

This is an interview conducted with Dr. Steven Platt by Robert Hendriksen on behalf of Russell Magnaghi, University Historian. This interview was conducted on November 17, 1994.

RH - Dr. Platt, I was wondering if you could start by telling us where you are originally from and how you came to be a professor at Northern Michigan University.

DrP - Let's see, I took a job application here, applied for the job here in 1970. I was at the University of Illinois, third year there working on my doctorate with Jerry Hirsch. Before that I had undergraduate work at Albion College, down in lower Michigan. Then I did a masters at Michigan State. Working with Emery Denny and G. Stanley Ratner, both in experimental psychology and animal behavior. Then one of the summers I was at Michigan State I went for training in the Peace Corps. In one of the early days of Kennedy's administration, getting people to join the Peace Corps. They changed the project on us, we were to supposed to start a college in the Philippines. By then end of our training in Hawaii, which was the best training I ever had, they changed the project on us. They were going to have us be teachers aides for first, second, and third grade, and we didn't get selected to go over in those day. So I came back and got my masters degree from Michigan State. Went out, decided I had enough education, went out and got a job teaching fourth grade for a year in Lesly Michigan. Saw that there was a lot that needed to be done in education. Looked around for a job. Got a job in Macon Georgia, at Weslian College, an all female school, four year college, in Macon Georgia. I worked there for two years. This is 1964 and '65 '66 right in there, and the Civil Rights Act had been passed in 1964. So the South was changing, at least it was in upheaval, and I worked during that one summer I was in the south I worked in Moletree Georgia, for the community action council, part of there head start project in Georgia. Those were very informative years, for what I'm doing now. Decided that if I wanted to do anything in education I had better get a doctorate. So I applied to graduate schools, got accepted, the place the I accepted was the University of Illinois, because they offered me some good money, and I went there for three years. But by the end of those three years I was pretty tired of working with Jerry Hirsch, and this offer at Northern Michigan University came along. I was planning on coming up here for two years, found my wife here and have been here ever since. Twenty four years.

RH - So you actually ended up hear at Northern in 1970?

DrP - 1970, Fall of 1970.

RH - Yes, it seems a lot of people come up here to the U.P. for a short time and that short time extends into infinity.

DrP - Yes, I don't plan on retiring here. In fact as soon as our boys, last boy is through college, about another seven years I plan on retiring and going on to do some other projects. But, it's been



very wonderful in the Upper Peninsula. Its a great place to raise kids.

RH - Coming in 1970's was about the middle time frame of using the four course plan, or it was starting to phase out a little bit, and start to expand back into to the departments. Do you recall anything about the four course plan, v.s. the liberal study thing that they use now?

DrP - I vaguely remember something about the four course plan. But I couldn't recall what they were. Could you give me a clue about what we're talking about?

RH - Well, it's kind of my own personal fascination. They were trying to do a humanities program where you had to take all four of these courses. every one to the some ones, everyone read the same book type of thing.

DrP - I don't think that they were doing that much detail when I arrived in 1970. They were already starting into a type of, it wasn't liberal studies though, it was LB courses, what ever that meant. There were several transitions as they went to this liberal studies program we're in now, but there was always that emphasis that you should get some broad based education before going on.

RH - What buildings of the original campus were still standing when you got to Northern and what do you remember about them?

DrP - There was J.D. Pierce that we were just talking about a moment ago. [Dr. Platt and I discussed a few possible questions before starting the taped interview, and he asked me to remind him of the name of Pierce hall.] J.D. Pierce was attached to Longyear, and Longyear was attached to Kaye Hall. Which was a gorgeous, its really quite a fascinating building, and attached to Kaye Hall was Peter White, and attached to Peter White was a somewhat modern but crumbling, poorly constructed library. And we were right in Peter White. I vividly remember my office because there was a quonset hut outside of the office, because they were over flowing, and I was on the ground floor so I had high windows. And I had a window in the door of my office, and I was working on my dissertation. And I was also, let's see this was 1970, and I was trying to quit smoking, smoking was every where so students would come into my office and smoke. There was no restrictions on smoking, so I had a candle in my office, a big fat candle, I would light and that would help take away some of the smoke fumes, it would help me resist lighting up. I had my dissertation, my only copy of my dissertation that I was working on, on this wooden shelf on my desk. And one day I went home and I forgot to blow out the candle. I got a call from campus safety, Ken chant, who is still here called me, young fellow then. Said that they put the fire out, and doesn't look like there was much damage. I rushed to the office, and what had happen of course was that some student had looked into my office because the shade wasn't pulled. Saw that the candle had burned through the bottom of the candle. The wax had ignited the



