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Mary Shanks

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Interview with Dr. Mary Shanks by George Vinyard July 18, 1974

Dr. Shanks: I believe the—it would be of interest to you. I'll say it another way. Through the years, Dr. Linnert has said, you know, "Before you leave here you need to do...

George Vinyard: To talk with him yesterday afternoon?

Dr. Shanks: That's a real question. That's right. You need to write the history of the School of Nursing and I have said to him from time to time that we have a great commitment to the historical value of any venture, and, as you know, we have our own archives.

Vinyard: I didn't know that! I knew you had a lot of records.

Dr. Shanks: Yeah, right. [laughs] But you would have guessed that, wouldn't you?

Vinyard: It's a good thing to have.

Dr. Shanks: Yes, and it's not only narrative but it's remarkably pictorial.

Vinyard: Memorabilia?

Dr. Shanks: Yes.

Vinyard: Photographs?

Dr. Shanks: Yes, we keep a rank account of the *Pantagraph* and any source of anything that comes to our attention and we go—we search for it. We don't just wait for it to come to our attention. That step Stevenson you see, from the award. It's a particularly nice picture of him, and so we'll put it in the archives because of his involvement in the school. So, from year one, we have huge photo albums and collections of clippings, papers, etc.

Vinyard: Do you involve students to a certain extent in developing that?

Dr. Shanks: Oh yes. I should say, they're on the committee.

Vinyard: If I ask some questions that seem—I mean that you know I know better, I just want to get something on tape.

Dr. Shanks: Right. Starting with the very first class, I had this large collection in my office of materials that I thought would be interesting to a student who qualified for honors. And, in urging her to consider writing the history, you know, making her study a historical study. Each time, I've had a high degree of success in terms of interest. They take the materials, come back three, four months later and say, you know, this is just too much, I don't have the time, it's too large a project. Well, the culmination of that is that

Lynn Westcot is going to do an historical study for her doctoral dissertation at ISU on the study of nursing education in McClean county since 1900, I believe, which will of course embody, you know, the total development of this program. And I must admit, I did urge her to do this on two counts. One: I think not nearly enough historical research is done at the doctoral level. To me it's one of most scientific methods available in social science research, at least. So, from that vantage point I did urge her to consider a historical study. And the other her own personal family-type involvement in the development of the school. So, at this point, she has all of our—all of my collection of materials of the original sources, minutes, board meeting minutes, Brokaw Hospital board meeting minutes, this University and so forth. So, we have had through the years a real commitment, obviously to historical records of what's happened. In this office, anyone who or the one who succeeds me will find the very first communication, a record of it and every subsequent one.

Vinyard: I understand—

Dr. Shanks: However, you know, insignificant it might seem at the moment.

Vinyard: You have tapes of phone calls, I understand from Dr. Bertholf you've had some phone conversations (Shanks laughs: that's right) back at the beginning. If you could go over that a little bit, I'd like to have, you know, in your words some of the events really leading up. He understood or felt that you were really the force behind the movement to have a collegiate school of nursing, really before anyone else thought about it almost. And that was—that took about three, four years, I guess. Would you say something about that?

Dr. Shanks: Yes, I could even start about two years before I came here. And those were interesting telephone conversations and visits to campus. I had—I was just finishing at Columbia, but as I finished I was employed, in fact I was chairman of the Masters program at the University of Pennsylvania, and had a contract for that year and the ensuing year and also, a fellowship to travel abroad from Columbia. Mid-years, all during the summer months, it became a very tight arrangement, you know, I wanted to do this study for Columbia. I felt honored to be asked to do it, to be a traveling fellow for the University, and it was a marvelous opportunity for me to study nursing education in Russia and all Scandinavian countries and the continent of course. It has served me terribly well in all of these following years. But the tight schedule became a major concern. It was a full-time job. I was finishing my dissertation as well, and all those things. But, I thought it terribly important to be sure in my own mind, even though I'm a graduate of Illinois Wesleyan University—as a student you don't know the influence of all of the outside or off-campus type authorities, if you will. I didn't know the role of the Methodist church in relation to curriculum development. I didn't know the freedom that would be allowed by the board. I didn't—I was not even sure of Dr. Bertholf's understanding of my meaning of collegiate nursing education. So I made four trips out here to re-explore with him and Dean Smith. Do you remember—do you know John Smith?

