

State University College at Buffalo

E.H. Butler Library

1300 Elmwood Avenue
Buffalo, New York 14222

May 9, 1983

Dr. Barbara R. Frey
Vice-President of Academic Affairs
Grover Cleveland #519

Dear Dr. Frey:

I realize that there are a great deal of "facts" about you and your professional activities here at the college, but in the proposed interview with you on June 13th, I should like to concentrate on your personal impressions/reflections of some of the highlights of your life. Please do not consider the following questions as being "absolutes". This set is meant merely to be an outline or guide for further questions. We can delete, add, change anything.

Here are some "starters".

1. As you reflect on your childhood, what influence did your parents play on your choice of career? How would you summarize your life as a young girl growing up in Hamburg, New York?
2. How did you enjoy your college years?
3. Before coming to the college, you taught and was a principal on the elementary level. Would you care to comment on these experiences? Do you feel that these years helped you for the SUCB positions?
4. What was your impression of the college when you became a member of the faculty in 1963? Administration? Faculty? Student body? Campus?
5. What position did you have at first? What are some reflections as a professor here?
6. What were some challenges facing you
 - a) Chairman of Curriculum and Instruction Department. 1968-1974
 - b) Director of Education Division. 1973/74
 - c) Chairman of the Faculty Senate. 1971-1974
 - d) Vice-President of Academic Affairs. 1976-1978; Sept. 1979-
 - e) President of SUCB. (Acting) January-August, 1979
7. What are some reflections on the administrations under whom you worked?
8. Do you have any special memories of the turbulent 60s and early 70s, especially in regard to the riots etc on campus here at the college?




9. What are some of your impressions of the students here in regard to their attitudes toward education? Toward SUCB?
10. What are some major challenges facing the college (SUCB) today and in the near future?
11. As you leave the college, which of all your accomplishments do you feel the most proud? Do you have any regrets of some goals not accomplished?
12. What were your major professional activities off campus?
13. What are your goals for the future?
14. Anything else??????

Again, please realize that these questions are merely suggestions, but it is necessary to have a starting point!

I look forward to seeing you in the Director's office/Conference Room, June 13th at 1:30 p.m.

Sincerely,


Sister Martin Joseph Jones
Archives/ Special Collections

Dr. Barbara Frey

June 13, 1983

Sr. Martin: This is June 13, 1983 and I have with me Dr. Barbara Frey, Vice President of Academic Affairs. She is to retire soon and while she was on campus I thought I would grab her and we would have a taped interview. As I said in my letter to you Dr. Frey, I realize that there is a great deal of information, facts about you and your professional activities here at the college, but we want to put a little flesh to those bones and get your personal reactions, if possible. We will say this: It can be deleted, erased, destroyed, so feel free to stop it or say "I would rather not discuss it, Sister." As I said, don't consider these as absolute questions, but I thought they would be good starters for us. As you reflect on your childhood, I am sure that you will agree that parents do have a great influence on our future. Did they have an influence on your future as far as being teachers?

Dr. Frey: My parents never really did push me into teaching, but they influenced me in the sense that schooling was important, education was important. They were supportive; we were expected to do well. I was the oldest of three girls who were very close in age and I think I teachered and mothered the two younger ones a little bit. All of that I think had a very subtle kind of influence. We're not a family of teachers in that sense; but when I decided that's what I wanted to do, and I decided that very very early, they were encouraging.

Sr. Martin: Did you have a favorite teacher?

Dr. Frey: Oh yes, several of them and some I still know and remember. I have memories of incidents in school from junior high school on. School was very important to me. I loved it and was active in it. Teachers there made a difference. I think probably because I knew already that I wanted to teach, and I was already doing some things in church school and library work. Teaching related sorts of things.

Sr. Martin: You didn't have any brothers? Just sisters?

Dr. Frey: No brothers just sisters.

Sr. Martin: Did the other girls go into teaching?

Dr. Frey: All teachers.

Sr. Martin: Were they influenced by you?

Dr. Frey: I don't think so. One of them went into secondary teaching. The youngest one really considered seriously art for awhile but had always worked with children too and so went into teaching kindergarten. At that point, I must say, the choices were not as broad as they are now, so we could have been secretaries, nurses or teachers. All of us became teachers, and all did really teach.

Sr. Martin: How would you summarize your life as a young girl growing up in Hamburg?

Dr. Frey: I was born in Buffalo, but we lived in Hamburg all the time from the time I was three years. I recall it as a very close knit village. We lived on a street where there were lots of children our ages, and even though the three of us were very close in age, we had three very distinct sets of friends. We walked to school, and much of what we did revolved around school and church, and that was the world for me at that point.

Sr. Martin: You had a happy childhood then?

Dr. Frey: Yes and very secure. No question but what we were expected to do and what was expected of us, what was right. We were disciplined in the sense that the expectations were high.

Sr. Martin: But there was a great deal of love at that time.

Dr. Frey: All kinds of love and no pressure. I don't remember being pressured as a child to produce. We were just accountable. Fortunately, I think, school was easy for me. I sometimes have been amused to think about what would have happened if I had not been a good student. But I suppose everybody else would have adjusted to that too.

Sr. Martin: Your mother is still living. When did you lose your father?

Dr. Frey: About four years ago. That was really the first break in our family. I also knew all of my grandparents, and that was an important influence. Both my parents were from the Boston, Massachusetts area, so that meant that summers we were there, and our grandparents were very concerned about us, good to us. It was really nice.

Sr. Martin: What is the background? Irish? English?

