

# An Interview with Carol Diers

July 1, 1996

Interviewer: Kathryn Anderson.

Western Washington University  
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Center for Pacific Northwest Studies  
Bellingham, W A 98225

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[Tape One, Side One]

K: This is Kathryn Anderson interviewing Carol Diers in my office at Fairhaven College on July 1, 1996. Carol was an undergraduate at Western Washington University and retired recently as a full professor in the Psychology department. You've been at Western in many capacities. Maybe you'd just like to start with your early memories.

C: I'm trying to remember what year that would have been, when I came here in kindergarten.

K: The year doesn't matter.

C: Well, it probably does, really. [laughs] Let's see, seventy three, probably 1938, it must have been, when I started kindergarten. And so I attended kindergarten, first and second grade here, and apparently I didn't learn to read. My mother was informed they would be fortunate if I ever graduated from high school.

K: Oh my goodness.

C: And I hated the place. [laughs] So Campus school was not a good experience for me. I had a very isolated childhood and there were too many teachers. I never could get it dear, [laughs] with all these people around. That was one problem. I think probably Dick and Jane readers were a big problem. Absolutely detested that family. [laughs] And all Jane ever did was stand around watching what Dick did. I even felt sorry for the dog. [laughs]

K: When did you become aware of that? When did you figure all that out? You think you figured that out in first and second grade?

C: Oh yeah, oh yeah. Because very early on, it was dear to me I should have been a boy, because they had all the fun. And that was something that really started very early. Because, it was dear if I followed what I was being taught, I was just going to stand around like a post most of my life.

K: And watch Dick do things.

C: Right. So I suppose that was part of the problem, too.

K: So your memories are pretty hazy of Western as a *K-2* student.

C: Yes. Right. And then I came here after a couple of years of college. I came home ill and then because I had lived in this area, I just finished my two years at Western.

K: Where did you start before that?

C: At Whitworth, and a year at Wheaton too, in the Chicago area. So I finished here and then I didn't know what my major would be. I almost flipped a coin to decide where to go to graduate school--what area to go in.

K: You had an undergraduate degree in ... ?

C: Physical sci---Biological Science and Physical Science.

K: Oh wow.

C: And then, I taught public school for a year, and then decided I could catch up in Psychology in graduate school, and UBC would let me in with not much background. As long as I could do the work, it was fine. So I got my master's at UBC, and then taught another year and then the doctorate at UW, and two years in Bremerton, and then I was back at Western again.

K: Why graduate school?

C: Oh, I'd, I liked academic life from what I had seen of it, and a year teaching in junior high propelled me on. [laughs] I enjoyed junior high, but it was clear to me I wouldn't survive.

K: That is a challenge.

C: Yes.

K: What are your memories of Western as an undergraduate? Were you ... ?

C: It was small, and actually I developed some of my expectations about college life, obviously I would, from then. The faculty and students had coffee together regularly. And it was a much more intimate relationship with the faculty. I'm trying to remember anything really remarkable. About Western. I would never have come to Western, living in this area. And it was just by accident that I came here, and I sort of thought, oh this is a temporary kind of ridiculous thing I'm doing, but then practicality set in. I thought, well, maybe I'd better go ahead and get my degree. And ...

K: Any particular classes stand out or anything about campus life, or ... ?

C: Well, people stand out. My eventual husband I met during that time, Taylor in Anthropology and Woodring in Psych. Those two instructors really stood out for me.

K: From classes, or from the coffee?

C: Both. But the classes were really good.

K: Well, those are two renowned professors from the campus.

C: So, yeah, it was really kind of an exciting time to be here on campus.

K: Now I've had students explore the yearbooks and so forth about Western, and this would have been the fifties?

C: Right.

K: And they're absolutely horrified about the rules for girls because there were no rules for boys. I'm wondering what, if you remember, how you felt about them at the time.

C: The same way I felt when I was [laughs] in first grade. I don't know what I did, but when we left, we had to have a recommendation, about three recommendations, and one of the them had to be Dean of Women. And I asked the Dean of Men, McDonald, if he would write me one instead, which he was happy to do. So I, I don't know if I'd done something that I thought put me on her bad side, or I just was generally antagonistic or what. Probably I still retain the same sense of .... Well, the fifties wasn't a good time for females, but it's because we were raised on Dick and Jane.

K: Did other, did you talk about that with other people at the time?

C: No, this is very much on my own. I mean, this is ...

K: ... closeted view?

C: It was, already through grade school and high school. For example, I refused to be nominated for Secretary of anything. I waited until finally one year they nominated me for President. They voted me for President. I had no idea how to be President of a class, but I just refused [to be a secretary] because that's what females always did, you got put in that spot.

K: You're a psychologist, can you explain? Obviously these are pretty strong feelings you had about that role. Any idea where they came from?

C: I don't really. My parents are fairly traditional in that regard.

K: Were they supportive? Did you find support from them?

C: I think they tended to let me go-ahead and do what I felt like doing frequently. I really can't see that they positively did anything that induced this in me. They probably wished they could figure out what was going on, but no, I don't know. Clearly that generation is sort of cited as being the most staid and restricted and having very narrow expectations for females, and I just wasn't going to do it.

K: Were there any people who tried to put you in your place? Or any situations that tried to?

