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Interview with Roger Page, Carol Pazandak, and William Beyer

**Interviewed by Professor Clarke A. Chambers
University of Minnesota**

Interviewed on November 10, 1994

Roger Page - RP
Carol Pazandak - CP
William Beyer - WB
Clarke A. Chambers - CAC

CAC: We, this afternoon, are experimenting with the first joint interview. We have three persons here who have been long associated with the Student Support Services in the College of Liberal Arts [CLA]: Roger Page, who by seniority and length of service has more experience than any of us to reflect upon; Carol Pazandak, who has been here a substantial period of time and she will describe her connection with the program, and what contributions she made, and how she perceived the program, and how it changed, and so forth; and Bill Beyer, who is the youngest of the group but not lacking in experience. When did you start, Bill?

WB: In 1975.

CAC: That's nineteen years. I would hate to add up the years of experience but it's close to sixty, I'll bet, at least. The date is November 10, a Thursday afternoon, a lovely autumn day. We are conducting the interview in 105 Johnston, which is the office of Bill Beyer who is currently director of the various programs.

I suggested before I turned on this machine that we would begin with brief academic, intellectual autobiographies, kind of a career autobiography, so that listeners may know where the three of you came from and how your career developed at the University of Minnesota. I am going to start with seniority and ask Roger Page to say a bit about himself and, then, we'll proceed from there.

RP: I returned to the Twin Cities in December of 1945, getting out of four years in the navy, to finish my thesis in Psychology. I had done everything except that and had collected the data

for it; but during the four years in the service, I hadn't completed it. So, I came back for that purpose. As a matter of fact, I had put in my application to the Veteran's Administration to go into their counseling program. Fortunately for me, they were very slow in processing things and after I'd been here just two or three weeks, Donald Paterson, my adviser, a very directive kind of adviser, told me I should go over and see Russell Cooper in Folwell Hall because there was a job there to help run the counseling services within the college—they used the term counseling at that time for those services—for all the returning veterans, of which I was one . . .

CAC: Oh, my.

RP: . . . but there were some who hadn't made it as far I was lucky to have done before the war. So, they were coming in and needed somebody to do that. Paterson was directive; I was submissive. [laughter] I went over and did talk with Russell Cooper and with T.R. McConnell, the dean of the college and they appointed me to this position. I started about January 1, 1946. The title we finally settled on—we talked to [Edmund] Williamson about that, who was then dean of men, I believe—was coordinator. That's a good term you could use for almost anything. To tell you the truth, I think it was coordinator of the Junior College Counseling. We called what we now think of as the first two years of this college the Junior College at that time; so, I was the coordinator of Junior College Counseling starting in January of 1946. Is that enough to get . . .

CAC: Let's move you quickly through the way your career developed subsequently. You got your degree but you stuck with the college in this administrative position?

RP: It took me a year or so, I think, to finish my thesis, working full time. I retained the title I just mentioned until a man named Royal R. Shumway retired. He was one of the three assistant deans of the college. At that time, administrative titles had not been inflated as in recent years and we never got to be anything but either a dean or an assistant dean. The college had three assistant deans—this is relevant to our topic—and they were essentially student personnel officers. That's what they were in those days. Russell Cooper was the assistant dean for Junior College, J.W. Buchta, professor of Physics, chair of Physics, was assistant dean for the Senior College, and Royal R. Shumway was assistant dean for students' work. He was the one in the middle. Students' work meant their academic work. When I first heard his title, I thought he was in charge of part time employment for students but that wasn't true. Cooper was in the Junior College office, which was a student office which also did the registration office, the tally room as we called it. Buchta was in his building in Physics and that's where the Senior College was because that's where Buchta was. Mr. Shumway was in Morrill Hall in the other end of a long office, 219 Administration Building. At the opposite end was the dean of the college, McConnell, and Shumway was at the opposite end. He was the disciplinarian for students. He was the one students saw when they had a petition, when they had to be admitted, or be denied admission, be kicked out, or misbehaved plagiarism-wise and otherwise. The Student Personnel program of the college at the time I joined the college—I'm pretty sure I have

it down accurately—consisted of these two assistant deans with no assistants and Mr. Shumway with one assistant. His assistant, not at that time immediately but a few years ago, had been Jack Darley and other such people who served as his person to see students to help him because he saw more than either Buchta or Cooper.

CAC: The student body was increasing rapidly at that time with the returning veterans?

RP: Yes. I don't know when it hit 6,000, soon after that, but it was not high then; that's true.

CAC: Wasn't it true that Russell Cooper and J.W. Buchta, at least, had responsibility for interdisciplinary programs in [unclear] general?

RP: Buchta's other title was chair of the Physics Department. He was a professor of Physics. Russell came here—McConnell brought him here from Cornell College in Iowa—to head up the General Studies Department; so, his other title was chair of the General Studies Department, which was our name for the interdisciplinary program, chiefly Lower Division courses early on. But to concentrate on the student personnel side of it, Buchta saw a lot of students. Russell saw not quite so many. Shumway's full time job was seeing students. I was brought in to help Cooper, so to speak, to head up the student services which we called the Junior College Counseling Office. If you'll let me talk a little bit about student services of that time . . .

CAC: Please, do.

RP: . . . they were, as you had implied, faculty services. The things that I did had been done before the war and up to the time I came here by Miles A. Tinker, professor of Psychology, and Donald G. Paterson, professor of Psychology. Tinker was in charge of getting faculty to come here during Welcome Week to register the new students; so, he sent out the notices and he was essentially an administrative officer for the college on this very part time basis. Mr. Donald G. Patterson was the man in charge of Junior College faculty advising or counseling and he had a group of faculty whom he recruited to serve as advisers for freshmen students. A student wanting an adviser as a freshman could go to Donald Patterson's office . . . where you came as a student; so, you'll have to speak up. You can speak from personal experience. They were assigned by his secretary, Evelyn. I remember Evelyn. I took on the job of the registration of the new students, which was done largely by the faculty and in the counseling end then, we started hiring graduate students starting right away because we were being inundated by veteran students.

CAC: Sure.

RP: It no longer could be handled this other way but we did continue for a number of years—I'm sorry I can't tell you how many— . . . This has gone beyond my [unclear].

CAC: That's all right, Roger. I'll cut you off . . .

RP: Okay, I'll leave that to you then. We continued to bring our faculty to campus during Welcome Week for many, many years to help with registration because we couldn't do it all in the summer; so, we began to do it with a staff of graduate students.

CAC: It must have been well into [Errett W.] McDiarmid, before that changed?

RP: Yes, it was. We continued to involve the faculty in what we called Junior College advising. The initial style was that the freshman—when I came in—who requested an adviser were assigned. We changed it and we assigned all freshmen to the faculty and the Junior College Counseling office, JCCO, which is 109 Folwell Hall, saw the sophomores if they wanted to be seen. At some time, we switched that—it would seem to be to be the obvious thing to do—and we saw the freshmen and sophomores who wanted advisers who were assigned to the faculty.

CAC: I can say that when I came in 1951 as a very, very junior member—everybody else was an old man in the department—I had to take on a burden. I had thirty advisees almost at once.

RP: The number was twenty. We must have cheated a few. [laughter]

CAC: Ohhh! History put more on me. [laughter] Before long, counting majors then which faculty had a primary responsibility for, I had sixty or seventy through the 1950s.

RP: The round number we used, I can remember is I suppose because it's round, is that we assigned twenty sophomores to faculty members who didn't have other advisees.. The department would decide whom to assign to the Junior College Counseling, whom to retain for major advising; and some did both as you did. The poor part time instructors in English got ten. They were half time instructors in English. Chiefly, they got pre-business students, by the way. We tried to assign students in terms of sort of their general interests; but we had all these pre-professional students, business being even then a very large number. We assigned them to the English instructors.

CAC: When you use the word counseling, this was primarily on curricular measures, how to satisfy group requirements, what courses were available to take for what purposes? It wasn't counseling in any therapeutic way.

RP: You'd be surprised to know that we did try to raise the faculty members' sights beyond what you just said. We did change the name and I don't know when this happened.

CAC: But it was not therapeutic counseling?

RP: No, no. It was never that.

CAC: The word counseling sometimes conjures up that picture.

RP: This was, as you really are implying, a serious question and, actually, I'm surprised that we got away with this Junior College Counseling office because we did consult with Williamson about it and he was a very protective man about his empire, as you know. Actually, he was right, we shouldn't have used the word counseling and eventually we switched to advising. We never pretended to be therapeutic but we did want to persuade our faculty and, certainly, our graduate students who were assisting students that there were things you could do besides just course advising.

CAC: Oh, sure. It wasn't purely bureaucratic.

RP: Human advising.

CAC: Bravo. We'll pick up on many of the themes that you started, Roger Page. I'll repeat the names for awhile for the listeners to become familiar with. Carol Pazandak, a brief autobiography.

CP: Okay, academic autobiography . . . I came back to school as a retread in 1964 to complete a Ph.D. in Psychology and first met up with CLA in the winter quarter of 1965 when I was doing a practicum through the Student Counseling Bureau [SCB]—actually, it was winter quarter of 1966; it was the 1965-1966 year—and Jim Preus was my supervisor. In the spring quarter of that year, he asked me if I would like to become a senior adviser in the college the following year. I thought about it. I really had my heart set on becoming an intern in the counseling service, the University Counseling Bureau and nobody invited me to do that; so, I told him, "Sure, I'll do it." Two weeks later, Theda Hagenah asked if I would come over and be an intern in the Counseling Bureau and I said, "Gosh, I'd like to but I already promised . . ." That's how I ended up in CLA as a senior adviser. I was here in one capacity or another, eventually doing Premajor Advising, until I finished my Ph.D. in 1969 and was able to gather data for the thesis right here in the college.

CAC: Which was what?

CP: It was on counseling styles used by the advisers. What kind of approach were they taking? It happened that among the opportunities we had was to staff our offices with not just graduate students but we had one office that was staffed only with graduate students in counseling, be they from Psychology or from CSPP . . .

CAC: CSPP being?