Dr. Frey: Not really. My father's father was Austrian and then there is some English, some Scotch and German and a long history in the New England area. So that's my favorite part of the country to this day.

Sr. Martin: Do you plan to go back there and visit?

Dr. Frey: Yes. We spend some time there and still have a few relatives there although the family is dispersed.

Sr. Martin: Do your sisters still live in the vicinity?

Dr. Frey: I lost my youngest sister two years ago, and my other sister is in Illinois. She became a mid-westerner.

Sr. Martin: Does she have a family?

Dr. Frey: Yes she does. I have a niece who is in extension work and a nephew who is in computing. They have gone in different directions.

Sr. Martin: How did you enjoy your college years?

Dr. Frey: I went to Geneseo College first and thoroughly enjoyed it. As said, I knew I wanted to teach, and Geneseo was a wonderful experience for me. At that time it was very small town, and your life was there because those were also war years. There were no cars for people to be carried around in. So the college itself was a focus of a lot of activity. It had excellent teachers. I really give Geneseo a lot of credit for my early years. Of course, I returned there to teach.

Sr. Martin: Where did you get your further degree?

Dr. Frey: I went to Boston then in the summer to do my Masters, and that was great fun. I spent every evening on the Esplanade listening to the concert, and then did my homework. Then I went to Indiana University to finish my Doctorate. I really had wonderful experiences with good teachers and just good experiences at college.

Sr. Martin: Of course if you were in Boston, you were near your relatives. That cut down expenses quite a bit there didn't it?

Dr. Frey: I lived in the city during the week, but I spent weekends with my grandparents and aunts and uncles, so my Masters degree was as much a social event as it was an educational one partly because I did it summers and you don't have the same feeling for it.

Sr. Martin: Now before you came to the college, you taught and you were principal on the elementary level, would you care to comment on these experiences?

Dr. Frey: I went from Geneseo to Rochester to teach. When I was hired, it was the first time the city of Rochester had hired inexperienced teachers ever. A group of us went, and we were very carefully supervised. The first years we taught a grade in a school, the second year we changed school, the third year we changed grades. At the end of three years I went back to Geneseo. I went back to teach at the Campus School, and the Campus School was the only school for the community then and served the whole of Geneseo. I also taught extension classes in little towns around Geneseo and some, believe it or not, graduate courses. I hadn't finished my own masters. So it was a different day, but I just loved it. The whole area. It was fun. I stayed six years.

Sr. Martin: Do you feel these positions helped you for the position here at the college?

Dr. Frey: A little less directly than some later ones, although it certainly helped me in my teaching of teachers because I was working with student teachers all the time on the campus school. I also had permission to do an experimental program in personalized individual education. I took one group of children for three years, and that was really a super experience. I'm not sure I would advocate it for everybody to do, but I had a great time doing it and then I worked with student teachers. So in that sense, when I came here as a professor of education, that was excellent background.

Sr. Martin: When you left Geneseo did you go to Indiana?

Dr. Frey: I went to East Aurora as an elementary principal. I had no intention of doing that, but a friend of mine was there, and a member of the Board of Education I also knew, so when they had a new school going up they needed a principal and asked if I would be interested which I thought I was not. I decided to try it, and that was a great experience. I went into a new building with a staff of 35 teachers, many of them just out of college and 600 children, and we just started from scratch.

Sr. Martin: And a lovely town too?

Dr. Frey: Yes, it was. Education there was very important at that time and highly supported by the community and, of course, we had an interesting cross section of children but basically it was a group of people who were interested in a good education system.

Sr. Martin: How long were you there?

Dr. Frey: Eight years. From there I went to Indiana. At that point they told me if I was going to get a doctorate, I should do it, because they frowned upon people who were too old getting doctorates.

Sr. Martin: So you left on your own to go to Indiana to finish your degree?

Dr. Frey: I had talked about getting a doctorate. The person who was principal of the Campus School when I was in Geneseo was in Indiana at that point, and he encouraged me to come and finish my degree and became my major professor at that point.

Sr. Martin: I was wondering why you went to Indiana. You could have gotten it at UB.

Dr. Frey: I could have gone any number of places. He really was the influence on Indiana. I didn't know anything about the mid-west at all. It was a very good experience to go a different place. He really was the one who encouraged me, and there were a number of people who had been in the SUNY system who had been at Indiana. There was a kind of a group of people who had had a common experience.

Sr. Martin: Well there is an idea too that you shouldn't have inbreeding and it's good to have an education from outside the area you teach.

Dr. Frey: I remember making a remark to one of my major professors saying that I thought that was the case that one should always. She was an internationally known person and commented that, "well that may be; however, I did all three of my degrees at Columbia". So you can take either side. I'm glad I went different places.

Sr. Martin: It enlarges your own experiences and your appreciation of what's going on.

Dr. Frey: In the mid-west it's different in a way. It was interesting people and different places to see.

Sr. Martin: When you finished at Indiana did you come here? How did you get here?

Dr. Frey: I had been teaching in Buffalo summers. While I was principal in East Aurora I had permission to teach summer school here. So I taught in the old intensive teacher training program.

Sr. Martin: Did you just apply for the position under Dr. Rotwell?

Dr. Frey: Lorraine Lang was here at that point and head of education.

Sr. Martin: Who was the president?

Dr. Frey: Dr. Bulger was here and Oscar Hertzberg was in education at that point and Paul McVittie. In fact, he's the one who finally hired me here. He hired me here in the spring and left in the fall. So I never really did work with him except summers. That's when the campus school was open in the summer, and we had programs for children and perspective teachers on that kind of speed-up program. When I decided to leave Indiana after I finished my degree, I looked at a number of jobs and decided I would try coming back here.

