do was tinker here and tinker there and tinker somewhere else. And he never seemed really to take into account the human factor. This would be fine if people will do this but if they don't...

MH: If they'll do what Mr. Chase wants.

DO: We had even a good turnout, as I look back at it. There must have been six to eight hundred for Norman Cousins that Saturday afternoon, which was a good afternoon in May. And then Arther Mau? from Michigan State and Paul McCracken from Michigan, and who was the third one on that. Oh, we had a man from the Federal Reserve System. Burrows got him in one morning program.

MH: And people came.

DO: Yes.

MH: Because it seemed to me the last few years--I was thinking earlier when we

talking about faculty participation, you know, that everybody used to go to everything. And, I don't know about the rest of you, but we go to a lot less things than we used to do.

MW: We do too.

RS: There are many more things to go to now too.

MW: There's so many choices.

MH: But even absolutely, I think, we go to less...

DO: Who in the last two years would be worth going to in the way of a lecture?

EH: We had a brilliant poet reading last summer.

DO: Last summer?

EH: This summer.

MH: This spring. You mean Gary

EH: Gary...?...

DO: Well, never heard of him.

MH: He taught at Northern and then went away and made a reputation as a poet and then came back to read his poetry.

DO: Was he on the lecture-concert series?

EH: No, he was in the English Department.

DO: Oh, well, yes, I mean departments--in economics brought in this Fussfeldt? from the University of Michigan. And there have been a few but I'm talking about the, you know, the campus-wide advertised people. Last one I can think of is Schonbrum.

EH: Abbie Hoffman.

MW: Abbie Hoffman.

DO: Well, yes, there you are. I said who's worth going to.

KW: Hasn't television changed the picture too in terms of participation? When we

came to campus in '47-'48, in those years we weren't glued to the boob-tube. It was a novelty...?...station up here to begin with.

MS: We didn't have it.

MH: You mean you're not going to concerts because you have television? Come now. I say you because, see, we don't have television so we don't have that excuse. But I still think there's a difference. And I know just--we don't go to things because we don't feel anyone's going to miss us if we're not there and then when we go and see that nobody else is there either...

DO: Here we get the University of Michigan band over at Ishpeming in the spring--and I was interested in the write-up of that. And we went over and there were more people in the band than there were in the audience. In the first place, why--and it was a magnificent performance and it was described as such. And do you pronounce his name Falcon or Falconi?

AN: Falconi.

DO: Falcone made the comment that even the people in the Music Department weren't over there.

EH: People in English don't go out to the English Department Lecture Series.

MN: And they don't even go to their own performances, you know, within the department.

MS: Well, of course, they have so many.

MH: Part of it's this but then even--I still say--I sometimes--as I say, you don't even go as often even if you had one thing every three weeks roughly it seems to me when we came...

RS: I've heard Frank Novak say that the faculty is not supporting the athletic program.

DO: We haven't been to a football game...

MH: Have you been to football games since you had to buy your ticket? Weren't they

free when we came?

DO: Yes, they were, but we bought some for awhile.

...?...

MN: We do go to the basketball games.

MH: Well, see, some people support the games. What was that Marion?

DO: I think I lost my interest in athletics is about the point where I realized they were getting professional.

MH: Now, why should you lose interest when they're getting better?

KW: He didn't say they were getting better.

MH: I know but...

MW: It implies that.

MH: ...?...tickets saying once we start bringing the University of Michigan band instead of our own band we...

DO: I don't get that.

MH: Well, go on. You tell me what you meant.

DO: Well, I meant was that, you know, we began to bring in people from Massachusetts and Pennsylvania and various parts of the country pretty obviously for athletic purposes alone.

MH: Then you didn't know the kids anymore.

DO: Well, I...

RS: You think this was a means to an end though, Dick. Was this a means to an end?

MH: Harden certainly thought it was, didn't he?

DO: Yes, it's presumably to build up Northern's reputation.

MH: In what way?

DO: Well, in the way it was built up. Look at the people who have come in from the outside. And we've already touched on this, that these weren't Upper Peninsula people and the character of the institution has been effected by the fact that

people have come in from other parts, not necessarily for the better.