CP: Counseling and Student Personnel Psychology in the College of Education. They were very interested in not only just giving advice to students but getting some practice themselves because they were, in fact, doing junior internships. I was able to collect data for my thesis then. When I finished, I had the opportunity to become an assistant director of Admissions with the idea of starting a prospective student program; so, I was in Admissions for two years and it was a lot

of fun. There was opportunity for research there because there were just piles of data on student performance, and test scores, and how you predict performance with the test data. Then, I was invited back because at this point Roger was ready to forego a role that he'd had. I was invited back to become the assistant dean for Student Personnel in the College of Liberal Arts. I was here from 1972 then until 1979 when I moved over to become assistant to President Magrath. When he left in 1984, of course, I left because one can't remain an assistant to somebody who isn't there. After serving for several years as acting director of the Office of International Programs, I came back to the college and did some administrative work but mostly spent my time teaching in the counseling program, in the grad program, in Psychology. Gradually, because of connections developed during the time that Peter Magrath was in office, I have done considerable work with the University of Iceland in developing an exchange program, and doing teaching and consulting there, and then at the University of Finland. In a nutshell, that's what happened to me.

CAC: That's pretty impressive. More peripatetic than many.

CP: Yes!

CAC: What courses in student counseling did you do and do you do in the College of Education?

CP: I'm not in the College of Education.

CAC: Okay, I'm sorry.

CP: I'm in the College of Liberal Arts.. I do graduate courses in Counseling.

CAC: That's in Psychology?

CP: That's in Psychology.

CAC: Okay.

CP: They are theories of counseling. They're introductions to practice in the field. They're theories of vocational development and career choice. That's really my area.

CAC: Have you fed your graduate students into the program for internships yourself then, as you were guided into . . . ?

CP: Yes, indeed!

CAC: And still do?

CP: No, I'm now officially retired.

CAC: Oh! But very recently?

CP: Right . . . actually as of the end of this year.

CAC: I'm officially retired. Look at me.

CP: Yes.

CAC: That's very helpful, very good background. So, we have Roger Page, Carol Pazandak, and Bill Beyer.

WB: I'm the only one apparently still in harness here. I came to the university in 1975, drawn by the quality of the American Studies program. I was eager to continue my graduate study after a three year sojourn in Sweden. The connection with Sweden is the other reason I was drawn to the University of Minnesota. I was looking for a congenial place for my spouse who is a Swedish national; and west of Göteborg, there isn't a more congenial spot than the Twin Cities for someone who's Swedish. So, it worked conveniently for both of our purposes. I had experience as an administrator at Luther College and as a faculty member in English; and I knew that if I began teaching as a teaching assistant in Composition or in American Studies that I would find my time less manageable and so, looked for an administrative spot and found one as a Premajor adviser in the College of Liberal Arts. I did that. I was a pre-dental adviser for the 1975-1976 school year . . . my only qualification being having gone to a dentist regularly; but I was well-trained. Carol, at the time, was responsible for the unit but it was Billie Laughton who was coordinator of Premajor Advising who was my ultimate supervisor in Premajor. I served the next year and the year after as a Scholastic Committee representative in Premajor. At that point, I reported to Nick Barbatsis who was head of the Scholastic Committee for the whole of the college not just for Premajor. The year after that, I received a dissertation fellowship and so for the next two years went to a part time position now with Nick over in the student disciplinary office. It was called the Special Counseling Office in Morrill Hall. I spent two years doing some very interesting work with students who had run off the rails . . .

RP: Your qualification for that was that you had never run off the rails. [laughter]

CAC: [laughter]

WB: Exactly. I had actually plenty of chances to think about the times I had run off the rails as I was sitting on the other side of the desk. In 1981, I came back to CLA as the executive assistant to the director of Student Academic Support Services. By that time, the position of assistant dean for Student Personnel in the college had been changed to the director of Student Academic Support Services.

CP: I left and they abolished the position quickly.

WB: [laughter] At the time, it was Stephen Wilbers who was in the position and I served with him until 1988 in that capacity, in 1987, while still executive assistant to the director of Student Academic Support Services. I served as interim coordinator during the year after Billie Laughton retired and while the college decided whether or not to reestablish the position. The college decided to do that and I searched for the coordinator of Premajor Advising, which, Roger, I think, is the same position, roughly, that you had when you began . . .

RP: Yes.

WB: . . . and have been in that position since.

CAC: Bravo.

[telephone rings - break in the interview]

WB: . . . so have been in this position since 1988, having finished the Ph.D. in American Studies along the way. I have adjunct faculty status in the Graduate School in American Studies currently.

CAC: I'm trying to get a parenthesis on this. What would the size of the professional staff be in full time equivalents now?

WB: Currently, in Premajor Advising, we have fifty-one staff members with between twenty-six and twenty-seven FTE. For Student Academic Support Services, as a whole, it's approximately 100 staff members and somewhere around sixty FTE. Those are rough estimates on the unit as a whole. I haven't seen any current figures for this year.

CAC: Historians, later, can look up and establish reports on what the personnel size was. I'm impressed . . . as Roger begins his story with very few professional, and hardly any backup staff at all, and with an undergraduate enrollment of, you said, about 6,000 or 7,000 . . .

RP: I don't know when it became that [unclear].

CAC: . . . and a vastly enlarged full time equivalent crew with a substantial increase but the staff grew faster than the enrollment, the constituents?

WB: Currently, the enrollment is just under 13,000 . . . 12,900 and some odd.

CAC: Yes. It's a, to put it in rough terms, doubling of students and, oof! a many-fold increase in staff, which brings me back to, then, a question. At what point, along this line—not an exact year . . . we can find that out with reports—was the faculty relieved and then other kinds of half time and full time professional staff were brought in and why did that take place?

RP: I don't think you can point to *a* time. It was a very gradual kind of thing from the beginning . . .

CAC: Okay.

RP: . . . and I hope still try keep faculty involved in advising students. I think we've lost out on that largely. I'm six years retired and wasn't very active in this for many years before that so I can't speak to that. We always had as one of the objectives in our student services to keep faculty involved. The easiest way to involve them, that is, the most palatable for them, was with respect to students who were interested in what they were interested in. In other words, major advising is easier to do than freshmen advising for most faculty; although—I don't know where you'll find this out . . . maybe, Bill can tell you—lots of our departments now, so I understand, have graduate students in central offices who do a very high percentage of the major advising.

CAC: Almost entirely.

RP: But it's been a gradual, from my point of view, erosion . . . from the standpoint of other points of view, increased quality of the faculty with more attention and time for research. These are conflicting problems to some extent.

CAC: President [Nils] Hasselmo has spoken, at least, of efforts and desires to restore in some degree the advising role of faculty.

RP: I'm glad to hear about it.

CAC: Yes, one hears it but that's a difficult thing to do with the other claims on faculty time. It was a slow, over the 1950s and into the 1960s, development?

RP: Carol may be able to say something about how was it in the 1960s. I don't have a very good [unclear] of reference on this. From my point of view, it was a gradual kind of thing that happened over time.

CP: I just know that when I came and was handing out files to advisers and in-training advisers that there was a large staff and a large budget. I don't remember the exact figures but it was \$1 million. We had advisee loads for our graduate students of about sixty-five students per each, per half time person. At one point in time, we had over 17,000 students in the college during the 1970s. We needed the larger staff and I think, in subsequent years with the cutbacks, with the retrenchment and reallocation and sometimes just retrenchment, the staff was cut a good deal. I know that when Billie Laughton was here, she went out with great vigor and got the Health Sciences to fund advising positions because we didn't have the money in the college to support them; so, she got additional money. She said, "We're advising pre-med students and we're doing this for you." I don't know whether the budget has increased from that point in time or whether they are just being more efficient. Bill can tell you that.

WB: When I assumed responsibility for Premajor in 1987, the full time equivalent to student ratio was 577 to 1. Along the way, Billie Laughton had moved from individual advisee assignments to a cluster system that . . .

[telephone rings - break in the interview]

CAC: By whatever measurement, by budget or by persons involved, there was a vast increase that took place in the 1960s and 1970s. I'm wondering now at what conscious level the process of advising, particularly of freshman and sophomores, was centralized . . . whether there's a philosophical point of view or whether it's driven by demography, and driven by number of bodies, etcetera. Roger, you claim—I'm sure it's true—that there's a preference for faculty to maintain a relationship; but during the 1960s and 1970s that relationship was, in fact, lost. What factors were involved in that? How conscious this development, trend was, I don't know.

RP: I think Carol's comment on 17,000 students is probably the easiest answer.

CAC: Okay.

RP: [There was] a tremendous influx of students, chiefly at the Lower Division. Not all of them, by any means, stayed long enough to get into Upper Division. Many of them who attained Upper Division status were going into other colleges; so, there was just this enormous Lower Division. I guess the faculty couldn't have done it. It wasn't hard to get money; this was the happy time. If you needed more money, by and large, you could get it. A number that sticks in my mind—Bill had mentioned ratios—I remember how we struggled to maintain a ratio of 125 to one half time adviser. That was the standard we sought to keep and were successful in keeping early on. You'd have the staff you had and, then, the enrollment was finally counted, and I'd write a little note to the dean that we've got 500 more students [unclear] the kinds of numbers we were talking about than it affected. Usually, we could the money . . . not to get a new adviser because that would not be good use of the money but to increase the percentage time of the advising staff there to keep this ration of 1 to 125.

CAC: Now, with this increasing student body in the 1960s and 1970s, did they have needs that were different from the needs of students who matriculated in earlier decades? Are these different kinds of persons? I assume, it reflects an increasing percentage of graduating classes in the state of Minnesota enrolling in the Arts College here but were they of any different sort? Did they have different needs, different requirements from what had been true in the 1940s and 1950s?

CP: I can't make that comparison. I do know that we were beginning to get more students who were not the traditional aged freshman.

CAC: That is a difference.

CP: In giving reports to the faculty on what does the student body look like, that's one of the things we looked at.

CAC: So, they are entering at an older age?

CP: Yes, we had more students at an older age; although, the core is the typical age.

RP: That's what I wanted to say. I think we've over-emphasized this older student return. Carol was such an older student returning. We had some but when you look at the total number of students, they were not a very big percentage.

CAC: Were there an increasing number of women in this period? Or would that make any difference in the kinds of support services required?

