

John Imholte

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Interview with John Q. Imholte

**Interviewed by Professor Clarke A. Chambers
University of Minnesota**

Interviewed on August 20, 1984

John Q. Imholte - JI
Clarke A. Chambers - CAC

CAC: This is Clarke Chambers beginning an interview with John Q. Imholte, Jack Imholte, as we know him best, a person who received his doctor's degree in American History, and then was part of the original faculty at the University of Minnesota-Morris [UM-M], subsequently was chairman of the division of Social Sciences, then dean of the college, and then provost of the university, which is the position he holds now. It is the August 20, 1984 and we are sitting in my office on the eight floor of the Social Science Tower looking out at grand summer's day, and the curve of the river, and the building of the new music building right outside; so, if we get bored—which we won't—we could look down there.

Jack, I usually have started—I hope it doesn't become a mechanical pattern—asking the person who is here to say just a few things about themselves. I know you're a native St. Paul boy and, at some point, you must have been gotten interested in history. Why history? Why the University of Minnesota? Then we'll pick up your career and then, of course, we're interested in your career at the University of Minnesota-Morris; so, let's start with you.

Ji: All right. I was born and raised in St. Paul across that river that we're looking at, at another point. I went to a grade school and a St. Paul high school, the Cretin High School. Then, in 1948, the year I graduated from high school, my parents moved out of St. Paul to build a home on the St. Croix River, at a little community called Lakeland Shores.

CAC: Oh, yes.

Ji: I moved out there with them and at that time went away to college, the first two years at Ripon College in Ripon, Wisconsin, and then the second two years at Washington and Lee

University in Lexington, Virginia. By 1952, I had graduated from Washington and Lee—by the way, they are admitting women.

CAC: Oh! what a scandal.

Jl: Yes, just terrible. Then, I went into the service. The Korean War was still on, you recall, at that time. I was in Korea. I was at the front in Korea for the last seven months of the war.

CAC: Heavens. What service were you in?

Jl: I was in the army. It was a field artillery observation battalion. They sat out in front and looked for things to shoot at.

CAC: You weren't there at the retreat from the Yalu? You came in after that?

Jl: We were a ways from the Yalu. I was on Pork Chop Hill when we lost that. I was on the hill behind it for most of the time, called 347, which was the elevation of it, around [Old] Baldy . . . Baldy was immediately to our left. The Chōwōn Valley was immediately to our right or about one-half mile to our right. I won't get into war stories.

CAC: Tell me about the war, daddy, right?

Jl: Right, right.

CAC: I'd just interpose that the war for so many of us here is the later war, was the real turning point. Things really happened to us individually in war service.

Jl: It did to me as well. There's a long story, which I won't go into, on why I was over there. I was supposed to go to officer candidate school and all that sort of thing. I chose not to at the last moment because my stint then in the service was shorter. In fact, I was in only for eighteen, nineteen months. But it did give me the opportunity to sit back and think about what in the world now I was going start with the rest of my life because I was the typical 1950s, late 1940s, kind of college student. interested in girls, and beer, and that sort of thing . . . intellectually inclined, yes, but awfully lazy, awfully lazy. Sitting, as I did for many, many hours, in bunkers, I just kept thinking and thinking . . .

CAC: And in a zone of danger, Jack.

Jl: It could have helped to crystalize my thinking a bit, yes, and then, more on the ship. I remember coming back because it was a thirty-five day trip from Inchōn to New York and came the conclusion that, indeed, I did want to go on to school. I did want to engage in a graduate program but I wasn't entirely certain just what it would be. I knew it wouldn't be in the sciences or mathematics. I knew it wouldn't be education with a capital *E*. I thought one of the social

sciences or humanities but the one that I would have the most fun with, when I look back, that I was really the most interested in were backgrounds and putting things in context . . . maybe I can put it that way; that's the best way to put it. I just detest the people, and still do by the way, who come to quick conclusions about things . . . that's the way that we will solve this particular problem and then walking away from it—probably forever—feeling, ah ha! I really took care of that one and handled those yahoos, those amateurs; so, you end up for the next six months trying to clean up the mess afterward. On the other hand, obviously, you can be too conservative in your thinking and you engage in too much research so that the trees overwhelm you. I think that was part of it as much as anything else and I thought of history that way. I also, originally—although, it's ironic that I'm at the opposite end of the pole now—was interested in military, as you may or may not remember, history.

CAC: Oh, yes. You wrote your dissertation in that field?