Sr. Martin: Good. You see that question I had about what was your impression, that was redundant at this point, but when you first came, what was your impression of the college?

Dr. Frey: It was a very very different place then and education, of course, was the important teacher of this college, and Lorraine Lang who was director at the time really "ran" the program. It was a very close knit group although I came in 1963 which is a time when the whole college was beginning to expand. When in initial meetings, they asked the new faculty to stand a third of the faculty would stand. So it was great expansion. Many new coming and going. But it was a very kind of relaxed, friendly, and casual existence even at that. We taught very heavy loads by today's standards. We were in the school a great deal and very close to our students. It was a fun place to be. Now the campus itself was in the process of construction, you will recall, so we had offices in one building and waded through the mud to other buildings to teach. There were lots of things that could have contributed to just not being very pleased with it, but the atmosphere was really great.

Sr. Martin: That was toward the beginning but toward the end of the 60's it was quite different.

Dr. Frey: It was different, and yet I don't remember. I remember some meetings at the times of the riots and I remember when we called for some kind of a day in which we all talked with students and group meetings instead of meeting classes, and I remember a few of the events of violence, but I really remember a great deal of disruption. That's not what stands out for me. Maybe it's because our students, at that point, I think were less volatile. We always accused the university students of inciting ours into action. Maybe

ours were too apathetic. Even though there was some disruption, of course there was, and it was a little frightening at times I think as to what the students might do. But I can remember student sit-ins after that over the budget where they were occupying buildings for different reasons and much more active about something else. So I really don't remember that as being terribly destructive.

Sr. Martin: So then your position was as a teacher/professor under Lorraine Lang in Education? And then you did comment on some of your reflections as professor here? Do you have anything else you would like to add to that? How did you find the students?

Dr. Frey: Well I found students to be very good at that point. And they were all that I dealt with you see because it was restricted and because it was a major emphasis. We had a lot of choice. At that point we were interviewing every student who came here so that I went to New York and I went to other places to talk to every student who was accepted into this college. I didn't, but someone talked to every student. I can remember spending the week in New York where we would have a student every 15 minutes.

Sr. Martin: Why that?

Dr. Frey: Well the feeling was that unless you really talked to the student that the credentials themselves didn't tell you enough. And so we would try to get an impression of the students feeling being a teacher, coming to the college and verify their paperwork.

Sr. Martin: Did you ever turn anybody down?

Dr. Frey: Oh yes.

Sr. Martin: Then it was very selective?

Dr. Frey: It was more selective.

Sr. Martin: Was there any resentment about that?

Dr. Frey: I don't think so. I think partly it's a different expectation. I think everybody did not expect to just come to college and so there was a sort of competitiveness about it and I think we have reasonable standards, but at the same time we did not accept all students.

Sr. Martin: I am sure you pointed out to the prospective students that perhaps they would be better at another field?

Dr. Frey: That's right.

Sr. Martin: So you did them a favor too.

Dr. Frey: And I suspect sometimes that after they talk to us, they decided they wanted to do something else or go somewhere else or make a different kind of decision. It was very good. Some students came here to be interviewed. The people who were near enough to come came here, but rather than bring everyone in from Binghamton and New York we went to them.

Sr. Martin: They don't do that now though. You couldn't.

Dr. Frey: Of course, it was a much smaller college.

Sr. Martin: And was every professor involved in this or just few?

Dr. Frey: No, those who wanted to be. The admissions office really master-minded it, and then we could volunteer. I think most of us did though. I think most people did do some of it. It was an interesting experience. It was interesting in another way in that you went on these trips with people from various other departments, so you had a chance to get to know other people.

Sr. Martin: Because they were interviewing people for their department?

Dr. Frey: That's right. It was the whole college.

Sr. Martin: Dr. Frey, I've never heard that.

Dr. Frey: It was done. I'm not sure, I was trying to think when we stopped doing that. It must have been toward the mid-60's when the college began to grow in size and also in the diversity of disciplines that were represented but it was helpful.

Sr. Martin: You've worked under just two other administrators, haven't you? Dr. Bulger and Dr. Fretwell?

Dr. Frey: Houston T. Robinson, I think, was acting, then president Fretwell came in the late 60's. I worked with him until Dr. Johnstone came.

Sr. Martin: You had no idea when you came here you were going to be Acting President?

Dr. Frey: Never. In fact, in a way, I really did not plan the course of my career. I had never planned to be a principal either. And yet it was really one of the most exciting experiences that I had and that really did, I think, help in terms of resettling here. I became department chairperson kind of by default.

Sr. Martin: How long were you professor before you got your office as the head?

Dr. Frey: Let's see. It must have been in the late 60's. I must have been here 6 or 7 years before I became chairman. But in the beginning, chairman really didn't mean a great deal except that you took on some added responsibilities. You didn't have release time, you didn't have stipends paid for chairmanship. You just did the scheduling and helped where you could. Then gradually that began to change. When the division director took a leave, I took that for a year on an acting basis. In the meantime we had a number of changes of division director and dean. Too many to recount.

Sr. Martin: You mention though by default? How do you figure that out?

Dr. Frey: Well, I think I was just there and there wasn't a chairman. Would I be chairman? Now we have such formal procedures. We have formal procedures for becoming chairman, for becoming promoted, for becoming tenured. When I first came here, it was very casual from the professors point of view. Now, I'm sure that there were people like Lorraine Lang who had that as a very serious responsibility, but there was no amount of paperwork as there is now. There is no great documentation on all the accomplishments. That grew with the size of the college, and it grew with the later governance events of the college.

