

INTERVIEWEE: BEVERLY "BABS" SANDEEN CHARLES
UCI Undergraduate, ~~A.B. 1983~~ B.A. 1984

INTERVIEWER: Samuel C. McCulloch
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SM: Well, I had quite the pleasure of having you in class several times and following your work in the student body. And most of all, I'm very interested that you took my advice and studied museums, went to operas, and checked over libraries when you travelled abroad. You sent me postcards of famous buildings, etc. My first question, how did you come to select UCI?

BC: For my undergraduate work?

SM: Yes.

BC: Actually, I grew up in Orange County and I was a high school student in Costa Mesa and I came here with the Early Admissions ~~E~~xperimental Program and I took some classes while I was still in high school. And, actually, I had applied to UCLA and was given a spot at UCLA and had a dormitory, but I felt so comfortable with the campus that was here and I liked the size and I just liked the feeling of the campus, so I stayed on here.

SM: Did you go, Babs, to one of those orientations that they hold at the campus during the summer?

BC: Yes, the ~~S~~tudent ~~P~~arent Orientation Program.

SM: Did UCLA do anything like that?

BC: I didn't receive information about that, but in the summer I really knew that I would be coming here, so I'm probably disregarding that. (chuckling)

SM: And did your parents come with you?

BC: I actually came alone.

SM: What about your sister? She had to be behind you.

BC: She was younger than I was. She actually was a transfer student from a junior college, and because I'd been here, I kind of showed her the ropes informally. She didn't go through the orientation program at all. I ended up being a coordinator of that program later when I was here.

SM: Well, as you know, I gave a lecture back when I retired as Dean of Humanities and I gave it in the Science Lecture Hall and the parents all showed up. And one father came up to me and thanked me for the lecture and said he liked it. He was a professor at Berkeley!

BC: That's kind of nice.

SM: Well, so you pretty much made up your mind from being in (inaudible) . . .

BC: Yes.

SM: What year did you come?

BC: I started in 1979 in a campus, with a combined total with graduates and undergraduates, I think, just under 10,000, and it had a nice feeling. I'd been up to UCLA a lot with my parents and I'd traveled around to some other campuses, but

I just felt . . . I felt really comfortable here, like I really could get involved with student life here and that . . .

SM: Excuse me, Babs, I just want to check this. Now, when did you start getting involved with these? Let's take the student body first and then your academic (inaudible).

BC: Actually, as soon as I came to the campus I really started to get involved. I started out getting involved with a sorority when I was a freshman, and that led me to be involved with some community service projects. And then in my sophomore year, I ran for a council seat on the student body council.

SM: For Humanities?

BC: Actually, it was an at-large, so I was representing all of the students. And then I did that for a couple of years and ended up running for executive vice president.

SM: And you were executive vice president in the last year of your undergraduate work?

BC: Right, right.

SM: And what did that involve?

BC: I was a chair of the student body council meetings and I was in charge of the election process for the undergraduates. And I also oversaw the special projects funding for student groups that need seed money to start a new project or didn't have any outside sources of funding. And, let's see, I was responsible for the budget process of the council.

SM: Well, what you proposed, was that always accepted or were you overruled?

BC: Well, actually, because I decided to take the point of being a chair as being an unbiased chair, ~~so~~ I really tried not to get involved with the issues, so the people on both sides could trust me. Because that year we had a big tension between the minority students, ethnic minority students, and the fraternity and sorority people. And because I had been in a sorority, I knew that I needed to pull back and not get involved one way or the other. So I needed to be kind of a mediator, rather than pushing my ideas forward. (audio difficulty)

SM: Our machine is temperamental. I'm pretty tired of it. It's a Uher and it's the machine that Nixon had. And Mrs. Woods, his secretary, she missed seventeen minutes of tape or something. (chuckling) But it was, 1964 or 1965 when I bought it, a very good machine and I've took pretty good care of it, but, regretfully, when I went to Australia I gave it in. It's always been university property but they let me have the use of it. And now, well, my heavens, I've used it and really made it mad. See, it was completely renovated this summer and it's never been the same. (chuckling)

So, because both sides trusted you, you were kind of an arbitrator then?

BC: Right, right. That's the role I wanted to play.

SM: Yes. Well, that's a very sound one. That's a very sound one. What is your opinion of how effective our student council was and the whole business of student government?