JJ: Right, on a Minnesota regiment in the Civil War. I'm sure that was a direct offshoot of the Korean thing. I hated my experience over there while I was undergoing it, have looked back on it frequently since and it wasn't a great thing but it certainly was important and it probably was *the* turning point or, let me put it this way, *the* most significant experience that I've had in my life . . . to see people being killed around you, to think that you're going to be next. Nothing that you encounter, nothing I encounter, for example, in administration comes even close to that sort of feeling that you have. I came back to the United States in January of 1954, as I recall, and then went to work, not immediately. I hadn't really come to final conclusions on these things that I was thinking about. I don't know how to put it . . . I just wasn't decisive enough and I wanted to give the more obvious, the more traditional route at least a chance and that was the business route, going into some phase of business. I was half interested in going to law school but not all that interested. I thought, ah! here's one way to do that. I shall get a job with Dun and Bradstreet, which is a credit reporting organization, and through that I will probably learn about all kinds of businesses and that's exactly what happened. I worked for them for a year and one-half. It was a very fine experience. I wrote up reports, wrote up Minnesota Mining, wrote up . . .

[telephone rings - break in the interview]

CAC: We have you working for Dun and Bradstreet.

JJ: Yes. That job did exactly what I intended it to do; that is, it gave me an insight into businesses as small as barbershops and as large as Minnesota Mining. I decided that I really didn't think I would be happy spending the rest of my life in some kind of a commercial venture. Now, my father had been an automobile dealer and so on and was very much—he's eighty-seven years old now—a businessman but I decided against it. I remember, I quit Dun and Bradstreet on a Friday, got married on a Saturday, and started graduate school the following Monday. [laughter]

CAC: [laughter] There's a person of true decision.

Jl: Right, right; so, I finally got off the fence. That, by the way, was in 1955.

CAC: Okay.

Jl: I came here, of course, to graduate school, got the master's, then continued on with for the doctorate.

CAC: Worked with Rodney Loehr, I assume?

Jl: With Rodney Loehr and with David Noble. Dave actually was the chairman of my [unclear]. The more I got into it, I just got hooked. I just enjoyed so much of it, not only the history part of it but both . . . Mulford Sibley . . . but Benjamin Lippincott, in particular.

CAC: Ohhh, yes.

Jl: I don't think I ever enjoyed a classroom type experience—it actually was a seminar—with any instructor as much as I did with him. Dave was also very, very good. It was fun. I met some very fine people, fellow graduate students. I became personally convinced that that was the route for me to take. I didn't quite finish. I had an ABD [All But Dissertation] sort of situation when I went out on the market. I had the real opportunity for two positions—this now is 1960. One was at DePauw, not DePaul but DePauw, the one in Greencastle, Indiana, and the other one was at Morris. I went to DePauw and was quite impressed with their situation there but the Morris thing . . . I guess what swung me were two things. One, it was brand new and just getting off the ground and wouldn't that be fun? If you have any mark to leave, you're going to have a better opportunity to leave it.

CAC: That just doesn't happen anymore at all. There was nothing there in the fall of 1960?

Jl: Right. Then, one other very important thing that carries through, that really is a thread that carries right up to this day, and that is my wife, Lucy, who also is a St. Paulite. Lucy is the type of person that does not want to move any place, no how, no way. It was a big deal for her to move from St. Paul to Morris, 150 miles. She couldn't conceive of moving to Greencastle, Indiana. This is not the only reasons but by far the major reason that I am still at Morris because I think it would just simply break up our marriage.

CAC: She doesn't feel isolated out there in Morris?

Jl: Oh, no. She's having a ball out there. She enjoys it very much, gets in here enough to maintain her old blood and friendly, relative and friendly kinds of contacts with people here. That was a prime reason as well. I went out there and interviewed out there in the summer, I guess it was.

CAC: Who was there to interview anybody?

Jl: Rodney Briggs.

CAC: He was almost sitting by himself? He couldn't even have had a search committee?

Jl: Oh, gosh, no. They didn't have search committees.

CAC: There was nobody there at all?

Jl: There was Rodney A. Briggs, who was the first dean. At that time, he was the acting dean. There was another faculty member that had been hired, I think, in the late spring or early summer, Steve [Stephen] Granger, who is still there. Steve was hired as director of counseling. I guess that was his title but he was really responsible for the entire student activity, records and the whole *schmeer*. That isn't entirely accurate but close to it. There were the two of them but Briggs did most of the interviewing.

CAC: How many people did he take on that first year?

Jl: Thirteen.

CAC: So, thirteen faculty show up that first year?

Jl: Thirteen.

CAC: The fall of 1960?

Jl: The fall of 1960, correct.

CAC: God!

Jl: Now, understand, we're just talking about freshmen.

CAC: Yes, I know.

Jl: You don't graduate a class until 1964. I taught not only History that first year—he just got down on his knees and promised me that this would be the case only for the first year and he was right . . . he was true to his word; it was just for the first year—but also an American Government course [unclear] Science. That was fun. I enjoyed that but this last one wasn't so much fun . . . it was the Principles of Economics course.

