

Narrator: Bruce Arneklev
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Interviewed by: Alyssa Urish
Place: Tacoma, WA

-May 11, 2017-

Alyssa Urish: Okay, so it is Thursday, May 11, 2017, and I'm sitting here with Bruce Arneklev. And this is Alyssa Urish doing our oral interview. Okay, Bruce, so tell me about yourself. Where were you born? Where did you grow up?

Bruce Arneklev: I grew up in Eastern Montana on a family farm. Couple years at Montana State University, interested in psychology and they didn't have any programs in the state of Montana so I wrote to universities and the University of Oregon had the nicest response so I ended up getting my bachelor's there. Then I went into the air force during the Vietnam draft deal and spent five and a half years in the regular air force. Then I resigned my regular commission went back to the University of Oregon, got my master's in counseling then I went to Utah State University, worked at the counseling center. After the first year, full-time at the counseling center, I started working on a doctorate there. Finished that in about 1970 and was working at the lab school there as an evaluation coordinator for the special program, teaching aides and rural teachers to deal with handicapped kids in the regular classroom.

When that program turned down after four years, the advocate Dr. Henry Bertness was people personnel director for Tacoma, asked me to come and work in the research and evaluation division for Tacoma. My first responsibility was evaluating the Emergency School Aid Act that went on four years and that was to help the desegregation/integration efforts. Worked in most of the elementary schools and all of the middle schools, collected four years of data on the progress of kids by ethnicity.

AU: What year was that that you came to Tacoma?

BA: August of 1973.

AU: And, I'll back up a little bit. Growing up, you said Montana, right?

BA: Yes.

AU: What was your family structure? Who did you grow up with?

BA: My mom and dad and one older brother.

AU: And were you the first one, the only one, to leave Montana?

BA: My brother went to California for a while but my dad needed somebody to come over and help with the farm and so [my brother] had his Master's in Agronomy, worked for Stauffer Chemical for a while. He gave that up to come back to help out on the farm and did that until 2001 is when he retired.

AU: Who would you say made the biggest impact on you in your childhood?

BA: Well, probably the small rural town that I went to school. We had 24 kids in the High School, so I got to be captain of the football team, captain of the basketball team and valedictorian of a class of six.

AU: What was the town that you grew up in?

BA: Antelope. School burned down about fifteen years later.

AU: Antelope was the school or the town?

BA: Antelope was the town. Antelope High School.

AU: Oh, and the school. So, what was your experience like in the education system?

BA: Well, you had no special education. The superintendent taught many of the classes. There's a little known sociological theory about the frog pond theory. [It] indicates that people in shallow water can jump a long ways 'cause they got their feet on the ground. And that was, probably, the key to my excelling as it would be to become valedictorian and get a scholarship and go out for football at Montana State and they put me in as linebacker at 165 pounds and I didn't last more than a couple weeks but stayed there for a couple years before gravitating to the University of Oregon.

AU: This was Montana State, you said?

BA: Yeah, Bozeman.

AU: So, in your schooling, was there a person who supported you a lot along your way? When I said, you know, "Who made the biggest impact?" you talked about your small school. Anybody stand out?

BA: Well, the coach and Boy Scouts and athletics were the molding aspects of the education there. But, of course, everybody was in the school plays. All the boys participated in basketball and football because they needed everybody to make a team. So, I played center at five feet eleven. Learned to jump, dunk the ball.

AU: Wow. You spoke a little bit about this already. How did your education experiences shape your life?

BA: Well, the big thing was probably going to University of Oregon. Because my dad, his dad died in the flu pandemic of 1918, and so he quit school in the ninth grade to keep the farm together. He was very supportive of our educational efforts. Went through the Depression and, of course, having been the oldest of four in his family, he became kind of a leader for his mother, who kept the farm together, with the four young kids through the Depression and everything.

AU: How did you experience his support?

BA: Well, he bought a tractor for each myself and my brother to run, even though the farm wasn't that big. He made sure we each had – in fact we each had a combiner on– [inaudible] starting with about 300 acres. By the time I graduated from high school, there's about 600 acres and he bought another farm. So, my brother could come home and help out.

AU: And how was he supportive of your education? How did you experience that?

BA: Oh, gave us part of the crops so we could go to college.

AU: You said you got a scholarship to the University of Montana. Was that also too –

BA: Montana State University. I think it was for being valedictorian. I think I got about half of the tuition paid, which was about \$35 or something like that.

AU: And then, to University of Oregon as well?

BA: No I didn't. One of the interesting things, Breeden was the football coach. And, in spite of the two weeks I was with him. He had his eye on me for leadership and he went out to the University of Oregon a couple of years later and I was in the library and I don't know if he was working on a doctorate or what but he came over and said, "Hi Bruce." Just fantastic. Now, he has the football stadium at Montana State that's named after him.

AU: Wow. And, tell me more about your path towards this career in psychology. How did you first get interested in psychology?

BA: Just my dad's interest in reading. He was the product of the Depression so he appreciated FDR and liberal scholars were part of his self-education.

AU: Do you remember a moment where you knew you wanted to be a psychologist?

BA: I subscribed to some kind of a psychology journal. Probably because of my dad's interest. He probably had something laying around.

AU: And so, 1973. You get a call or you make a move to Tacoma. What made you accept that offer?

BA: Henry Bertness had a national reputation for special education and inclusion and so when he said I could have a job here, we packed up our five kids, and a dog and a cat and came out here. Jim Laurent [James Laurent] was a cohort of Henry Bertness. He ran the research and evaluation. He's still my best friend. He's 91. We're going to Sun River with him and his wife of 66 years in June to share his family in fellowship.

AU: This was Henry? Who brought you out?

BA: Henry had the moxie to offer me the job. So, we came out without a contract, just his word.

AU: How do you spell his last name?

BA: Bertness. B-E-R-T-N-E-S-S.

AU: And another thing I think I missed over, how did you meet your wife? You mentioned you had five kids at the time you came out. Tell me a little bit about that.

BA: Met her at a blind date at Multnomah Stadium in Portland in 1959. My friend had a girlfriend that had a friend and so we met at the football stadium and corresponded for a while. I went into the Air Force shortly thereafter and corresponded and got married August 14, 1960.

AU: And what is her name?

BA: Dixie

AU: Dixie

BA: So, I tell people I got my BS, my MS, and MRS at the University of Oregon.

AU: [chuckles] And you said you had five children?

BA: First one was born in the air force at Mather Air Force Base. Second one was born in Grand Forks North Dakota when I was flying B-52s. Just looking back through my flight records a couple days ago. I flew 20 missions of over 20 hours each during the Cuban Missile Crisis carrying Hydrogen bombs.

AU: Did working for the Air Force, did being in the Air Force, contribute at all to your interest in psychology?

BA: Well, pulling [inaudible] and those long missions caused me to resign my regular commission and go back to school and pursue [my] primary interest.