C: Well, this came up all the time, but I'm trying to think if it ever did in college, really. In high school, for example, girls had to take home ec, and boys were taking ag, and I asked my mother to go and ask them if I could not take home ec and take ag, but they wouldn't let me. And so this kind of thing kept going on all the time.

K: Did you feel like a rebel?

C: No, I didn't. I mean, I had absolutely no idea anybody else might feel the way I did, of course. Of course when you're a teenager you think that anyway, but I almost think maybe I was right because two or three years ago, I demanded that I get on the country club golf course during the men's time, because I was the sole member then--the certificate holder. And there were several other women eligible to do that, you were eligible if you insisted but nobody ever did. And not one of them would come with me. This is within the last five years. And yet the men, many of the men were very nice. In fact they asked me to play with them, again and it's not because I'm a good golfer, either. [laughs] [When you've] got thirty something handicap you're not. But, so it persists.

K: Uh-huh. Interesting. Well, we've done some searching in those, in the newspapers in the fifties on Western's campus. In fact, I have them here, I'll show them to you later. A couple of my [students] took pictures from the campus newspapers and they made one whole poster. There were two themes that kept coming up over and over again: beauty queens and engagements. Now they felt like that created a kind of climate, that certainly made it very clear to young coeds, y'know, what their role was expected to be. Do you remember any of that?

C: Right, well, that was true, it was. Yes. By then, it just sort of didn't apply to me, anyway, so obviously I was going off in a different direction. And I can't see that anybody really thwarted me or said, "don't go to graduate school" or anything like that. People said, do go to graduate school.

K: Were there women faculty in the biological and physical sciences?

C: Yes, there was Besserman in Chemistry. She's the only one I can think of right now.

K: Was Leona Sundquist here?

C: Yes. I, yes she was and Platt, there were two or three that I had.

K: I was just curious about [static]

C: One thing that was true of me is that I never looked up to women; I had learned men are the ones who get things done. Men are the ones who know how to do science. I almost discounted the women and never considered them models.

K: Interesting. But really understandable too.

C: Yeah, yeah.

K: Okay, so graduate school. UBC, and University of Washington, and then what were your, do you remember thinking about what your options were? How did you get back here as a professor?

C: Well, I first of all went to Bremerton to Olympic College. It was just before jobs were readily available. So and I was staying in the Northwest coast area, generally, so I took the job that was available and then just stayed there two years and then there were positions open at Western. I decided to come back to Western. I suppose I thought it would be similar to what it had been, but of course that was the beginning of the boom too. And so it changed.

K: So you were really in there in the transition. You knew what it had been like before even though you had experienced it as a student before. What was that like?

C: It was okay. Y'know, it was exciting. There were always new faculty coming in, it was very energetic. It was an exciting time. And then the late sixties and seventies, I loved the students during that time because they were exciting. Very stimulating. And after that it got kind of dull.

K: Well, the door closed and there weren't any new people coming in either.

C: Right, so the departments got kind of old and fixed in their ways, and students sat there rather dully. Conforming again which was so unlike what they had been a few years ago.

K: Yeah. let's go back to the early sixties. You were hired into the psychology department, right?

C: Yeah, right.

K: Were there other women on the faculty then?

C: There was a Barbara Etgel who left. Of course, psych is one area where there typically are more women, but mostly in counseling I think. There may have been one in straight general experimental but I can't remember.

K: So who was your network on campus? Had you remained in contact with the man who then became your husband?

C: Yes.

K: When you were gone?

C: Yes, and with Blood. Don Blood was in the Psych department, and who else have I maintained contact with? Some anyway. I didn't think Bellingham was a very good place for a single female, though. Bremerton was a lot better. It ... was a lot freer. Western is more conservative than Olympic Community College.

K: How did you experience that? I mean, how did that get communicated to you?

C: Well, there's so many things set up socially for couples to do. Such as the country club, still is. I think probably that's it, whereas previously, when you're in graduate school, of course, you don't need to be a couple, you can be anything. So it was kind of a step back in terms of feeling free to do a variety of things.

K: Of these new faculty coming in, were a number of them single? or were most of them coming in families?

C: I, I don't recall any single people coming in. Maybe, but.

K: Now, did you, were you actually here with the change from the more general curriculum into the department?

C: I think the psych department had just been separated from education and Harwood was chairman of psych. When I got back here, before.

K: So was there a lot of department building actually going on?

C: " And there, yes. There was, and Harwood was hiring people ostensibly to teach ed psych but really in various psych specialties, so that they would feed into the arts and sciences program. And that worked fine. Of course I was teaching courses to begin with that I'd never had any preparation for, but then, that happened all the time at that time, because there were too many students and not enough people teaching.

K: So what sort of things stand out in the time? So you ended up being here for how long before you ....

C: I retired in 1991, still taught a couple of years ..

K: \$0 almost thirty years.

C: Yes. Right.

K: That's a long time.

C: Right and then, I don't know how to answer what stands out for me.

K: Okay. Well, you've described ....

C: I mean, it was half my lifetime.

K; Sure, right.

C: But I don't know what stands out. Probably I'd say my husband stands out. But that's not exactly the same thing as what you're talking about professionally.