CAC: [laughter]

Jl: I had no graduate work in Economics but my undergraduate major at Washington and Lee was Economics. Oh, God! I hated that and I think I just did a miserable job. I had to have done a miserable job. But it was just for the first year. It is ironic though that some of those people in that first class have gone on to graduate studies in economics. [laughter]

CAC: How many students were there as freshmen?

Jl: Two hundred and thirty eight that first year.

CAC: It must have been kind of exhilarating to be, in that sense, on the ground floor?

Jl: Yes. We had a lot of opportunities—obviously almost everyday—to get our oar in, and to be listened to, and to be heard but at the same time, those first couple of years, from 1960 through about 1962—looking back, it had to be done really this way—Briggs had a lot of central control, a lot of authority, and you were sort of the supplicant to him. There weren't committees and that sort of thing but you never really knew whether you had any chance of being successful in what you might be advocating at the moment or what you might be against at the moment, even though it was a committee or some sort of a group type of decision. There was no question that he was making the final judgments. Now, he loosened up as the 1960s went on but at the start . . . as I say, I think justifiably so. As I mention in the outline, one of the decisions that he made right at the start, which I think was a very good one—it was actually in 1962 when this occurred—was the establishment of the four academic divisions on the campus: Social Science, Science and Math, Humanities, and Education.

CAC: Do you mean rather than having a departmental structure?

Jl: It stopped there, right, with the four divisions. To this day, there is not a department on the campus. There's an English discipline, a History discipline, a Physics discipline. Well, for the Freshmen Composition Program, there is a director of Freshman Composition; so, there's those kinds of offshoots but there's no chairman of the History Department or what have you. It has some weaknesses but I think the strengths, at least for a campus our size, far outweigh the weaknesses. There's infighting. There's a good deal of scrapping going on but at least it isn't as organized . . . [laughter]

CAC: Not as fragmented. Does this mean in a curricular sense that there's more interdisciplinary work? If you have a Social Science division is there work across those lines [unclear]?

Jl: There is but . . . Your question is a good one. It's one that's very logical one would assume. There are some interdisciplinary courses and opportunities, experiences, etcetera, on the campus and especially in the Social Sciences, also in the Humanities I guess, as well, but not to the extent that . . .

CAC: [unclear] administrative convenience?

Jl: It was then and is now pretty much of a traditional . . .

CAC: Liberal arts, basic program?

Jl: Yes, right. Every now and then, we go off on some goofy innovative thing but chances are we'll end up ten years later pulling back somewhat from it.

CAC: I know there are documents that provide evidence on the motives and the intent of establishing a program there. There's a Willey Committee. Malcolm Willey chaired the Finding Committee.

Jl: Right.

CAC: A pretty impressive committee, it was. But I'm sure there's a folklore or a legend that is close to the truth, right? Why in 1959? I gather there was interest in the legislature. There was interest here but who had the initiative? How that was done? I haven't any idea.

Jl: I guess how it was done was mainly through political pressure; that is, the hows of it. In Morris, there had been this move—dream, I guess, isn't too strong a word to use—by prominent individuals in the community that the West Central Agricultural School Experiment Station, which was already there and, of course, run by the university . . .

CAC: Both of them?

Jl: Yes. I'll go back in a moment if you want me to [unclear].

CAC: Some of the schools were not controlled directly by the university but the Morris one was?

Jl: Oh, I think they all were, Clarke.

CAC: They all were? I knew the experiment stations were.

Jl: I think the Ag schools, at least the Waseca, Crookston, etcetera, were. So, there was the university installation and by the mid 1950s, the enrollment was just plummeting in this Ag high school curriculum. The Ag high school enrollment was going down precipitously; so, they knew that they had to find something to replace it; that is, if they wanted to have something. So, they started this political kind of pressure through Senator Bemler and through a few others in the legislature. I guess the key person in the university that they got to was Stan Wenberg. Stan did as much as probably anyone within the university.

CAC: His concern is understandable in what terms?

Jl: That the university does have a statewide mission. I think that's the way he tended . . .

CAC: Did he perceive that primarily because of the office he held, do you think? You probably knew Stan better than most of us.

Jl: I did know him quite well.

CAC: In one way it's a vision and in another way, it could just grow automatically out of his contact with the legislature.

Jl: I think it was both. I think in the best of all worlds, he would have placed maybe four, five, six kinds of university installations around the state that would be providing all kinds of services not only for the young people but for others in the state. At the same time, he was always thinking politically and he knew that the more university installations that would be sprinkled about the state, the more political bases he could depend upon. He was a very astute political type.