wood, flames were leaping off of my shelf. They extinguished the flame and the fire was about two feet from my dissertation, my only copy. So I probably would have been delayed another year, took two years as it was, because we didn't have computers and it had to be retyped and retyped, and retyped. I remember that horror of seeing how close it came. That building was torn down. Kaye was torn down. Longyear was torn down. J.D. Pierce was torn down. John X. Jamrich was just being completed when I got here. It was called the IF building, Instructional Facility. Our president at the time was Jamrich, and I understand they for some reason decided to name a building after a current president I've never know that to happen. The letters weren't big enough, I know that because one of my final exams, I think it was about 1972, spring, giving a final exam all of a sudden in now Jamrich hall 102 were reverberating with air hammers. I went outside to find out why someone was air hammering the building and I saw workmen were removing the letters, and I asked why, and it was because the letter weren't big enough. They were told that they had to put bigger letters. I asked if they could not do that while the final exam was going on. There was no dome of course, no PEIF building. The swimming pool was in the bottom of Hedgecock. I think they were starting to build the PEIF build. Yes, because there were the Iron Rangers, where you saw a plustera of hockey activity. Wooden building were the parking lot for the PEIF is now. That was my introduction to the Upper Peninsula, Iron Range hockey. Dodging whiskey bottles being thrown around. It was serious hockey, that was good old Yooper hockey.

RH - Do you have any interesting stories or history that you remember about the buildings we're in now as in Carey, Lee and Spooner halls?

DrP - Well, the only thing I know about this Carey Hall was that it was a dorm, and when we moved in it was obvious that it was a dorm. The only thing that I could figure out is I don't know what the students were doing but the carpet I had in my lab had to be removed, because when it got wet with some of the work we were doing in the lab, it smelled so bad that we had to get everyone out of the building. So we had to tear the carpet out. This carpet here is the same one we had they didn't have to change that. But we're moving out now, and they're going to put us over in Gries hall which was another dorm that they remodeled. That seems to be the pattern here to, There apparently was to many dorms built during the harden era, or at least our enrollment has declined and were need to make use of the dorms for some other uses.

RH - What do you think about moving into Gries Hall?

DrP - Well, these are nice facilities, in the sense that they have a lot of space. But they've never been adequately remodeled, so it's like living in an old dorm. They never really did the renovations that they said they were going to do. So theoretically moving over to Gries is going to be very nice. It will be smaller facilities, and we will have some problems with what to do with journals and books and that's always a problem because I like to be



able to refer to the books and journals I have here. I think that there will be some conflict with that, but we may find some place for them. Its going to be real nice, we're going to have that "gerbil tube" from Gries hall over to the university center, and that will make it very nice during the winter. You won't have to put your coat on, you'll just walk over there. I think that will help kind of connect the campus, I hope they do more of that. There has been some complaints about these covered walkways, "gerbil tubes" as we call them, but I think its a good idea, a real good idea. Get more students, faculty, moving around, talking.

RH - If you had a choice would you stay here as opposed to moving into Gries Hall?

DrP - It's not a choice. This building does not meet code, and they can't afford to renovate it they tell us. So, it's a meaningless question. You move, you move, you just do that.