BC: I think in the arena in which it is supposed to be important, providing some student programs and leadership of the students, I think it's fine. My only concern over the years has been the continuity between the leaders. The years that are lost, you know. You learn so much when you are in an office for one year and then you leave. And the next group of students, they need to relearn everything. So a lot of what we learn over each year is lost in the next year. So I thought as an undergraduate that it would be nice to have people that stayed in their student representative positions for two years.

SM: Did that work out?

BC: That's never been tried, actually. On other campuses that happens.

SM: Well, that makes the best sense in the world.

BC: Right.

SM: It's the same thing in things that one does sometimes in teaching. When you have succeeded one year and the next students have to start from scratch.

BC: Yes.

SM: And you pick them up again later in another course and you have to do it all over again. What was your major?

BC: It was Political Science.

SM: Political Science. Were you well-advised or counseled on the academic side? We pride ourselves on having good advising, but I found myself . . . I was conscientious and soon I felt that up to the point students got very well counseled. But I understand Cathy Smith and that group . . . I joined that, what do you call it? Well, you don't have a Political Science counterpart of what Cathy Smith did in the Humanities. There was a chairman, I think Luci Berkowitz of Classics was the chair, and they had these people who were in what's called core advising or some such thing, who all joined in. You had a group of students . . . I couldn't do it when I was Dean, but afterward I did do it for a couple of years. Then I took on a fair bit of the undergraduate History advising and I had some fifteen students a year or forty-five in all.

BC: Well, undergraduates here, they can go through academic counselors or they can go through peer counselors. So I think each program has a group of undergraduates who know the curriculum and can give advice to students as to what courses to take.

SM: Yes.

BC: My perception of it when I was an undergraduate here was that it wasn't as easy to access. ^{Under} Graduate counseling wasn't as easy to access as it could have been, and you really had to be someone that was a go-getter. And I think so often that

people that need the counseling aren't the people that go and seek it out. So you have these bright students who can get a lot out of the system; and the people that are a little timid, I mean, they're the people that really need to have someone say, "These are the requirements you need to do to graduate." And I think that's only . . . If someone could think of a solution to that problem, I really don't know what it is.

SM: Well, there is a solution but it didn't always work. We started out about five or six or seven years ago--you may have still be here, but you would not have been involved in it--we had the counselor sign the students' selection sheet, you know, the selection of courses, signed by the counselor.

BC: Yes.

SM: And I can recall insisting that certain changes be made, but the student stuck by his or her choice, well, unfortunate choices. And why it was given up, I don't know, but that was absolutely strict. They could not be registered. The people over in administration wouldn't accept a student unless he had that signature. Well, sometimes they would forge a signature and, of course, as you know, in dropping a course, you need to have a signature, but the students forge right and left. Now that's one solution and they could do it. But I would like to see something done, Babs, because we're getting so big. We're up to 16,000 and this is a point where if you

don't give them the right advice, they can start off on the wrong foot and wind up having . . . Like I'm teaching a course at UCLA this quarter from seven to ten in the evening--I drive up and Sally drives me home--but one student literally was misadvised at Santa Barbara and is now having to take two courses, mine and another one, to finish. And a couple of others at UCLA got behind a bit and were misadvised. Now that's kind of sad if you literally expected to graduate--as this lady did, a delightful young lady--last June, and couldn't do it. She could have gone to summer school, I suppose, but she has to take the course at UCLA.

BC: I really think that the campus expects students to be self-motivated and to go and search things out for themselves. I think as long as everyone understands that, that it's okay.

SM: I'll buy that. I'll buy all that.

BC: I mean, all the information really is found in the catalogue[?] and each program does provide some kind of hand-out . . .

SM: Yes, I'll buy that, because you have to have practically a Phi Beta Kappa key to understand some of the configurations, and certainly in order to register. All that stuff they have to fill out and mark in their punch cards and . . . really! Well, you were well-advised or counseled? You'd say yes. But you're rather independent and you know how to go about things and intelligent, so I think I'm really asking you to comment

on some of your . . . Like Cindy, Cindy didn't seem to know exactly where she was.