CAC: These decisions are all made before [Meredith] Wilson comes? These are late [James] Morrill . . .

Jl: Right.

CAC: . . . and as you're saying that Wenberg played a crucial role in the initiation?

Jl: Yes, indeed he did. The public reason—it was a justifiable one—was the so-called educational void, really in west central and southwestern Minnesota. We were to fill that void.

CAC: Did Marshall exist at that time as a state . . . ?

Jl: No. Southwest State at Marshall comes in, I think, 1967. From almost the first day I set foot on campus, I never really bought, and still don't, the educational void idea or approach. Rod Briggs kept preaching it and I think he sincerely believed in it but to me it was a contradiction. On the one hand, you say that we'll be filling this so-called educational void and on the other hand, we're being selective in our admissions policies. We're in an area where we knew then—it wasn't something that just came out of the blue ten years ago—the demographics were against us. With the exception of one or two other areas in the state, this was an area where the population was not going to grow; so, how were we going to not only prosper but, indeed, even survive? That was through having a quality kind of program that that kid from Rochester, that kid from up in the northwestern part of the state or the northeastern part of the state would be willing to travel to attend.

CAC: In fact, what percent of your student body has come from outstate, so to speak, rather than from the immediate vicinity?

Jl: Let me answer it this way. Recently—by recently I mean over the last ten to twelve years and I'm not sure prior to that time; I think this is probably consistent from almost the very beginning—our commuter population is less than 20 percent. It's between 15 and 20 percent. Really, I don't think there's probably another, or if there are, I'm sure there are less than five, publicly supported institutions in the United States that have commuter populations that are that small in percentage terms.

CAC: The great body of your students for twenty-five years have to come, being they have to be resident, and live in the dormitories?

Jl: We can accommodate 1,000—at that time, of course, we couldn't. Since really 1970, 1971, we've been able to accommodate 1,000 students on campus and the community has always been very good about providing . . . There are times that I think certain individuals have ripped off some of the students but for the most part, it's been a very comfortable kind of relationship as far as housing is concerned. That's what we try to sell, you see, and that's why [unclear] that we're somewhat of a private college profile. The low commuting population is obviously what you'll find at most private liberal arts colleges.

CAC: Sure.

Jl: That has been our approach as well as the undergraduate kind of thing. We've talked about—in fact, we've had some pretty fiery debates, particularly during that first decade—whether we should get into any graduate programs, not obviously doctoral programs. No one ever seriously thought about that. There was consideration about master's programs. There were a number of very strong . . . Eric Klinger, for example, in Psychology, who has an international reputation—he's really a hot shot and at that time, he was coming along just fine in his field—felt very, very strongly about it but it did not happen. I think it was best that it did not. I think we would have fragmented. Our resources haven't been all that great. I think we would have, indeed, weakened the undergraduate program at the expense of what, ten, fifteen, twenty graduate students?

CAC: Did you have any carry-over faculty from the Experiment Station in the school?

Jl: There were two. One fellow in English, Ted Long, who had been at the school for I think thirty years, was with us then until about 1967 and retired in 1967. The other is another kind of interesting example. His name is Jim Olson. Jim taught in the high school for one year. It was his first job and then taught freshman Chemistry for us through 1964 or so. Then, he went on an extended leave—he was gone for about three years, as a matter of fact—and got his doctorate, came back, and was teaching and now is the chairman of our Science and Math

Division, which over the years has been our real problem, in terms of personnel policies and that sort of thing. He's just done a superb job.

CAC: In part because of the difficulty of holding lab resources, or not?

Jl: No, it's been more of a personality kind of thing. I realize that's a trite answer but I think, really though, that is more accurate than you're getting more than I am in lab . . . There's not too much of that.

CAC: But it's expensive to maintain a laboratory base with a student population of 1,000?

Jl: Although now, that's the strongest element in our program . . . that is the area in the Sciences. We have a number of pre-meds, and a lot of engineering types, and so on. In fact, it gets a little bit frightening . . . and they're very good kids. They really are sharp. As I say, it's a little frightening. We're not as strong, as at least I think we should be, for example, in attracting kids who have an interest in the Humanities but it's because of the background.

CAC: Was there any continuity with the Indian school? I know that's part of your long run history there, too.

Jl: Yes and no. The obvious continuity is that to this day, we will accept, that is if the prospective Indian student is one-fourth an Indian and meets our admission threshold otherwise . . .

[telephone rings - break in interview]

CAC: Tribal students get . . .

Jl: Yes, as long as they're admissible otherwise, they come tuition free.

CAC: They have to be enrolled? They have to be one quarter Indian but they have to be enrolled with a tribe?

Jl: No, no.

CAC: Okay.