RH - One of the thing that I've noticed in my couple of years here at the university, is that there seems to be a lack of connection or a widening gap between the faculty and the students. Some professors are saying its because of the spread out nature of the campus, and I know that a lot of professors now have their office hours for a couple of hours a day to teach there classes and then they do their work at home. And talking about the fact of the problem of space, do you think that more professors will start doing that, or do you think they will find another way?

DrP - Well, I think that's a real serious problem. I've had some very different opinions about that issue over the years. When I came here there was a mentality that I still see hear to some extent, and that is that this is more of a factory than a university. That its nine to five or nine to four, maybe even only four days a week. You just come, put in your hours, you'll get your degree as a student. Come put in you hours you'll get your paycheck as a faculty member, and every body's just doing their job. And I have thought about, talked about, somewhat argued about this lack of campus esprit de corps, of the academic community. A vibrant debate discussion, between faculty, student and administration. We had some administrations that did every thing possible from my perspective to seperate faculty, administrators, staff. There was a real serious period of hostility. Things are changing now the current administration. The current president is certainly more interested in developing a relationship, because for one thing he's and experimental psychologist, so he understands the reality of being a faculty member. I think that there are still some faculty attitudes that the university hasn't given me much, and I'm just going to do my job and go home. I can get more work done at home. It's hard for me judge that, because the psychology department is certainly much more active. Any day of the week you'll see our doors open, and most of the faculty are around here and we're doing things around here. So it's hard to judge what's going on. But there is a separation. I don't know what the other departments are doing. I don't know what's going on on the other



side of campus at all. I think we could improve that. I think the university center is helping to improve that. They way it's been remodeled, because I tend to go over there to eat more often. And I meet with students over there and I meet with groups over there. I see faculty and students over there. I see administrators over there. I guess I don't see as many faculty members over there as yet, but I think they'll start over there. But your right the campus is spread out. When you get to Magers, and West Science and Learning Resources, we are spread out. That's not a particularly healthy sign, but I think that's changing, I think I see some slow signs of change. Especially with the lack of enrollment, and retention, we are going to have to take a more active roll in getting Northern known and do more to try and keep students here. Its going to require more faculty involvement.

RH - If I understand correctly Carey Hall was still standing, excuse me, Kaye hall, and that was were a lot of campus events went on there was a great deal of association between all facets of the campus. What I'm told was the goal of the administration in remodeling the university center, and this latest renovation was trying to bring every body back together again. Do you like what's going on in the U.C., and do you think its possible to get back to what we had in Kaye hall?

DrP - No. The university Center is an excellent start. That student art center is wonderful. Whoever designed that gets a big gold star. The food court which will soon be the wildcat den again, is a good idea, there are not enough connectors with the faculty as yet. When we move into Gries hall that will bring Justice Studies, Psychology, Sociology, some English, so there will start to be more professors there. You still have that big batch over in Magers, I don't know what you're going to do why they stuck them way over there I don't know that just dividen the faculty all up. If you could do something to bring them back over here.

RH - You did mention that I'd had a class with you, Intro to Psychology, and in that class you talked about how in trying to gauge whether or not to admit a student to Northern the psychology department looks at there records and such, and makes an estimate as to how they are going to do at the university level.

DrP- The university does that. ACT scores and such to estimate your grade point average here, and the correlation goes down each year. So that by the time you are a junior you really can't tell how you're going to do from high school.

RH - My question to that is that obviously the average age of the student population is going up. The university calls it nontraditional students. Basically people aren't coming straight out of high school. In your twenty some odd years here have you notice a change in the overall attitude or environment, the student in how they do and what they do?