AU: What was the span of time over which... no. let me ask that again. What was the number of years over which you had your five children. When was the first one born? The last one?

BA: First one was born April 30th of 1961. Second, August 3rd of '63. And the third one was September, '65, when I was back working on my Master's degree. Then we, during the seven years at Utah State University, we adopted two Korean orphans.

AU: Utah State was the counseling center, correct? After your PhD?

BA: Educational Doctorate.

AU: Educational Doctorate, I saw that.

BA: Didn't have a good grasp for foreign languages and that was the only difference between the EdD and PhD and since I was going to work for the schools anyway, it didn't make any difference to get that.

AU: And the Ed Doctorate was at?

BA: Utah State.

AU: Utah State.

BA: In the Department of Psychology.

AU: What years were you at Utah State, do you remember?

BA: The fall of '66 I worked full-time in the counseling center. In '67 I started to enroll full-time in the doctoral program. Left the counseling center after the second year and went out to the Bureau of Indian Affairs. Worked in evaluating Navajo boarding school students there. And that's where I got my data for my dissertation on self-concept assessment.

AU: Alright, so now back to Tacoma. What were your impressions when you first came out here?

BA: Well, even though I spent better part of almost three years in Eugene, I always thought of Seattle as being on the coast. To come up here and find that the coast was several hours away [chuckles] was neat. We drove all over the county looking for a house for over a week. Ended up with ...

[interruption as dog, Charlie, and wife, Dixie, enter the room]

AU: What else stood out when you first came to Tacoma?

BA: Well, my boss was a realtor and so he showed me places in Gig Harbor and over in North Browns Point, Dash Point and over towards Enumclaw and we had our five kids and ended up telling him to buy this one if he could and if not, to buy one of 'em in Gig Harbor. Paid \$27,000 for this one in 1973. Got our first choice. It was a dead-end street. Nothing for two miles to the north or over to the water tower.

AU: And how did the population, the demographics, differ at all from where you lived before, Oregon, Montana, Utah?

BA: Utah is 90 percent Mormon so I learned what it's like to be in a minority group. Various subtle ways. But that culture is dominated by the Mormon church.

AU: And out here, did you notice anything specific?

BA: Having the music from PLU was so refreshing. Hear the Lutheran heritage and recognize the difference in theology. Working in McCarver and Stanley area there I soon became close with Carol and Hollie Plaehn.

AU: From Peace? Peace Lutheran Church. Okay, so tell me a little bit about your experience with Tacoma's voluntary desegregation program? Was that still going on in 1973 when you were here?

BA: Angelo Giaudrone was the superintendent that first year. And he was the leader for the Lighthouse Program and got many awards for accommodating the needs of the minority community.

AU: Lighthouse Program? I'm not familiar with that term.

BA: That was one of the starting focal points for dealing with the needs of minority students. And Tom Dixon was a big spokesman for the Black community. I guess we can use "Black" because that was the contemporary handle. The classic coin – Caucasian, Oriental, Indian and Negro – was the sociological foundation but Black became the term that subsequently [trails off]. African American is the more popular nomenclature.

AU: What would you say about public sentiment towards desegregation when you first arrived.

BA: I think Angelo and his wife had more to do with leadership. He was superintendent for thirteen years. I was really impressed. I remember at the first administrators' meeting that all the principals and administrators stood up when he came in the room. Harkened to the military where the commanding officer demanded respect whereas Angelo, everybody respected him. What he said, went. Everybody fell in line.

AU: When you moved into the neighborhood here, did you hear about it from other parents, about their thoughts on where to send their students now that there was more choice?

BA: Well since I was associated with that program, all our kids went across town to McCarver. I should say, the oldest went to Truman Junior High here since he was junior high age.

AU: And what was your experience as a parent of them going to McCarver, your younger ones?

BA: Oh I was all with the program. In terms of my responsibilities at Utah State University at the lab were dealing with diversity. They didn't have many minorities there but they were all more than welcomed into the lab school so that was part of the preparation for being assigned to the evaluation responsibilities for the Emergency School Aid efforts.

AU: Was McCarver still a magnet school at that time, 1973? I think they had just ended the Triad program at that time.

BA: They were paired off with west end white schools to get some white kids into McCarver and Stanley and shift the black kids out to the quote "suburbs."

AU: And how did you feel about busing? What was that experience like for you as a parent or your kids?

BA: It was just part of the routine. It started with the Coleman report there in the early '60s showing the inadequacies of segregation and so that had been well underway. Hadn't run in to the opposition yet of some of the difficulties of those and particularly these cities that had more minorities, more than 50 percent minorities. We only had about twelve percent minorities so it was a lot of novelty there. There wasn't much opposition.

AU: Does anything stand out in your mind about any of the educational activities or academics being offered at McCarver?

BA: Well they had all kinds of enrichment activities. What they did with most of the funds for the Emergency School Aid Act was they hired a counselor, a social worker, an arts person. So, you had “enrichment” so that was looked at as a positive.

AU: What would you say your children’s experience was, overall impression, going to a school across town?

BA: Other than the bus ride and parent teacher meetings across town, there was nothing noteworthy that I can think of. It was looked upon as an opportunity to enjoy the enrichment and diversity. ‘Course with the two adopted Korean kids, we were part of the minority part.

AU: Did you see your children develop friendships/relationships across race?

BA: Not a whole lot. Our oldest, the Korean girl, had some hang-ups about dating other than white [guys]. She would have some Korean guys come over, try to date her and she wouldn’t go out with them.

AU: So, it’s hard to say ‘cause its speaking for them versus for you, but just curious to how you would say their experience going to a more “integrated” school has impacted them as people and in their relationships since elementary school?

BA: Didn’t perceive any particular [change]. They were novelties especially in Utah. They didn’t speak English when they came. One was two and one was just about five. They were in the immersion program there at the lab school so they only had two to three years in country when they came here. So, their English skills weren’t up to speed so they needed some extra help there.

AU: And for your other children, did you notice any particular impact going to a school like McCarver?

BA: Just part of the family.

AU: What would you say some of your key findings were in doing this evaluation report in 1977 at the end of this four-year funding?

BA: Well, they’re delineated there, ‘course hiring one counselor or one social worker couldn’t be expected to have a lot of impact on 20 or how many teachers in the middle school. Couldn’t expect a whole lot of difference. Part of the evaluation process was to break the data out by ethnicity and of course we found the pattern that the Coleman report had uncovered over ten years before that Blacks tend to be about a standard deviation below Caucasians. Native Americans somewhat in between there. There wasn’t that many Hispanics kids and Asians, as they have, outperformed everybody. Nobody paid any attention to that. That’s one of my regrets that I didn’t pursue that and see what kind

of factors contributed to the Asians consistently outperforming everybody. Retrospect, I think it's the discipline and family commitment and exercise of hard work and drivenness that Asian cultures bring to make us Caucasians stand in the shadows somewhat.