CP: I don't know that there were and I can't see that there would be. We didn't have large numbers of ethnic minority students coming in and we didn't have large numbers of undergraduate international students; although, we had some and they had special needs to be attended to. I can't speak to how diverse that is from twenty years previously.

RP: A big difference was the veterans though. We should recognized that from the 1940s, essentially through the 1940s and very early 1950s, a very high percentage of the students were veterans and they were older, of course.

CAC: Yes, and more experienced. They must have been more mature and able to know what they wanted to get from the college. Is that a fair assumption?

CP: There's something else I want to add about this and that is, Roger's mentioned Williamson, and Patterson, and Tinker. All these guys are psychologists. One of the consequences of that—and Roger is—is a student personnel point of view that infused the whole of the university because of Williamson's dominance; and all of the people who were, in fact, running the student personnel programs were psychologists and interested in the student personnel point of view. That led to, what can we tell the students about themselves? How can we help them make better educational and career choices.

CAC: Ohhh, yes.

CP: We used the Strong Interest Inventory routinely.

CAC: Really routinely?

CP: Yes.

RP: We had four hours of testing in the two-day orientation program for new freshmen.

CAC: Would that still be the case, Bill?

WB: It's not the case.

RP: We gave the [Minnesota] Multiphasic [Personality Inventory] to all freshman.

CP: Until 1965.

RP: Yes.

CAC: That late? What did you do with the results?

RP: We used it as a very crude screening device. We didn't encourage . . . I don't know that we prohibited . . . as well as you could prohibit . . . We certainly didn't encourage our advising staff to make use of it except if there were very high scores, they'd come in and talk to someone more senior and see if we could get the student, if it seemed indicated, to the counseling [unclear]. It was a screening device.

CAC: But in fact, you did make referrals then?

RP: Referral was one of our primary assignments, we thought.

CAC: Can you guess what percentage of the students being advised were deserving or needful of referral? A significant group or . . . ?

RP: I wouldn't know. What percentage of people would benefit from mental hygiene in our society . . . 92? [laughter] No, I can't answer that question?

CAC: After Tuesday's election . . . more than that.

RP: [laughter]

CP: We did make a great effort to teach the advisers how to interpret the Strong Interest Inventory.

RP: Right, the Strong was used.

CP: That's a manifest expression of one's own statements.

WB: When I began in 1975, as someone trained in English and pursuing a degree in American Studies, I received that training and was able to use it very, I think, effectively with students. I relied heavily on the Strong Campbell to give me some sense of who else this person was sitting with me. In the 1980s—I'm not sure what date—we had to drop the Strong Campbell

Interest Inventory. It was a budgetary decision. We were just unable to pay for the test. We don't use anything like it now. We do test students in second language proficiency, math readiness, and in chemistry; but all three of those tests are driven by departmental requests. They want students who are better placed so that they can have a better use of their own departmental resources. It's not for the reason of serving students more broadly as humans, as Roger was suggesting.

RP: Carol's point is so important about the program, in what I think of as the early or long ago days, and, then, that also gradually eroded; but we did test our students extensively. There was the famous Sophomore Culture Test, as it was called. It was a test you had to take to move from Lower Division to Upper Division, which was a basic achievement [unclear] in four areas of Natural Science, Social Science, English and Math, I think it was. You had to take the test. There wasn't any required score but you had to take it to move into Upper Division as a background for helping with Upper Division advising. We did make sure everybody took it before they graduated.

CAC: Would those test scores . . . ?

RP: No, you had the usual fallout [unclear]. [laughter]

CAC: These test scores were useful to major advisers in the department?.

RP: They should have been. I'm skeptical that they were well used because they were faculty advisers at that point and the basic sort of distribution requirements to which the tests were really related ideally had been completed; so, I always was uneasy about this test because it seemed just not well placed but we did have it.

CAC: We've talked about orientation of not the students but the advisers. What was that process and did it change over these decades that we're talking about?

RP: If we'd gone chronologically [unclear] speak and they can say how it's changed?

CAC: That's the only logic historians have.

RP: Right. [laughter] We did, indeed, invite . . . I don't know that we required . . . that wouldn't have been a good word to use. When a faculty member had been here usually one year, he was, I suppose, designated by his chair or her chair to be a Lower Division or Junior College Adviser. I had a series of meetings. That's where I met most of the faculty that I met. I met Reuben Hill that way . . . Gerhard Weiss. I remember so many from . . . little afternoon sessions for an hour and several scattered over two or three weeks for convenience. We oriented them to be advisers for Lower Division students. Interestingly enough, this wasn't required if you were to be a major adviser. A person who came in with higher rank initially might start as a major

adviser. We did try to tell them about the college, and what advising was all about, and set our goals and expectations, and, then, we assigned them some students.

CAC: But then in the 1960s and 1970s, the advisers come to be, largely if not entirely, graduate students drawn disproportionately from Psychology?

RP: No.

CP: No, no, no.

RP: That was a very self conscious . . .

CAC: All right, good. So, you tried to keep students representative of the various departments?

CP: For two reasons. One to have people with background in these various disciplines to share with one another in the office and the other is that this was a place where students who had used up their year or two years of assistantship in the departments could find employment; so, it was kind of a two-way obligation.

WB: At least until . . . I have records going back to the mid 1980s and about 20 percent of the graduate student staff come from counseling the student personnel in Psychology. The remainder come from throughout the university, primarily from the College of Liberal Arts but there's always been about 10 to 15 percent who come from Agriculture, or Public Affairs, or elsewhere in the university.

RP: At some time, over this long period of time, there might be more from one departmental area than another largely related to the economic situation of that department. We got American Studies fairly often because they didn't have adequate support for as many students as they had in English . . . even though they had lots of support, they had lots of students. I can't, off the top of my head, speak of other departments but we did get them somewhat by discipline because of the situation in that department. Didn't History have a maximum?

CAC: Two years for a TA [teaching assistant]. They tended to be our more mature students.

RP: Right. They were better. There would be a different task of orienting faculty from orienting these half time graduate assistants?

RP: I wouldn't use the word orienting with the half time graduate students, I'd use training. I'd use the word training.

CAC: Okay. Say something about what training involved then.

CP: I think what's going on is pretty much what was going on ten, fifteen years ago. There's a big book and so why doesn't Bill speak for us?

WB: I know that the training is unchanged for the past twelve years. I don't know beyond that. Nine days of training . . .

CAC: In late summer?

WB: In late summer . . . six and one half hours per day. The format is very carefully organized around three concepts. The staff require theory and it is a heavy dose of student development theory so that they are prepared to meet students and anticipate where they're going to meet them. Information . . . for that we rely on departments heavily but not just departments. We have folk coming in from the Learning Academic Skill Center, from the University Counseling Center, from Financial Aid, from International Studies, and Student and Scholar Services. Then finally, practice . . . before an adviser meets with a student, he or she has performed four different interviews, four different advising occasions.

CAC: In an observed situation?

WB: They act as the student in one . . .

RP: Role play?

WB: . . . and as the adviser . . . role play. They are divided between new high school students, students coming directly from high school, with minimum experience; and then, for new advanced standing students, transfer students, we have another kind of orientation and another set of concerns. We saw a national study three years ago that suggested that most institutions of higher education in the country give fewer than four hours of training per year, up front, to advisers. The College of Liberal Arts, as we traveled around to national conferences, is the leader nationally. We routinely have queries coming to us. We have presented at national conferences on the training program here.

CAC: What you're describing is a model but it's also a role model for other places who are aware of this? What in the University of Minnesota culture would have promoted that?

CP: It started out that way.

CAC: It is awful good beginnings that are often . . .

CP: It's grown and developed. People who come along with their expertise, and new perceptions, and new insights improve what they find. Somebody else comes along and says, "That's okay. We'll build on that." The only one who started from scratch was back in the days when Roger joined . . .

RP: Russell Cooper.

CP: Cooper, yes.

CAC: What we're describing could have happened at Ohio State, or Madison, or Iowa City, or any number of places. I'm just wondering whether there was something here in Minnesota that would have started this out well then [unclear]?

RP: Williamson . . . it seems to me, you'd have to say Williamson. We were all children of Williamson. I never was trained by him but my internship was in the Student Counseling Bureau under Jack Darley who was Williamson's first and premier student. It was an extension of the Student Counseling Bureau and it was, as we used the term then, Student Personnel program. We learned that you didn't have to have that training to do well at it . . . with Bill Beyer across the way. I think Carol is right. It began because of that orientation and each generation has improved on it.

WB: I'd also suggest it's that the size of this campus and the complexity of the institution. It is one of the largest single campus universities in the country.

RP: Well, that calls for lots of information. That doesn't necessarily mean you've got to learn to advise in the right way. I'm not disagreeing with you all together but I'm saying that that doesn't account for the orientation.

WB: I think you're right. I think that theory and the practice elements of what I've described are something unique here but the size of the place would have called for some kind of training program, especially since we've moved into a position—the College of Liberal Arts has—as the common entry point and has assumed that for the last ten years or so for the university and now we have the campus-wide liberal education requirements, which turns lots of eyes in our direction because we're training students; that is, we're working with students. We're developing their initial liberal education experience that will then be built on by Agriculture and Human Ecology in a way that happened but now happens intentionally. I think your point is well taken, Roger. I'm not disagreeing.

CAC: I'd like to come back to Ed Williamson very briefly because he was a towering figure. I pick that up from people who don't know anything . . .

RP: He's a towering figure in the building [unclear] underground. [laughter] [Reference made here is to building housing advising offices and book store that was named for E.G. Williamson.]

WB: [laughter]

CP: He made a joke about that.

RP: Yes, I know. He was still alive when they [unclear].

CAC: When he retired . . . I'll use these terms . . . it was a kind of counseling that was paternalistic, parental, and carried a heavy weight. It carried a great authority, right?

RP: Yes. I think it's a little bit exaggerated but certainly in contrast to the other famous counseling of his contemporaries, the so-called [unclear] approach to things it was [unclear].

CAC: I've heard other persons I've interviewed talk of the strength of *in loco parentis* as being the guiding, legal, moral principle there and, yet, when he retired, that strategy, that philosophy left in some degree there but it was situated out in the advising in the various colleges, including most notably the Arts College?