DrP - I'll take a nontraditional student any day of the week, because they know why they are in class, and it's just a delight. They are willing to listen, they are willing to debate, they realize this is serious business, getting an education. Have I seen a change? I think I have seen the population of students actually bifurcate go into two directions. We have one population that is a very serious student. Probably more the nontraditional students fit into that class. But I also see a percentage, the other part of the population is the percentage that is kind of here because they don't know where else they'd be. And they're kind of at Northern because they're not sure what they would do if they didn't go to college. And their preparation is abysmal, and I'm not the only one seeing this. This is all across the nation, I was just reading in the latest issue of Science this is a problem even at MIT and Harvard. You think they'd be able to pick the top. They're finding that their people are not as well prepared in the basics. Oh sure! People that are coming into today, know a lot about computers, but there is really a lack of knowledge about the classics, about literature, about religion, about philosophy, about basic mathematics. I know this because I frequently make references to historical or literary allusions in my class and very few people get it, and the ones who get it are the nontraditional students. Just a couple of classic examples - I don't even mention Pete Seger anymore as an illustration of some of the things he said. Because the only thing students relate to is they wonder if he was Bob Seger's brother or something. Pete Seger of course was very important in the labor movement. He's been a folk singer for many years. He sang with the Weavers, and he had some very wonderful things to say about how you make changes and how you affect the union bosses and the straw bosses. He said "Take it easy, but take it." I thought that was a very profound thing, but I don't even mention Pete Seger because nobody knows who he is. And the other day in class I was saying, we were talking about various theories of personality, and one of the theories is that society is wrong and it's not you that's sick, it's society that's sick. And I said "Okay, how many of you are supporting this position, how many of you are SDS members?" and nobody in the class knew who SDS were except for some older gentleman I have in the class, and that's the radical Student for Democratic Society from the sixties. That was an allusion that nobody, I can sometime quote Shakespeare, but I don't think people have really read much Shakespeare. There is a basic lack of preparatory education for getting to college. I don't know what the schools are doing.

RH - In noticing that, what do you think of the university's position on its community college role in the area, and the right to try philosophy?

DrP - Well, the right to try philosophy is basically sound, but we don't really help. I'm worried that right now we say we have an open door, but what we have is a revolving door. We take your money and you go after a semester or two, and I think that if we're going to take your money we should make sure you're prepared for college level work and if you're not prepared we should get you



prepared. I think we could prepare you with remedial courses. We couldn't call them college level courses, but we should encourage people to come and get the deficits they have cleared up before they start any. You know what my course is like. It's difficult for people to get through it because they have to keep reading, and keep doing things, and doing all the detailed work in the course. It's not that you can't pass it, it's that you can't let up. It's like a train that you have to get on and you have to do it every day, and if you don't keep up that work... and students aren't used to that. I had a student come to me just the other day to get some advice on how to take notes, because they have never had to take notes before. I've had student who are surprised they have to read two or three chapters for a test, your not going to tell us everything that's on the test.

RH - When I was taking your class we participated in several experiments for the upper level psychology students. All lot of them were learning, education experiments. There is a theory out now that if we were to do more with computers, and video, and sound byte type of things, that the MTV generation would do better. Could you speak to that?

DrP - Well we need to have more computers. I don't think that it is because we need to increase the sound bytes, that students have to take smaller bits of information today. I think education is in a very serious problem. Many years ago we didn't worry about education because if you couldn't get it, get out, there will be jobs for you any way. You could work the mines or you could flip burgers. You could get good money without having much education. But today, the good paying jobs are going to those that have an education so more and more people are feeling the need to get an education. Now the problem is that we can't just play our old education game and say hey, I'm going to toss is at you and if you can catch it. I'm going to turn the fire hose on and if you can't drink enough, get out. Times have changed, we don't have enough students so we have to say to the student, if you can't learn the way we're teaching, we use to say get out. Now we have to say if you can't learn the way we're teaching then I have to learn a new way to teach you. The burden is upon both of us now not just upon you as the student. So we need more computers. We need more individual attention to individual deficits. This is the problem, students bring individual problems to the class room so, and to the university, so we need to work with those problems. Each one of us has our own dragons to slay, and in the past if you didn't slay your dragons, get out, we had plenty of other people to take your place. But now we cannot just dismiss human beings like that. We have to find out about your particular dragons and fix them, slay them. So that you will succeed. So this means that education has to take a much more active individual role in your success. I'm working on a book in that line.