Vinyard: I read about him a little bit. You can't forget someone with a middle name like Sylvester.

Dr. Shanks: Right. And at the same time, you know Dr. Charleston [unsure of spelling] at Wesley Methodist and each time I was here, the upshot of it was that I would meet with Charlston and John Smith. And always then there was the church influence and the Dean's influence. They seemed to be great buddies and great friends and I might even say made many references to being drinking buddies. I think that was intended to allay any fears of mine, in terms of that kind of church rigidity and, you know, so forth. Because it had been said to me that you don't smoke in front of the Bertholf's, when you're interviewed by a board member you don't smoke. I did do both things you know (Vinyard laughs) and I did have a drink, a cocktail, for dinner with John Charles Smith. None of which is relevant except in terms of my own need to know and really understand what kind of freedom in nursing or in any service occupation dealing with health, there are so many moral questions that have to be resolved, I believe, before you begin to plan a curriculum. This whole business, you know, of genetic intervention and control and so forth is a major kind of problem. I could no more be employed in an institution where the thinking is of fifty years ago, you know, than I could—well I just—I had to be sure in my own mind that I understood what kind of opportunity we would have for creativity and developing a kind of curriculum in which we believe.

Vinyard: Could you go back a little bit? Now this is obviously after you were—

Dr. Shanks: Long before I signed a contract.

Vinyard: Before you signed a contract, but after you became interested in the idea and were seriously considering.

Dr. Shanks: Ah, yes.

Vinyard: When did you first get the idea of coming back to your alma mater?

Dr. Shanks: 1958.

Vinyard: 1958.

Dr. Shanks: Dean Beadles wrote me and said, you know, he was the acting dean at the time and he'd been a teacher of mine years ago. In fact, he was the one who really started me in terms of writing.

Vinyard: Mmhm.

Dr. Shanks: I took a business course from him and we entered a—had an opportunity to enter a writing contest. Do you remember the *Old Collier's* journal?

Vinyard: I've seen it.

Dr. Shanks: Magazine—you know, it's been out of print for years now. Well, students in his class had that opportunity and I did participate and won a prize. And from that time forward I have been interested in writing. You know for whatever that's worth. Anyways, Bill Beadles wrote me and said Brokaw Hospital was contemplating closing their school. So I immediately said, "Is Illinois Wesleyan interested in creating a collegiate program?"

Vinyard: Okay, I just wanted to get that clear. It's interesting to see how many things Bill Beadles is behind initiating contracts and so forth.

Dr. Shanks: Quite. Well, that was my very first message from the University from the time I graduated in '47 until I heard from him in '58.

Vinyard: I've talked to Mr. Progsten [spelling from original document] about the development of the alumni program too. It was nearly non-existent.