CP: I don't know about that. Williamson had sort of a *noblesse oblige* approach to counseling, that if there is someone there with potential and you see that, you've got an obligation to help that person move ahead and he has an obligation to make use of his potential—that could be questioned. I think that the whole approach that says you help a person to . . .

[End of Tape 1, Side 1]

[Tape 1, Side 2]

CP: I know you're only talking about the College of Liberal Arts, Clarke . . .

CAC: No, we . . .

CP: . . . but I think that this attitude permeates the institution. Some of us do better than others but, in general, there's . . .

CAC: Say a bit more about that because my interviews are university-wide. It's not college centered at all. Say something about the larger influence of Williamson in that regard.

CP: He was dean of students for the whole institution so it wasn't just the College of Liberal Arts.

CAC: Yes.

CP: I think that his philosophy infused the whole institution. If, as you look at student personnel programs in the other colleges . . . when you do, I think you'll find much of the same orientation. You won't find the same programs but you'll find the same orientation in the student personnel staff toward this point of view toward students.

WB: I think a sign of that is that in Premajor offices, we have representatives of seven different colleges coming regularly to hold office hours on our premises, in part, because we have most of the undecided students in the university. We have most of those who are searching for alternatives for an Upper Division home; but it's in part because they come equipped, willing, eager, understanding what the task is and are, frankly, pressuring us to have a venue. You can't keep all the students for yourself. You can't save them all for Psychology. You have to let us have a shot.

CAC: That's an amazing story of the extension of one person's authority throughout a university system. He was here twenty-five or thirty years as dean of students?

RP: I would think it would be that long, yes.

CAC: Were there disciples that carried this on after his departure? You mentioned Jack Darley but Jack Darley gets called off to any number of other priorities and agendas?

RP: But he was director of the Student Counseling Bureau for a long, long time.

CAC: I see.

RP: That was always considered, I think, a premier service among Williamson's services. It reached the most students and had the best name.

CAC: Now, you are saying counseling not advising?

RP: Yes.

CAC: What kind of clientele was there for that program?

RP: In the Counseling Bureau?

CAC: Yes.

RP: It was vocational and general emotional support. I don't know what term you'd find best. They always had to define themselves with respect to the Mental Hygiene Clinic and the Health Service but that was worked out okay because the Health Service was under Williamson, too.

CP: How to study, career choice . . .

RP: Yes.

CAC: Students presented themselves or many of them got there by referral?

CP: I think most presented themselves.

CAC: Students learned that this was there for them, right?

CP: Some were referred but . . . yes.

RP: I think the Student Counseling Bureau in the old days was much in the culture of students. It was *the* place to go, so to speak . . .

CAC: Ahhh!

RP: . . . for a very high percentage of students.

CAC: Did that break during the counter culture of the 1960s?

RP: I don't know when they stopped going. I think they've stopped; that is, I don't think we have all these students . . .

CAC: Is that right?

WB: I think that's a fair judgment.

RP: I always thought that most students somewhere along the line went to the Counseling Bureau to get some help on their vocational and educational choices.

CAC: Gosh! wouldn't it be wonderful if faculty had somewhere to go?

RP: [laughter]

CP: They're not going because they're getting assistance elsewhere?

WB: I think they're getting assistance elsewhere and I think that somewhere along the line there was a stigma that came with counseling, that one seeks help when one has problems, while to come with those problems to advisers is less of an admission of vulnerability. We're currently, and as long as I've been working with this, happy that the Counseling Bureau exists. I had a staff member sitting at this table yesterday who had a student bust apart on her. She took the student and walked the student over to Eddy Hall. The staff member is a graduate student in English and she recognized that she was way out of her element talking with this student; so, the counseling service provides a very useful function.

CAC: I'm going to come back to the comparison very briefly. We're saying this is not unique to Minnesota but that it is a permeation here that would distinguish Minnesota from comparable state universities?

CP: Yes, that's true. We've had a reputation as having an outstanding Student Personnel program [unclear] elsewhere. You can go back in history. Williamson did set the tone but others have followed in the last twenty-five years.

RP: When we talk about somebody who preceded . . . J.B. Johnston, Johnston Hall, dean of the Arts College was the one who set up our testing program with Patterson's help.

CP: Right, yes.

RP: So, before Williamson was here, we had a student orientation point of view, I think, from Johnston and from [Lotus] Coffman as president of the university. If Williamson is the father, I think, Patterson is the grandfather.

WB: I have a piece of folklore that I've never asked to be authenticated. I've understood that much of what has become student services throughout the university had its genesis in the university YMCA [Young Men's Christian Association].

RP: Williamson was the secretary of the YMCA. That was one of his jobs. [laughter]

CAC: I heard this from John Wallace just within the last two weeks. Before Williamson got here all this orienting of freshmen, for example . . .

WB: Like freshman camp.

RP: The freshmen camp used to be a YMCA camp and Williamson was, as I say, the . . . whether he came here as secretary of the "Y," I'm not sure.

CAC: I think not. I think he came with that experience from elsewhere.

RP: But the historian interested in student services in the college ought to read some of Johnston's letters to the faculty, the quarterly sort of report . . . Dean Johnston. He was a neurologist, by the way, and as you probably knew, historian of the college and of the university. His letters to the faculty, I think on a quarterly basis, were full of statistics about high school ranks, and test scores, and the quality of the students that were coming in. There are not many deans that do that now and very, very few, indeed, that did it in those days.

CAC: That's a remarkable story, isn't it?

[break in the interview]

CAC: I do know from talking with others that Williamson's national and international reputation would have given visibility to what we're talking about to Minnesota. In the program, Carol, that you've been with, teaching and doing research, it would be in that tradition?

CP: Oh, yes. We have a Williamson Room in Elliott Hall, our seminar room in [unclear] counseling.

CAC: It's awkward to move to another related topic. These are all one topic and to chop in finely is very difficult. Is there a difference between civil service, and half time graduate student advisers, and full time professionals in the assignments they have within the Arts College in advising . . . or is that a dumb question?

CP: No, that's a good question. Bill can answer it.

RP: It's changed over time, I might say.

CP: Yes.

CAC: That, too. Historians like change.

WB: Do you want to start at the beginning or should we go backwards?

RP: No, I'd rather you talk about the current and see if I can take off from that.

WB: There has been a difference between civil service and academic advisers. The academic are those on either full time appointments as professional and administrative staff and graduate students, with a sprinkling of advanced undergraduate students. The Honors program has used them as advisers.

CAC: Ah!

WB: The Martin Luther King [MLK] program has used them as advisers, and Premajor has used undergrads as advisers.

CP: That's right.

WB: The drift though in the college has been away from, recently, civil service appointments and to one year annual renewable P&A appointments.

CAC: P&A is Professional and Administrative.

WB: Exactly. That's because it gives more flexibility as an administrator than having a staff of civil service appointments. The vacation benefits have been better for civil service appointments and once somebody has built a fair amount of seniority, it has been difficult to get them enough vacation and still staff the office.

CAC: I see.

WB: So, that's been another incentive. Currently, most advisers in the college are either P&As or graduate students. There is still a sprinkling of undergrads. There has been, however, in this last year, a significant change. It's driven by a university interpretation of IRS [Internal Revenue Service] rules, which has made graduate students too expensive; so, we have cut from twenty-one graduate students last year to eleven this year and converted graduated student appointments to P&A appointments. It saddens me because the graduate students have provided a link with departments. They've provided a surly irreverence among the staff that has kept everybody on their toes. They've moved through in two to three years so there has been a regenerative quality and they've moved out into advising positions all over the state and, in fact, over the country. We've got folk at Johns Hopkins, at Maryland, at UC-Berkeley.

CAC: Who may have a departmental degree but have this experience?

WB: Exactly.

CAC: And like you, choose to do this . . . build a career?

WB: Yes, and who are working in advising structures but there are others who are working as faculty and who routinely come through and say how valuable it was. They didn't learn how to be an adviser anywhere else but here. It's very troubling.

RP: This is a serious problem.

WB: It's extremely serious.

RP: It's just terrible.

WB: Yes.

CAC: Say more.

RP: What Bill just said . . . that we're having to cut back on the graduate students . . .

CAC: Oh, I see.

RP: . . . all the advantages for us and for them.

CAC: Is this because of health benefits and Social Security?

RP: It's the IRS tax thing.

WB: It's the IRS tax issue and it's the fringe benefit cost. It's not just IRS; it's fringe benefit cost, the largest portion of which is the tuition benefit. The fringe for graduate students is something around 37.8 percent or something like that . . .

CAC: Good grief!

WB: . . . which is enormous.

CAC: Based on a base salary of around what now?

WB: About \$23,000, \$23,500, full time. We would only employ full [unclear] time. The other wrinkle in the IRS is that you can't hire them more than 50 percent time or we have to pay an additional 7.6 percent fringe and they do, too.

CAC: For Social Security?

WB: For Social Security, right . . . for FICA [Federal Insurance Contributions Act]. There are several disincentives built in now to hiring graduate students. I think it's terrible.

RP: The general history, by the way—I don't know how it moved from one to the other . . . I don't remember that exactly—there was nothing but graduate students. That's all we had. There were no civil service who were advising and the P&A category didn't exist exactly in the *old* days.

CP: And Social Security wasn't an issue and subsidizing the tuition wasn't an issue.

CAC: Yes.

CP: I don't know when those moved in but . . .

CAC: Apparently very quickly and very recently?

WB: Yes.

CAC: When you speak of P&A, the Professional and Administrative, what constituency do these folks come from? How are they distinct from graduate students?

WB: Until recently, they have been graduate students who have distinguished themselves as advisers who have finished their degrees and who have either chosen advising because they find it satisfying or who have been forced into a choice because of a dearth of academic jobs in departments. They want to stay in academia but there is no place. We have a Ph.D. in American Studies. We have a Ph.D. in English on the staff, currently, and a Ph.D. in History

and someone with a double master's in ESL [English as a Second Language] and German. These are highly qualified P&As.

RP: We did have—I think the early trend in this direction—a civil service position, an Upper Division civil service position, people who sort of checked the records to make sure that students qualified and that gradually moved into a more significant position in which they dealt with the students about this. This is the background for whatever we call these people in Upper Division.

WB: They have all changed now to P&A appointments.

RP: Yes.