Jl: It really is kind of meaningless today and it has been for the last ten, fifteen years.

CAC: Do you have any fellowship students under that?

Jl: Oh, yes. We have fifteen, twenty.

CAC: Every year?

Ji: No, fifteen, twenty altogether on campus. That isn't much of a lure today. Through the BIA, the Bureau of Indian Affairs, they can get that money anyhow for tuition.

CAC: I see and take it anywhere?

Ji: Right. So, it doesn't make all that much . . .

CAC: So, there's really not much continuity except that there was that Indian school there historically?

Ji: There was the Indian school since the late nineteenth century run by an order of Catholic nuns, and then the federal government took it over, and then the feds gave it to the state and the university in 1909 or 1910. A year later, the West Central School and Experiment Station was established and the West Central School was phased out when we came in in the 1960s. Their last graduating class was 1963, as I recall. The Experiment Station remains. In fact, it thrives but no longer on the campus at all . . . in a new site about a mile east of the campus.

CAC: But they draw on some of your faculty?

Ji: No. The agricultural resource in the community that draws on our faculty is the Federal Soil and Water Station.

CAC: I see.

Ji: They will use some of our Science . . . For example, Joe Latterell in Chemistry is involved in a project and has been for a number of years that's USDA [United States Department of Agriculture] supported. But not really with the Experiment Station . . . we have a few students that mess around over there but . . .

[End of Tape 1, Side 1]

[Tape 1, Side 2]

Ji: . . . we have absolutely no agricultural courses or program. If you're going into Home Economics, or Forestry, or any phase of Agriculture, you can only stay with us one year. Then, you've got to come down here to St. Paul.

CAC: You mention here a West Central Educational Development Association. Are these citizens?

Jl: That's getting back to the political pressure that was originally exerted to establish the campus and then also was active and, I think, to some extent effective in obtaining some support for the campus, particularly for capital improvements. West Central Educational Development Association, WCEDA, made up of common and local types, was very, very active in the late 1950s, really through the 1960s. I don't think there's been a WCEDA meeting for the last couple of years.

CAC: So, you don't depend on that organization in any active way anymore?

Jl: Oh, no. When there was that closing talk and that sort of thing, I called them together a few times to keep them abreast of what was going on. Every now and again, when the president comes out there that's a good mailing list of people to invite if he's going to meet with some community types. No, it's more or less now an organization that—perhaps, the term organization is a bit extreme—a group that will come together and will try to be helpful when called upon but, otherwise, not meeting on any kind of periodic basis.

CAC: You talk of the president coming out there. I would assume that the visits that you make, and your predecessor made, to this campus are far more extensive and your faculty coming here than vice versa?

Jl: Yes.

CAC: How is that liaison really worked out? Is there an office in Morrill Hall, that is, an *officer* who is responsible for Duluth, and Morris, Crookston, Waseca?

Jl: Yes, there is. It's had a history as well. It started out with Wenberg.

CAC: As the chief liaison?

Jl: Well, always on paper, we report directly to the president . . . we being the four provosts.

CAC: I see, not to the academic vice-president?

Jl: No, no. Now, I'll give you a little background on that.

CAC: All right.

Jl: The four provosts reported initially to Wenberg, then to [Stan] Kegler. Then, the two Ag schools in Crookston and Waseca broke off from that arrangement and reported to Bill Hueg, to the deputy vice-president for Agriculture, and now Dick Sauer. Dick Sauer is the person they report to. We, being Duluth and Morris, stayed with Kegler until very recently, until just about a year and one-half ago . . . perhaps, two years ago. But, yes, we do now report to Academic Affairs. Al Link has been our chief person that we've contacted; although, whenever we felt like

it, we've gone to Ken Keller, if necessary, or I can go to the president. I was the one that was most leery of this arrangement and probably delayed it for three or four years. Then, when it did happen, the way it happened, it just couldn't have worked out better. It's as much the individuals, of course—it frequently is. Al Link is just, as far as I'm concerned anyhow, an excellent person to work with. You can trust him. He just has the highest integrity. He knows what he's about. He's got a lot of the background in his head, etcetera. As you know, he's leaving and who is going to fill that void? I don't know but I will be anxiously awaiting who's going to take over. It has worked out very well.

CAC: Sure. It has depended historically on Briggs and then you in having not one contact but a number of them, I would suspect?