AU: Maybe to back up a little, what were the goals/outcomes of this ESAA program?

BA: We'll have to, been so long I have to look at the batting average or the box score here. I'll let you look at it and I'll take a break for my prostate issues.

[break]

AU: Now were these goals written by the district and you were there to evaluate? Or what was that relationship?

BA: I did the rough draft and we had a committee that approved them. Jane Mercer, was a University California professor, [and] had done some work there. We adopted some of her primary objectives and their funding was discontinued so they couldn't support the program so I had to do all the test development, getting it approved by the committee, Doing all the scoring. So, I got 26 years to try to sort out, "What was this?" and "What happened after?" In these reports are all of the tools that I've put together on the basis of my dissertation. Of course, we used standardized tests.

AU: And where did you get the language for some of these goals. I saw "activities to reduce clannishness?" Was this some of the district language or did you bring that with you?

BA: Part of the Jane Mercer studies had those as core values that you should seek in an integrated school. And, of course, that's part of the reason I was hired. My doctorate was in educational psychology and that's what the doctoral program was all about – measurement and reliability and validity of assessment tools.

AU: Now, just from reading the brief summary, it looks like only two of those factors were fully attained. A lot of partial attainment. What was the reaction to your report?

BA: This [points to Tacoma Ethnic Enrollment Trend Appendix] probably got more reaction than anything. Alex Sergienko was Superintendent then, Angelo had retired, and his reaction was, "I don't know what to think about that." Here we were twelve to fifteen percent minority and I projected out that, at that rate, we would be more than 50 percent minority shortly after 2000. A lot of head scratching and, "How are we going to cope with that?"

AU: But not much reaction to your evaluation report?

BA: No, Del Cross [Delmer “Del” Cross] became Superintendent after Alex and in breaking out we were looking for strategies to help the minorities – Black and Native American – excel more and when I broke it out by ethnicity, that race and ruckuses among the Black community, “you’re not doing enough for our Black kids.” And Del Cross wasn’t that happy about that.

AU: You said he’s not doing enough or that was what you found in your research?

BA: That was the minority reaction: “How come our kids aren’t doing better?” and “You got to change your teaching to make our kids perform better.” That’s not unique. That’s the patterns that the Coleman report in the early 60s. It hasn’t changed to today if you want to read this article. The same pattern is there.

AU: What changes did you notice were made as a result of what you published in your reports or the enrollment trend here?

BA: Off the top of my head, I can’t think of any major [changes]. A lot of attention and a lot of extracurricular activities. The greatest impact was the employment of a lot of minorities to the social worker/counselor/special activities [positions]. And, my impression is that the thing that minority community was most interested in is in getting employment of people of color and that was probably the major impact. Affirmative Action and my seat-of-the-pants-perception is that, far and away, the majority or people hired were Black and Native American support people. And I know the principals they hired a lot of Black principals and administrators. One of my extra-curricular activities was helping a couple of the principals get their doctorate with their assessment and their data.

AU: And, tell me a little about your approach to evaluating. One, were you in charge of all the elementary schools and middle schools? There were also Junior High Schools and I wasn’t sure which ones [those were].

BA: We had a standardized testing program that we just adopted and of course very prominent in this was their Title 1/Chapter 1 and other special funding. Testing evolved after this four years funding for this program, I was designed the responsibility of the Student Learning Objectives. We developed one of the most comprehensive pre-post testing student learning objectives in the state. Used the data from that to select kids for eligibility for Chapter 1 and other programs.

AU: What is Chapter 1?

BA: Low income, low achieving

AU: Is that similar to Title 1?

BA: Yeah.

AU: Were you evaluating just McCarver and Stanley as elementaries?

BA: No, no all elementaries and all middle schools. Here my thoughts are getting all mixed up between the first four years and the next twelve. My efforts were used to evaluate Chapter 1 programs and that kind of thing.

AU: So, after this, then you did some Title 1 evaluating. In this report, evaluating the Emergency School Aid Act, what was your approach in evaluating it? I imagine there were many pieces of it. Visiting the schools or just... how much was there interaction with the different schools versus just looking at data behind the scenes?

BA: Every school had a test coordinator that we worked with. It was my job to develop all these tools to measure these various tools and objectives, of course with the approval of the advisory committee. One of my early experiences about a month or so into this, one of our prominent black people asked me if I could give a synopsis, a five-minute report of how we were going to evaluate this thing. I had to decline because at that point, we didn't know what we could get from California and what we'd have to revise. So, I used most of that first year to get all the data points, line up the coordinators, get the assessments done. Just that. I forget how many we had – 23 or something elementary schools and ten middle schools. [It was] pretty labor intensive for not only the design of instruments but the coordination and communication.

AU: Who was on this advisory committee you mentioned?

BA: I'd have to look...

AU: Not exactly, not their exact names but were they school board members? Was it a mix of community members, teachers, principals?

BA: Yes, they worked very hard to get minority representation. The schools nominated people. I forgot if the school board approved the final thing. There was 20 something people I recall on that so just communication there and taking their input and consolidating and tried to deal with the differences of opinion.

AU: And what were some other challenges in carrying out this report? You mentioned communication, coordinating, just the data points?

BA: Well before we get too long in getting ready, you have to apply for the next year's applications. You got to get done another major task at getting input from all the schools and what they want to do and bringing that all together and getting agreement about what the emphasis at the school is going to be.

AU: So, did the data points change from year to year? Or were there pieces, that you mentioned, that you're revising?

BA: The Jane Mercer foundation was very helpful. I don't know what percentage but from my dissertation I put together the self-concept stuff. Some of the other ones I forget just which, the foundation for this was for of course standardized achievement tests and getting all the computer work done in the main frame and coordinating with them was a major taker of my time. Communicating with them what needs to be done. Trying to figure out how it was going to be scored and aggregated and getting it back to the various people in times for various reports. Wedged in there is applying for the next year's grant and so [inaudible], getting everything done.

AU: Are you talking about applying for the grant at the end of four years or was this something you did every year?

BA: They applied for the first grant and then I came into the picture to provide the evaluation for that. And I forget before mid-year we were working on making the next year's application and trying to revise what had hardly been started. So, keeping the lid on in terms of controversy. Some outspoken people, I remember our first meeting, Tom Dixon, said to the assembled 50-100 people. "Why did they hire someone from Utah? We got minorities who could have (been) hired." He didn't know I was in the audience and I raised my hand and I says, "One of the major thrusts of our program in Utah was getting minorities into the workforce." So that ended the controversy. He went on to some other things but little flashpoints like that required some diplomacy.

AU: Would you say that this evaluation process had the support of the minority community?

BA: Yes. It was part of the success I guess. Listening, accommodating. That's what integration process was all about in terms of differences, needs.