BC: No, that's kind of the point I'm making, actually. I'm pretty independent so I didn't always go in to see a counselor because I had a plan laid out when I was a freshman here of when I was going to take courses and what things I wanted to get involved in. But if you weren't that way, that was a difficult point, because no one sought you out. You could be here spinning your wheels for a while and there's no one to catch you. I mean, you . . .

SM: Well, I used to write a letter. Speaking about that, I would, when I was an advisor, I didn't think I had (inaudible) and if they didn't come in, I'd write them and I'd say, "I was sorry not to see you, I hope you can come around and tell me what you're taking." And most of them would come in. Tell me about your comments on the teaching that you received at UCI, frankly.

BC: Oh, I frankly think the teaching here is outstanding. I actually think it's . . . Most of the classes I had, though, were smallish; they weren't large lectures, although I had a few introductory courses that were. My opinion may be a lot different than a student who may be a Biological Sciences major, I really don't know, because they have so many more large lecture courses.

SM: In the large lecture course, Babs, didn't you have sections?
Section leaders?

BC: Oh, yes, right.

SM: Then the question then is how good were the T.As?

BC: Oh, I had outstanding T.As. In Political Science I did and Sociology and Psychology, they were all wonderful.

SM: That's good to know.

BC: Yes.

SM: Well, I try to make the point to people who are trying to decide between UCLA and here, I try to point out the advantages of small classes. And we're not that friendly, but we're a little more friendly than some universities, in terms of the instructor helping the students and being interested in them and so forth. My granddaughter is going to graduate and is going to transfer as a junior. She's just finished her sophomore year at San Diego State. And her boyfriend is at Chapman and he also . . . Their soccer program has collapsed there and so he had a scholarship. And I think, although they'll honor it, it's just not much fun anymore for him. So he's thinking he's going to transfer. Now, what's his choice? UCLA says, all right, we're going to red-shirt for a year and I can't tell you whether you will get a scholarship or not. What happens at Irvine? We give you a scholarship, a good scholarship and no red-shirting. So my guess is that they'll both come to UCI.

Well, who is your best teacher? I'm interested to know who the good teachers are.

BC: Well, actually, you're one of the best. I came up with three names, because if I talked so much about you I would seem biased. (chuckling) Now, you were my favorite professor. I would always get really involved with the course work. I loved to come to your class prepared, completely prepared, so that we could have a good discussion. And I liked your bringing in, for instance, in the British Traditions class, the music and the art, because those things were important to me. Understanding culture, not just from reading about it but from experiencing it through the music and art was really important to me. And I also enjoyed the way you brought us to your house.

SM: Well, I've always done that, ever since I began teaching.

BC: I know I think that, for me, that really showed me how interested you were in teaching and the students.

SM: Well, thank you. Well, you know, you'd be interested--you took the Australia course--a friend's doctor sent me a compact disk on ^{Henry} ~~Harry~~ Lawson's poems.

BC: Oh, right, right, you told me.

SM: Oh, I did? Well, this Thursday, I'm going to play them.

BC: She was in that class with me, the Australian History class.

SM: You were in that.

BC: The student who sent you that was in my class.

SM: Pardon?

BC: Didn't a student send you that from our class?

SM: No, that was another student. No, that was Heather Hartman.

BC: Oh, right, right.

SM: And Heather Hartman, bless her dear heart, she had heard somewhere, because she went down to Australia--I think she was interested in some person down in Australia--and she got this cassette tape of these very beautiful sounding (very sad, though) songs. I've got them in my poetry book and I've xeroxed them.

BC: Yes, that's who I was thinking of.

SM: And I'm going to hand them out, but I'm not going to give them away. It costs too much. Meaning, I have to pay, you know, now to have these things xeroxed. So that was Heather Hartman and I haven't heard from her. I don't know what's happened to her. But this doctor friend, he just knew I was mad about Australian bush ballads, so he got them.

BC: Can I tell you . . . Jim Danziger in Political Science.

SM: Yes. Oh, he's great.

BC: He was the professor that really got me interested in Political Science and I took a couple of courses from him. He just is an outstanding lecturer and he's also . . . The tie-in between you and him, obviously, is the British area. He's interested in British politics and I took his British Politics class and then your Constitutional History class.

SM: Carole Uhlaner knows Canadian politics very well. Did you take her for that?