Sr. Martin: Of course that began in Albany. Because of the structure of Albany in the 60s.

Dr. Frey: We began to offer secondary degrees and then we became an Arts and Science College and there was much more sense of unity of the university than there had been.

Sr. Martin: We had to take on the trappings of the system.

Dr. Frey: That's what comes with progress.

Sr. Martin: Would you like to give some impressions or some remarks about Dr. Bulger?

Dr. Frey: Interestingly enough I really did not know Dr. Bulger. At that point the office of the President and Vice President were almost non-existent as far as I was concerned other than to know that they were there. I really had little or no contact with Dr. Bulger. I think I was on maybe a couple of committees that he appointed. I remember a committee on the mission of the college, for example, which sounds familiar. We seem to do that on rotating terms. I did serve on curriculum. You remember we had three councils: administrative, student, and faculty council and I served on the curriculum committee of faculty council and on instruction research committees. So those were very casual contacts. I really didn't have any major relationship. I came to know the President and the Vice Presidents office through the College Senate which brings me to another era of my life because when in 1971, after 10 years of trying to get a governance structure, we finally had by-laws and I remember the meetings of the faculty in preparation for that. One meeting we had start at 4:00 in the afternoon and they brought in sandwiches and at 11:00 we were still going strong. Then the students refused to approve them unless there was a 50-50 representation. That was the end of the 60s you see. The faculty wasn't about to have that, so two years of compromising with the students. The first meeting of the senate when I became chairman was really the beginning for me of any campus life activity and contact with administrative officers.

Sr. Martin: I came in 1969 and I recall going to one of the first meetings. You looked like you had been there forever.

Dr. Frey: Let me tell you a funny story about that because someone reminded me of it the other day. The first meeting of the College Senate was held in what is now the Estate Room and President Fretwell was there, because,

of course, he was a member of the College Senate. Not everyone had been elected yet, but we had an organizational meeting and there were three candidates for chairman. Carlton Bower who was really a leader on the campus, Ben Steinzer in the Design Department and I. I had no intention or interest in being chairman of the senate or anything else. Then we did the usual jockeying of withdrawing and no you can't withdraw and well I'll withdraw and no you can't withdraw, and it finally came down, I think Carlton Bower did withdraw and it was between Ben Steinzer and me and I won chairmanship of the senate by one vote. And it was believed to be the students who swung the vote. So I must kid Ben Steinzer about that because it was totally unexpected for me and it was really a very interesting experience.

Sr. Martin: The thing, Dr. Frey, that amazes me in these situations, well from my viewpoint, it seems to me you have to know an awful lot. You have to know parliamentary procedure, you have to know a great deal about everything that on on campus. To me that's one of the most important positions.

Dr. Frey: That's where I learned. I really learned it by experience. I had not had very much contact with total college.

Sr. Martin: Were you a little frightened about it?

Dr. Frey: Totally overcome. It was really kind of a matter of taking everything as it came. We had, of course, and we still do, I remember the early senate as really having good working people on it. And there was a lot to do so that people got right into doing things about establishing procedures, and setting up committee structures, dealing with campus issues and we were very, very busy. And that was probably good because people could deal with issues and get into the act.

Sr. Martin: The idea too is that you weren't afraid to make a mistake because nobody knew that you were making one anyway.

Dr. Frey: That's right. You just went along until somebody said no you can't do that. And everybody was working in it together. You remember that was also the first year that we had a contract, a labor contract. And at that point they were two very distinct groups and I don't even remember very much about the union. Those two things coinciding there, I think, account for fact that we now have many very much more regularized procedures which is probably fairer. We are much more public about our procedures, we document a good deal more. We're more careful to do things appropriately. Sometimes too much so because what is missing from that is often the personalized consideration that you could give people before you were bound by a certain regulation.

Sr. Martin: The procedures book, that's kept up-to-date, was that started about that time?

Dr. Frey: It's now being revised.

Sr. Martin: I thought it was one of these ongoing things that's revised constantly. But you're having an overall revision.

Dr. Frey: Some of the things have been there since the senate started in 1972 and by various means they have just become outdated or need to be reexamined by the senate and by the college. That was really a fun period of time.

Sr. Martin: But it was hectic too. Were you teaching at the same time?

Dr. Frey: I was teaching and I was chairing.

Sr. Martin: And you were chairing the department.

Dr. Frey: Yes, they were very busy years for me.

Sr. Martin: Did that cause any conflict?

Dr. Frey: No, I don't think so. By that time I did have one course reduction I think which eased a little of it. I wasn't carrying the same number of courses that I had been carrying. But I was carrying courses that took me into the schools and off campus. That's the time consuming part of some of that instruction. It worked out.

Sr. Martin: That mean't though that you didn't have so much preparation.

Dr. Frey: That's true. Of course I had been teaching a few years by that time.

Sr. Martin: In a case like that like the supervision of teachers I suppose that the time that you would spend going would have been time that you would have to prepare maybe for a class or something. I am curious to know this just on the side. I know that there are a couple of professors who go out and supervise teachers. Does the college cover their gas?

Dr. Frey: It can, yes. They can submit expense account. Some do and some don't. They didn't use to but now they do. All those things have changed because people are much more sensitive to it and the costs are higher.

Sr. Martin: And they their location is quite a distance.