AU: Were you successful in securing the next grant that you mentioned?

BA: Yes, Alex was a very prolific writer and he got millions of dollars for the district to do these kinds of things.

AU: After this ended in 1977, was there another series of funding to your knowledge?

BA: Not for this particular kind of effort.

AU: One of the goals I would say, just to give an example of how you might have measured that. One of them, I see, was improving the attitudes and self-esteem of students across the different ethnicities?

[shuffling of report booklets]

BA: Here's the variables of standardized achievement. We picked the sex and ethnicity off of the registration. Then the teachers rated sociability, emotional stability, confidence, performance, confidence, feelings of worth, success, defensiveness, parent participation. They had a questionnaire for the teachers of the kids and then the kids reported on self-concept items: defensiveness, such as. I derived the suggested self-concept, that was my dissertation. Which if you look with your browser of my name, you'll find a couple articles I used with the programs I evaluated. And feelings of attitudes of school, social interactions. Here we have copies of the items that were scored and how they were scored. This was 40 years ago [laughs] so I don't remember that.

AU: You knew right were to look, though.

BA: I knew it was in the book!

AU: In what ways would you feel that this program or Tacoma's desegregation program in general, was successful?

BA: What I remember 40 years later is the integration of staff as probably the most significant element.

AU: How was that connected to the programs? Did that happen more naturally or was that a stated goal?

BA: That was a goal of the district initiated by Giaudrone and his school board and various committees. That was a priority of getting the grant – Success would be having a staff that looked like the student body.

AU: In what way or ways would you say desegregation and integration was unsuccessful here in Tacoma?

BA: Well we didn't have a great impact on the achievement. Again, I'd have to look at the [report] and one of the difficulty in bussing is the kids ride the bus together, the minorities ride the bus together from Central school out to [the suburbs] and they have similar interests in the school that they're at even though they're at the suburban school. Likewise, students who ride the bus from the suburban schools into downtown schools have similar interests in dress nuances, what's popular. Even though they're bussed, they still spend majority of the time with their own ethnic group. Being in a class four or five hours a day does not override the other eighteen, nineteen hours a day that you spend with your family and your heritage and what interests (you).

AU: Would you say, 40 years later, that you feel like integration is the solution?

BA: They kept the lid on at that time. In other words, many cities (were) burning. Until you find you got common interests. But we have the economic injustices and difficulties and I guess athletics probably do more now to level the playing field for achievement and involvement with these quests for continuing the understanding of each other's [worlds]. Something has gone on since recorded history but look around the world, you still have the disparities in terms of achievement and accomplishment.

AU: Do you see any solutions for this School District or for Tacoma? What recommendations might you make?

BA: I've been kind of out of touch since I retired in 2000 with what's been going on. But the initiatives for Affirmative Action and making the staff look like the community have carried forth.

AU: I guess, just filling in a little bit, we don't have to go to much in depth. But when you finished up with the evaluation to retiring in 2000, were you with the district the whole time?

BA: Yep.

AU: And what were your role/roles then?

BA: Well, for the next twelve years after these four years I was responsible for the Student Learning Objectives Test Development and scoring and reporting. We did about 50,000 documents a year when that got into full stream. Then the school board wanted to change some things so they brought a lady in Lillian Barna who worked us to death doing things beyond what we were doing already and then she laid off 45 of us. Put a new administer in the district or at Central office and so we were adopting our grandson and so we couldn't leave [the district] and so I took the school pschy job out at Stadium and Jason Lee.

I asked school board member and very prominent gentleman, why they laid us off. And he said, "Oh, the scores didn't go up." And I thought, my job wasn't to raise the scores. My job was to test what the achievement was. Anyway, they used my test for seven years after I retired. Says something about it.

AU: Are there other things that maybe I haven't asked explicitly that you'd want to share?

BA: It's been a long ride. You don't get over having disabled kids. From the time my third son was hit by a car, in a coma for two months and then going through the whole cephalocaudal development again. The pain of that that goes on to this day, and now his kids, and he's got two grandkids that we worry about. So, that's one strand.

Buried my mother a couple of years ago. 99 years, eleven months and three days after taking care of her affairs. That's a big change. And now, not getting any younger. Memory is going. And trying to get things in order. Life expectancy: 50 percent probability I'll probably be dead in seven years according to mortality rates.

AU: How old are you today?

BA: 79. I'll be 80 in December.

AU: When were you born?

BA: December 15, 1937. I was going to invite my boss to my 50th wedding anniversary and before I could invite him for a month later, he said, next week we're having our 60th.

AU: Alright, I'll ask one more I guess. You mentioned on the phone, you were recently at Sergienko's funeral.

BA: Alex's funerals.

AU: Anything shared at that event that kind of sparked memories of this era for you. Was he as beloved as Giaudrone?

BA: He had two strikes during his four years as superintendent. I still remember Angelo when Alex was introduced as the new superintendent. Angelo said: "The King has died, but the King lives." And to fill Angelo's shoes was just more than, you know, somebody who's had that leadership role for 12 or 13 years, and [to] have his apprentice try to fill those shoes was very troublesome. But I chatted with Alex at Del Cross' funeral three, four years ago who was the superintendent who followed Alex. He (Sergienko) was committed to all he had done and saying that they should do more but [it is] a different era now.

AU: Well, thank you.

-May 21, 2017-

[Arneklev talking through people he didn't mention in our first interview. Herman Diers, Gene Matsusaka, Pauline Yamashita...]

BA: ...be starting in '75/'76, [Pauline Yamashita] continued and wrote this application and Herb [Herbert] Huckle took over the evaluation. He was an external evaluator when I was assigned the development of the Student Learning Objective program which went on for twelve years. Testing grades one through ten, about 50,000 documents every year developed a test [inaudible]. Anyway, they took me off the ESAA and I don't know how long it went on after that but it had at least one more year. When Pauline said, director in

chief, lived less than a half mile right across Pearl. Didn't know that until Dixie and I were out walking one day. There she was out, doing garden work with her mom. I don't know four or five years ago, I'm not sure she still lives there but if you wanted me to show you the house, we can knock on the door!

AU: So, they applied. This is called "An Application for Funds," and it was approved?

BA: Yes. Herb was in and out part time doing the evaluation. I was so busy with the Student Learning Objectives that I didn't have much to do with this. I continued the desegregation analysis or, achievement by ethnicity.

AU: So, you weren't the lead evaluator of this but...

BA: No – Herb Buckle took over for that one. You can have that one. We're throwing out things to get down to something manageable. And here's some other things. This is probably one of the more impactful things that happened. I don't know where this came from but I recognize my writing there. You can have these and don't have to bring those back.

AU: Thank you. This looks good.