K: Well that's certainly not completely irrelevant to the history of Western either. When did you actually become a couple on campus?

C: Um, wait, let's see. We married in 1973. So that was quite a while I taught after we were married. And he died in 1991, same time I retired.

K: When you came here in '63, were there married people teaching here, or were there still rules against that?

C: I think there must have been nepotism rules in effect. At first, but I think they were probably sliding away pretty rapidly as far as I know.

Certainly, by the time we married, there were already many couples that were on campus. I was almost beginning to think they should put some nepotism rules back into effect. Some problems that came up, it would have been much easier to solve, but they probably won't.

K: You talked about the students, I could almost visualize a wave as you were talking about a sort of period of excitement in the early sixties and then again in the ...

C: Actually mid to late sixties and early seventies.

K: What about that? What was that like for you as faculty?

C: And they were just interested. And so, so what if they were protesting various things, or marching through the class occasionally with placards saying something or other, 'and during 1970, '74 I think it was, I was director of the Honors Program and the students were so independent. The honors board was a faculty-student board. [Students] generated their own classes, and actually led some of their own classes, did everything, [including] grading. I'd stop in and be amazed at how much work they were requiring of each other. I never would have required that much, but it was similar to Fairhaven I think. The way the Honors Program was then, and the students, you can do that if you've got the right kind of students; the whole thing depends on having the right kind of students. So if you can draw those kinds of students, then you've got it made.

K: Very, and you got to interact with them as director of the Honors Program.

C: Yes, yes. And there was students in all areas who were just really serious and enthusiastic and doing fringe things too. But uh, just fun.

K: Absolutely. Something you said made me want to follow it up and I forgot. I was getting involved in what you were just saying. Um, well, all the publicity about your appointment as director of the Honors Program emphasized that you were the first woman to be on the Honors board, let alone ...

C: You know, that's right.

K: That was really all it was about, now was that...

C: Even the UBC alumni magazines put it in, I couldn't believe it.

K: It was a surprise, to see that emphasis on "first woman to .... "

C: Yes, it was. Yeah.

K: Was that the result of Sam Kelly's description? Or do you think that says something about the times? Did it feel that unusual to you to be ... ?

C: It didn't feel particularly unusual. I mean, in high school I was the only girl in advanced math, the only one of two in physics class, I was accustomed to that kind of thing anyway. So, that wasn't much different.

K: Um,

C: Excuse me, I interrupted you in the middle of what you were ....

K: Well, I'm interested in that phenomenon, because, I mean, if you look historically there are all these categories where, y'know, somebody has said, when there can no longer be a news item, that she's the "first woman to ... ", then we'll know that things have changed.

C: Yeah, yeah.

K: So I'm interested in what that experience was like for you.

C: Y'know, I just didn't think of it in terms of being the first woman. It just never occurred to me to put myself in that category, or to care if I was, or to give a hoot. I just didn't care. I was involved with the students, and they were

[break in tape]

K: We're just having-----

[break in tape]

K: check the volume. And they didn't care. In the early seventies.

C: Not that I know of they didn't. Um ...

K: Did anybody ever call you a model? Or communicate in any way that they saw you as a model?

C: I don't think so. You reminded me, student evaluations I got in my courses, where I could pick out being a female was different. I taught behavioral science for quite a while, a large lecture class along with several others, and I directed and taught part of it. And it was important what I wore, I mean, just like some would say, "she should get more outfits." I know the days I lectured I was wearing something I felt comfortable in, of course then that was down to what? two or three outfits. So this was a comment on the student evaluations. Y'know, out of 400 students doing these things.

Somebody says something like that. They wouldn't say that to a man, I don't believe.

K: Yeah, I wonder, I was just wondering if anyone ever said that to a male professor .

C: I don't think so. Yeah, that's, the comments, just occasionally, would clearly make that distinction that hadn't occurred to me. And really, I didn't function in those terms.

K: Well, I remember students talking about wanting to take your section of the statistics class because, and I can't remember exactly whether they put it in gender terms at all, but you had a reputation of being very effective as a teacher.

C: I think they're more afraid of males, they're afraid of statistics, then add to that a male teaching statistics, and they thought it would be nicer if they had a female teaching statistics. Which is probably a good reason to have a female teaching statistics. We taught the same kinds of things, had the same kinds of basic requirements. The course was essentially the same course.

K: Maybe it's [something]

C: Could be.

K: What about, how would you describe any aspect of life at Western-- campus life, faculty, classes, curriculum, any aspect that you thought changed, any significant changes that ... ?

C: Well, I suppose one, an important change was the degree of insularity that develops with departments. In contrast to having contacts with a variety on a regular basis, on a casual basis, such as at a coffee shop. My husband used to say when they did away with the smoking lounge then, that was it. Because that's where people from all departments came, you could just rely on having a good conversation with a variety of people and then, the contact was gone. And it's a real shame. I think. It's a lot more fun to have contacts with a variety of faculty.

K: The faculty who were here during the time curriculum was team taught, you talk about that with a great deal of fondness. And I think probably for some of the same reasons, the collegiality ...

C: Yes, right.

K: Did that have anything to do with your interest in the Honors Program?

C: It probably did. That obviously immediately would get me in contact with students in a variety of areas. And I found that more interesting.