Dr. Shanks: Yeah, right. So, anyways, then we had another misunderstanding. I thought this was all resolved and it was very clear in my own mind that we had total freedom in terms of curriculum development. And I could understand every other invasion, if you will, or limitation or, you know, influence of the church. And I must say the thing I love most about this campus is what I choose to call or label for everyone, a Christian kind of attitude. So I wasn't objecting to anything except in relation to the professional content and how free it would be to make it a thorough exposure for the students in relation to the content. Having decided in my own mind that I could function comfortably in this setting, I did sign the contract. I was about to leave for this trip abroad, like 2 days later, when I had a call from Dr. Bertholf. He had said, this was in the summer of '59, and of course I wasn't even coming until the fall of '60—summer of '60, but he had said, "Proceed with recruitment and do what you can from there," because there were no qualified faculty members in this part of the country at that time. I had a call from him at my home and the fact of the matter was Annabelle—and, you know, any of this you can delete or, I'm just telling you all these human interest things—Annabelle was at my home. She lived out of the main line in the center city, and she just happened to be there when Dr. Bertholf called. And he said, "Now Mary you've submitted like six or seven applications. It was my thinking that you would teach the first year, all the content in the first year, and then you'd need a faculty member for the second year." It was kind of—total misunderstanding of the neat faculty needs. And I said, you know, "We've discussed that endlessly it seems to me. People are prepared to teach medical/surgical nursing as they are prepared to teach clarinet or, you know, ceramics or whatever." Well that was not his understanding. So, I said "Well, you know, then I'm going renege on my contract because I'm not a teacher. I have no clinical specialization, I wouldn't qualify. The state nor the national league would approve me as a teacher of nursing in this kind of program. I can teach Research Methodology, that's my only teaching fork." Well, he said, "I'm going to have an executive committee meeting with the board and discuss this with them and call you back." Well for about 2 hours that afternoon, Annabelle and I were both, and she had signed a contract, essentially without a position and it was just that negative. He called and of course the outcome was that we're here, but then having arrived—and John and I

were just talking about this yesterday at the table—she and I, Annabelle and I, arrived in August, several others in September, we presented our curriculum to the University faculty, the first meeting—and I believe that was October of '60—had almost an unanimous rejection to the proposal. That same evening the nurse faculty had been invited to the Bertholf's for dinner, immediately following the faculty meeting. I'm sure they had no notion of the, no way of anticipating the outcome, certainly we did not. But I'll never forget that evening, I, you know, I couldn't swallow the food. I could scarcely contain myself in terms of being sociable and hearing and participating in the conversations. And that was true for all the faculty, because we were all without a clue.

Vinyard: I gather from some things that Jack Horenberger said—we had a kind of group, a round table type of thing with several other people including...—I gather from that and a conversation with Dr. Bertholf that there was some opposition on the faculty to the idea some of them not believing in the concept of a collegiate nursing program, and from certain trustees and certain physicians in the community who had control over the Brokaw program.

Dr. Shanks: That's right. That's all very true. We somehow lived through that dinner but at the faculty meeting it was truly John Ficca and Fred Brian who were the spokesmen for the faculty and they just were almost vile. I said to John I can even remember your attire at that meeting.

Vinyard: Made an impression.

Dr. Shanks: You know, you were in a black turtleneck, a knit shirt, and black pants, long before the days of, you know, the black pants and black jackets.

Vinyard: Poor Bob Burda.

Dr. Shanks: Yeah, right, right. So anyway, then we presented in November, but a short time after that—

Vinyard: Could you give me any idea of what of the kinds of things they said in opposition were?

Dr. Shanks: Exactly what they said had to do with number of faculty. “Why, when this year you will only have—” I think we had 26 students that—“why will you need six faculty this year, eight the next year, and so forth?” you see.

Vinyard: They didn't understand that—the number of students?

Dr. Shanks: Yes, the same problem that Dr. Bertholf had had. See he didn't understand the specialization within the occupation. And John said yesterday, Dr. Bertholf had said to us, “We will not create a school of nursing unless we have a 2 million dollar endowment.” Well of course the school was created without the endowment and it did, no doubt. I think about it now. You live and learn. Never attempt this again and I don't know

now the university, the faculty here now, have been able to begin to see some of the advantages to having this school.

Vinyard: I think they have.

Dr. Shanks: Yes, yes I think so.

Vinyard: I'm sorry I keep interrupting you but these details ...