BA: The other big one with the blue cover that I shared with you. There was an addendum written, I don't know if it was in the pages there. That gives my summary of that. And that's probably more obtuse than you really want to get into. Reading this from 40 some years ago, I was so much emerged in it, I didn't realize how obtuse or esoteric I was in terms of the analysis. When I read it now, I go, "What the hell was he saying?" That was one of my faults of my early work is I didn't have it in the frame of the laymen so they could understand it. So, it didn't get a lot of press or recognition, other than this trend line.

AU: So, is this Introduction from one of the evaluation reports?

BA: I'm not just sure what it was. But this was, after I was finished. Let's see, my last year was [counting] '74, '75, '76 – this would be the last year that I updated this. I don't know if you checked with the bean counters down there to see just exactly when but [the year non-white enrollment exceeded white enrollment] was right about 2005, 2006.

AU: And this is the addendum to your work after the ESAA?

BA: To that other blue volume that's got all that data from the CGBS tests from that one year when I did the analysis. Sent it to several prominent people that were working on issues with differential achievement by different ethnic groups. Arthur Jensen included some of it in one of his textbooks and he was, at that time, at a racist that wasn't as supportive of the difficulties that the minorities were having.

AU: I remember you mentioning that. What was the year that this addendum was released, do you know?

BA: I did this before I sent it out so [pause, flipping through book]. I think it was about '77 or real close to there.

AU: So, this was right after finishing up ESAA before doing the other one.

BA: That's the only thing I persisted in [with ESAA]. Aggregating data by ethnic group. That was some of the things that some people wanted. And since I was in that mode for four years I was the evaluator, I responded to their request. Del Cross was unhappy that that had got out. That was a fire that he had to put out.

AU: That this had gone out?

BA: [The whole] reporting of data by ethnic group. Interesting, the four years I was with it, nobody used the data beyond that projection of [enrollment]. And I can understand it a little bit now reading it so many years later that's, "What this guy talking about?" One of the things I appreciated about Pauline was that she studied enough that she comprehended. She tried to tell the Board that the community of some of the things we reported in there. Had a lot of blank faces. They were, the minority community was interested in the employment of Blacks, in particular, but they spoke for all the minorities. Making the district employment picture look like the community in terms of representation. And looking back, I can say that's what Trump wants to do now. But [chuckles] people that are speaking that wouldn't say anything that would support Trump as I see it now. Anyway, that's getting into the political realm.

The last person on here is Gene [Eugene] Matsusaka. He was on the school board and had me come in and share some of that with school board some of the other people. Gave me for a nice plaque for what I had done for ESAA. They were most interested in the achievement differences. He's also the one that when he lived right up on [inaudible]. Happened to run into him a couple of years later and I said, "Why did you lay off 45 of us administrators down at Central?" And he said, "Oh, the scores didn't go up."

AU: You mentioned him last time.

BA: Don't wish to disparage him because he was very bright. And he happens to represent the Asian population. He was a social worker of sorts down at the Catholic church here most of the time he was on the school board. So, he had Pauline and Gene Matsusaka representing the Asian groups in high level positions.

AU: And what are these books you brought?

BA: I think you've got a gold mine here, both in terms of didactics, that is, your role as a leader in education. What is important and what helps people to catch on fire. I've heard of projects where they have the kids interview their parents and find out about their heritage. And you're doing that in a certain way for the City, but for identity, for something meaningful, something that they can treasure, like my obituary there only, at a very young age. This was the first one that was done in Sheridan County, Montana. This is my grandmother who came in 1917. Got off the train in Culbertson and went 40 miles up to Antelope to the homestead when my dead was three months old. Got a lumber wagon pulled by horses with a milk cow trail behind. She came from Rothsay, Minnesota, south of Fargo there 160 miles. And this was her mother. She was the only heir, so consequently, when her mother died, she had outlived three husbands and had inheritance from that. So, she had some inheritance that was given to her mother with the stipulation to give \$2,000 to each of my dad and his three siblings. And my grandfather, [Henry], while he was trying to probate her will in Minnesota, he died from the pandemic in 1918. The day after Christmas he got sick and three days later he died. That threw everything up in the air in terms of their property. That's a book in itself of what they went through to keep the farm together. My dad, at 11, was the oldest of four. And they kept the farm together, anyway.

AU: And you shared in, Sheridan's Daybreak. Is it a yearbook of sorts of people from Sheridan County?

BA: This first one, just happened to be the neighbor of the author. [The picture was] shot from his farm, this was where I was born, a mile out of Antelope, Montana. And so, I had the notoriety of being born at the end of the rainbow [based on picture of rainbow]. These sell for over \$100 at estate sales. It shows the history of the pioneers and getting back to the intensity of people finding it important. It went so far that I got mine in the second volume here. This is what I sent you. And so, I got to share my history up until '83 or whenever it was that I wrote that. This is my mom and dad, they wrote theirs. You can look this up on the Internet: Sheridan Daybreak II. It's, I believe, page 29 where mine is on that. It's kind of difficult or at least I didn't find a way to go up and down the pages as well. My brother's in here. He lived in Plentywood. They're arranged by town and had --- starting with an "A" and also the primary author, Magnus Aasheim, who was author of all three of them with the various people. He had two sons that were a little younger than myself. Think his oldest was a freshman. Interesting, his second son went to University of Montana and I was coming from University of Oregon. Did a quarter after I graduated to get my teaching credential. But I got accepted into officer training school. So, on my way home, I picked him up in Missoula and drove to Butte and enlisted in the Air Force on December 19, 1959. Dropped him at his home in Antelope, just outside of Antelope there, about 10 o'clock at night. His parents Magnus and the wife, were of course happy to see their son. Five and a half years later, I'd been stationed at Grand Forks for three and a half years. I'd resigned my regular commission and I was on my way home with two of my three kids and my wife and we pulled into a little gas station in the middle of North Dakota and here was Glen, the fellow that I'd picked up to enlist in the Air Force.

He was going to University of North Dakota to go to medical school. So, coming and going, we have a close affinity with the author of all these books.

AU: And were there just three editions?

BA: Yeah, well this [third book] is about the fourth and fifth generation. My brother and I had both left by the time. I just wanted to emphasize for you that capture of your history is extremely meaningful to me to this day even though it was done back in 1970. From a curriculum standpoint, having kids do that would be extremely important for their learning and the meaningfulness of that for memories and, as I sent to you, it's one of the things I laugh about now as the start of my obituary because I've got it written down. If they can write down those dates when they were born and when their siblings were born, when their dad left or what he did or what their mom did and what their family history was. Coming through Jason Lee, there [as a] psychologist the last ten years, such a mobility of population. The kids, one step ahead of the bill collector. Coming in and going out. If they can document it – they'll never remember that as adults, but if they have it written down someplace. If you can have the teachers at Peace Lutheran or Peace Community Center capture that now. That's what you're doing for the Master's program but extremely important for posterity. In that vein, Harold Moss. Did you read his biography? He just wrote that a couple years ago. And I just happened to see that in the library there. He was the first black mayor of Tacoma. He speaks of the difficulties they had and how he contributed to the desegregation effort. He just happened to mention that Ethelda Burke was his daughter. She was principal at Stadium when I worked there the last five of the last ten years. And another adopted daughter is mayor. Another adopted daughter is on the city council, heir to be mayor. Another daughter's on the school board of University Place. Ethelda Burke retired from the schools and she's at University Place too. Hadn't thought of putting her name down but she may be...