RS: You mean faculty.

DO: No, I'm talking about students.

RS: Students?

MH: Did you say not necessarily for the better?

DO: Not necessarily for the better.

MH: Well, this is what I wonder, you know, when I was talking about the purpose of the institution. When we got away from serving the Upper Peninsula—now what were we trying to do?

DO: Make a name for Harden.

EH: Mrs. Sponberg said the same thing before.

?: Louder.

MH: Well I, you know, he kept using the parallel—I remember this about Michigan State that until people hear about it you don't attract better faculty and you don't get better faculty until you have a larger student body because you can't offer enough courses.

DO: Yeh, that's the Hanna? approach.

MH: Yeh, how come it didn't work?

DO: I think it's a false assumption.

RS: False assumption.

DO: It's a fallacious educational premise that your promotional--well, it's the difference between the Madison Avenue and Harvard. I mean, there's a difference, in other words, between advertising and education.

EH: I bet you Harvard employs Madison Avenue.

DO: Oh, I'm sure it does but what I mean is that the functions of Madison Avenue and the functions of Harvard are not the same.

MH: Well, isn't it the product you're selling. Isn't this what--you know, you can sell any way if you know what you're selling and aren't--maybe he was trying to sell something that wasn't here.

DO: Well, I think I'd come back to Bottum. I think that really Bottum...

RS: Our purpose was really not to sell a...?... We did have a product however which could be sold. They sold themselves.

MH: Our students. You mean our graduates.

KW: Right.

MH: But when you're trying to bring people to an institution though you're trying to sell the institution as a place to come, to go to school, if you're going to increase your enrollment.

KW: I think 25 years ago it was easier to bring a good man to Northern than it is to bring one here...

MH: Well, this is--a good man...

?: You mean faculty?

MW: Why certainly, that's when they brought you.

DO: Except that in history--historians are even cheaper than they were in 1949 so you get a pretty good pick there except we don't need any anymore and we're worried about having to lay some off at that. Of course, not yet.

AN: As a recruiter I've found that in the last two, three, maybe four years it has been really very easy to sell Northern. I think there are any number of people who want to get away from urban areas.

KW: We find this to be true as far as we're concerned because they ask several questions. "Why do you emphasize athletics?" That question has come up on several occasions.

MH: You mean when you were hiring?

AN: When you're hiring staff. Well, I haven't run across...

MW: He's talking about students, aren't you?

AN: No, I'm talking about staff. Because really we've been able to bring in some very fine people in the Counseling Center and so forth, you know, who certainly could have had jobs in many universities.

MH: And they choose the area.

AN: They choose Northern because again they want to get away from the urban problems. And I say this has been only within the last two or three years.

KW: But, see, they're working in that particular area with people and we're looking for technology and you don't find that in an urban or rural area. You find that in a highly industrial area. We're really working at cross purposes as far as recruiting is concerned. And so you're selling a different thing than we're trying to sell to these people.

?: That's true.

KW: We say, "We don't have industry here." "Well, why do we want to come up here?" Because our product leaves to go into industry.

MS: Well, I think even the students are coming here to get out of the urban areas.

KW: This is true.

MH: But not if...?...industry is that what you're...

KW: Yes. This is very very true because the job opportunities aren't there. However, our enrollment is maintaining a steady growth now simply because there is still a demand for teachers in our field.

DO: How is the Business School enrollment been effected? I notice we've got a lot more business students than we used to have but are they people who would have come here anyway and gone into say teaching or something like that and have shifted over into business or are we getting a different type? Are we tapping other sources?

AN: I guess I couldn't answer that, Dick. I do know that the School of Business has grown tremendously.

MN: I don't think that the students, the people, that a lot of students that come up here to go into business are coming up here--they don't want teaching degrees, teaching certificates.

MH: But they're coming for this School of Business. I mean, I think...

AN: Well, I think they're coming to Northern.

MH: They're coming to Northern and incidently they're interested in business.

DO: Well, is it just that they can't get teaching jobs? I mean, this is the flow of traffic now and if it had been in another direction they'd have gone in another direction.