Dr. Shanks: I want you to. I want you to. But then another interesting thing happened, in just that small space of time, between the October faculty meeting and the November faculty meeting. The counsel member agencies of the National League of Nursing, which is a critical component of the association in terms of reputation—meeting in Chicago. And I thought it was terribly incumbent upon us to be there, get our foot in the door, allow them to know what we were planning and so forth. The state I had already allowed to know by meeting with the director in Florida a year in advance and saying to her that was another association meeting, the DNA meeting, but I prearranged to meet with her and said to her, “Frida, will it be well received in the state of Illinois if we import nurse faculty? I don't want the natives to think we can bring better into the state than you have there but I know the difficulty in getting faculty.” And she said, you know, “You must do it that way. There are not nearly enough faculty to go around and you will be far better received if you don't drain from the existing programs.” Well, anyways, Annabelle and I went to the council meeting and had a phone call from John Smith, who had just arrived, just checked into the room. I really don't know how I had left the address of where we were staying because it was just like a one or two day meeting. But, anyway, he reached me and said the executive committee had just met and they were going to reconsider whether or not the University could afford a collegiate program of nursing, so perhaps I would want to correspond, sharing our plans with the League at that point. So again, just two months later, we were in the same position that we'd been in in Philadelphia, right after we had signed the contracts. But it was conceivable, certainly, that the decision would be reversed.

Vinyard: I understand from what Dr. Bertholf said that this would have been the third time the executive committee reconsidered.

Dr. Shanks: That's right. That's right. The next morning, John Smith called me again and said that the committee had met and the decision had changed, you see. So then I did share it with the group while we were there. But I think, well then, the third meeting of the executive committee was about six months later and it was held right here in the Memorial Center, before it was renovated, you know, and I can see the room as clearly and Paul Ellison and his austere, critical, sarcastic manner in dealing with the nurse faculty, stating that—now don't misunderstand me, I love Paul Ellison dearly at this point. I mean he's been a great supporter of the school. He didn't understand. He didn't know any more than anyone else in the community knew about what this whole business was about. But at that meeting we were told that the trustees of Brokaw Hospital had decided that they would not allow the collegiate nursing students to have experiences at

Brokaw because they didn't have night tours of duty, they didn't remember the doctors always use the back door, all those kinds of things that were unlike the old program. So it was not meeting the hospital expectation at all. We met with the executive committee, we discussed and we described the meeting of the collegiate nursing association. I think at that point they finally began to see that the major here in nursing was a student of this university. I think that that was the first time, George, that anyone had realized that the guiding goal of this school has always been the student—is a student at the university, her major is nursing as yours was political science.

Vinyard: English.

Dr. Shanks: English, okay. [Laughs] But from that point forward we had many meetings with physicians, many meetings. I must have gone to every community group in this county and beyond to try to describe and educate the public in terms of our understanding.

Vinyard: Invest in the future?

Dr. Shanks: Yes, right. It's kind of like here. The tide didn't really turn though. I must say we continued with that kind of—Well, I remember Dr. Bob Knight for four years did not allow our students to give care to his patients. We could not assign our students to any patient of his.

Vinyard: Was Dr. Stevenson instrumental in turning that around?

Dr. Shanks: Not terribly. Not nearly as instrumental as, and you know he's a dear friend and has helped us in many kinds of ways but he was not—and he came always to our meeting and would speak in terms. But he did not understand. He really did not know. He was too old. When we started this thing he was too old to understand what the future role of a nurse could be and ought to be. It was not until we graduated our first class, and went on to have eight in that class, two of them remain in the community. They were very effective in influencing the positions. And in the next class, four remain, and from that point forward many have remained. At this point, about 30% of all our alums are in our community. And they are the ones that no one ever even questions at this point the quality of the program. The graduates are outstanding, you know that, and they are the ones who have turned the tide in a motion to accept this.

Vinyard: I wanted to ask you about the facilities. I know that this building was renovated with a government grant. Now were you occupying the building before it was granted?

Dr. Shanks: No, No.

Vinyard: What happened in those four years or so?