CP: The same people in P&A?

WB: Some . . . one or two.

CAC: Now, another development that I note from the useful memorandum you gave me is the specialization of advising in different divisions and I'm going to check them off: Honors Division; Martin Luther King program; Career Development; OSLO, the Office for Special Learning Opportunities; Prospective Student Services . . . is that recruitment?

WB: Admission primarily, now . . . some recruitment.

CAC: These are very specialized. Did they spin off from the central office [unclear] obligation?

CP: Most of them used to be under the assistant dean for Student Personnel or the associate dean. The Career Development—not the Honors—Martin Luther King . . .

CAC: Within the college?

CP: Within the college. They were all under . . .

CAC: Do you know when these were introduced and for what motive, whether it came from college initiative or whether the . . . I know very little about the Martin Luther King program's origins. Was it pressed upon the college? Did the college take the initiative in establishing it?

CP: It was started in about 1968 and was clearly in response to, or a reaction to, the sit-ins in Morrill Hall, the need to respond to the newly visible demands that hadn't been met. It came after Martin Luther King's assassination and it began—I should remember the exact year— . . .

CAC: His death was the spring of 1968.

CP: Okay. The program was started then and was started to be—you can correct me anytime you want to . . . this was at the time I was there working with Jim [Preus]—a two-year program. It was supposed to be kind of to help students who had been disadvantaged in their backgrounds and educational opportunities, not necessarily on ethnic minority because it could include any really disadvantaged student. It was supposed to be a two-year program.

CAC: So, it was intended to be colorblind [unclear]?

CP: Yes. But the name, of course, we hoped, would encourage our ethnic diverse students to come to the college and get the special help. Then, after two years, they were to move on to the divisional offices and to be advised as Upper Division students. A lot of them couldn't leave after two years. This wasn't just a two-year program. When you come with a disadvantage of eighteen years of educational neglect or disadvantage, you're not going to overcome it in two years. That's one aspect that didn't pan out. But that's when it started. We had John Wright as the first director of the program and he's since moved on to greater glory. He left the university and now he's come back. The Career Development office used to be the Placement office and it was one person.

RP: It was part time with one person. It was part time with Mabel Powers . . . when we first did it.

CAC: Ah, I was hoping someone would . . . we'll talk about Mabel soon, I hope.

CP: Oh, go ahead.

RP: That was one of the things Mabel had to do. Our student services in Upper Division for many, many years consisted of J. Buchta and Mabel Powers. Mabel was his assistant who advised students and started the Placement program, sort of part time as something that she should do, I think only for a year or so; and then, Max Alvord was the first person whose pretty much full time job was Placement. He was in the Upper Division office.

CAC: This would have been in the early 1960s, roughly?

RP: I'm sorry, this date business, I can't do.

CAC: Carol?

CP: About the time that Max was ready to retire, we hired Gary McGrath to take his place. Gary wanted it to be Career Development. He didn't want it to be Placement; so, we said, "Fine!" I thought that was fine. Why not? He was supposed to be in the basement of Johnston Hall. He said, "I don't want to be in the basement." So, Gary and I hunted all over campus for someplace else for him to have an office; and he located this space on the third floor of Frazer Hall, 345 Frazer. It was empty because the Law School had moved out. We said, "Could we

have this space?" "But we're going to remodel the building and it wouldn't be for more than a couple of years." We said, "Okay. We'll take a chance."

RP: [laughter] Some chance. [unclear] better.

CAC: [laughter]

CP: Gary moved in there and really set up a big Career Development program with a lot of files, a lot of information about job search, a lot of information about occupations. He had a better library at that time than the Career Planning office in the Student Counseling Bureau. He was very good at getting people onto campus to interview our students. He did a bang up job there. He finally got invited to Morris to be vice-provost for Student Affairs.

RP: It was his college as an undergraduate.

CP: That's where he had finished his undergraduate work. That's what happened to Career Development. That was part of the Student Personnel program. Then, the Prospective Student Services and Admissions is also a new office. Nick Barbatsis had that responsibility at the time that I was here. That was a new assignment. We hadn't had someone specifically targeted to deal with admissions issues so that was Nick's assignment. That gradually grew to be a special office with staff. I guess, sometime after I left, or maybe at the time I left, Career Development, and the MLK program, and the Prospective Student Services and Admissions was taken out of Student Personnel and reassigned to Fred Lukermann.

RP: Who was the dean.

CAC: [unclear] directly to the dean?

CP: Yes. Now, the Honors program was always separate and Roger will have to tell you about that because I don't know the history. We were kind of partner relationships . . .

CAC: Why were these offices taken from Student Personnel and put directly under the dean?

CP: Beats me.

RP: [unclear]. [laughter]

CAC: Okay.

RP: *An* argument would be, if you report directly to the dean, you're more important, more visible, and so forth. That's *an* argument that I find acceptable.

WB: There's also a set of personalities involved. I was on the sidelines as I watched that change happen. It had to do with a director of Career Development and the Martin Luther King program who felt that they were chafing. They did want that direct access. They had bigger plans than would be accommodated by the director of Student Academic Support Services.

CAC: Were their expectations realized?

WB: Oh, I think so.

CAC: They were shrewd?

WB: Absolutely. There was blood all over the floor but they were shrewd.

CP: Remember, they weren't reporting to a dean anymore either because it was the director of Student Academic Support Services. It wasn't an assistant dean who sat in the dean's council.

CAC: Right. Ooof! Who can say something about Honors? I'm going to interview some folks in Honors also but from the point of view of this office . . .

RP: Our Honors program was typical of many for many, many years. It was a recognition program; so, if you graduated with a certain grade point average, you graduated magna, or summa, or cum—and that was all it was. [Errett W.] McDiarmid and I—I guess the first person singular is okay in this case—started a seminar, I think we called it, for incoming freshmen, just one seminar. He and I conducted it. We didn't use the word Honors but I think it's the right thing historically because it's what moved in to later become an Honors Division. We called it, one year, the Ninety-nine-Ninety-nine Club, because the student had to be at 99th percentile on high school rank on either the ACT or Ohio, whatever tests we were using at that time. McDiarmid was interested in this. We had a weekly meeting with a group of fifteen or so students.

CAC: Credit or non-credit?

RP: It was non-credit. We tried to do it for a year which was a mistake because we just couldn't hold interest that long. We changed it back to two quarters and then, I think, to one. Historically, Honors was Upper Division. It was graduating with a certain record. Buchta was the one that I hold heavily responsible for getting Honors to be more of a program of a different kind of curriculum and educational experience. Growing out of this very limited thing that Mac [McDiarmid] and I did, we started a Lower Division Honors program and [William A.] McDonald —whom you certainly ought to talk with—was the first director of Honors.

CAC: Yes.

RP: That's when we said we had an Honors program [unclear] students into Honors . . .

CAC: [unclear] Classics?

RP: Yes, he was from Classics. I suppose, in a sense, it grew from there with his leadership and good chairs of Honors' committees. It developed into a program and not just a recognition affair.

CAC: But it did involve advising as well? Did it set up a separate advising staff for people enrolled in the program?

RP: Yes. I think Honors and MLK are similar in that regard and Carol is right in identifying Placement and Career Development as a special service; but Honors and MLK was for students who came for the general services of the college and advising was done there rather than in the Lower Division offices.

WB: When I speak to parents and to faculty who look at a chart like we have on the table here, or listen to a list such as you read off, and hear only a rabbit warren of services, I try to say that there are four doors into the college: one is MLK; one is Honors; one is Premajor; and one is Upper Division. It's through those doors then one comes, receives advising, and different kinds of services as well. Honors has a curricular component. Premajor, now, has a curricular component because we have just started a faculty mentor program that is different from anything else going on. MLK has a curricular component as well. Upper Division is the only one of the four that does not currently have that. That seems to make it more explicable to some.

CAC: The Office for Special Learning Opportunities, OSLO?

RP: I wish I could be a little more precise; I know in general what happened. This was a response to the student movement, too, where students wanted to design their own courses and be freer to do what they wanted to do. Don Myrvik—I've had just a couple of people who were called my assistants; I never had assistants [unclear] . . . I don't know how I swung this—was going to be my assistant that year. I can't remember the percentage of time. We decided to set up an office where we could serve students who wanted to develop their own programs. Now, we did have the University College thing, which was outside the college; although, Buchta was the head of University College [unclear]. We had our interdepartmental majors—that was Upper Division, too—so, we did have some student opportunities but not so much at Lower Division. I guess I think OSLO, in a sense, was a response of the Arts College to University Without Walls. We thought, some of us, that that was a good idea but it wasn't done well by them. It was too far out. We wanted to go in that direction but not . . .

CAC: Make it more academically . . . ?

RP: Right, exactly. So, this was sort of the establishment trying to embrace this idea. I remember so well Don and I agonizing over a name for it. We thought Special Learning Opportunities was really good but that turns out to be slow as an acronym. [laughter]

CAC: [laughter]

RP: We knew OSLO was going to turn out to be OSLO. Frankly, I can't remember the other names we wrestled with.

CAC: We're a Scandinavian state. That was a good idea.

RP: [laughter]

CP: Right.

CAC: [laughter]

RP: That wasn't accidental. That was the place that we concentrated our interdepartmental programs and courses that students could design. [unclear] have to get somebody to teach it but make proposals.

CAC: Was this freestanding or was it within the office, under the umbrella of the . . . ?

RP: Don was my assistant and we found an office for him. It was down here somewhere.

CAC: Okay, sure.

RP: That's where we put the Women's Studies, by the way, when they first started.

CAC: Heavens.

RP: Yes.

CAC: That's an interesting sidelight.

RP: Were there a couple of other things that started at that time?

WB: I don't know that.

RP: I can help you better on this. I probably won't be able to resist some of this somewhere and try to think . . .

CAC: We can have a follow up. That's all right.

RP: The Office of Special Learning Opportunities was this range of special courses and interdepartmental programs, including Women's Studies and I should be able to think of a couple

of others. It was right across the hall here in 125 [Johnston Hall]. That's where Toni McNaron first had her office in Women's Studies.

CAC: I see.

RP: So, it was in the college. It wasn't like these programs where students came to register. It was special programs.

CP: It was Roger's baby. What about the extended credit?