BC: ~~No~~ Yes, she actually arrived in my last year. But Shawn Rosenberg, another junior faculty member in Political Science, is also someone . . . He actually taught kind of a research design course, which I don't think you can offer it at undergraduate level in Political Science, and that was another class that was important to me.

SM: Well, those are the three . . .

BC: Right, you and Jim Danziger and Shawn Rosenberg.

SM: Well, that's a very great honor to be selected with Danziger. He is a whiz. I'll tell you, I know him, you know.

BC: Yes.

SM: I've taught with and, in fact, I've had him over to the house. But everybody who takes him says he is a great teacher.

BC: He's wonderful.

SM: Yes. Now, the office you held--question six, Babs . . .

BC: Yes.

SM: What office did you hold in the student government? You were Executive Vice President.

BC: Right.

SM: Okay, now I understand. And you've given me your assignment, what you had to do and so on, and you never have yet completely . . . Well, I'll ask this way, did you feel

rewarded with the work you did for the student body government, question seven?

BC: Oh, yes, no question about that.

SM: You know why I'm concerned. You clearly, and as you should, be conscientious all the time, but your grades have always been better in my class. And I'd say, "Well, now, Babs, did you finish this reading?" Well, you have to do this and that. Well, that's all right. You always got an A, but . . .

BC: It took away, definitely, my . . . I think here as an undergraduate I was more involved in extracurricular activities than I probably should have been. I mean, I'll always say that, to my grave, right.

SM: Well, that's what I'm saying.

BC: No, no, I always, as an undergraduate . . . That's why, for me, this graduate experience that I'm having now is completely different than when I was an undergraduate. I mean, I'm completely focused on my work and I'm not involved in any outside activities. You know, I'm glad that I had the experience that I did as an undergraduate because now I think I would be yearning, if I had only had a little taste of it, now I still would want that. And that isn't good as a graduate student, I think, to be wandering off.

SM: Yes. Well, the only comment I have, Babs, is that graduate work is so different, right. It is fascinating. It is much more demanding and requires a lot more . . . not only energy

but intelligence. You have difficult questions put at you, you have your own fellow graduate students quizzing you back and forth, and this is all right. This is the way it ought to be. A good graduate school will permit you to have a small mass of students who you'll always be talking to, who'll always be arguing, always competing with, but hopefully not being unpleasant and what's the word . . . You know, cutting. I don't know, you weren't in the class . . . I'll give you an example of somebody who is a bad example of ^a student.

In the Constitution and English History, maybe it was about ~~four~~ ^{fifteen} years (inaudible) and I had in my class Eileen Moore. Now, Eileen Moore has gone on to law school and she's gone on to be a lawyer and now she's a judge in the superior court. And one fellow who was getting a good A in a course, I remember, one of my weaker students and one of the weaker students in class, getting a good old C minus or something, said rather plaintively, what is such and such? Let's say, the statute of Quo Warranto. The fellow says, "I'll tell you after the exam is over."

Well, Eileen was so mad, she just turned around and gave that student a concise, accurate answer that would get her an A. Now, I don't think that question came up but it indicates that you can have the right kind of student and sometimes you'll have a stinker in there who'll sort of pick your brains and then sort of squeeze you out. But that's part of the

graduate work. And graduate study I've found to be the most pleasant, really. And then when you get your dissertation, then, of course, you know more than anybody else, you know.

BC: Right, right.

SM: It's a stressful kind of . . . More stressful than undergraduate work.

BC: Oh, definitely.

SM: And I think they're kinder here, most departments are. They don't really make their students go through hoops and so are kind to them. What needs to be improved in the government, do you think? That's question number eight.

BC: I just think what I had said earlier. I think there needs to be more overlap from year to year.

SM: Oh, that's a good answer.

BC: Right. I think that's the only thing. We're really lucky here. The students have, I think, the most representation on the committees, on Academic Senate and on student committees.

SM: Well, I'll tell you something, Babs, that I'm sure you know, but you haven't heard it probably phrased this way. Of all the difficulties there were in the sixties, and some of them were not difficulties, some of them were good positive proposals. As far as Irvine is concerned, the most important improvement that came out of all the sixties was one, the evaluation of professors by students, student evaluation.

BC: Yes.

SM: And secondly, student representation on senate committees. Now, I was Chair of the Academic Senate in 1978 to 1980 and we were asked in the 1980 session, up at Berkeley. We were always there and they asked, you know, what are your students involved in? So when I said they were on our Senate committees, they sort of hung back. And then what about the personnel committees, that's the old budget committee, the CAP?