Jl: You've hit it really. When I say, I was leery . . . I don't like following flow charts and I don't like little lines and boxes and all that sort of thing. I just sort of like to bounce around for whatever. Certainly, we had that and continue to have that freedom whether it was . . . I could use Kegler when I wanted to but on the other hand I think I could go to a Gerry Shepherd or whomever. I was careful to keep Kegler informed what I was doing but I just had, and continue to have, the run of the place. You learn very quickly that it isn't necessarily the Gerry Shepherds or Ken Kellers . . . it's that next echelon that can be the most important one for really getting things done. So, I've had that opportunity. Now, Rod Briggs, when he left in 1969, was extremely frustrated. He had tried to cultivate some strong working relationships with people here and I think, initially, he thought they were very, very good. Then, in the 1966-1970, thereabouts, he saw them deteriorating and, finally, very consciously on his part, started to do a lot of table thumping and coming on as a real s.o.b. No matter what the conversation was, he'd get Morris in there somehow. That didn't work; it just made the situation worse. People would say something and they'd look at him . . . they get to Morris . . . then they'd go on with . . .

CAC: That was kind of running contrary to his personal disposition, I would guess, too? Originally and natively that was not his style . . . it came to be?

Jl: His style has always been kind of an aggressive one but usually a very heavily sugar-coated kind of aggression. He'd overcome you with kindness really . . . that sort of approach; whereas, he really got kind of mean but he did it consciously. It was a ploy that he was using. It was in desperation . . . if this doesn't work, then I'm leaving. It didn't work; so, he left. Now, I'm, at least I think I am, a totally different kind of administrative type than Rod. I'm probably far more cautious. I don't jump too rapidly. I've heard the term low-key used about me so many times . . .

CAC: [laughter]

Jl: . . . that I get sick of hearing it but the laid-back [unclear] . . . the contemporary jargon . . . that probably describes me fairly accurately as an administrator. But I do trust and try to establish relationships, fairly intimate relationships, with colleagues down here, or elsewhere as

far as that goes, and then be very candid with those individuals, and expect that they be candid with me. For the most part, I would say 90 percent of that has worked out well.

CAC: I won't ask you to brag on yourself but let me make a speculation; and that is, that part of your authority must rest on your continued acceptability at home, at Morris? You, in 1983, began your third term as provost and that's very unusual? You've held yourself since . . . that's fourteen years.

Jl: Yes.

CAC: That's a long time.

Jl: You're telling me. [laughter]

CAC: [laughter] I don't ask you to brag on yourself but you must have a good base at home or this wouldn't have happened. If there were discontent there, they would find something else for you to do.

Jl: Whether I'm right about this—I think I'm right about it—I think this has been the key, that I think more like a faculty member. I may not act like one. In fact, much of the time I may not but I think like one. I can tell in many instances what the faculty response to something might be and I respect that faculty response. I hate the administrator, for example, that says, "I led X, Y, Z University out of the depths. When I started, they had these problems and I've solved them all now. I'm leaving because I've got no more challenges," and so on. As far as I'm concerned, that's a bunch of hogwash. I think the best thing we can do as an administrator is try to create an environment where the individuals working in that environment—in an academic institution, it's principally the faculty members obviously; although, it's staff as well—can fulfill, as much as possible, the potential that they have. They're the ones that should get, and deserve, any kind of plaudits or any kind of credit that is passed out. If you can create that environment and let people do their own . . . not do their own thing but come close to this . . . have the opportunity to do what they best, the institution is going to work as it should and the individuals working within the institution are going to be most the satisfied, the most pleased.

CAC: Your faculty governance structure in some ways replicates, or parallels, or runs contrary to what would be true on the Twin Cities campus?

Jl: I guess it's more similar than different but the greatest difference, as far as faculty are concerned, the town meeting kind of concept; that is, there is no representation. Every faculty member is a member. Students . . . there is one every 100 students, and we have 1600; so, there are sixteen students. There are ninety-five to one hundred faculty, sixteen students, and then we have civil service representation where there's one for every fifty civil service . . .

CAC: The business is done by the assembly as a whole with the whole faculty?

Jl: Yes, although, the real business, Clarke, is done in committees that report to the assembly.

CAC: Sure, sure.

Jl: I think that's one thing that I've had some part in bringing about because those assembly meetings in the past became very long business sorts of meetings in which committee work was being done at the assembly level. We still have some of that on occasion but, for the most part, most of the blood is spilled in the committee meetings.

CAC: What layers of hierarchy . . . there's you, and you have a dean, several deans? What has been the practice the last twenty-five years?

Jl: There's been a provost and then an academic dean. The academic dean now, since 1979, is Bettina Blake. The assistant provost, Steve Granger, is essentially in the Student Affairs area . . . Bettina, obviously in the academic areas. [We have] our business manager, which we've just changed this summer to also assistant provost, in all the business aspects of the campus, vending, and book stores, and so on, and then in plant services, a superintendent of plant services.

CAC: So, it's not elaborate and then you have the chairs of the several divisions and that's it?