[talks through pictures]

BA: This is my final report from the four years I worked at Utah State University. If you're interested in capturing that. And that's part of the reason for being qualified or being identified with working with disabled and that fits right in to the difference in achievement style and what and all that Hank [Henry] Bertness was a core advocate for our program. He tramped around to the various programs.

AU: This program was the lab school at Utah State, different from the Bureau of Indian Affairs?

BA: Yep. Prior to coming to Tacoma in '73.

AU: So, to get the timeline right. You were first working for the lab school?

BA: At Utah State. From '69-'73.

AU: And when did you go to the Bureau of Indian Affairs? Was that just additional?

BA: I got my data for my dissertation there. I wrote that in '69 so probably '68.

AU: So you never left the lab school. You were still working there?

BA: Yeah. As most dissertations, people finish their coursework. They collect their data somewhere after they get their dissertation drafted, they get their coursework finished. At that time, I think it's still true probably, you have to register for at least one course while you're getting advice from your advisers. They screen out and make you do certain things and so, it becomes a political process. You try to pick people that like you and appreciate the kinds of things you're good at and you try to keep 'em happy by responding to their wishes and what they want you to do. And, as it was with the five I had managed to get on my advisory committee, I only had to combine two chapters to cut out some of the redundancy. Usually, they don't admit you to the program until you've demonstrated some competence through some work in their classes. I got an "A" in research and evaluation so that was a plug for getting this job.

AU: So how did Henry Bertness hear about your work?

BA: The EPDA, Education Professional Development Act, funded programs at various schools. Maynard Reynolds was a national person for The University of Minnesota that corralled a dozen or so people from around the nation that were doing work in this area. Trying to promote dealing with special ed kids in regular classrooms. Henry was a proponent of that here in Tacoma and Maynard Reynolds picked him and maybe a dozen other people from around the nation who were working there and assigned them to various projects that were going on to help them be successful. On his two or three trips to "help us out", quote unquote, I got to relate to him. When I was available, the project was closing down on the fourth year, he invited me to come out here. On the strength of our handshake, I loaded up my five kids, and dog and cat and had a U-Haul to haul our piano, and we came out here, looked for a house and ended up where you sit.

AU: So, I have some other questions that came up as I've transcribed and started to kind of put this into the research essay that it will be for the final project. So, it may jump around a little bit, some of the questions.

Tell me, what are you doing nowadays in retirement?

BA: Well, the major task is we got our grandson. We adopted him in 1990 and thought, like our first five, that they would be out of the house when they were eighteen and that would put us, when I was 70 years old, he would be out and we'd be fancy free. As the case turned out, all of our first five were out; they wouldn't be caught quote dead living with their parents. Even the two disabled ones had found housing and were making it on

their own with either their disability insurance or doing part-time jobs. They found apartments and we traveled for about five years. And we had another trip to India and Bali and all kinds of exotic places and with Friendship Force International. Dixie had been president of the group when we went to Japan and Korea to look at the orphanage where our kids had come from. So, we were going off to India and learned that Shawn had been born, our first grandson. And the kids, their parents, weren't going to be able to take care of him, and so rather than let him go to foster care, we canceled our trip and adopted him in 1990. Got him through Wilson and feeder schools. Dixie spent two, three hours a night tutoring him. Wanted to keep him out of special ed where, my experience had been, they tend to lower the expectations. Wanted him to try to get a regular diploma, which he did. But finding a job and getting a place to live is no longer highly expected by young people. So, getting him out of the house was a major task. Took seven or nine years beyond what I'd planned on. And now I'm pushing eighty [chuckles].

AU: And what other thing takes up your time or do you enjoy in retirement?

BA: I'll show you the backyard on your way out. And that's another story that is beyond the scope of your current assignment, as I see it. And, of course, my mother lived to 99 years, eleven months and three days and I managed her affairs. And she spent the last five years in a nursing home, there. Three to four times a year we were shuttling over to eastern Montana. Which is at least a two-day trip each way.

AU: Are you involved in anything in the community these days?

BA: I've been on the Board of Governors, or Board of Trustees, for Tacoma Lutheran Retirement Community for over thirty years. And we've been pretty active in churches, including supporting Peace Lutheran and some of the best friends there.

AU: One of the things I was trying to look up was the census report around 1940 in Antelope. Just to get a sense, you know, I could presume but just to see the numbers about the demographics in Antelope the time you were growing up. But wondering if you could speak to what it was like. I know you were the only first grader in your class. Get a sense of the town.

BA: That was the end of the rural schools at that time. Of course, even then, or just starting with World War II, people started leaving to work in the ship yards or whatever. Antelope was going to be the county seat but a couple of the banks burned down and the neighboring, eight-mile away Plentywood became the county seat. Fires were a major problem and everybody having their central heating with a coal stove or wood. They started out burning buffalo chips when the first homesteaders were there. And they found coal in some of the mines down by the river there and in Coalridge, that little town. A couple of my friends came to town to play basketball and football from Coalridge. That was, what, twenty miles down the gravel road. My brother and I started driving an old Monterey when we were in third or fourth grade. We parked right in the gym. O'course we

were too young to have a driver's license but that was the way you got around back then. If we didn't drive, eleven or twelve years old, folks would have to take us. And 'course dad would have to go to work and, as was pointed out, dad was on a mail route with the horses when my brother was born. His cousin had to take my mother to the hospital for his birth.

AU: Were there any non-white people in Antelope when you were growing up?

BA: We didn't think of non-white. There was some Native Americans that worked in the gold mines. Where we lived was nine miles away from the reservation. Didn't have a whole lot of interaction because the kids went to away from the river, didn't cross the river. Didn't come to the little towns along the highway to Brockton and Wolf Point and Fort Peck was the Indian Reservation there for the Assiniboine. We had a lot of fun playing basketball against them whenever we went to divisional or state tournaments. The kids from the Blackfeet. Always joked with them in the hotels.

AU: You said it was the Blackfeet reservation or Assiniboine?

BA: [The Blackfeet reservation] was over by Glacier [National] Park. That we played one game against them at our divisional tournament or something. Assiniboine.

AU: How do you spell that?

BA: Oh, I don't know I'd have to look it up. A-S-I-N-A-B-O-I-N-E or O-Y...you get the A-S or double S.