BC: Yes.

SM: Oh, I said, "Fine." And the Berkeley man was horrified!

BC: Right, right.

SM: Berkeley students would never do that. And I said they're just as discreet as faculty, and that isn't always saying too much! But they have done . . . they have been very helpful. And they have personally served on committees . . . In fact, our problem right now, and that was 1980, was that they were getting to lose their interest.

BC: Right.

SM: And they'd be appointed to a committee and never show up.

BC: I think that's a problem now, is people not understanding . . . I mean, that was something that was fought for, to get students to have . . . I mean, the students fought to get representation, and now it seems that there isn't the interest.

SM: I agreed with what they wanted, I approved of it, I remember at the time; and we had a fight over this question of CAP.

BC: Yes.

SM: What I used to call budget committee. And the same thing with the department, we have them on every committee.

BC: Right.

SM: Curriculum, undergraduates, graduates, a whole range, and they vote and we listen to the vote. The trouble with the senate regulations are they can't be counted in a vote.

BC: Right.

SM: But we do unofficially count them. In other words, if we had a close vote, and the undergraduate student and the graduate representative, those two against it. It was not likely to pass.

BC: I was on Privilege and Tenure last year.

SM: You're on PAT?

BC: I was on it last year.

SM: Oh, that's a very crucial committee.

BC: Right.

SM: My cardiologist, John Tobis, is the son of Jerry Tobis.

BC: Oh, he was the chair last year.

SM: He's a wonderful guy.

BC: Yes.

SM: He's really very good. Well, what needs to be improved in the student body government? What needs to be improved in the

academic area? You've answered that in part. I would like to see the students be more involved on these committees.

BC: Right.

SM: And it is work. And some of them used to work so hard and they did a good job, you know, really good.

BC: You know, I think, as far as the academic area goes, I'm seeing the campus a little bit differently now because I'm a Teaching Assistant. And I think there's only . . . It's a small problem and it doesn't have to do so much with the teaching per se, but it has to do with accommodating students. And although we were talking about this campus, you know, this is a smaller campus. I've just noticed in the past couple quarters that some of the classes I've been a Teaching Assistant for are so over-enrolled. And I'm finding a hard time turning students away, but we don't have the seats for them. I don't know, that's not necessarily a teaching problem per se, but it's an enrollment issue that I think the campus needs to address. It's nice that we're so popular and we have such good programs that students want to come here. But now we have to come to the reality that we may not be able to bring so many students here. Or we need to accommodate them differently. We need to have more course offerings so that they can have their subjects met. You know, I've had students come to me with tears in their eyes. They have nothing on their card.

SM: Well, I answer it this way. They have to immediately watch their building program and their increase of faculty to students, FTE as we call it.

BC: Right, right, right.

SM: We've got to have more teaching and we've got to have more rooms. And if they don't, they should accommodate those students. Because, as you say, those who come in late or in the alphabet they're running it, say, R to Z, (inaudible).

BC: Yes. And I think that's a big problem in all the departments on the campus. I think it's really hitting people.

SM: Well, I think here's where we should naturally (inaudible) question ten on the administration, and are they alert to these changes, to these necessities, and are they doing something about it? Now, were you in contact with Dr. Aldrich and, say, Dr. McGaugh was, I think, Executive Vice Chancellor when you were here.

BC: Right. Well, when I was in the student government, actually, it was Bill Lillyman.

SM: Oh, yes.

BC: He was the Executive Vice Chancellor and Dan Aldrich and Horace Mitchell and John Whitely^e, I also worked with. They were all accessible to us. And how much they took our thoughts and, you know, when they were actually making a decision, I can't say how much they used our opinions. But I know I always felt comfortable with Dan Aldrich, walking in

his office, having a long discussion. He had an open-door policy which was so important to us, you know, being student leaders.

SM: You bet. And this is one of the reasons we had less trouble, I think, than most any other campus during the sixties. Because Dan would have his door open and they'd come barging in. And, you know, when you stand six foot five, this little fellow who was student of the SDS (inaudible) but they sat outside his office. They had sit-downs several times before you came.

BC: Right.