Jl: The four chairs of the divisions report to the academic dean. The librarian reports to the academic dean. The Computer Center director reports to the academic dean. Then, the Career Planning and Placement director reports to Steve in Student Affairs and the Records Office to Steve, etcetera.

CAC: Have Briggs and you also had direct responsibility for lobbying with the state legislature when they're in session or does that go through Wenberg or Kegler's office?

Jl: Well, really both. We've always been free to do whatever lobbying we thought necessary as long as we kept them informed . . . them, being either Wenberg or Kegler.

CAC: This would be true of new buildings, for example, physical plant?

Jl: Principally, that's when it was true.

CAC: You could make your own priorities? You and Briggs could make your own priorities out in Morris and stage them through the legislature?

Jl: Well, no. We could make our own priorities in terms of buildings and so on, yes, but then that priority list then had to be approved by the regents.

CAC: Okay.

Jl: Then, though, we could sell our own bill of fare.

CAC: Did it get mingled in with other priorities for physical plant in St. Paul and Minneapolis?

Jl: Not really. Their's were separate. It was, What are the priorities at Morris? What are the priorities at the Twin Cities and, by the way, that's the way it remains. That's the way it works.

CAC: There's a high degree of autonomy in that matter?

Jl: Yes; although . . . I won't ask you to go off the record on this. I would say if Bob Hendler, or who have you, were here—in fact, he's heard me say it—I think that we're right now going through an example of how this arrangement is close to its worst with the Duluth situation because you've got faculty up there who have tremendous influence upon their legislators to call their own shots regardless . . .

CAC: Much more than you do in western Minnesota?

Jl: It's not that that I'm saying. What I'm saying is that I don't think that's proper that just a core of people are trying to determine the direction that that campus takes. I don't think that decisions concerning academia that enter into the curricular, programmatic kinds of areas, should really be made by legislative types and, in effect, that's what you're going to get because you're not going to get a favor out of them without them getting something. They're the past masters of that. I'm saying it rather clumsily but what I mean is that Duluth and [Iron] Range delegation, legislative delegation, and the obstreperousness that they have caused within the legislature and the pain they've caused the university as a whole within the legislature is in part because of the autonomy that we have enjoyed. Here's what I really mean, I think that's an abuse of the autonomy.

CAC: You and Briggs have had reasonable success in acquiring the kind of physical plant that the two of you and your faculty thought necessary?

Jl: Yes, but the major reason for that was that from about 1969 until 1973, 1974, our legislator chaired the legislative the legislative [unclear].

CAC: Oh.

Jl: Maybe, now you'll blame it on him rather than see it as any kind of accomplishment but he was the one person that is as much responsible for this part of the Health Science complex as anyone else. That was Delbert Anderson.

CAC: He is still your . . . ?

Jl: Oh, no. No, no. We are powder puffs now, politically. We have absolutely no political clout, to speak of, right now. In those days, we did.

CAC: Those were days of growth; so, that was a good time to have, right?

JJ: Yes, right, exactly. They were bargains. Gosh! the buildings . . . the community's Fine Arts Building cost about \$4½ million or \$5 million then. It would have to have to cost \$12 million to \$14 million today.

CAC: Oh, sure.

JJ: It's worked out reasonably well but we're not—I won't go into all of it—very strong right now; although, we do have a lot of old friends in the legislature and I do spend a considerable amount of time [unclear] fund raisers. They cost me \$50 to \$100 every time I go. But you've got to do those sorts of things—at least I think you do.

CAC: Now, during the legislative session, you have to be in St. Paul some of the time?

JJ: I can pretty much though pick that time.

CAC: You can arrange it with the committees when you'll be there to testify?

JJ: Oh, no, no, no. I have to testify when the committees tell me. They don't assert themselves or change their schedules for me but the committees . . . that's only one part of it. It's a relatively minor part of it. The major part of it is the one to one contact with the individuals.

CAC: I see.

JJ: So, I'll spend one day hitting everyone on the key committees and I'll maybe get to a third of them. Then, I'll come down another day and work on those two [unclear].

CAC: You carry this pretty much by yourself? You don't have a Wenberg or a Kegler to help you out?

JJ: No, no, no.

CAC: It's your responsibility? Then, things fall to the dean in extended absences?

JJ: Yes, right. In committee presentations, for example, if I don't know anything which is very often the case—I have enough information but if you ask you me some technical questions about building a greenhouse or what have you . . . —I have someone there who can respond.

CAC: Let's talk about building staff because you know better than I from the outside. It would seem as though it would have been a difficult task to get people to go out in the prairies, and the wind, and the flatness.

Jl: [laughter]

CAC: It is 150 miles to the Guthrie or to the Minnesota Orchestra. I'm sure that you've had to overcome that many times, yet, I should say for the record, I have a sense that the quality of faculty has been a high priority and reasonably well achieved.