RH - What kind of things have you done while being a professor here at Northern both to further your own career and in contributing to the field of psychology. Basically what have you done to put



Northern on the map.?

DrP- The first thing I did was to clearly demonstrate and published contrary to common notion that fruit flies could learn, and in the field learning and genetics that was a very important contribution because fruit flies are used in labs all over the world in genetics and are known very well. And if we could teach them then maybe we could learn something about the genetics of learning something about the processes involved, biochemical processes involved. But nobody could teach them, and we gave the first conclusive evidence that fruit flies could learn, through a very sophisticated, somewhat sophisticated technique. That got me some recognition and that's good that good solid basic research, and I would like to continue to be able to do that. To be able to go in the next area that I wanted to go in, the area selectively breeding, which I tried with some lack of success for a number of years. I would have to have someone develop a small photo detection device, a photo cell that could detect the movement of a fruit fly and in hasn't been done yet so there's mechanical problems. But more importantly my work has been in the area of behavior genetics and the whole nature nurture controversy. And I have made a significant contribution in a publication in 1988 clearly defining the misunderstanding that people have about the role that genetics plays in determining people's behavior. Because of that article I've started to get some recognition for that nation wide and I'm working on a book now that I hope will be something that the average individual can read not just something that just the experts in the field can read and understand. I want something that the average person can understand about the role that their genotype and their genetic makeup plays and the environment plays in determining who they are. That's a pretty heady topic right now I'm working on. In that sense I think it's making a very important contribution because in all the papers recently is this big splash about the book by Herrnstein and Murray called The Bell Curve which is an absolutely awful book. But its having quite a profound effect around the country, people are paying a lot of attention to it. People are rightly criticizing it on a number of bases, but I think that they're not criticizing it on the basis that it really needs to be attacked on and that's the basic assumptions that they are making. So my contribution is to work in the area of reducing scientific racism, sexism, and developing the concept of individuality in psychology. Woo, that's a broad topic. That's in a nutshell what I've done since I've been here. Plus changed introductory Psychology, and taught it differently over the years.

RH - Again referring to the experiments and such that I and other students have participated in. Have any of the experiments that have been conducted here at the university received recognition or anything beyond just helping that particular student researcher get his her degree. Has any of it gone on to support or deny anybody's research elsewhere?

DrP - You mean the work where you had to be a subject in human research? Well, I have to let other professors speak to that. It



serves a lot of functions in teaching people how to work with humans. We've had some successful graduate students. Students who go on to graduate school, and have been successful, partly because of their work here and their experiments. I can't think of any experiment specifically that has revolutionized anything coming out of our labs, other than my fruit fly work. The main purpose of a lot of that work is to give students experience, and if you happen to get something publishable out of it that's good, but to make a change in a field. There are zillions of publications, and very few have any effect in the field actually. It's one of my reasons for arguing that we need to publish less.

RH - Taking to another subject. We talked a little bit just recently about faculty and students and administration going their own ways and going together and such. There has been times when there's been open warfare with some professors. Could you speak to that and add your voice to the whys, the whens, and the what happens to some of those different things that happened here.

DrP - Well of course I'm biased, I'm a faculty member. I was here before the faculty unionized. We saw repeated cases of no one paying attention to us, and getting very poor salary increases, and being left on the fringe of decision making. And so we had a movement to unionize the faculty. I was not particularly in favor of it. In fact many of us were not. But we did have some serious conflicts with our president back then and things got pretty heated. I remember the president yelling at us across the table, and I was kind of offended that another person in my community would yell at us. That was not proper conduct from my perspective. And at one time the faculty was debating whether to unionize or not, the president came out with a statement that a vote against the union was a vote of confidence in his administration. And that made the union overwhelmingly accepted by the faculty. It was, "okay a vote of no confidence for the president, all I have to do is vote for the union" and that's how the union came to campus. The AAUP, and that created a war zone. So there was bitter, bitter bargaining, and there still is bitter bargaining. But I think it's getting less. We'll have to see, we're getting ready to go into new negotiations again. From my perspective the faculty never wanted the fight. We're not fighters, faculty generally are very timid people, but they don't like to be pushed.