SM: But I think because of Dan's personality, I think he was able to help with the problems.

BC: Definitely. He just was wonderful to listen to our issues and any kind of concerns we had.

SM: That's good. Now, the fact that you had the access is what I wanted to know.

BC: Yes.

SM: Now, tell me, I'd like to refer back to what I was talking about, what you can get out of graduate work. You can get it out because you are with a small group who knows a lot and a professor that knows more and you're really going to have a fine experience. But the other thing is you shouldn't lose sight of the fact that you've also got ballet going on, with the concerts here . . .

BC: Oh, oh, oh. (chuckling)

SM: And you've got the orchestra playing and you've got some interesting films, really interesting films.

BC: Yes.

SM: There's a woman from Australia who is giving a course on Australian films and I've got to see her as soon as possible and I'd love to hear some of them.

BC: I actually think that the Fine Arts Department here is an under-used resource by the students. When I was an undergraduate here, I was always getting groups of people to see the concerts.

SM: Wonderful.

BC: I mean, I still go to them. Unfortunately, I think now, you know, with our lecture series, our public lecture series, I think they're getting a little bit expensive for students.

SM: Yes, that's true.

BC: I think it's because we have to cover our costs.

SM: Six dollars, I think.

BC: Right, it's \$5 or \$6.

SM: Eight for the public and seven for faculty and six for students.

BC: And I think for some reason, I'm remembering there were a lot more free concerts and free lectures when I was here. But I also got myself into ushering jobs and things like that so that I could hear the lecturers for free.

SM: Oh, did you?

BC: Yes. I think that's definitely an under-used resource, but I definitely attend things here. (chuckling)

SM: Now, question twelve, what memory of your undergraduate years do you treasure most? I'd like to try to have you . . . You received this in advance, what did you think back on as really the high point, or certainly one of the most wonderful things that happened? It could be a number of things.

BC: Yes, there are a number. They're ^{at} different kinds of levels. The thing that I had the most honor of doing as an undergraduate, that I remember the most, is actually being in President Gardner's inauguration.

SM: Oh, great. Very good.

BC: And so it was nice because I was a UCI representative and I got to march in with my cap and gown and attend his inauguration.

SM: Great.

BC: That's something that I'll never forget. It was held at UCLA. I mean, I will never forget that. But on a more personal level, the thing that I do remember the most is having interactions with Dan Aldrich, for example, and having a nice student-professor relationship with you and some other professors. I just really admired, when I was here, Dan Aldrich, and I still continue a relationship with him. I

visited him when he was Chancellor at Santa Barbara. And now he actually has a faculty office in Social Ecology.

SM: Yes, he's in your building, a Professor of Social Ecology.

BC: Right. So I actually stop by and ask him advice now and he's someone that I'll always, when I think of UCI my whole life, I'll always think of him. It'll be along with it. And then, another thing, for me, the most important personal experience I had was living on the campus. When I lived in the dormitories here, the campus was my back yard. So I lived and breathed and walked and worked and everything revolved around UCI. My whole life was UCI, I rarely left the campus. And I think I feel really lucky that I had a chance to live on campus.

SM: Well, thank you, Babs. That's a very good point because I try to encourage anybody who can afford it to live on campus. But it's often the case where those who can't afford it will stay home, but there are also those who can't afford it, seem to find something more cheap in Costa Mesa or in Newport Beach or maybe down the peninsula.

BC: I just think that that was the best thing for me because I grew up here. Moving here was a break for me. And I could have been living in Indiana, for all, you know, from my relationship with my parents. I mean, I was away. I was here on a campus and so I experienced the campus in a much richer

way than as a commuter student, as I had the year before. That's when I really got involved with everything.

SM: That's very good. Well, what changes would you like to make at UCI, if you had your druthers?

BC: Boy! I think there's not that much I would change. The only thing, actually--we talked about this just a minute ago--I think that I would slow down the growth just a little bit and I would try and regard the present population, give them more regard than it appears that they have now. I feel really sorry for the students, for instance, that have been here during the time the Student Center has been closed. Now, when I arrived, there wasn't a Student Center. There was a Student Center, it was taken away, and now it's back. And I just feel sorry for the students who didn't have that.

SM: I do, too. I do, too.