Dr. Shanks: From '60-'65, yes.

Vinyard: Where were you?

Dr. Shanks: [Laughs] That's a good question. My office was the room in Mahurl Hall [unsure of spelling] which I had occupied as a student when I was a student of Brokaw Hospital. We had the best floor of the nurses residents at Brokaw and the lower level which, when they closed the school, and I might add here that the agreement was that we would finish the educational program of their last two classes, which we did. We picked up on their last two classes as well as our own collegiate students.

Vinyard: So you really have almost a full program from the very start. I mean you didn't just bring in an entering class.

Dr. Shanks: Full in terms of two kinds of programs, you see. And that was interesting. That probably was one of the most difficult things that Annabelle and I have ever had to do in our lives. Dr. Bertholf admitted a class in '59 and described one kind of program, such as you'll have no tuition to pay the third and fourth years, you'll be away on affiliations. Well, he described two years of liberal arts and the old two year diploma program. So the very first class session, we had to meet with those students who had been here one year and say to them, now this is really the way it's going to be. And from a class of 28 we graduated 8. It was a terrible shock to them.

Vinyard: Now that class was in '59 - a year before you case. Was there someone else who was sort of a link between the two?

Dr. Shanks: She was employed by the hospital.

Vinyard: It was one of the hospital? I gather from something he said that she was rather enthusiastic about the idea of a collegiate program.

Dr. Shanks: She was but she had no knowledge of collegiate nursing education. But at any rate, meeting with those students and saying to them all these terrible things that they had to then share with the parents. It altered the financial responsibilities ...

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Dr. Shanks: But we did then finish those two classes and without exception, I urged each one of them to go to an accredited completion program of those two hospital classes. And about 80% of those last two classes, those students have gone on and earned respectable baccalaureate degrees because Wesleyan didn't offer things like baccalaureate degrees all those years that we had that arrangement with Brokaw hospital.

Vinyard: I've looked at the enrollments back a few years, naturally, with grants, but I didn't ever go all the way back. Did the enrollment really—were you able to increase the enrollment beginning after the completion of this building? Was this a key to that or did it begin to rise?

Dr. Shanks: From the outside, from the outside. It has continued, of course I was going to describe for you that old building, while it was great building under the circumstances. When I came to the campus in August, you know even though I made four trips back here and you thought you had discussed everything and everyone understood. When I asked about my office, I was shown a little corner office over in Shaw, excuse me Holmes, one room. And I said, well that's fine, but where will the rest of the faculty be? Well, they'll be out in the hospitals. There was absolutely no understanding even though you had said it over and over.

Vinyard: Bad dream.

Dr. Shanks: Right, right. So when then Dr. Bertholf leased that space at Mahurl [unsure of spelling], it was marvelous compared to what it could have been. But the classroom space we had was one long narrow room that was more wide than this but very long.

Vinyard: Is that the lower level, the basement? I've been over there.

Dr. Shanks: Then you know.

Vinyard: I can imagine the difficulties.

Dr. Shanks: The popping radiators. I taught in the freshman year at that point an introductory course which was a philosophical base. No one could hear beyond like the first four rows because of the radiators and all this. Well, when we applied for the federal grant for the building, and of course I later became a consultant with that program but at that time they sent a consultant. And I can laugh yet as I reread her comments in relation to the inadequacy of the facility. So I'm not surprised that we were funded immediately and of course, the women's committee was instrumental in raising the funds locally to work toward matching the federal grant.

Vinyard: Did the project—was it forced to wait somewhat until Sherff Hall was occupied by the sciences or--?

Dr. Shanks: The timing was beautiful. They were unrelated, you know. The construction program became available, federally, at the time that science could then occupy Sherff. It just happened that way.

Vinyard: That's fortunate.