K: Very interdisciplinary.

C: Right. Right. And I taught behavioral science, and at least that was interdisciplinary in the social studies area. I just preferred having that kind of context within which to work, a little broader. You get tired of looking at the same old faculty, hearing the same old things at the faculty meeting, and within a department. In fact I think we almost stopped having faculty, departmental meetings, because everybody knew what everybody else had to say.

K: What about challenges? Do you remember anything in particular?

C: I had to struggle to keep armadillos alive.

K: What was that like?

C: That was hard, because the mothers always killed and ate their young. And we were trying to keep these little things alive.

K: And this was your research ...

C: Yes, this was a research project suggested by Jerry Flora. Armadillos always have four genetically identical young, so it would have been ideal for a lab animal. But we could not keep them alive in the lab. Pregnant females would deliver and it just didn't work. And you know, after that, I found out H.H. Newman in the 19 teens did the same thing. He got armadillos: he thought, this is going to be the greatest lab animal I ever came across as soon as we solve 'this problem with cannibalism. And I don't even know that to this day anybody's really raised them in a lab. So we got halted right there.

K: So then what, where from armadillos were .. ?

C: Now turning from armadillos, I started research with Darrel Amundsen in classics on the age of menarche and menopause.

K: Another interdisciplinary ...

C: Other research was dictated sometimes by graduate students.

K: Was the graduate program something that developed in the time that you were here?

C: Yes, right. And while I didn't think much of it at the time, I sponsored the first graduate student in psych: Tony Tinsley for a master's degree in

psych. I think probably he chose me because I was female. Not just for that reason, and no other. I mean he thought he was going to do the whole thing himself anyway and wasn't going to need any advice from anybody.

K: Did that prove to be true?

C: Oh, he later said, he realized, he found out that he did need a little advice, but, but he was very independent and a very capable student.

K: So why would he choose you because you were female?

C: I think that students were beginning to feel that they needed to promote females. Two or three times I had males say that, that they had chosen me because I was female because they thought females should have more opportunities, more chances, more support.

K: How does that feel to you?

C: Oh, it's just fine with me.

K: So in the early seventies when people started talking about creating a women's studies program, and started teaching classes about women in psychology and Saunie Taylor taught that class. What was your response to this sort of movement?

C: I was pretty much to one side of that. And I recall getting really upset with Mary Robinson, because it was like she'd been hired in a position that was higher than mine, it was an administrative position being paid more money than I was being paid to start trying to protect my rights. And I just blew up at it. I'd spent my whole life insisting I could have a chance to do various things. I was incensed now with, "Oh, we're going to help you." Well, it's too damn late.

K: That's, that's not uncommon in response to sort of a paternalistic ...

C: I was just amazed at that. How strong I felt about it. So I never was really involved in the women's movement and often was suspicious of some of the kind of faddish gung ho thing that people get involved with. Not that I didn't want the rights, I wanted all the rights they were talking about but...

K: Well, in the early seventies, some of the scholarship began to change, there was a little bit of that happening in college. Did that affect your research at all or your classes?

C: I don't think so, not right at the moment just off the top of my head. I wasn't involved directly in teaching any of those courses, I was still teaching social behavior in animals; I was still very much talking about sexual differences - sexual dimorphism- and the importance of division of labor, and these kinds of topics, which have really just gone in the other direction, in terms of emphasizing comparisons between the sexes.

K: I think a lot of the early studies which do have to do with sexual difference~ put together quite a compilation of research in that area, from all of that research. I just remember as an undergraduate, being irritated that females who wanted to get an A in psych by doing four experiments or whatever had a lot fewer choices than males, because most experiments were for, they just eliminated females.

C: Oh, true, but there's another reason for that. When you send around the sign up sheet to a class, more females will volunteer, and if you want a balance of males and females, you've got to somehow get those males to sign up. Not only that, when they do sign up, they don't show up with as great a regularity as do females.

K: How interesting. When did you notice that?

C: Oh, since, well I taught a lot of intro psych and they're always sending around sign up sheets, and when I was teaching experimental psych, I was sending around sign up sheets through classes to get subjects for students, and that was a problem.

K: Interesting.

C: It wasn't just that they were looking for males exclusively, but it's true that a lot of the early psych studies used only males and then tried to apply the results to females, like the achievement study. One researcher actually said, well, we couldn't do it with females because we couldn't find high need achievement females. He just couldn't find them, they just don't exist.

K: Well, in retrospect, how do you see that research, I mean, how it's come. I mean it's 25 years later.

C: Yeah. But they've managed to find examples, some high need achievers.

K: Female.

C: Yeah. I think now there's care to have a balance and to pay attention to what's going on. I got a little concerned earlier in the movement about, for example, the insistence that females must be equally skilled at math, when

study after study after study shows that there really is a difference when you're comparing large groups of males and large groups of females. And it's not quite explained by expectation, I don't think. But there has been unwillingness to explore this as a real difference, perhaps, that is interesting if it is there, and to look at possible explanations. Instead it's just a blanket statement, oh, it's all social, social expectation, forget it.

K: And you were clearly good at math.

C: Pretty good.

K: Better than probably most men.