[At this point there was an interruption from a couple of students. The interview continued after their needs had been taken care of.]

RH - We were speaking of the relationship between faculty and administration.

DrP - Yes, the strained relationship.

RH - I was just remembering one particular story another faculty member told me. How I believe it was president Jamrich would come in and during his yearly address to the faculty before starting the new academic year he would come in and in an effort to keep control



would say "Well we're going to have to do cuts this year, very deep cuts..." Do you recall that incident?

DrP - Well that's the sort of thing he would say, yes. There was a number of times he would make dictatorial statements. And of course they didn't go over very well. He did a number of things that irritated people that slighted people. We got along okay though. We had our times. I guess he like the work I was doing. It's always been difficult. I'm an academition, not a union member. I want to be, but I'm on the bargaining committee. You have to have your position held. I would rather just be an academition, but sometimes I'm forced to do other things.

RH - I remember from my class with you and I know other people have mentioned where you've done this in other classes where you've set up a student colloquium. Where you just get together with students and talk about whatever comes up. And I know you've done that for awhile. If you could talk about just some of the things that you've noticed that the students are concerned with talking about and changes in what they've been talking about.

DrP - Well we used to have those lunch meetings on a regular once a week basis. We went for several semesters on that, and our conversation was usually centered around: creation as an opposing perspective to evolution, and various issues of religion. Because those are interesting topics to discuss, but I'm not paid to discuss them in the classroom. But as it is now students don't seem to be interested in that. We don't get together. I do spend my lunch hours with students talking about more specific issues, and I have a small seminar on current methodologies in education, and racism, and sexism, and other topics I guess.

RH - Has it been basically, over the years, the same topics over and over again each time you do this. Or has there been a general shift.

DrP - Yes, there's been a general shift. In the '70s for awhile it was interesting concern about drugs on campus and the role that drugs were playing in the society. No one seems to care about drugs anymore. The issue of alternative views of viewing the world besides science has been a recurrent theme. There are those who would like to make it a debate between religion and science. So that theme reoccurs. Now days students seem to be more interested in what they have to do to get the job they want. People aren't asking the global questions today like "What can I do to improve the world?" or "What do you think is wrong with America?" or "What do you think we can do to make the university better?" I do see a "me-ism", a me generation.

RH - Earlier in this interview you mentioned Ken Chant, and how he was here when you got here and he's still here. Is there anybody else around campus that has basically been here together. Any humorous stories come to mind?



DrP - Oh gosh, Don't know if I want to tell any humorous stories. Ken Chant was going to run for sheriff. He was going to leave, went to California, took a job in California. We gave him a fair well party and everything. He came back within six months, said "gee California is much sicker than the Upper Peninsula. I don't want to be there." I've seen a lot of professors come and go. Really crazy and bizarre ones. It take a certain kind of person to live in the Upper Peninsula. One thing I've noticed about the Upper Peninsula is that its filled with tremendously independent people. More so than you get other areas. Other areas of the country talk about themselves a lot, brag about themselves a lot. New Yorkers, Bostonians, Chicagoans, Californians, Floridians. They talk about where that actions is, but Upper Peninsula people just do it day by day. I have been impressed in the long haul they'll let you be yourself if you don't bother them. And they don't bother anybody, and they expect you to do your own thing, they expect you to take care of your own problem. They are not going to particularly help you unless you ask for it, and there going to help. You know, you got to shovel your side walk, and you've got to survive the winters. Some people might find the Upper Peninsula kind of lonely, but its very freeing to many of us. It's a good place to be because your not bothered with a lot of trivialities of society. At one time Northern had a wildcat for a mascot, a real live wildcat, keep in a small cage here. And I knew a group of students that decided that was not good for the animal. They didn't think that was fair to cage a beautiful animal like that. So they let it go. I don't know if it survived very well or not. But that was an example how students felt about the wildlife. You don't cage wildlife, you let people be. There's a real pride and independence here.