Dr. Shanks: You're right. And at the time we applied for the grant, I went to Dr. Bertholf and said, perhaps for sentimental reasons, "Would you consider allowing us to have this building, the science building?" I was here as a science major. And it was really a feminine type request, you know, based upon my having been here as a student. And he agreed and then you know our building was the first one to be dedicated, the first building in the country to be dedicated, as an outcome of the construction grant program.

Vinyard: I didn't know that.

Dr. Shanks: Yes. And we had all the people there from the HEW and all the official general representatives and it was a major type splash because it was—we had been able to move so quickly, the building became available. They renovated it over one summer, you know, almost entirely. We moved in in October and it was started like in May. So they moved very quickly with the construction.

Vinyard: I can imagine that was an exciting time for students.

Dr. Shanks: It surely was. And then you know we went through the bus thing, the university owning a bus and after that terrible trip to Peoria.

Vinyard: School bus type of arrangement?

Dr. Shanks: Right, right. The students kept complaining to me and one morning I took the trip with them and I then met with the Board at the subsequent Board meeting and said to them, you know, “They've convinced me.” By the time I arrived in Peoria, every pin in my hair was out of my head, you know my hair was down. It was that kind of rough ride and literally it was a terrible ride. And at that point then we changed, and chartered the bus.

Vinyard: Were you using cooperating or athletic facilities in Peoria from the beginning?

Dr. Shanks: Oh yes, had to. And Methodist Hospital of Central Illinois has been our main stay from the beginning...went from Brokaw Hospital to Methodist in Peoria. As the administrator, he had a very fond feeling for Wesleyan, for Brokaw, Methodist and of course the Methodist relationship. For years he and I talked about the possibility of their closing their school and that becoming the hospital of the university. And he was very enthusiastic about that. But that Board, like all Boards, have a great commitment to retaining the autonomy—

Vinyard: Do they still have a diploma school?

Dr. Shanks: It's no longer accredited, I'm sorry to say. And we use it decreasingly each year. We are now able to have, for example, all maternal ----. In the beginning we had old maternal ----, pediatrics and maternity. I think one of the most exciting things, George, to me historically had to do with Mrs. Rupert. You know, she was the first director of the hospital program at Brokaw. She was 92 when I returned here in 1960. She knew nothing about collegiate nursing education. But I guess it's a reflection of my own commitment to the history of any operation. I knew she was still living. I contacted her. I arranged to go see her in her home, invited her to come in and teach in the freshman course at 92. The history content related to the licenser, and the struggle in the state of Illinois. She did some, what do you call it, stumping or, I can hear her saying it yet, really getting out and campaigning in relation to the licenser laws. And I thought it was important, when you had someone in that point in the community, to expose our students to her. Well, she

became very involved in the school, you know, and then I asked my secretary, and I did this at my own expense, to arrange to go to Mrs. Rupert's home for a series of evenings and take down in short hand her recollection of the history of the development of nursing in the state and in the nation. And we have that. And in these kinds of ways she did become very involved in collegiate nursing education.

Vinyard: The Rupert Award.

Dr. Shanks: Right, right. And then, of course, I start with her about a prosural chair and as you now know she did endow our prosural chair. And it was the first in the country, the first chair in nursing. You know she died at 99. She was born on Florence Nightingale's birthday and that was always fun. And on her 99th birthday, I took the cake out and called the *Pantagraph* and we have that picture (she was in the hospital of course by then). But she was very alert, very aware, she cut her cake and had all the people. But from that day forward—and we have pictures of her on the platform being honored the day Dr. Bertholf announced it. I believe it was an Honors Convocation or Founders Day—Founders Day I believe it was, I have to check that. But at any rate, it was at the time we all wore the regalia for the affair. And she was in academic regalia. We have a picture of her on the platform with Dr. Bertholf and myself the day he announced the gift. We laugh and say, which is true, that she endowed it with warrant. So we never talk about it ----. [laughs] And then I think another historical milestone is that we have been identified as one of the eight top schools of nursing in the country by the accrediting agency. We're very proud of that fact that it's taken a long time and a great deal of effort on the part of the faculty but, you know, I was interested in the conversation yesterday about the involvement of faculty and management objectives and how will the faculty react to that. Faculty manage this program. It's a total endeavor, everything you've heard me say I know, that the only decision I get to make by myself is what temperature my room will be and this year that was changed. The university decided. Unless it's that way. It seems to me the students are misinformed. You know, at this point, they are as involved in decision-making as faculty and all of us make every decision.