C: I was in high school. I think though, I also experienced a kind of cut off that women report. Females talk about a kind of feeling that you can go this far and no further. Or a kind of, "I won't understand it anymore." Even though I was, I knew, I was top in algebra. I loved algebra. I just went right on ahead. And no one really expected a great deal of me in that regard, but, I don't know. I never felt quite satisfied with any explanations I'd come up with about my math ability and what happened at some point to me.

K: That's another question I'd like to talk about. So you were promoted to full professor within ten years of your [something]

C: Is that right?

K: In '73?

C: Probably is, yes.

K: Yeah, now that's a pretty quick pace.

C: It's pretty quick, I came, well, I came in with, it's the years that counted, they counted graduate school years as well, because I was a T A in graduate school and an RA, and so they counted. They were counting those. Because they were just getting to feel desperate for faculty, so they were counting lots of things that they don't count now.

K: And you had finished your dissertation.

C: Yes, right.

K: So you were raring to go.

C: Right.

K: And you were also publishing.

C: Yeah, so.

K: So you were a senior woman on the faculty at Western early on. One of a handful of women.

C: I guess I was; yeah. I only vaguely realized that later. That somehow you're supposed to be a distinguished, what does this mean for Christ's sake. What am I supposed to do here? It's like, I'm turning 63 in July. I don't know how to act like a 63 year old. As I'm trying to remember 63 year old women, nothing fits in terms of what I think. I don't know what I'm supposed to be doing.

K: Well, I think it is a new generation where fitness and access to golf courses ...

C: Yes, right.

K: So who, who were your models, who were the people that you received sort of intellectual stimulation from?

C: One was my doctoral thesis advisor, Allen Edwards at the University of Washington with whom I worked for a couple of years. He was clearly a model, both in terms of research and teaching. And my husband was a model in terms of teaching and this lively mind and inquiring kind of disposition. And Paul Woodring was a kind of model, but I could never-I know I enjoyed his classes very much, but I could never quite grasp what it was that he was doing that became so engaging.

K: As a teacher.

C: Yes. He clearly was. I never quite got that. It was easier, in the case of my husband; it was all big chunks of organization and enthusiasm, and I probably modeled my own lecture style after him., after my husband's lecture style.

K: But Woodring was somebody you thought about as you ...

C: Yeah.

K: He had a big impact on a'lot of people. When you were talking about, you loved the turmoil that the students created in the early sixties. Was that a general feeling or ...

C: Apparently not, because I was very upset when the dean sent somebody over to help me out in a class. Students were in the habit of coming through in a semi large lecture class with some kind of placard advertising or protesting something. But first of all, one of them asked me, and they came in the two minutes before the class was to start, and so I thought, fine. I mean, I thought they were incredibly polite, first of all, to ask me. Whereas the dean sent somebody over to monitor the situation and I thought everything's fine, what are you doing?

K: Protecting you?

C: Could be. Yes, in fact I think there was an indication that, perhaps, was happening, but ...

K: Did colleagues have disagreements over how to, the appropriate response to this ....

C: I think some of them thought, just shut the doors and lock them and get rid of them or something, but students at Western were not really violent and they weren't doing things that were very disruptive. In my classes anyway, they weren't. And I don't think they were in classes in general, I think they were, I think they disrupted the, administration. And that was more their target. And y'know, we just thought that was funny.

K: And it showed that you also found it brought something into the whole liveliness of the ...

C: Yeah, students were much more willing to ask good hard questions about the content and object to what you were saying. And I found that just really wonderful. And so they were thinking about what was going on. They'd actually read something about it. I mean, all these amazing things.

K: But you saw that suddenly change, all around.

C: Yes, it did, I think it did. It was in the 80's that people got very conscious about getting grades and not rocking the boat, and they weren't stimulating me as much. And one thing, students may not realize is that whether or not a class is good depends a lot on the students. The faculty person can do so much, and certainly try to do a lot, but still, there's that interaction there that's really important.

K: So what did you do to rejuvenate, to keep alive during that?

C: I don't know, haranguing them didn't help, I sure went through times of that. But it just didn't seem to produce much good. Now I've never been

very good at teaching seminars; but I can do them and enjoy it, because somehow occasionally, people would really get involved.

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One] [Side Two]

K: I guess I'm wondering if you were aware of any sort of overall changes in policy about the size of the university, or admission, or larger kinds of things about the university, and how that impacted you as an individual faculty person. Or were you even conscious of that [something]

C: There was a greater emphasis on research as time went on, and I think at first, to be a respectable faculty member, all you need do is demonstrate that in fact you could publish a research article. And this gradually became something then that was absolutely required. And then began the regard for the number of articles published and the typical university kind of system. Research articles were used in evaluation. And so, I dabbled around in various things, and I'd get going. I did a couple of research studies that were perfectly publishable, but I fooled around. The journal wasn't here, it was down in UW, and I never did publish it, and obviously it was important to me in terms of step extension, but I just didn't do it. I got reluctant, in terms of feeling that you had to do research in order to get promoted or step extension. That kind of reward is not an appropriate reward. For doing research. Y'know, talk about shooting yourself in the foot, if you do research because you're involved in research, and you enjoy the process, and so on, and you don't do it in order to tack another star so you can send it over to a committee. And then they started these books on T&P, these elaborate scrapbooks, as if you were in third grade, and you'd be neat, and put everything in there you could possibly think of to put in it. I was on T&P committee twice, so I know. I know how these things changed and pretty soon people had these volumes. [laughs] Every scrap of information about your life is put in there in order to get promotion or step extension. And maybe that's okay, except I didn't, some of it I didn't like, some of the emphasis. They did almost literally count publications. They did not do a good job of teacher evaluation. And the university just doesn't do a good job of teacher evaluation. But at one point, when it was smaller, faculty knew other faculty and knew how they taught and could write really clear, competent, valid recommendations about the teaching of the other person, but as we got further and further apart, you didn't know what people were doing in class. And so there was just a lack of source of information.