RP: Right. Oh, yes, wonderful! Those curriculum things, getting extended credit on a course . . .

CP: Directed studies.

RP: . . . directed studies.

WB: There is a directed instruction opportunity.

RP: Yes.

CP: Oh, yes, sure.

CAC: Which is what?

WB: If one serves as an undergraduate teaching assistant assisting the instruction of the course, one can receive credit for that. The presumption is that . . .

RP: How do you learn more than by teaching, right?

WB: Yes.

CAC: The only way.

RP: That's the best way.

WB: That has remained a seedbed for all sorts of innovation in the college.

CAC: Name some more.

WB: There's a course currently taught now under the ID rubric on AIDS [Acquired Immune Deficiency Syndrome] and its impact; and it is administered out of OSLO. The internship registry up there has, at any given time, 2,000 active internships, and they're very careful about

keeping those current, and students use it all the time. The community service organization that was really started by John Wallace over in Central Administration . . . the idea of a green dean. That you picked up a recent graduate and put that person . . .

RP: [unclear]

WB: Exactly . . . in a position and then ask that person to foment all sorts of community service opportunities and, at the same time, feed back information to the administration in a fresh conduit, not through student government but through ordinary students doing things out and about. It has now found a home in OSLO because it was surviving out on its own. John left the institution and so it needed a home and came here. The current director is Carl Brandt.

RP: We've just had three, isn't that right?

WB: Yes, Don, and Emma Freeman, and then Carl. Carl has made some very strong ties through the University YMCA—somehow there's a theme here—and also to International Studies in the person of Chip Peterson and their knitting together experiences that will take students on short term experiences here in the metropolitan effort and, then, lead to longer term study abroad experiences. The National Student Exchange is also part of your innovation. You brought that to visibility and it's now housed in OSLO, which gets students on domestic exchanges, not study abroad but study at other universities.

RP: It's sort of our flirtation with radical education during the student movement and trying to make it good and worth [unclear].

CAC: In these programs, we start out . . .

RP: I don't know that I'd think of this as Student Personnel or Student Services particularly.

CAC: Right. We start out with kind of a simple assignment of advising and in the 1960s and 1970s, my! how the specialization breaks away. I would assume this is because it's culture. It is a response to cultural, whether it's the Afro-Americans seeking identity, or whether it's Women's Studies, or whether it's students seeking experience abroad, or counter culture . . . that these are national trends. Is there a Minnesota model here as we were suggesting earlier there was with Dean Williamson's authority? Is this going on everywhere . . . different local stories?

RP: Certainly, the internship is nationalized now, isn't it?

WB: It is.

RP: Community service is . . . Not every institution responds but that's something that happened along the [unclear].

CAC: I guess I'm really asking whether Minnesota is more hospitable, more responsive to these kinds of initiatives? You were saying that it was a place to put all these radical new ideas.

WB: You are asking for a national perspective that I'm afraid as the one who is most active among us, I have only partially . . .

CAC: You go to national meetings; so, you must know whether we're ahead of the game or ahead of the curve.

WB: What I find when I go to national meetings and what I find when I talk with Carl, when he comes back from his national get togethers, is that there's nothing happening elsewhere that isn't happening here. I'm confident that Premajor Advising is a national leader. I know that. We've gotten national awards from the National Academic Advising Association for publications and for programs. Two of our advisers have been recognized as outstanding nationally and a third, Karen Murray . . .

CAC: Yes, yes!

WB: . . . who had [unclear] individualized degree programs was just recognized. I don't know of other institutions that have three. There have been others in General College and University College who've also been recognized nationally.

CAC: That's a nice recitation. I constantly have in mind the people [who will be] listening to this . . . what the place of Minnesota is in the larger universe. I realize that these are subjective and anecdotal but very helpful.

RP: That's a better answer than I can give because it has some objectivity to it. Is Minnesota more responsive or is it ahead of the game? I guess the one thing I've always thought of our institution is that we were very sensitive to our students. In other words, in that sense, it is still part of the Williamson thing, that we listen to our students. We want to do what they would like to do if we can figure out a respectable way to do it; so, in that sense, at least for a large institution, I think, we are unusual because large institutions, you know, are bureaucratic. They don't care about their students. That's not true of us in my judgment but I don't have a national perspective. I haven't been to meetings so I don't know what may be happening elsewhere but I do think that we wanted to serve our students. So, if there is any key to this . . .

CAC: And they've not been bashful in speaking up and identifying what their needs are?

CP: It's hard to bring a request for service if there isn't any place to bring it to. The focus is on advising in the college but you said you're interested in the whole university?

CAC: Oh, yes.

CP: We are also a national leader in disability services.

CAC: Oh, please, say something about that.

CP: You should talk with Sue Kreager. She's the director of the Office of Disability Services. It used to be Student Services but now it has expanded to provide support to faculty and staff who have needs based on disabilities. It's clearly in the forefront because she's been called as a consultant to other institutions and she comes back saying that they are so far behind us that it's hard to believe. This, again, is part of the Minnesota orientation.

CAC: That's a good lead. I'll follow it.

RP: I think one of the little things that we've done around here which is unusual is SOS, Student Ombudsman Service. That actually was started by the Student Intermediary Board years, and years, and years ago and it's still going. They just changed their name this year. You're on that board, aren't you?

WB: Yes, I am.

RP: It's student run. It's student supported. There's nobody there except students who are [unclear]?

CAC: But they have financial support from the college?

RP: No, student fees.

CAC: Okay.

RP: The only thing they have from the college, in a sense, is encouragement when they first got started, getting them space, and holding onto the space for them when somebody else wanted it. They have a wonderful location right in the front of the building up here on the main floor.

CAC: When was that instituted . . . I mean roughly?

RP: Twenty years ago. I keep forgetting how long I've been away.

WB: It antedates my time here. It's before 1975.

RP: Yes.

CAC: So many of these things we've been talking about the last twenty minutes really broke away in the late 1960s and early 1970s and it was really a cultural response in that regard.

CP: It started sometime after I came into the college to work, so sometime after 1966. It was just getting started then.

CAC: To whom are they responsible?

RP: To themselves. They have an advisory board. Bill and I are on the advisory board but it's only advisory. It's a student program. It's student run and student supported.

CAC: What do they do?

WB: They serve as intermediaries when there is a student dispute.

CAC: Against faculty, against [unclear].

WB: [unclear], yes.

RP: Against the university, ombudsman for students against the university.

CAC: What kind of cases, just for anecdotal for instances, come?

WB: Everything from grade disputes . . .

RP: Grade disputes is a very high number, registration difficulties, and some of the health service things, they take.

CAC: Sexual harassment would spin off to another . . . ?

RP: No, that's specialized. That's come, in a sense, since they started.

WB: Mis-advising comes up from time to time.

RP: Their current director has been there a long, long time; so, she would be a pretty good . . . Jan Morse.

CP: She's still there?

WB: She's still there.

RP: That worries me just a little bit. She is very good and has kept the thing stable but . . .

CAC: She is salaried?

RP: Yes. They pay themselves, I suppose you'd say. I don't know how they determine their rates.

WB: I don't know that.

RP: Is it a civil service classification?

WB: She must be. The others, I think, are registry students.

CAC: You've dropped lots of names the last hour and one half. Many would be familiar to persons interested in the history of the university and the college generally. I want to come back to Mabel Powers though because as a faculty member, I always thought that if I had questions I would call her first.

RP: I may cry if you ask me about her. I was so fond of her. I had been over in Folwell, which is where the Junior College counseling office was, I think, for only a year and Mabel was being sent around by Patterson to look for a job. She interviewed with me. She also interviewed Mr. Buchta and he got her first; so, she was the Student Personnel program for the Upper Division, his assistant who saw all the students that he didn't see—and he saw a lot himself. She was the one then who took over a whole lot of University College as well as the interdepartmental majors. She was the one who was part time in the Placement office for the college. She was the person on the Student Scholastic Standing Committee. We certainly ought to get that label in here somewhere. It was so important . . . such a funny word. It's a name we changed from the Student's Work Committee as soon as I got into a position of authority. [laughter] We changed it to Student Scholastic Standing because that seemed like a better label. Mabel was the officer of the college for Upper Division students with respect to all those matters. She was just a wonderful woman.

CAC: And had influence beyond the portfolios that she . . . ?

RP: Oh, I think so. We had, at one time, three Upper Division officers. We have two now, don't we?

WB: We have two.

RP: I want to comment on that. We had a basic strategy—since defeated by problems of economy I suppose—of having a number of officers, as many officers as we could, so they would be smaller, more human sized, for the students who came and relevant in some way. The Social Science office on the West Bank, the Humanities office in Folwell . . .

WB: We must have had four, Roger, because we had one in Elliott . . .

RP: Yes, that's right, and we had one in Elliott and then in the Natural Science office, I guess, was here. Mabel was responsible for all of those. They never had, each of them, a director. They had one person who was more senior than others but it was a part time graduate student. Mabel sort of went on a circuit visiting these various offices. She was also the one who started the trend—of which I'm not especially happy but I think at the time was the right thing to do—of upgrading the civil service person who checked records and got their classification changed; and now they've become the P&A people that we call advisers, I guess.

WB: They are called graduation advisers.

RP: She was a feminist before her day and was fighting hard for these civil service people, most of whom were women; so, she had a good following there. She was, as you suggest, the person that people turned to when they wanted assistance. She was a Dutch aunt, as I said, about her in her memorial service. She was tough, and direct, and blunt.

CAC: One knew that there were implicit moral values operating there, which is not universally observed in the academy.

RP: She had been a high school principal for many years before she went in the navy as a WAVE [Women Accepted for Volunteer Emergency Service] and came back here and got her degree quite late in Psychology.

CP: Where is the Mabel Powers/Vivian Hewer Advising Center located?

RP: It's us.

WB: It's us. It's here.

RP: It's right over the wall as you leave. Look over the entry way to this hallway and as you leave this door, look right across there and you'll see a placard with Mabel and Vivian's picture on it.

CAC: Now, shall we say something about Vivian then?

RP: Vivian was not as much of the college. She was *the* Student Counseling Bureau for most college [unclear] because one of her assignments at least included the Arts College as the one to which she tried to expand and make available SCB services to these various less professionalized offices. You all should speak to that because I wasn't directly involved.