KW: Well, part of that may be the reason but I think there are some other reasons why they're going into business. There used to be the old idea that to go into industrial arts education--because they can't cut the mustard any other place. Well, the students at Northern have found out that this is not true. And then by the same token, now they're going into business for the very same reason. You also have currently the tremendous input from the current administration towards building up the School of Business Administration and I-- turn that off, Miriam.

EH: ...?...

MH: Well, I was wondering earlier too about this business about--we talked about curriculum a little bit. The budget is where you really come down to where the institution's interest is.

?: Where is it?

MH: Isn't it? I mean, your point that currently salaries are higher in the School of Business because the present administration is interested in it. Has there

been a point where any of you felt there was one school or one division that was getting budget priorities that seemed "no fair!"

DO: There's always rumors I think the Athletic Department somehow or other is doing better than others but that I'm satisfied in the study we have of this year-- the All-University Budget...?...it's not so...

AN: No, it isn't that much out of line. I too had heard that.

KW: Except, however, the Athletic Department does get money coming out of the School of Education budget to pay for summer sessions' staff members to recruit athletes. This is evidenced to what is known as credit hour productivity.

AN: Oh, I see.

DO: We're talking about salaries.

RS: That's included in the salaries.

MH: They're being paid to recruit.

KW: Paid for recruiting during the summer and that's charged to the School of Education and that's billed against them in terms of credit hour productivity. So the Physical Education Department last year, their cost of credit hour productivity as far as the budget was concerned they had 19.3% of the total budget give or take one or two percentage points and they only produced 11.2% of the total summer school credit hour productivity. But while Forbes was here he attempted to rectify this which was a step in the right direction as far as... Yes, Forbes. Yes, Tony Forbes when he was Director of the Summer Session did a tremendous job in beginning to correct some of those inequities in terms of the budgeting, that budgets had to correspond with credit hour productivity, give or take, depending on the nature of the program of course...

MH: Do you guys feel, you gentlemen, feel that the division into schools made any-- has the division into schools made any difference except in this business of separation that we talked about?

KW: Made a tremendous amount of difference.

MH: It has? How?

KW: Well, first of all, it's, I think, compartmentalized the institution so rather than working, so rather than working for Northern today you're working for a department first, or a school first. And I think it's--each department for himself now whereas when we were a small little family over in old Kaye Hall...

MH: We keep coming back to that, don't we?

KW: No, this isn't being nostalgic now. I think we had a more common goal, we discussed problems amongst each other but now we don't always discuss them amongst the department members even, or between departments.

MH: This goes back to the department.

?: That's the result of growth now. The schools...?...

KW: No, I think there's another problem of communication here too. Now the department chairmen I think ought to get together more frequently just to communicate ideas. They don't do that and...

MW: From different schools.

KW: From different schools.

MH: Don't the deans do it though, K., maybe this functions...

KW: Well, but the dean does not necessarily feed to the Administrative Council our concerns and we don't have the feed...

MH: Well, he's supposed to, isn't he?

KW: Well, I'm assuming that he does but the feedback we get from them is only that which they want to give because we don't get the minutes of the Administrative Council and we know that we don't get all the feedback from them.

MH: You feel blocked by your deans.

KW: You're blocked by your dean and your school today I don't think is any stronger than the defense the dean makes for you. And there is a discrepancy in terms of salaries between the various departments now and between the various schools. And this problem I don't think was that apparent when we were a smaller school. Of course, we didn't know as much either.

DO: Well, take another 10 years for example. Now Larry and K. and I know each other pretty well. Don Baker and Earl and I know each other pretty well. And we could get these patterns. And Schwitz and all of us know each other pretty well. But in another 10 years who in the History Department is going to know a soul in the Industrial Arts Department or vice versa. And isn't that going to be it all the way across the board? I think this is the problem.

MH: Well, I keep wondering and the point Schwitz made. I keep wondering how much of it is just size and how much of it is something else. And if it is something else, what is it?

EH: We're partly getting in a lot of young staff...?...

AN: And, of course, these younger people are a different breed than we were when we went, we came here.