K: What kind of a teaching evaluation do you think would be helpful, constructive and be a good basis for evaluation?

C: Well, some may say it's probably not possible. How does the student value the course. If you're talking about student evaluations, how do they

value it five years from now, or even next year. Is quite a change. If you're going to put such an emphasis on student evaluations, make every student in the class fill out a form, not just those who've turned up one the day the evaluations are scheduled. If you want to have some kind of reliable check, there are a few things like that. We're not going to go back to faculty even casually sitting in on other faculty classes, probably, or knowing that much about what's going on, a few faculty might, but I don't know, there are a variety of particular things, I think could be done to make it better. The situation has become so competitive, which is something that I do not like, and I didn't want to get into in my life. There are times when I had to be very competitive, and I can do it. And I can pay real close attention and do exactly the thing that's politically going to be just right at that point to get ahead because I need to get out of this place, but I don't want to live that way. And it became more and more competitive.

K: Your response was to ....

C: It was kind of to withdraw from it and to just not participate to a great extent. I like competing against absolute standards. In that way, you and the person next to you are in this together and you can help each other very freely, very openly help each other, and it's not going to detract from you if you help somebody else. It's just an odd atmosphere. I don't think it's good for academics to have that kind of competition.

K: What do you need to say more about teaching, a little bit about models of teaching, as you look back over your own teaching, how would you say that evolved over the .... ?

C: Well, I'm not sure how to say. When I started teaching, I was just terrified of being in front of an audience of any kind. I mean, terrified. Now, fortunately, people didn't usually notice that because I'd, whatever it was I did, they didn't realize.

K: They couldn't see the butterflies in your stomach.

C: No, they couldn't, and I must have only been here about a year when Harwood asked-me to lecture in behavioral science, which of course was a huge class. It was in L-4 and they didn't even have that aisle down the middle, there were solid rows of seats across and eventually there were even students lined up on the wall, it was packed in that room, 400 people. And so you had to get very organized, and that was really good for me. That was really a turning point because you know you're only going to have so much time and so many lectures. You have to time how much you're going to spend on each section, you have to really prepare for the lecture, and the only thing that I hated was I still had to wear high heels and the slant of that concrete floor as you walked down to get to the platform, was not a good

thing to have to do when you're already nervous. [laughs] You think you're going to fall flat on your face before you ever get up to the stage.

K: What did you think about that?

C: Oh, I was so glad when people started wearing blue jeans. Tennis shoes. God.

K: When did that happen in the psychology department?

C: Oh, I don't know. It happened to me as soon as it was possible.

K: [something]

C: No, no, before that. I don't know when, just when that started.

K: Well, yeah, that might be interesting to try and reconstruct, though, I mean, that spoke to a change in campus culture.

C: Yes, very much. Because I just have to figure that, when I first got here in '63, dearly, I had to wear skirts and I had to wear some kind of heels.

K: How did you know that? Who told you?

C: That's what everybody was wearing. And it would have been, with the movement in the late sixties, early seventies, with that student movement, that the change would have occurred. And I was certainly right there prepared for that dress code change.

K: Was that a controversy at all among faculty? Were there those who did, and those who didn't?

C: I don't recall then, but coming out of it, a bit later, I had one faculty person tell me, she was criticized for what she wore in terms of pants, and I think somebody else had some problems with that too.

K: By a colleague or by somebody who counted, a supervisor or ....

C: A colleague. Colleagues count more than deans.

K: Well, I mean, somebody who, was, let me backtrack, I didn't mean that the way it sounded. Somebody who was in a position of authority to determine the goodies.

C: It was somebody up for T &P and I just heard one reason she wasn't being supported was because of the way she dressed. But that, I don't know

that that was true or not. And due to some actions taken by some others, meeting with various administrators, she was promoted.

K: As far as you know.

C: Yes, and I couldn't believe it was so ridiculous. I mean, I didn't care for the way she dressed either, but who would care? As long as she was morally correct, it wouldn't matter.

K: What about other expectations for the faculty, other boundaries, were you aware of any boundaries beyond which it was not okay to go?

C: Well, all the ordinary boundaries, but I can't think-that doesn't trigger anything. Certain things you can or can't do.

K: I remember the legendary stories of people driving somewhere else to buy their alcohol, for example.

C: Oh, yeah. Well, you see, my first job in public school teaching was in Bellevue, that was just before the boom in Bellevue, and they were very, very progressive, and it was okay for the teachers on Friday afternoons to go to a local bar for a drink.

K: Instead of out of town,

C: Right. Yeah.