CP: Neither was I. By the time, I came she wasn't . . .

RP: I see. She goes back farther than that. She was more a university figure, I'd say, than an Arts College figure but she and Mabel had a lot in common. She was the senior vocational

guidance person trained by Williamson and Darley in the Student Counseling Bureau. That was her career.

WB: The reason the two of them are linked here in the naming of advising for them is the person Pinky McNamara, a student who was a football player . .

RP: You've never heard of Pinky McNamara?

CAC: Yes.

RP: He was [unclear].

CAC: Ohhh, I know that.

RP: But he scattered out and made lots of money. [laughter]

WB: And then doubled back.

CAC: What did he do for this program?

WB: He doubled back and wanted to honor both Vivian Hewer and Mabel Powers . . .

CAC: Whom he had known only as a student?

WB: Exactly, but not only as a student. He apparently came from very modest means and did not have a father. His mother raised him and his brother. The reason Pinky is called Pinky is that he washed this only pair of corduroys he had in wash with something red and they turned out to be pink corduroys.

RP: I didn't know that. That's a wonderful story. [laughter]

WB: Then, he got teased because those were the pants that he wore for all occasions.

CAC: Instead of maroon and gold, it was pink and gold.

WB: Exactly. These two women apparently were very significant . . .

RP: Yes, major influences on his life . . . Vivian in the Counseling Bureau where he got general direction and then Mabel under whom he got his degree as a [unclear].

[End of Tape 1, Side 2]

[Tape 2, Side 1]

WB: Pinky McNamara donated money to set up a local area network of computers that now links all of the student services offices. We're able to share documents. We're able to communicate with each other via the local area network. He has, apparently, in one of his many businesses, a connection to the computer industry. It was in honor of Vivian Hewer and Mabel Powers that he gave the gift and in recognition of the gift now the plaque hangs out in the foyer of Johnston.

RP: It was a little hard to handle physically because we're so scattered and I think the solution that was worked out was a very neat one.

CAC: Are there other giant figures that we should talk about that we've neglected?

WB: I think it's worth mentioning a little giant and that is, Nick Barbatsis. He was a senior adviser here before I came, and was head of the Scholastic Committee when I did come, and worked directly for Carol. He brought legal training to his responsibilities but also a real compassion for students. I remember sitting in this office and having him say, "The reason we've hired you is to make exceptions and you should do that." [laughter]

RP: [laughter]

WB: I think he shaped a generation of folk administering policies that faculty made with the kind of flexibility and the attention to individuals that faculty, I think, would want to have.

CAC: Very good.

WB: He has since gone on to be associate vice-president for Student Affairs in the university and now the grievance officer for the university.

RP: I always thought of Jim Preus as one of our giants because he's taller than any of us. [laughter]

WB: [laughter]

RP: Frankly, I can't remember how long he was here. He's so much more identified with the Central Administration and the student services there but, certainly, he did admirable work when he headed our [unclear] Lower Division.

CP: He sure did. He had a good organizational mind. He was good with Beta, good with people, a counseling psychologist. He left in 1970 to go over to Admissions.

RP: [unclear]

CP: Yes. Then, he's since left the university.

RP: Because he retired.

CP: Yes, that's right. He went to New Mexico.

RP: To Santa Fe.

CAC: A smart man.

CP: Yes. I don't know when he came.

CAC: I'm thinking of getting a travel budget so I can go to Santa Fe. That would be just fine.

CP: That would be a really good idea because if you want the history of the university, he can talk not only about liberal arts but about the whole admissions and records area, in particular. That's a big . . .

RP: Maybe, you'd like to support my visit to Santa Fe in January when I plan to see him?
[laughter]

CAC: All right! I can delegate you!

CP: Yes.

RP: [laughter]

CAC: You can take along this funny little machine.

CP: Have you collected enough about Billie Laughton?

WB: I was just going to say that we mentioned Billie Laughton along the way and she deserves more comment.

CAC: Make that comment.

WB: I think I'll fill in after folk who knew when she began have talked.

CP: I should remember when she began but I don't. I just know that she wound up being in charge of Premajor Advising. In fact, she's the one who renamed it Premajor Advising and had to deal with the college in the years when the budget was decreasing. It demanded great ingenuity to maintain the standard of service that everybody had said we provide in light of diminishing resources. She did a lot to improve training programs. She did a lot to reach out to the other programs, the pre-professional programs, for which we were preparing students.

CAC: Medicine, Law, for example?

CP: Business Administration, yes. She worked a lot with the Engineering model. I don't even think we had a pre-Engineering before Billie began dividing things up. But you worked under her.

WB: She must have assumed responsibility as coordinator in 1973 because when she retired in 1987, she had been at it for fourteen years. She, as Carol has suggested, was a wonderfully creative administrator and had a forcefulness of personality that, I think, could be put alongside Mabel Powers—although, I never knew Mabel Powers. People would talk about Billie as someone who had that strength of purposefulness. She devised the system of cluster advising that we currently have in place in Premajor really as a response to budget exigencies. She couldn't assign students to individual advisers and so clustered them according to academic interests. Three or four advisers, then, would serve a much larger group of students but the students would perceive that they hadn't had any diminution of service because one of those advisers would always be available to them in the office. She did all sorts of things like that. [laughter] She was a person who used the university's personnel policies with virtuosity. She could get more work out of less appointment, I think, than anybody I know.

CAC: Without that person feeling exploited?

WB: Ummm, usually. [laughter]

CP: [laughter]

RP: [laughter] How did you feel, Bill?

WB: She could get the personnel department to . . . she'd do head fakes on them all the time and be able to appoint people in ways that were very creative. I think she'd find it a much changed environment now. We have a much more structured set of expectations centrally. It's not just the IRS and it's not just the constraints on FICA. It's also better guarantees for staff on how to treat staff and under what category . . . She had a whole slew of folk that were assistants to the coordinator. They did all sorts of things and they had very diverse job descriptions. You can't get away with that now.

CAC: Because of internal university compulsion?

WB: Yes, exactly.

CP: We've become more rigid in our old age?

WB: Or we've become more aware of good personnel policies. I think that that's part of what it's reflecting.

CAC: By good, meaning regular procedures?

WB: Regular procedures. We've had to become that.

CAC: Would it surprise you how many people from diverse places have commented on the weight that that has brought?

WB: It wouldn't.

CAC: Yes. One of the things that's interested me as I've talked with a variety of persons is how they perceived these same phenomena.

WB: As an administrator, I feel extremely constrained because there are the 5 percents, the 10 percents that you'd like to add to someone's appointment just because they can do it and because it would be an enriching experience for them, part time folk. You can't do that now. The other thing that bears mentioning with respect to Billie is the whole development of the Health Science advising effort.

CP: Yes.

WB: After she left, we named it the Pre-Health Science Advising Center. She convinced the Health Sciences that they ought to let the Arts College not only have a full array of services for Pre-Health Science students in the college but we ought to take on responsibility for, now, some 2,000 individuals who come to us annually seeking information about the Health Sciences who have nothing to do with Premajor. They may come from Honors or they may come from Upper Division but often they'll come from the College of Biological Sciences, from the community colleges, from half way around the world. As recognition, we've been able to get additional funds from the vice-president for the Health Sciences, from Med School, Dental School, Nursing School, Pharmacy, and Vet Med to create a center that serves not just CLA students but others as well; and it really was her vision that started that. It didn't hurt that she was married to a physician and a member of the Med School faculty. She took me along on one of her representations [unclear] the last year she was here. I've never seen somebody use a mixture of raw political power and genteel femininity to such advantage.

RP: [laughter]

WB: She had those deans of Medicine and Dentistry very eager to give whatever stipends were necessary.

CAC: That's a good story. To turn from the sublime to not the ridiculous but the technological. I've been asking lots of persons around about . . . control of all this data and the coming of the computer . . . In what ways did that influence the substance as well as the process, if at all?

CP: I can tell you about Admissions . . . remember when Admissions became computerized? Instead of having admissions cards, we had computer registration. In the process, at this time—Jim Preus was working on this—there were all sorts of unrelated dependencies that existed because of the way the registration system was set up. One of them, I can tell you, is that we had the opportunity here to put a card in with the registration materials that would survey student attitudes and problems; and we used to do that every year. In fact, for awhile, we did it every quarter because we could survey, what are the student interests, what concerns did they have? It was a wonderful way of assessing what was going on in the temperament of the student body. When we got to the computerized registration . . . poof! that opportunity was gone.

CAC: I see.

CP: I can't remember what the College of Education did that was totally dependent on this card system and they lost that.

CAC: Where are those cards now?

CP: I don't know.

CAC: Do you suppose they ever find their way to archives? What a . . .

CP: No. The data were all analyzed and reports written up, of course. Bill ought to have those in his files. I don't have them anymore.

CAC: They have been collapsed then and summarized?

CP: Yes. Something else that finally took place with this change in Admission is that we could do away with the long lines. That was really the bad end of the registration systems.

CAC: Right.

CP: That's one change with technological advance. I don't know where we are with the computerized graduate degree program.

RP: Let me say something about the registration because I'm moved to remember that the old registration blank was a half sheet on which you'd write out what you wanted to take. We also asked students to write how many hours of part time work they were going to have in a quarter and what extra curricular activities they were going to engage in.

CP: Yes.

RP: So, this was a statement every time the student registered, reminded to whomever was talking with him about the outside work problem and it was a statement of citizenship obligation.

What are you going to do in the extra curricular? These were the old days. Of course, that went out, too.

CP: Yes.

WB: We could still do that because, up until this year, we've had paper forms, course request forms. I didn't know that that was an item. That would have been an interesting thing to push to get back on. Now, however, we have student self registration by computer from remote locations. They can do it from their basements.

RP: That doesn't change these two things I talked about though, at least not . . .

CP: You could put it on the registration form on the computer.

RP: Yes.

WB: But they aren't going to use forms . . . oh, on the computer.

RP: You could ask students . . .

WB: On the screen.

RP: . . . to say each quarter how many hours did they plan to work part time.

WB: That's true. One could do that.

RP: Now, whether you could do the extra curricular . . . somehow I think this extra curricular *activity*, as we used to call it, doesn't have the relevance today that it used to have.