AU: That's a starting point. I can look it up. And how do you think growing up in a town like Antelope helped with your comfort/lack of comfort interacting with people of diverse backgrounds as you proceeded to do in your work?

BA: Well, there was no special education. There was no counselors. There was no psychologists. Everybody was in it together. The settlers tended to take care of each other. Or, if they couldn't hack it, they would leave, I guess. So, it was [those that] survived, learned to put up with the wind. They didn't have any trees, unless they were down by the river. You planted trees which, when I was seven, eight years old, I was hoeing little trees for ten cents a row [chuckles]. Milking cows. Started driving the tractor when I was eleven years old. I was blowing my combine with an old case. My dad says, "you're doing fine, keep going." In hindsight, that was how old he was when his dad died. He was, quite a supporter. Proud of his boys. And they, sacrificed everything to get us to go to school. He quit when he was in the ninth grade, which was common.

AU: So, when you went to college or perhaps it was your time in Oregon, or Utah, when you were interacting more with people of different races, what was that like?

BA: We had one black in our house. I drove in to – my dad was on board for co-ops for the grain and oil companies and staunch Democrat. He was just religiously liberal. FDR [Franklin Delano Roosevelt] was a hero. Anyway, the co-ops competed against the big oil companies, and got a little better prices. When I shopped for a place to live in Eugene, I heard there was a co-op. So I drove over there and they were digging up the sewer. I jumped in there and helped ‘em out and showed them how to do that ‘cause I did that many times back on the farm. I didn’t have running water until I was eleven years old in 1947, ’48. I say now, people think it’s kind of cute, that we had running water every spring when the snow melted.

[tape ends]

BA: [I was] in Eugene looking for a place to live. The sewer had plugged up so they were digging in between the sidewalk in the street. Drove in to see if they had a place at the co-op there for a person and grabbed a shovel and helped them push the turds aside and get fixed ‘cause I grown up doing that back on the farm. They thought I was okay and they appointed me “house manager” so I got to be in charge of work hours. I think everybody had two hours a week they had to do. Washing dishes or sweeping or whatever. They put me in charge of that. So, I did that for my first year, straight off the boat there, even though there was a lot of [inaudible]. Put me in upstairs with three of the greatest roommates you could have. Ron [Tore] Janson who painted most of the artwork around the house there. Parents both came from Sweden. Grew up in Klamath Falls. Larry Brice who came from down [in] Klamath Falls. He became an M.D. Jerry Sears from Cottage Grove. Went to the Navy, Officer. And became a millionaire doing restructuring some of these early companies out in Beaverton. Haven’t seen him since, I don’t know when. He rode a motorcycle across the United States. Stopped at my folks’ place [in eastern Montana]. Just some of the outstanding people that were busy doing – mostly low-income people that needed the cheapest place you could have – that went on to do great things. So that was luck of the draw that was made possible by my grandmother outliving three husbands.

AU: You started off by saying there was one Black [man], one African American [man], who lived in the house?

BA: Edwind Washington. ‘Course he was the novelty with the fifty or so of the rest of us. Everybody was it. There was no ethnic distinction. Everybody fell in line.

AU: Okay, like I mentioned. These questions jump around a bit. What was the year you adopted your two daughters and what was the motivation behind adopting?

BA: Well, we had three boys and – this was my perception –when the youngest one was hit by a car when he was two, we thought we needed some kind of buffer between him and some other things and thinking about getting a female in the family. So, I don’t know how we contacted Holt, they were [in] Creswell, I believe, Oregon. They had an

orphanage outside of Seoul that they adopted hundreds of orphans, particularly girls, who were shunned, or not valued by the Korean culture at the time so there was a lot of females available. I was busy going to school and my wife did most of the connecting.

AU: You said you contacted, it was, Holt?

BA: H-O-L-T

AU: And so, this was 1967?

BA: We started in about '67 and finally, in December of '69, we picked them up in the airport in San Francisco.

AU: What surprised you the most perhaps in that process, adopting children?

BA: Of course, they didn't have any English. The youngest one, we had a Chevy station wagon. She rode, sitting behind the [pause] Pulled it down, had a couple of rubber mats where for all the kids laid and slept and, o'course, [we] drove most of the night. She sat up most of the night like a little owl, head going around. Stopped in the Reno area, to get hamburgers. They just picked the seeds out of the hamburgers. Drove another four, five hours to someplace in Nevada and went in and had some barley soup, milkshakes, and they really scarfed that down. Got into our house and we had a dog and a cat and they just screamed high heaven when they saw them.

AU: How old were they when you adopted them?

BA: Yeon Ok was about two and Sue was about five.

Sue got up the next morning. They had never slept in beds, she jumped up into the air and craaaashed [said with emphasis] down. Thought that was something to be up in the air like that. Yeon Ok, o'course, had apparently a rather severe toilet training regime. She was toilet trained and she ate everything in sight once she got settled. She had a cookie in each hand and a mouthful and she had to go to the bathroom and she would not let it down. It's funny now but it was traumatic for her to release food and have that double-bind that she couldn't put down. Anyway, they came to the lab school and Yeon Ok was quite precocious. I guess the first year, she was too young. I rode my bicycle, two, three miles to work every day. Finishing up my doctorate. I guess I turned in my Air Force Reserve responsibilities shortly after my son was crippled there. Going to classes down at the hospital. Ended up making a choice there, giving up that retirement.

AU: That was in 1967 that accident happened?

BA: Let's see, graduated in '66, was about '68 I got all those dates spelled out there. He was two years old, Born in '65, '67. September '67. The dates are in that obituary [Sheridan Daybreak] there.

AU: And did this happen in your neighborhood?

BA: Yep, the end of my first year. I'm used to seeing college kids. Late teens and early twenties. The end of the first year, we had this schizophrenic came in off the street I was in late twenties. He was in his thirties. I was not used to seeing people older than myself. The secretary hurried into my room. I knew right away, the hair on the back of my head, just scared the hell out of me. Anyways, supervised, got him put in a safe mental hospital. After the summer, I was out doing some garden work in the back yard and had the four and the five-year-old and the two-year-old helping me rolling rocks and stuff. The two-year-old went into the house in the back door of our front yard. I figured he was with my wife. About fifteen minutes later, heard the siren going. Looked up, and my wife was waving out of the back of the [trails off] So, he was in a coma for two weeks. Went over through the cephalocaudal development again. Toilet training, walking, eating.

AU: I tried to look that up. How do you at least start to spell that?

BA: Cephalocaudal? Ceph is head. It'd be C-E-P-H-L-O. "caudal" C-A-U-T-E-L, probably or A-L.

AU: Did you start it with "s" or "c"?

BA: Ceph - Cephalocaudal, "c".

AU: That helps. Google will do the rest.

BA: Head to toe. Kids, babies, develop when they start eating. To tail – bowel, toilet training and walking. Head to tail. "Ceph" is for head.