Dr. Frey: Right. And you see in those days we had so many student teachers that we often had in elementary anyway. 4, 5 or 6 students in one location. And we did less distance traveling than people where there is only one science teacher in a high school or two home economics teachers or something like that. But we were using probably every school in the district in the metropolitan area.

Sr. Martin: How do you decide?

Dr. Frey: You are invited or you are asked to use a school, then you select a teacher. The process of selecting the teacher has to be cooperative between the supervisor and the principal. Then if you find you have a teacher who is not working out, you have to find a way to change that too. Usually there is a mutual agreement for teachers. We require a certain amount of experience, preferably a masters degree and some demonstrated competence.

Sr. Martin: Isn't that rather flattering to be chosen as a teacher?

Dr. Frey: Yes it is and now that we have fewer and fewer teachers, we have many school districts that are very disappointed that they don't have student teachers. It's good for the school too. A young student teacher brings something to a school atmosphere which is very healthy.

Sr. Martin: And that's cut down?

Dr. Frey: Oh yes, drastically cut down. When I came here I suspect that 90% of our students were in teacher education and now it's probably closer to 20%. Plus we are a bigger institution.

Sr. Martin: Do you limit it just to Buffalo?

Dr. Frey: All of the Western New York area. All the suburban schools. In fact for a long time we probably had more students in the suburban schools than in the Buffalo schools. Now I guess probably it's fairly evenly matched. The emphasis on urban education.

Sr. Martin: Did you have any in the inner city?

Dr. Frey: Some, but probably not as many as everywhere else until we began to get the push for inner city education.

Sr. Martin: Didn't the school have to answer a certain criteria?

Dr. Frey: Students had a lot of choice. When we first had students going out they had to live in the community for one of their experiences. When I was principal in East Aurora we insisted that the student teachers from Buffalo State live in East Aurora. We had special houses where people would take in a couple of students and we considered that part of their education. That went on for quite awhile. Of course now we wouldn't dream of that kind of a regulation.

Sr. Martin: You were chairman of the Curriculum and Instruction Department until 1974. I know that name changed but it didn't change during your time though.

Dr. Frey: No.

Sr. Martin: And then, let me see, what did you do between 1974 and 1976 because you became Vice President in 1976?

Dr. Frey: In the fall of 1974, I came into the Office of Academic Affairs. You remember Dr. Fretwell went on leave and Dr. Schwartz became Acting President, Dr. Olton became Acting Vice President, and I became Acting Associate. So I had really been in the office for nine years. Those were the years in which Dr. Olton was acting and then Dr. Schwartz decided to leave. Dr. Olton continued to be acting when President Fretwell returned. He resigned in April, and I became Acting Vice President until they hired Dr. Sterner in August of that year. He resigned the next April, and I became

acting again. After that I decided I might as well be a candidate for the job. Then I became a candidate for the Vice Presidency and became Vice President that fall.

Sr. Martin: Of course here in the library and other places too you just shuddered because most people consider the Vice President for Academic Affairs Office one of the most important positions in the college because of the curriculum. It's just very important.

Dr. Frey: And a major portion of the budget is out of that office.

Sr. Martin: Yes and when it deals with the students and the curriculum and the faculty that is a tremendous segment. I notice that in the history of all the departments and all the sections in the college, the Vice President of Academic Affairs is much thicker than the other vice presidents. So it was during those years of turmoil we were really edgy. Everybody was edgy and you know that. Because if that isn't a stable department, an area, well the rest of the campus isn't going to be stable either.

Dr. Frey: Actually, when I became academic vice president, it was my feeling that the thing that office needed most was some stability. We had been through ins and outs and ups and downs for a number of years and it is upsetting. It distracts people from the tasks they should be involved and I remember saying to President Fretwell, "You know I would like to do it for a few years, and I think I can bring some stability to it. After that there may be a different kind of leadership needed and that's fine." But I had enjoyed working with President Fretwell as a Senator. He had been very supportive and that's really the way I came to know him; otherwise, I would not have known the president's office any more than I had before.

Sr. Martin: In a sense the senate office prepared you for the position you took as a Vice President?

Dr. Frey: I think so. I had done administration before because of the principalship. I felt a little more secure about that. I think what it did also was to give me some visibility across the campus because I would not have known people in other areas. The typical route would have been to have been a dean I think and then move in.

Sr. Martin: Did you find any resentment as a woman?

Dr. Frey: I can't say I ever felt any resentment. I think there was great surprise. The thing that is interesting about it is people would not only say, "how did you get that job as a woman," but also would say, "how did you ever get that job out of education?" And I resent that as much as I resent the other. There is an assumption that you would not go into the Academic Affairs Office from professional education in a multi-purpose college. In teachers colleges it would be no problem at all. Those two things were often said simultaneously, and I became accustomed to being the only woman in a meeting, time and time again not only locally but at the state level. It's very slow moving at the state level. There still are not very many women in positions of responsibility.

Sr. Martin: I am sure you had some challenges though.

Dr. Frey: Oh yes. Well, I think you have to make your place in the world. It may be harder to do that, and I think sometimes you're given a little less credibility, but I never really felt here people were unkind or resentful or difficult because of that. I am sure it was not as comfortable for some people to work in their positions because a woman was in the Office of Vice President for Academic Affairs, but that works itself out too. I think after awhile you forget whether it's male or female, and you just concentrate on the job that's to be done.

Sr. Martin: So your relationship with Dr. Fretwell was ...

Dr. Frey: Excellent. He was always very supportive. I had no problems there.

Sr. Martin: He certainly was a wonderful speaker when I taped him too. He's just an amazing man. He's doing quite well himself.