K: Was there a culture throughout that you know of [or] experienced, of faculty having social relationships outside of their collegiate relationships?

C: What do you mean, social relationships?

K: Were the people that you tended to spend time with outside of school other people at Western, or people in your community?

C: Oh, other people at Western. Yeah, parties other people went to.

K: In your department, or ...

C: Both. Yeah, I did, I don't think I had a lot of contact with people outside of Western until now. Now I do. Now that I'm retired and back in the community and getting to know my neighbors after 25 years. Y'know, when you're working all the time, summers too, there's not any time to sort of chat around back and forth across the fence.

K: So do you want to talk about that decision to not be a, a full-time faculty member anymore?

C: Well, actually, it doesn't have much to do with academics. Just how I got into psychology, I flipped a coin. I had decided to retire early because my husband and I wanted to travel more. And then we were on a trip when he died, and I came back and I had one more quarter to teach before my retirement would take effect. The dean very nicely said I didn't have to retire if I didn't want to, I could undo all this that had been, but I wasn't making very clear decisions then, and I knew I wasn't. So I just thought well, I'll stick with this. I was like 58? When I retired. No, if I'd had more energy at the time, maybe I would have said, well, okay, I need to teach some more. But now I'm glad. I really am, because there's a lot of other things to do. Or there's such pleasure in just not doing anything. It's incredible to me that I can do it. I was scared, at first. I've spent my whole life either working or in school. How could I ever handle it? But it's doable.

K: Well that's encouraging.

C: Yes. Yeah.

K: Do you find a connection between your academic life and plans for the next thirty years?

C: Because what I find I'm doing is exploring other things that aren't directly related to psychology. At all. I just came back from a Tai Chi retreat, and I'm traveling quite a bit. I started out traveling, making sure I was in a group of course, and now I get braver and braver and have been by myself several places. And so I'm doing that, and I'm going to spend time in California in the winter starting this October, and it's a place where there aren't many houses so lean see the stars. I need to find out more about the stars, do stargazing. I'm just really sort of going off in any kinds of directions I feel like.

K: You sound like our incoming Fairhaven students. that's great.

C: Right.

K: Well, and you can imagine someone sitting and pouring over these interviews and writing a history of Western, what kind of things would you expect to see, and would want to make sure that got into, how do you feel about being part of that history?

C: I feel pretty good about it. [laughs] I mentioned some of the directions that I didn't like but, that's not simply characteristic of Western, it's all of academia. You can't single out a given place and say, that's a fault of theirs,

when all they're doing is the same thing everybody else is doing. And so in that sense, it wouldn't be a criticism of Western. Western's always had good administrators. I've sent nasty memos to them some of the times, but they basically have had a good administration. And good faculty.

K: So you've been pleased or satisfied with the directions and the changes.

C: I, I think, yes. It's a very competent faculty, and they, I'm sure they stand up against any comparable institution, they really are good.

K: Did you feel, I mean, you put in a lot of time and hard work, and you were always very good at what you do. Did you feel rewarded and validated for what you were doing?

C: Sometimes. Other times not. I felt, it's hard to say how I felt. I just felt that the focus on rewards became more of a monetary thing in terms of step extension, rather than simply a recognition that you're doing a good job. And more, perhaps a more personal kind of reward I wasn't getting from the department, or from the institution. The way you got rewarded became, you got a salary increase, you got a step extension. And I didn't like that as, as the sole indicator, I didn't like the game they were playing in terms of competition. Because I mean, everybody, after they've been here a certain while, needs a step extension. It's, if somebody's doing a competent job, give them a raise every couple of years. Why do you have to go through all that stuff they're going through? So in that sense, I wasn't feeling very good about **it**.

K: Is there anything that you wanted to do that you couldn't or didn't, for whatever reason?

C: I don't think so, with regards to the institution, you mean. I don't think of anything right now. I think probably that you learn very quickly to modify your goals if you start realizing this isn't going to get you anywhere or you can't do it anyway, head off in some other direction.

K: You mentioned earlier feeling very strong about staying in the Northwest. Is that from being born and raised here?

C: Well, I guess so. There are probably two reasons. That's one, the few times I had been away I had virtually gotten sick on the difference in vegetation. [laughs] I couldn't believe a place without fir trees. But I probably would have recovered from that eventually. Then my husband-to be was teaching here. My husband to be was teaching here. And that was a draw. But I probably wouldn't have come back to Western to teach if it hadn't been for my husband, and maybe because of the area.

K: Did being a couple on the faculty affect your role on the faculty?

C: I'm sure it did, but in ways that I was not immediately aware of.

K: But wasn't even a conscious. Was not in your face.

C: No.

K: Was he aware of it? Did it make a difference with him?

C: Maybe, but I don't, I don't really, well, he was so well established, we were both pretty well established within our departments by the time we got married, so it wasn't like we'd grown up as a faculty couple. There were several in the psych department that faced rather different kinds of problems I think.

K: And you were in different departments.

C: Right, in different, I think it really helps to be in a different department. I have the feeling it's probably better if you're not in the same department, if you're maybe not even too close on campus.

K: How about other areas of campus life? Did you feel like you were pretty much stuck in that hall, or did you enter into the goings on in the community in any way?