RH - In interviewing people and listening to other interviews. They've always been mentioning things such as: President Ford coming here, and students trying to check their guns for hunting seasons the same day, or Paul Harvey coming and his rather unsuccessful response from the student body. Could you remember any kind of incident like that where somebody coming to campus caused some kind of an interest.

DrP - Well for a while we had the so call McGoff Distinguished Lectures Series. I think putting McGoff and Distinguished in the same sentence is an oxymoron, because of his many indictments and all sorts of problems he had. Our Board of Control seems to have a history of having people under indictment for one thing or shady dealing for another. I remember some of the McGoff distinguished lectures for goodness sakes. We had Mohammed Ali here and while I respect the man in one sense, he had a hard time putting a sentence together. We had Ford here. We had Leaky here who gave a marvelous presentation. And then we finally got rid of that McGoff Distinguished Lecture Series, due to Jim Green's efforts thank goodness, moralist. One of the most embarrassing of course was having a commencement speaker, William Proxmire, and talk about some of the research he opposed. Which happened to be some of the most outstanding research, it's had major impact in society. One



of my colleagues, had the foresight and the gumption, John Renfrew, to get up and walk out. I wished I had. I wrote a letter of protest afterwards. We're kind of the backwater. We've had Al Gore here twice.

RH - Speaking of the McGoff incidents. What is your opinion on that whole situation, and how the university resolved it. Especially in light of what's gone on since then in world events specifically South Africa which was what the problem was with McGoff.

DrP - Yes well, fortunately South Africa has finally seen the errors of its ways, and gotten rid of Apartheid. McGoff was an embarrassment. He was an embarrassment on the Board of Control. I don't know why we keep getting these people. We have an individual on the board of control now, and I wonder why he's there. He doesn't seem to understand what a university is all about. I think Northern Michigan University has been too much involved in politics. And has been more interested in currying the favor of politicians who end up building recreational facilities instead of much needed educational facilities. We desperately need a performing arts center here and some good computers, we certainly don't need a dome. but its already there and we don't need to. But nobody wanted the dome, I do make that point. The faculty didn't want it. The students didn't want it. The only person who wanted it was Jacobetti so we got the dome. That's pretty much how a lot of things have happened on campus.

RH - How do you feel Northern has interacted with the community as a whole and the Upper Peninsula? I know some other places, some other universities, it almost an us and them type of mentality. The community versus the university.

DrP - No I don't see that at all. I see us being interwoven into the community of the Upper Peninsula. The community needs us. We provide money for the community, and we provide the education for many people in the upper Peninsula who wouldn't be able to afford to go any place else. We serve that function well. I don't think there's much town-gown conflict.

RH - With all of the changes going on to the physical part of Northern and the stuff that's planned, the gerbil tubes as you call them, and other things that are going on, with K.I. closing. Where do you see yourself, the psychology department, and the university as a whole going in the future?

DrP - Well, the psychology department plays a pretty prominent role on campus, because we collect a lot of data and we get a lot of students doing things. I think we'll continue that role. I'm going to continue my work in trying to increase the techniques for students doing better. I think the university's going to have to take a more active role in retention, recruitment and retention. We've just got to better job. We've got to get much more innovative with teaching. That's in a nutshell where I think we're



going. I don't know about this community college thing. Don't have an opinion one way or another about it.

RH - Is there any thing that you've thought of while we've been sitting here that we haven't really covered that you'd like to speak to?

DrP - Closing question huh? I'm not discourage by Northern at all and I don't feel that Northern had treated me badly. I think we need to do a lot. I think there's a lot more that can be done. I think we were just sitting back and just letting this whole university just run itself. Everybody was, administrators, students, faculty. I think we've got to take a more active role now. I think we're starting to realize that everybody their lives. That's all the new rage anyway we just need to get on the forefront of that. We can't have government or society or somebody do something for us, we've got to do it.