Dr. Frey: I really feel that he is a person who made a difference in terms of my career in terms of his support for my candidacy in that position and in terms of working with him. I found him excellent to work with.

Sr. Martin: So you were happy to replace him when he was in China?

Dr. Frey: And then he left.

Sr. Martin: Was it different when you became Acting President? Was it different from what you thought it was or would be?

Dr. Frey: You're very close to the activities of the President's Office in the Academic Vice President's Office. At least, in the way in which President Fretwell worked, because there was a very close liaison there. But there are some aspects of the President's Office that you don't have to get into in Academic Affairs. There's a lot of public kind of responsibilities, and then there are a number of political things. I must confess that I do not particularly like that aspect of it. I'm not enthusiastic about the fund raising and the political, although I did some of it and I could do it if I had to do it. Those were less interesting to me than the management of the college and the academic pieces. One of the great things about being in the President's Office is that you get a chance to really know this whole campus, areas of it that as an academician, you just don't see very often.

Sr. Martin: Do you really get to know it?

Dr. Frey: I think I have lots more respect for all the people on the campus and the wonderful job people do tucked off in their little corners somewhere. You know, people who go about their business day by day and keep the buildings going and the grounds going and the heat on.

Sr. Martin: But they don't think that you are even aware of it.

Dr. Frey: I think that's too bad. And I really felt that there was never anybody that I either needed support from or asked for help that I didn't get it. I have just learned to know a lot more people and to respect the jobs they are doing. Academics get carried away with their own importance, and I do say to this day and will continue to say that the academic effort is the core of the campus. On the other hand, they couldn't do what they're doing if all these people weren't out there doing their piece too. So I appreciated that opportunity.

Sr. Martin: Did you find that Dr. Johnstone is quite different than from Dr. Fretwell?

Dr. Frey: His administrative style is extremely different and that's probably been a good experience for me, an adjustment in the beginning. E. K. worked much more through a line and staff organizational thing. Bruce Johnstone works kind of broadly, diversified approaches and he gets deeply into detailed kinds of things and then backs away from them. So it's been kind of fun to see how two people handle it very very differently and with success.

Sr. Martin: Yes, you just have to wait awhile and observe and to see what does he mean by this, and then, okay, this is the way he works. And then go from there.

Dr. Frey: Of course, President Johnstone had no say about who he had on his staff at the moment. E. K. had had some say about it. Actually all the Vice Presidents had changed when President Fretwell was here, so he had a voice in each of us.

Sr. Martin: Do you know Dr. Frey that as an archivist I can look over the historical development. It seems to me that if I were asked to state a year that the place really became a college I would say that 1966 when the deans were appointed and when the organizational chart became as large as it is. That was about 1966.

Dr. Frey: That's right. I had forgotten that. But that was true, and we really organized as a large university at that point.

Sr. Martin: Up until that time it was just sort of ... ?

Dr. Frey: Divisionary

Sr. Martin: In 1963 you had dedications of some of the buildings. But 1966 and 1967 then it became, I forgot the word that was used, it's something to do with the state, not heirarchical. It isn't a flattering word but, bureaucratic. Many of the professors and people I have taped have said that you can date 1966 as the years bureaucracy set in because of the organizational charts and the college became more complicated.

Dr. Frey: You see, we fed right into that by then organizing ourselves with a governance structure that was more complex and with a union that was extremely specific in terms of its responsibilities. Then of course the big events of mid-70s when we reorganized again.

Sr. Martin: As you look back, do you have anything that you really feel that you contributed? I know you contributed a lot of things. What do you yourself personally what do you think has been your contribution?

Dr. Frey: That's a hard question to answer. The first question that the reporter for The Record asked me was, "what have you done?" And it's really hard for me to answer that. I cannot think of anything that I can say because I was at the college I did this. I think the contribution that the academic vice president makes from my point of view is to facilitate everybody doing what they really ought to be doing. And I do think that departments are functioning fairly effectively in many cases that we're beginning to straighten out the role of department chair and I lived through a number of groups of deans in varying roles and responsibilities and I think gradually that's beginning to get. So that's it's really been for me a matter of facilitating.

Sr. Martin: Do you know what I would say it was? The stability of the vice presidents office.

Dr. Frey: I hope that's true, and I think it was one thing that was very much needed. I think people do now and have had a few years in which to trust the Office of Academic Affairs, to believe that we're there to be helpful even though sometimes they don't agree with us. Several people have said to me, "I don't always agree with you." That's fine, and I wouldn't expect people to all agree. We grow by being somewhat different. I have had wonderful cooperation from everyone really.

Sr. Martin: Well over here in the library when we found out you might be the President, we didn't know whether we liked that or not because we would lose you in the Vice Presidents office and that's more important to us than the President. We almost breathed a sigh of relief that you didn't get it. This may be a redundant question or a question that you are not able to answer but sometimes you look back and you think, "Gee I wish I could have done this or could have done that." Do you have any wishes that you wish you could have done?

Dr. Frey: Yes, I wish I had seen a little more development in curriculum. I think this is a very conservative campus and there is something very good to be said about the conservative. In fact I think some of our students ought to get hold of a piece of the conservative cultural heritage. On the other hand, I think there are some people here with ideas and some groups here with ideas who could have moved us along in some different directions and it just hasn't come yet. I think we may see sometime more interdisciplinary interdepartmental kinds of things, a little more freedom to view education in a broader sense. We still have a strong sense of turf and invading each others areas that is very very hard to work across. It will always be there and it should be in the sense that I think it brings out the tension and the strength in being strongly entrenched in your own discipline, but today's world calls for something that's a little more interdisciplinary and a little more creative in some ways. But that's an ongoing process I think it's something that will never be completed. No one will ever be able to say, "this is it."