BC: But, you know, now at least we have the Marketplace and that, actually, is vibrant. Weekends, I mean, until eleven or twelve, people are over there and enjoying themselves, and it's kind of a mini-Westwood feeling. That's the kind of feeling I have when I'm over there and that's nice. But I think the growth, you know, Sam, I think it could be politically motivated. And I think we just need to remember that when we're criticizing that, because for the whole UC, it's important that we continue to have growth in the system for funding reasons. And I think, unfortunately, we need to

accept some of the uncomfortable feelings that we're experiencing for some kind of longer term windfall, maybe. I don't know, but it's just sad, I think, for the undergraduate^S who are here now and what they're having to deal with.

SM: That's well said, well said. I was on the student council committee for two years as a senate representative.

BC: Right, right.

SM: And I enjoyed myself thoroughly and I learned a lot and they were very nice to me and listened to what I'd say. But I feel, boy, what a loss it was while it was all closed down, and now it's opening up only gradually. But when it does open up, it's going to be great.

BC: Yes.

SM: Except I don't like some of the silly stuff outside--gingerbread. Now, the last question, how are you enjoying graduate work? You really answered that for me, thank you, and let me summarize it, since you are really enjoying it. But it's a different thing than your undergraduate work, which you're focusing in a more concentrated way.

BC: Yes.

SM: You're going a lot deeper into any problem or any period than you ever were as an undergraduate. The undergraduate should have prepared you for all this.

BC: Yes.

SM: Though you will notice that some people, some students who aren't that good, say our B and B-plus students in undergraduate, can all of a sudden blossom as A students. They think a lot, you know, and they sort of were confused as undergraduates in a sense of what they . . . I know how these students do and I'll bet you do, too. You feel frustrated. Here's a question. You can take two hours to answer it, but all you're given is a half an hour. Now, some students--you did all right, but some students, it just messes them up, and they never can get more than a B and you know that they should get an A, you know.

BC: I'm having to deal with that now as a Teaching Assistant. You know, being able to know the students out of class and then looking only at their performance and blindly grading their exams, and then being surprised at this articulate student who comes up with these real deep questions and has really been thinking about the reading.

SM: And what do you do now? Here's a question, and I was stuck with it when I was a T.A. What grade do you give the person? I tend--I have to admit--to give that person a . . . I grade them up, though they didn't deserve . . . "On what's on the paper, you don't deserve more than a B or B-plus, but I know that you know this and I know that you've studied. I know that you ask some good questions, so I'm going to give you an A." But don't follow what I do as the right way to do it, but

I felt that was the only way you could reward . . . And there weren't that many students. There weren't more than three or four of them. But, you know, they just messed exams up and they missed their . . .

BC: Yes.

SM: Well, you know what I did finally? What I did finally is I said . . . I just upped their grades to whatever it was. It might have been a C to a B or a B to an A, because you're dealing with . . . I'm not talking more than three or students. You're talking to ones who have not learned . . . Oh, I know what I did, too. What was going to say was I make the practice exam and I said, "Now, if you want to get an A, and you should, you will come in. I'll give you a mock question, a mock exam. And I want you to write it and see how you do." Now, some didn't want it, but very few. As they say in Australia, "Oh, yes, I'll give it a go." So they'd come in and I'd give them an exam. Now, I told these fellows, those two from UCLA, they should accept these and I'm going to give them the last . . . What I'm doing now, for the last three years, I give last year's exam out to them.

BC: Yes.

SM: I literally mimeograph it, you know, and send it to them, give it to them. Now, I said, "This is the final exam." And then I say to some of them who are having this problem, "You come

in and sit down and take that exam and then I'll go through it with you." Now, only half will bother.

BC: Actually, that's funny, because I use a similar strategy. When I have a student who I know is brighter than how they're performing in class, I ask them to come by my office hours and then I tell them that I know that they're really bright and that whatever grade that they've just been given really, really isn't . . .

SM: Doesn't reflect their ability.

BC: Right, doesn't reflect their ability and that I'll do whatever I can to go over the material with them before the next exam. And so it's not actually . . . I'm not quite where you are with giving them a practice exam, but I try to give them the same kind of feedback that you do by doing that.

SM: Well, that's the way to do it. And I want to thank you, Babs, very much. I enjoyed the talk very much.

BC: Thanks, Sam.

SM: Thanks very much.

END OF INTERVIEW