Vinyard: You just stole my next question. I was going to mention that in the round table that we had and various other things, I think one of the, if not unique, one of the rare qualities of Wesleyan that emerges when you look at the history is the degree of the involvement of students and faculty in the institution as a whole and in the operation of the institution. I gather that the administrators used to do a lot of teaching and the other people did a lot of administrating.

Dr. Shanks: [Laughs] Right.

Vinyard: Did you—could you say a couple things about how you have involved students and faculty in terms of developing the school's constitution and internal structures?

Dr. Shanks: In the beginning, we had a constitution committee, a constitution by-law committee, in which there were students and faculty. The product is still the constitution and by-laws of today. It's very interesting to me. We do it every year. It's just part of the

agenda of the nurse faculty. There are eight standing committees and students from every class serve on every committee except nurse faculty. And every decision—the only activity of the nurse faculty committee is to act upon the recommendations of the seven standing committees. And on each of those committee we have students from every class. And it's rather a coveted thing with our students. It's been built into a prestigious type activity. They petition just as they do for senate. They're elected, and follow the procedure as student senate and elections within the school for committee student representatives. And they have a full vote on each of these committees. So that, as I said, if you can understand that the only action of the nurse faculty is to vote upon the recommendations from anyone of these committees then you know that students have been involved in every decision. We don't initiate a nurse faculty, we simply act upon or refer back or question or whatever. But the origin of the recommendations is with anyone of those standing committees and that's been from the first year forward. And, you know, I think our advisement program within the school, the act that we have and build into this structure the reception room which is only an integral part of the advisement program. You've heard me say our advisors meet with their advisees from all classes as a group. And what they can accomplish in front of that fireplace, you know, sitting on the floor with folks is, I think, is beautiful. I'd love to just drop in on them and hear them. I think the—well, you heard me say to the Dean the other day, I've wondered for years why the seniors persist in insisting that there be a senior-type faculty senior get together. But, you know, it's to the credit of the faculty, undoubtedly. And the students would get crushed if we didn't do this. And when I, in senior colloquium—this year senior seminar—say to them, "Really don't you think it's time to discontinue that little activity?" They get up in arms with me—the idea that I would suggest that I would want to deprive them of this last one contact. And they stop in all the time, you know, and they write personal letters and they don't let go very quickly. In fact, I almost said yesterday, this business of alumni giving and involvement, we have a youngster that graduated in that first class and that was in the days when directors and department chairmen were to talk with the seniors, you know, before they left and suggest to them to just send a few dollars back to the university every year, write them a letter, you know, suggest this. Her name was Kathy Braughton Carr [unsure of spelling]. Kathy, every year since that first year, albeit she now has three or four youngsters and hasn't practiced nursing a day in her life to my knowledge except in relation to her family, you know, every year she sends me a note and a check for three dollars. I think this is the kind of thing and I identified for you yesterday in that meeting, the number of students we have now coming to the university because of the influence of our graduates.

Vinyard: And I'm sure that's important. I think another that we've—I think there's still a lot of student involvement and dedication in the university but this is interesting because something that we've observed in looking over the history is an apparent decline in the concept of the Wesleyan family and the all school function. You know, all school dances and the Christmas carol thing isn't what it used to be and that sort of thing.

Dr. Shanks: Uh-huh, right.

Vinyard: Partly, I think, out of growth, partly out of the diversity of the students and the upheaval politically. You've managed to be maintained enough, while being a part of the institution, enough of an identity for the nursing students. And I think that it hasn't suffered there.