CAC: Why do you say that?

RP: I just think students aren't doing that. Actually, we changed the thing from extra curricular or community participation.

CAC: Ah.

RP: We tried to broaden it beyond the campus.

CAC: It would be more of the latter now, you think?

CP: Yes.

RP: We did then . . . we changed it to community.

CAC: But I mean, the emphasis would be more on the latter than on the extra curricular?

RP: I don't know why I said that, Clarke. Maybe, I shouldn't have. Do you have any vision of whether students are participating in things as, they call it, as citizens?

WB: I think students are enormously active.

CAC: Do you mean on campus?

WB: On campus and off and they're hearing every time they turn around from orientation, through all of the advising that they receive, that they should maximize the time that they spend on campus. That comes out of all of the research that Alexander Aston from CLA has pushed and then has been replicated in various spots. It's very difficult. About 65 percent of the students define themselves as commuters.

CAC: Sure.

WB: It's a porous place. I didn't know that. I'm wondering if we can make a change to the student registration system. We're concerned that now with distanced student self registration that the relationship to advisers is going to necessarily attenuate. That is also, perhaps, going to be a consequence of the computerized degree audits, which students soon will be able to call up and shop with among degree programs. They can take the courses that they've completed to date and run that against templates that show how those courses will satisfy requirements in a variety of curriculum, a variety of programs. By the end of this year, all of the CLA majors should be on machine.

CAC: Are there computer stations where the students can manipulate this?

RP: They can do it from their home.

WB: They can do it from the home, right.

CAC: Whew!

CP: If they're going to register by computer, they have to have an E-mail address, don't they?

WB: Yes.

CP: So, you could just E-mail en masse . . . you could E-mail the students that you want to contact. You could just have an E-mail general mailing.

WB: You could.

CP: Or to advisees.

WB: Yes, you could. We're in the beginning stages of figuring that out. What has happened is that the complexity of the systems . . . I had a conversation with staff yesterday and one of our most senior folk who is very good on systems was wondering whether or not she was going to be able to keep in her head permutations on checks that we're putting in place to ensure that students are placed into the right second language; and those checks are all on the computer system and she's not sure that she's going to be able to advise students of their particular status now that we're able to check that status by machine in so many various ways. Staff find it a much more complex environment.

CAC: Do they feel this distancy that you were talking about from the direct contact of adviser and student?

WB: Not yet because, currently, we require quarterly contact in person from students coming directly from high school.

CAC: But you can see that that may fade?

WB: Yes, because there won't be a way now for students after those four required contacts to come into the advising office. They won't need to come there for information. They'll be able to register from a distance.

CP: [unclear] office?

WB: They could. It remains to be seen whether or not that's going to be qualitatively the same experience.

CP: Yes.

CAC: Do you have a sense this will fragment their experience?

WB: It could and I think that's our chief concern. We've seen what's happened with fast food. [laughter] I'm not sure that the quality of the dining experience has gone up given that one can get access more quickly. It's often in those conversations with students that they understand and discover things; and I'm worried about that discovery moment.

CAC: I hear intimations from some that the faculty are influenced in a similar way. If they can not come to the library but can really gain access to libraries nation and world-wide at home that there's less of an incentive to come except for class and official office hours, and they won't see their colleagues as much, and there really will be a fragmentation of the social experience from top to bottom.

RP: Help me out though. How much text can you get on the Internet?

WB: Lots.

RP: You have access to libraries but . . .

CAC: Then you call what you need up and it's delivered to you.

RP: But the book comes. You can't read it . . .

CAC: I think in some cases, you can.

WB: More and more.

CP: My son Paul and a colleague at MIT [Massachusetts Institute of Technology] are writing a textbook about computers and they're going to put that online. They'll publish it but there are also going to put it online.

RP: So things are being put online but most of the libraries . . .

CAC: I think you can call up very sophisticated encyclopedia information, for example, that's online now, or complicated bibliographical reference material and never leave your study at home.

I hate to . . . I get a feeling with these interviews that you kind of reach a point that a lot of things have been said.

RP: You can tell, right? [laughter]

CAC: Maybe, it's only my fatigue that sets in. It's clear that the three of you have had, in different ways, a very engaging and rewarding experience in the careers you've had at the University of Minnesota. This is kind of an invitation to reflect more broadly, more generally, about that experience. We began with a brief outline of career. Do the three of you have reflections that are personal, that would say something about this sprawling institution that so many of us are dedicated to? With the three of you, I catch a clear sense by body language and voice tone, and information, that you're dedicated, too. I don't know what the question is . . .

RP: I was going to say, what's the question? [laughter]

CAC: [laughter] The question is, reflect for us briefly, Professor Page, on what this has meant. Let me ask another one then. We've had forty, fifty years of students, and people say to me, lay people, "Students, what are they like now?" and "Are they different from the 1960s?" Do you have any sense that there are broad trends or are student bodies so large and so generalized that

one can not make mezzanine level generalizations about the nature of the student body? Do they work more off campus? Are they moved more by career or less, etcetera? Any reflections on that?

RP: Not by me. I've never been able to tackle a question like that. I read the newspaper and find out what they say is happening to the students. I can't do it.

CP: My experience, with one exception, is teaching graduation students and graduate students are always highly motivated, and always career oriented, and always eager, and always outstanding.

CAC: Always above average.

CP: Always above average, yes.

CAC: Mr. [Garrison] Keillor's . . .

CP: Exactly. Except, I've had a couple of recent experiences . . . I taught one Honors class a couple of years ago on Iceland, the Land and It's People. I see now that one of the students who was a freshman then, a junior this year, a straight *A* student, I mean straight *A* and a very top curriculum, has applied for our scholarship exchange to Iceland next year. She will be a senior if she's selected but she was in that class. That was really interesting and, of course, that was an outstanding group of students. I taught a course, the same course I taught in the spring of 1993, this summer, 1994, there were three undergraduates completing undergraduate degrees and the rest were graduate students. One of the undergraduates . . . I gave him an incomplete. I said, "If you do the work over, I might be able to give you a passing grade." He can't use the English language. Maybe you don't want this on the record?

CAC: Sure.

RP: Yes.

CP: I was talking with a couple of colleagues with whom I work on an exchange program, one from Geography and one from Geology. I said, "I can't believe that someone could become a graduating senior and not be able to write English!" They just laughed at me. They said, "The student body is not like it used to be." Now, that's my sole experience with any change. I don't know if anybody else has noticed something like that?

CAC: I hear many faculty complain about the declining capacity of students to think clearly, write clearly, speak with out *you knows*, etcetera.

RP: Do you remember any of your elder colleagues when you came here as a beginning faculty member who were making those complaints about their students?

CAC: They shared another order of things with me and didn't include that.

RP: My view is that the faculty is always critical of the students.

CAC: Perhaps.

WB: I'd like to take . . .

CAC: Is this measurable?

WB: I'm sure it is. I'd like to take a stab at your first question . . .

CAC: Please, do.

WB: . . . or at least make up a question that I could answer. [laughter]

CAC: [laughter] That's what they do in American Studies now, they write their own question and answer..

WB: Do they?

CAC: Yes.

WB: When I came here, it was to finish a graduate degree and it was to take a job that would make that manageable. When I found myself preoccupied with advising, I had occasion to think how it was that I was as an adviser when I was a faculty member at the little college that I had gone to Sweden from. What I've observed over this time, since 1975 . . . it's been nineteen years, is that right . . .

RP: [gasp]

WB: [laughter] . . . is that this place spends a great deal more time on training folk to be advisers and that there is a leavening influence. There's an affect far beyond this particular institution in what these people go out and do. It's given me a sense of there being a profession here; and I thought that that was unique until I got involved in the National Academic Advising Association, which is apparently one of *the* fastest growing professional organizations in the country . . . upwards of 600 and some members nationally and growing at about 100 per year who are joining the association. I've seen energy not siphoned off from graduate programs but broadened in the graduate experience. I think that there are faculty members who have gone out . . . young faculty members who've come back—it's not speculative; I know this to be the case—who have gone out, and found themselves in departments, and found themselves witnesses, in some sense, to another way of going about the work of being an adviser. I think that this particular unit—again, I don't have as large a national perspective as I would like—has played a

unique role at least in the region because I know that there are folk at St. Scholastica, there are folk at the University of Minnesota-Duluth, there are folk at Anoka-Ramsey Community College, and many, many others, who are in positions either as faculty or as professional student services folk.

CP: I wonder if any of this is a response to increased, if we think there is, stress in society as a whole today and so students, like the rest of the population come with more problems than just being a student, more so than forty years ago?

CAC: I'm wondering also whether the diversity of the undergraduate body makes a difference. I've been walking the campus for forty-five years and just eyeballing—it comes slowly—the Asians, more Hispanic, certainly more African-American, and whether that has influenced the undergraduate experience as it relates to the advising context? I don't know. Has it caused problems for you? I've had Vietnamese students in class—this was three or four years ago—and obviously, many of them had real language problems.

WB: Yes. Pre-professional students headed toward the Health Sciences have been a problem. Not that they are the problem . . . we have a problem together figuring out how they, with excellent preparation academically, can make that next step into professional school where they have to exercise other skills, interpreting what it is that a patient is telling him or her, and communicating then with that patient, doing that whole other side of health care delivery. It's an extreme difficulty. I wonder, too, about women. I think women—I've seen just since 1975—are here with a different purposefulness. They are looking at all sorts of academic curricula not just education, not just those helping . . . they are going all over the place.

CAC: And that challenges this office in meeting their need?

WB: Exactly, because we, then, have to interpret to them the expectations of the professional schools and, to some extent, the expectations of some departments. Women are not just in English anymore.

CAC: Yes. Well, I thank the three of you very much. I came in with some trepidation. I've never tried a group interview. Whether listeners can distinguish and make sense of the different voices not only the vocal voices but the experience and points of view, I don't know; but I think it's worked. I'm glad you suggested it, Bill. I think this has been a very useful exercise and I may try it in some other settings. Again, the interviewer and posterity thanks you for doing what you did and sharing your memories of what you did with posterity.

CP: Our pleasure, I'm sure.

[End of Tape 2, Side 1]

[End of the Interview]

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