AU: So, he had wandered into the street?

BA: Apparently, he had went out the front door. And this, schizophrenic, had been released from the state hospital. He was on work release delivering papers in the car. Somehow the two-year-old got out in the street. Either he didn't see him or what happened but his hand was burned so, apparently, he got his hand caught in the grill. Drove away. One of the neighbors called my wife and they called the ambulance. Took him down to the hospital, Logan there. And they Transferred him to Ogden. He was in there, in a coma for over two weeks.

AU: And you mentioned some of the changes in your lifestyle, resigning from your Reserves commission. What other changes were part of the family?

BA: [long pause] That's the one I look back on because connecting with the people I flew with there in the '60s, early '60s. I don't think of anything in the particular other than that was kind of a milestone in terms of career focus.

AU: Was there a lot more care and training to be done though with, after?

BA: Oh, David had to be taught to toilet train and walk and everything that a baby goes through before two years old. Had to start over again.

AU: What was the nature of his disability?

BA: Swelling of the brain. Had a couple burrows put in his head for pressure release. He just never did have the coordination and the intellectual ability. To this day, he's living there in that building South 6th and Sprague. Connected with this Native American gal. Had three other kids. They're all three are in-and-out in various kinds of difficulty for my son. Anyway, my son is kind of a roamer, rooming with the Native American lady. He was divorced from the father of Shawn and Sarah. She basically abandoned when she was supposed to be taking care of him. So, we ended up adopting him. They were divorced. David's struggling right now. He wants to pair up with some situations that are complicated. Anyways he's got his son and grandson living above him in his apartment with another fellow and his daughter.

AU: So, he was mostly independent, though, growing up. Sounds like?

BA: Bouncing around different places to live. Sharing places on the street. God knows how we put up with that. We had five teenagers at once.

AU: So, David was one of your children who went to McCarver as well –

BA: He started there but when – the sister told us he didn't get on the bus. Somehow, he got over there and so, [due to] his lack of conscientiousness, we put him in the special ed program at the Old Skyline [to finish elementary]. But the two girls and Ed both finished sixth grade at McCarver.

AU: And I just had a follow up questions about all your children who went to McCarver. Just what you noticed about their individual experiences going to an integrated school, going to a magnet school, like McCarver?

BA: As long as they were getting along, no problems. 'Course they had all kinds of extra help with the various special programs. A lot of extra-curricular art which is probably [what] got my second son who is dyslexic like me. Extremely bright but still doesn't read, gets everything by audio. Anyway, he graduated and got this degree at Central, played football there. Taught for twenty-five years before he quit for lack of discipline.

Roughnecks, destroying the art projects and everything and principals not expelling some of the special-ed kids that were tearing up the place. Got all of these regular kids plus the ones that couldn't make it in the other classes.

AU: Did you notice any difference in your children's connection with students of different races? Did they have friends with students of different races than themselves?

BA: Didn't seem to be an issue. 'Course the North End is a little different than the center of town. Jason Lee, I worked there for ten years and the mobility of the kids was a big thing. Didn't fall particularly on any ethnic group but low-income situations and the drugs. People being one step ahead of the bill collector. Made it very difficult for teachers. They had an outstanding music program because of the teachers there.

AU: I know one thing that at least the Triad program at McCarver measured was students' ability to preference for friends or seat mates, you know people across racial lines, so I was wondering, from a parents perspective, you noticed that? Who they were talking about, who might have come over to play, if they had more diverse friend groups, but you said you didn't remember much.

BA: No.

AU: Let's see, one question I wanted to follow-up on is just to hear more about your dissertation topic of self-concept. Where did that theory come from? How would you describe self-concept, things like that?

BA: Well, my dissertation was on measurement. The funding, supporting counselors was a new thing at that point. Some of the people like Art [Arthur] Combs, Carl Rogers, were big theorists in the counseling education programs. Make the Freudian approaches less popular. Had the Freudians and the self-oriented Carl Rogers and Art Combs. Some of the new-age kind of people as contrasted with the behaviorists, the rat runners. So, the "third wave" they called 'em. To mediate between the rat runners and the id, ego and superego of Freudian. Can't bring up the names now but German influence in the psychotherapy when it first came on the scene at the turn of the century. All those came to the U.S. when Hitler in the thirties was coming in to power and brought their theories with them and their students gravitated towards Carl Rogers and Art Combs and some of the new-age kind of advocates. I don't know what's being taught out there now. They're doing a lot of – name escapes me – but my in-service for continuing licensing as a psychologist, I have biofeedback and hypnosis and neuro-linguistic programming which dealt into mindfulness which is where the current continuing education is focusing. Taking in a lot of the eastern yoga and Hindu and breathing and those kinds of relaxation exercises.

AU: How would you describe "self-concept" to someone who has no idea about the field of psychology?

BA: “What you think about yourself.” I guess coming from a small school. Having the luxury of being the captain of the football team, captain of the basketball team and valedictorian. I thought I was capable in terms of outperforming most of my cohorts. I told you last week about the “frog pong” theory where the frog in the shallow pond can jump further than the ones that are in deep water. Because, being in shallow pond, you can jump off the bottom. Then again, having my dad’s trust, I suppose, at a young age. And, responsibility for an effective, dangerous machine. That’s one thing that labor laws have precluded now. When I went to college, most of my cohort worked in the mill on the [inaudible] chain. Doing things that were outlawed because they’re too dangerous now.

AU: And what would you say, how would you describe your findings on how to best measure self-concept?

BA: Well, my dissertation didn’t prove my thesis. But my conclusion was measurement had a way to go in terms of defining two variables and measuring them appropriately and there’s still a great clamor to make people feel good about themselves, regardless of how competent they are. As I become more conservative in my thinking. Everybody can’t be a winner.

AU: And, what would you say... this is kind of a strange question to ask. What do you want people to remember about you?

BA: I guess my parents who were extremely family-oriented and might relate to how I feel about this but [grabs picture in next room] this is my mom in ’43 or ’44 with her nine siblings and, to this day, the survivors are still meeting and their descendants the last Sunday in July at a picnic in Wisconsin. [Points to someone] He died in England during WWII, a bicycle accident, but the rest of them I got to know. There’s three of them left, I guess. Beulah’s in her late nineties. Delbert’s the baby of the family. He’s in his eighties and Grace is late nineties, I guess. The rest have all passed away. My dad, going through the loss of his father and looking out for his little siblings and looking out for us. I think that’s the most important thing in terms of success. Having your significant others look out for you. Sticking together and valuing wedding vows. I guess all those ten had been married. Don’t know that any of them had been divorced. So, like the crew in the early ‘60s, my parents had a commitment to keep their vows.

AU: Awesome. Well, thank you again.

BA: Thank you. And, again, I really appreciate your appetite for a big challenge.