Sr. Martin: I just thought of a question that I haven't thought of before. In your experience and observation of the faculty, have you ever noticed people who could do more and you wish they would do more and felt that they held back for some reason?

Dr. Frey: There are two answers to that, I think. Yes I think there are people who could and should be doing more in the sense of carrying a better portion of the load and sharing their talents. But I also think and one of the great concerns that I've had is the fact that there are very talented and able people here who never surface, who never are heard and it's not their unwillingness. It's our lack of skill in involving these people. I have said often, and I have said it both to President Johnstone and to President Fretwell, there are a few people who are heard too much, and there are some other people out there with good ideas and talents and skills and leadership ability that we don't tap and they're not going to come forward so you are going to have to go out and find a way to get them going. That is one thing I would like to have done. I had a proposal for a think tank group of people who are people that if I were to name them you would say, "oh yes, I know who he is or she is," but not people who are an officer in this or the head of that or chairman of something else. That I think is a real loss to the college.

Sr. Martin: You know, Dr. Frey there are certain people who are able to do things but they hold back because they think somebody else is supposed to do it more. If someone were to call on me to do it I would do it and I could do it. And yet there are others who just want to go ahead and do it and they do it. And that's great. I think in that second part they are in a huge place like this and in a small institution.

Dr. Frey: The negative part of that is, I think, that there are some people who are very eager to be up front and heard who may not be the most able and who rise in the political structure where they have not really risen in the academic structure. That means that it's another route for them, and I suspect that's positive but I do worry that the voice of the college as it is heard by the administration may not truly be the voice of the college and that's a difficult thing. You can't force people to do that, and I think it does depend on building an atmosphere of wanting to hear.

Sr. Martin: So often we get the idea that a person is heard the most is the most brilliant and is the one that's most capable of carrying out a duty and that's not true.

Dr. Frey: That is not true. Unfortunately in this day and age sometimes that becomes a compensatory route which troubles me a little bit. It troubles me to have people say that I hate to teach and I hate students so I'm going to try another route. And unfortunately there are some people who do do that. They stay around with those negative attitudes on the other part of it and hopefully not too many but one is too many in the sense of the word.

Sr. Martin: I think you mentioned awhile ago about the turbulent sixties. You said you didn't have any horror stories.

Dr. Frey: Not really horror stories. I think some discomfort and concern about the possibility of disruption. Some recollections of meetings in auditoriums where students were talking through the problems but I don't really remember being traumatized by it.

Sr. Martin: Was there any other situation which you felt that there was any special memories of challenges?

Dr. Frey: Not specifically. I remember sit-ins about budgets and campaigns for what was going to happen to the college when the students didn't like legislative actions but on the whole it's really not for me been a very activist kind of campus.

Sr. Martin: Of course, too, when you say, for example, when you went into the Vice Presidents Office and you went to the Presidents Office you could never foresee what you were going to do because things could change tomorrow.

Dr. Frey: Remember we went through the trauma. I think probably the most upsetting events on the campus were the reorganization because that really threatened the core of everybody's existence. You remember when the first cutbacks came, and there were studies done by the faculty to indicate that it was administrators one didn't need, so we slashed the administrative staff, then, we got into reorganizing and the trauma of that which really was traumatic for people. That's another case where we were very unimaginative but conservative. We could have done some very unusual kinds of organization.

Sr. Martin: Up until the late seventies it was all adding, adding and all of a sudden that was a tremendous challenge to the President to add more and now it's the reverse of that.

Dr. Frey: See, we never would have anticipated the fast turn around in terms of reducing resources, and most people are not prepared to deal with decline. That's negative in the first place. It's threatening, and it has an impact. One of the things we worry about now is the fact that even if we don't retrench, young exciting people who are really getting started in their careers are going to be fearful of staying, so that if they get other opportunities where they might have stayed otherwise they'll leave. I'm not sure there's any more stability anywhere else, but sometimes the pasture is greener on the other side.

Sr. Martin: I've heard frequently too that this campus is used as a stepping stone to other places.

Dr. Frey: It's not all bad if you are in a position to rehire and bring in. Of course you don't want everybody doing that. The people who were known on this campus really were some excellent scholars, teachers. And I think you need to keep building that kind of core of experience of people. You also need new blood.

Sr. Martin: Did I leave anything out?

Dr. Frey: No I don't think so, these were your questions and I was just looking to see if we covered it all.

Sr. Martin: You mentioned that the challenges facing the college is accepting the limitations in which we are.

Dr. Frey: I think we will be a different campus than we were in 1963 because we will never return to a teacher education institution. I do think we will begin to reemphasize teacher education again. In view of the current status of nation at risk and the other reports coming out about the quality of education in our schools. I think the college has a great opportunity if they can do it. Plus our College Learning Lab is a tremendous asset and the relationship with the Buffalo schools it's a good link. We have resources in this library, and we have faculty who are able to do it, so I am hoping that will be a major part of it.

Sr. Martin: Are you sorry that the high school had to close?

Dr. Frey: Not really, in that I think we never could have done an adequate job of a comprehensive high school. It was a bit unfair to students. It would be fun to have it, but because we couldn't do what we should do in a high school today, I think it's better.

Sr. Martin: It's an excellent elementary school.