C: Uh, ....

K: Not to mean you were stuck in Miller Hall

C: No, Miller Hall is a place you can feel stuck in, you're right.

K: . Especially if you're downstairs with the animal cages.

C: I got involved. I would occasionally be asked to give a talk someplace off campus, or in a school somewhere, doing something like that, to get away from campus, but I don't know, maybe I was stuck in Miller Hall. Because the faculty club didn't come in until quite a bit later, and it was only partially used, really, as a place to get together. Which I enjoyed very much, but I've sort of stopped going. I wonder why I have because I have a lifetime membership having been there and then retired. But I didn't really get involved a lot in community things. No, but y'know, I would talk at a dorm sometime, or do this and that, and I was involved in the sense of being on committees. But then, everybody's that.

K: .... talk about that? Was that a pleasant experience?

C: It was as long as the committees had a task to do, and a set task, and it was clear we had to get through this and come to a decision. Or make a recommendation, and if it was a recommendation, it's good if then someone pays attention to it. But I got so I was happy to be on a committee so long as I was chairman, because I'll say, "We'll meet here, this is the question that we'll be considering, please come prepared." [laughs] And you can actually have a committee and have just one meeting. If you do that.

K: But what about the ones where you go every week or every other week and stay on and ....

C: No, T&P is probably the most serious committee. You know, it's obvious what you need to do, and it does take a lot of time.

K: And they're really decisions, and ...

C: Yes, they are, they're important decisions to the people involved and everybody takes that very seriously and spends a lot of time and care doing it. But just a committee for coming up with recommendations, that mayor may not be listened to, or read by anybody, is not my idea of how to spend your time.

K: Did you have, did you feel like you had a network either regionally or nationally because of whatever you were doing?

C: I had various opportunities which I really didn't pursue. And I'm sorry I didn't. Y'know, somebody would see something, an article, and they had an interest, and would write and say something and I might respond or not. I didn't pursue those kinds of contacts, and it was a shame. I think I should have.

K: Can you imagine, connecting back to the campus at this point?

C: Today, going into the halls, for the first time I thought, gee I'd really like to be organized and teach a class. I meant without having then the attendant, "Oh my god. Then I'll be back in all this other stuff." I could let everything else go, and say, I just want to have a class. But probably I won't. I might teach a class sometime now and then, but it's been really good for me to be away from it entirely for a while.

K: Are you active in the retired faculty?

C: Somewhat, I go on the walks. And I haven't done much of the other things. And I sort of don't want to hear more talks about people retiring. I

don't know. It's a good association, and they do a lot of things, they have some interesting trips. I might do more, but I'm half involved.

K: Well, I'm sort of out of topics. Are there things that we haven't covered that uh, come to you?

C: No.

K: Parting thoughts or comments?

C: No, what, I, who are you interviewing?

K: Well, I think we can close this one off, so I can answer your question.

[break in tape]

C: Y'know, I mentioned that I had always refused to be a secretary for anything. I got here to Western, and I was put on the committee that Woodring chaired to establish Fairhaven College. I was the only woman on the ~ommittee, and wouldn't you know it, they decided they needed a secretary. Having spent my entire life refusing to be a secretary, they all agreed I should be the secretary. Well, I had only been here a little while. And there were about nine men sitting around there staring at me.

K: And the chair was Woodring?

C: Yes. And so I just didn't say anything, and I don't think I did this deliberately, but the next meeting I had lost the minutes. I've never lost anything like that in my life, and I just had to tell them, "I lost the minutes." [laughs] And they just laughed and never asked me to do any report again. They decided that they didn't need a secretary.

K: Oh, that's a wonderful story. Would you call that passive aggression?

C: I think it must have been. I couldn't believe I lost them. I never lose anything like that. But, of course I was really glad I had. I mean, I should have said then, "I'm not going to do this."

K: Was it Woodring's presence that made it harder to do this time?

C: Probably, yes. Yeah.

K: Well, I have a vested personal interest in anything you remember about that whole process which was starting to create Fairhaven College. So if there are any things that you remember about that, ....

C: I think it was pretty much Woodring's idea. Fairhaven seemed to become very quickly what the Honors Program was. In terms of the way it functions, or the way it functioned when I was directing. It's now gone off in a different direction. I don't know why, because I think it was better when you didn't have high requirements for grade point average, for example. Students need to be able to explore a lot of areas, and not worry that you're going to get one "C" on their record, so that things will not work out for you later. It's just ridiculous. It's almost as if Woodring had this in mind, and this was a committee simply appointed to sort of ratify, certify and ....

K: Oh, okay, so it wasn't a real...

C: Well, a lot of people had suggestions, but I think it was probably really Woodring's idea.

K: You were fairly close to him at times.

C: At times, yes, but...

K: Did he talk about it as it became what it became over the next 20 years?

C: He did some to me and he did to my husband, and I sort of secondarily got a little information. But I think on the whole, he was maybe disappointed in some things and pleased with others. Probably expected that there would be change, but [laughs]

K: Certainly was a structure that allowed that. My guess is that you might be happier now than in the first few years.

C: I think so. It would be my guess too. I'm not sure, but I think it would be.

K: And you have wonderful stories. Thanks for bringing that up.

[End of Side Two.