Dr. Shanks: Right, right. This year, having the tea and the awarding of the first honorary degree to a nurse and the history of our institution, I was just delighted with the response of the graduates. Every graduate of the program was invited to the tea. And we had a remarkable decline of attendance, I think, going back, well we graduated the first class in '63.

Vinyard: What, to change the subject a little bit, what did you see from your viewpoint as the major changes, whether positive or negative, to the institution as a whole or what has been the most striking to you in terms of the university overall and the nursing school functioning within it?

Dr. Shanks: Well certainly the improvement in the physical facilities, that's so gross and so immediately obvious. But when you think back to the day when Duration was demolished that was after we were in this building that we now are. And I said this yesterday, but the quadrangle has to be the icing on the cake. Then you'll feel great pride.

Vinyard: I do already.

Dr. Shanks: Yes, right. I do too. Me too, George. That's been a distinct advantage to me having been a graduate of Wesleyan. I think you have a different—and I do believe your commitment to an institution has to be to the first degree. I don't begin to feel toward Catholic U or Columbia the same kind.

Vinyard: Graduate programs aren't conducive to that.

Dr. Shanks: [Laughs] Yeah right, right. There's been a remarkable alteration in the administration process during the years that I've been here. I was very interested in the Dean's comment yesterday that the direction as he sees it will be something more of a de-simplification of administrative responsibility. I have experienced it very—almost the antithesis of that during the time since Dr. Eckley first came. I've likened it to our own behavior in relation to physicians. They were, when we first started this program, they had been accustomed to teaching in a school of nursing program. We had to close that door tightly and now we are opening it, you see, in a way we can best use them and they do now participate. I believe that was Dr. Eckley's tact.

Vinyard: Together in the reigns and then let them out again?

Dr. Shanks: Exactly, right. At least that's my own—

Vinyard: I've had that feeling too, internally, within Holmes itself and such. Certainly the styles are different. I observed that Dr. Bertholf was more involved with, I mean, he liked

ceremony and display a little bit more. I had to ask him about the demise of this tree of learning, the tree of knowledge, which I'm sure was a little bit painful for him to talk about.

Dr. Shanks: [Laughs] Right, right. I think that's a very safe way for an administrator to behave. It's very hard on those remaining from a previous regime, you know. But I think we have survived it and now it does seem to me—and the changes that have become centralized are reasonably centralized, such as the budget type changes. Who cares about the budget? I care about the planning, you know. I don't want to have to—we have a concern about money, obviously but I'm very personally proud of the—and proud of my faculty with the living endowment in nursing, you know. I think this is a first for this institution and it may be a first any place. But when you look at this, you know, for the faculty here contributed nearly 50% of that endowment fund. And I think this is evidence certainly of our awareness of the need for money. But as far as, you know, controlling the amount of money anyone spends on any given trip or any of that, I want to know which trip, why they're going, what we will benefit, you know, the benefit of the total faculty in relation to that trip. But that's the end of my interest in the money matter. So that this kind of centralization of task activities is great as far as I'm concerned. I am very aware, speaking of changes, in the change in the attitude and behavior of the Admissions Office. I think the anxiety level is so high that the harassment they bring to bear upon faculty is becoming intolerable to me. And I said this to the Director of Admissions and the Dean yesterday; we need to be able to make the decision in relation to curriculum it seems to me. Granting and recognizing that the ultimate, final decision will be made by the curriculum council and the faculty. But the implementation of an approved curriculum has to rest with the faculty teachers in the group. I have no doubt that the President and the Dean will become very aware of this with time. But all these things take time to sense and this is such a change. Lee Short understood the role of the Admissions Director it seemed to me. At least his view coincided with mine in terms of these kinds of things. I have no notion of what time it is—

Vinyard: It's time. Thank you very much.

Dr. Shanks: Did we get said—does it—