EH: An instructor in English is no longer compelled to meet anybody in Industrial Arts or in athletics, therefore they don't see them as people and they can go on holding the standard humanities stereotype about all of those stupid people in industrial arts and education and athletics and so on.

KW: I remember the first years--we don't have that cooperation anymore where Earl would check the theme as far as its grammar coherence sequence unit, the whole kit and kaboodle, I would take the technical end of it. You don't do that anymore, you see.

RS: No, we meet each other at the Foreign Foods...

(There are two conversations going on simultaneously at this point, one on the Foreign Foods Group which I could not transcribe and the one that follows. GF)

DO: It's interesting too with all this concern about liberal studies and holding a curriculum together we've never even considered slightly the idea of breaking the institution down as they have in some of the colleges and universities, into smaller units with a balanced program rather than oriented as we have and as most institutions have on a departmental basis.

EH: Like residential colleges.

MH: Well, those are--residential colleges would still be within that particular school, wouldn't it?

DO: Not necessarily, it wouldn't have to be. I don't know how they are. But I don't know how they're working out either as far as that's concerned. Weren't they doing something of that at Allendale, Grand Valley, were they trying to...

EH: ...?...

RS: My impression too is that one reason we may be more bench bound or at least office bound--we have larger enrollments. We're so busy with committees and other commitments, like extension work that I am committed to. And the field is changing so rapidly. It's growing so much that the knowledge you have to handle is really just stupendous. I beg to be alone just to hang on. I have 250 students every semester to give out grades to.

?: Wow!

?: With growth have come several other problems.

EH: ...?....negative ballot.

MH: Well, that's what I wondered.

KW: They hire a man like Stordahl and his committee--and they have a legitimate purpose. Theoretically these people are supposed to reduce my load. No, it increases my current work because I have to feed them the statistics to begin with. We make ineffective use of the computer. At one time we used to get

our rosters the same day that the student registered. Now we get them about two weeks before the end of the semester. I guess these are problems that you associate with growth too. And smallness has...

MH: Does this.

KW: There's something that goes with it. I don't care what anyone says.

AN: I think a comment that has come up here is that when we were a smaller unit and we knew everybody in our department head meetings we knew what unique problem that K. had that were so different from Dick and we were sort of sensitive to that. And sociology and history had large classes because they wanted to get smaller groups in the Freshmen English and so forth. And so, but there was still this kind of an understanding that there was kind of an occupational hazard and Dick didn't really like having large classes...

DO: Nope.

AN: ...but on the other hand, it was...

MH: Look at that expression.

AN: But it was again the sort of expectancies that would come along.

MH: Well, does the committee structure do any of this business? It cuts across department lines, doesn't it? And school lines?

KW: Not effectively. It does some of it, some of it.

RS: Some of it, of course, cuts across department lines.

EH: I get to know a lot of psychologists serving on the...?...I even became fond of a professor of education.

MW: Which one?

EH: Sylvia.

MH: ...?is not the warmest character in the world, but I love Sylvia.

EH: I became very fond of Sylvia, and Joel West, and who's the guy, Bruce...

RS: Bruce, yes.

MW: Russ Bruce. Nice people.

?: Yes, they're all nice people.

EH: All of them scattered all over the...?...and Ealy from Math. And by the time we struggled together for about two weeks, day and night, gosh I got fond of those guys.

MH: Well, isn't this--that maybe the struggle together--we used to be the whole university and not it's one grievance case.

KW: Yeh, I think there's a lot of truth to that. Your current structure, however, has a tendency to develop certain viewpoints. For instance, currently you have a Committee on Elections and Nominations. And this committee, depending upon its makeup, made up of a large number of young people, will nominate a certain clientele for these committees and they're approved by the Senate and then they in turn then become members of the Curriculum Committee who in turn set the tempo or the pattern for the whole university.

MH: Are you saying that the majority are the young faculty and the younger faculty are beginning to run things.

DO: ...?...committees aren't that important.

KW: But there is some influence as far as the Curriculum Committee is concerned currently. The present Curriculum Committee has a tremendous amount of power.

AN: And the junior members...

(End of Side 2)