Dr. Frey: I think so, and I think we can do more concentrating our efforts in those age groups. The resources are a little bit more restricted for that age level.

Sr. Martin: Do the students here do practice teaching over there too?

Dr. Frey: A few. Many of them do participation and more of them do observation, so that it's used a good deal but it's not used, not everybody does teaching over there.

Sr. Martin: What were your major professional activities off campus?

Dr. Frey: There are two or three of them. One I had been involved in NCATE which is the national teacher accreditation group and helped serve on evaluating teams and on their evaluation boards and so on. That was a great experience for me.

Sr. Martin: Are you going to continue doing that?

Dr. Frey: Yes I am. That you learn a lot as well as do a lot. So you come back with ideas everytime you visit another school. And then I went into the Middle States organization, thanks to Dr. Fretwell, and have served on the Board of Trustees there and really went on to help organize the evaluation of elementary schools there. It was one of the projects he was very interested in. So I am deeply into that, and I am also going to stay in that. I can't stay as a trustee because that is an institutional representation, but I can stay as a team evaluator at both higher ed and elementary. And that's going through some very interesting changes right now as is NCATE.

Sr. Martin: You didn't have much time though to do any publishing or anything did you?

Dr. Frey: I have not done very much writing. I would like to do a little bit more of that. That takes time, reflective time.

Sr. Martin: You have a book that you are working on?

Dr. Frey: I am working on a bibliography right now which will come out and then we're going to do a book of readings and then we'll do some other things. The other thing I did was to work with the State Education Department as chairman of the Teacher Education, Certification, and Practices Board which is the advisory committee to the Commissioner and the Regents on teacher education. That's a very interesting experience.

Sr. Martin: Do you go to Albany very often?

Dr. Frey: Well, we meet three or four times a year, and then there are some sub-committees working but that looks at all the things that happen to teachers across the state and its 51% teacher-union and then the other 49% is higher education and administration. So the new certification regulations, the registration of schools, the evaluation of curricula, come through that committee. It's very interesting.

Sr. Martin: Are you still going to be on that?

Dr. Frey: No, my term is up and I would have to be an active member. So that will go by the book.

Sr. Martin: The other one though will take you to Albany though won't it?

Dr. Frey: Philadelphia is Middle States and NCATE is, I seldom go to headquarters there, but that's really in the colleges.

Sr. Martin: Where are there archives?

Dr. Frey: Chicago. Really the central office of that organization in a strange way doesn't mean as much as the central office of Middle States. That's a very identifiable location. That's interesting. I have done one overseas school for them and that would be an interesting thing to do again. I think Paris in the Spring. I did a school in Cairo, Egypt.

Sr. Martin: How did that happen in Middle States?

Dr. Frey: Because they are American schools and, therefore, as a kind of good housekeeping stamp of approval.

Sr. Martin: Do they have any connection with the Army schools?

Dr. Frey: Some of them, yes. Those are evaluated not all by Middle States. Middle States is one of seven regions so some of the other regions do the Army schools. It's important for them to be able to say to parents, these schools are comparable and of the same quality of the schools in the states. Because the youngsters very often return to the states for high school.

Sr. Martin: What are your goals for the future?

Dr. Frey: I'm going to really not plan too rigidly. I would like to do a little writing and some traveling and stay in touch with the school business.

Sr. Martin: Do you live in Buffalo.

Dr. Frey: I live in Buffalo but my home is still in Hamburg.

Sr. Martin: Will you stay where you are?

Dr. Frey: I'll keep both going while my mother is there. So that means I have a little yard work, house work and those kinds of things that will be good for my soul.

Sr. Martin: You could spend some time here and some time there.

Dr. Frey: Yes, I'm back and forth now anyway. It's not that far really.
Sr. Martin: Well at least you can sleep late now!

Dr. Frey: That's right. I said that for 40 years I have gotten up every morning and gone to school, more than that, 40 teaching years and then all my school years. There must be something else one does with the day.

Sr. Martin: You don't leave with sadness do you?

Dr. Frey: No. I feel very good about my experience in the profession and it's nice to leave feeling that way. I have very positive feelings about the college and about the people I worked with and about teaching as a whole. But I just think the time comes when you have to do something else.

Sr. Martin: Did this come suddenly to you Dr. Frey? It came suddenly to most of us.

Dr. Frey: Yes, I think surprise was the main reaction here. I guess since I've known I could retire I thought about it and then as a friend of mine said, "you will know when the time is right." So about the middle of the year I began to think, "well I really could retire this year, maybe I will." So then in March I made up my mind. But I said to a friend of mine I could never have stayed a year after I made up mind because once I decided I was ready to finish this off.

Sr. Martin: Well I'm sure Connie Newman and those girls in the office will miss you a great deal.

Dr. Frey: They have been great, they really are a wonderful staff. Tom, Dick and Neil, as I call them have been superb. That office cannot function with one person being responsible and each one of them has done his share of whatever was going on and they are superb. So the college is fortunate, they'll have all of them working. The deans have been good too. I have enjoyed working with them and this crop of deans is an interesting group.

They're very different but they work very congenially and I think they work very much in the interest of the college. And I must say one dean I miss greatly is David Walch.

Sr. Martin: Well thank you very much. I'm sorry unless you want to start another tape.

Dr. Frey: I think we've covered all the things. I will be going through a number of things which I will probably sort out to leave with you that you may or may not have and Connie is very sensitive to that too. So we'll try not to throw away things.

Sr. Martin: Well thank you very much Dr. Frey.

Dr. Frey: Its been my pleasure.