Jl: Yes. At the outset—I don't know whether this is so much the case presently in the last four or five years—we were convinced, I think, that whatever resources we had, the best way they could be spent was in the process of acquiring faculty. In other words, if you can't be first class in some other . . . be first class in the faculty recruitment part of it because it was so important to try to get the best people. Now, constraining that, however, was the approach that we essentially have followed consistently all the way through and that is that we've hired, almost without exception, young faculty. We've seldom hired . . . I can't recall, as a matter of fact, us ever hiring a faculty member with tenure nor a faculty member at the associate or full professor level with or without tenure, whether it was a special contract or what have you. We planned it this way. You get that person that seems to have a great deal of potential, has maybe just come off [unclear] sciences, has come off a post-doc[torate], or something like that, or in the Humanities has just finished their program, or maybe, has taught a year or so someplace else.

CAC: This is with the expectation these young persons would be full of beans and vinegar, and ready to go, and with new ideas but also that at some point they will peel off and let you refresh at the bottom?

Jl: Not necessarily. I think in the ideal situation, all of them would have just done famously and, if that were the case, they would all still be there but, no, not necessarily a turnover. We do have the turnover built in in our English Composition Program but that's another thing. That's just for master's people.

CAC: Do you have a different set of criteria for promotion and tenure, these things being the case, different from the Minneapolis campus, for example?

Jl: It is and it isn't. That's been . . . not a bone of contention I don't think so much as it's been difficult to reconcile over the years. First off, we are very definitely a teaching institution and that is, of the teaching and research service, the teaching part of it is most important. You say, "Oh, right away then, there is a difference." We equate research with teaching or, maybe even in many instances, put it higher but no, teaching is number one. At the same time, we—we make this very plain to people—do expect them to make tangible kinds of contributions to their professional field. One could go on forever trying to justify what a tangible contribution might be. We're talking about articles. We're talking about books. We're talking about delivering papers. We're not talking about chairing some committee necessarily for Ramsey County or for Stevens County in our area. They are very much expected to make that kind of contribution. Then, the community service obligation is probably much the same . . . maybe, a bit more there than it is here. So, a strong emphasis on teaching, not quite so much of an emphasis on research,

but nonetheless, an emphasis on the research type of activities and then, maybe, in service roughly the same. We do run into problems on occasion. They have been few and far between; although, this year, we did have a bit of a battle over a couple of our faculty members. It did require that we sit down and really hammer it out with Ken Keller. It worked out all right. Most of the time, there is no question that our faculty are deserving of promotion and all that sort of thing but every now and again . . .

CAC: Is there a difficulty in some areas having access to research materials, library materials?

Jl: Yes, although, that as an excuse that in many instances can be valid, I haven't been all that impressed . . . I suppose I'm more impressed by it with the science types than I am with the others. We do make it plain to people when they come that if you are a Sanskrit scholar or what have, if that's your big thing even though you're teaching French as another language, you probably aren't going to find a lot of materials out there. You might find it if you're interested in runic characters.

CAC: [laughter]

Jl: [laughter] People know what the situation is. To say five years later, the library doesn't have this and that, and so on . . . well, that's true but you knew that. Besides—I keep thinking of matrix because you mentioned that earlier—with the system that we have access to, this library and libraries, not overnight but in about two day's access . . .

CAC: Sure.

Jl: In fact, it was our yelling and screaming that got that program started because we didn't have the research materials, obviously, in our library. That program has been extremely helpful, plus, we have advantages, you see, that a St. Olaf faculty and what have you, perhaps do not have, in that, we can get in on all of the really neat kinds of research opportunities that exist within the university . . . for example, single quarter leaves . . . for example, some of the research fellowships and so on.

CAC: Ahhh, right. So, you compete with other faculties for . . . ?

Jl: Yes. We've gotten our share certainly, and maybe in some years, more than our share.

CAC: Have you had double career families at Morris? I should think there would be a temptation to use faculty spouses in various capacities. I don't know . . . I'm asking.

Jl: We came close to that. I can't remember who it was now. No, we do not have a husband and wife.

CAC: But you have spouses who do staff work at the university?

Jl: Staff work and, in many instances, do part time teaching, like in Music, for example.

CAC: Composition?

Jl: Well, no, not in Composition but in Creative Writing, yes. At the staff level, yes, we do have faculty spouses as maybe a secretary. They're happy to get that . . . well, maybe not happy but they'd sooner be doing that than sitting at home and staring at the four walls. They will do that but they are so overqualified for that kind of work that they don't necessarily become irritable or negative but obviously restless.

CAC: What else would they do?

Jl: Yes, that's the problem.

CAC: Is that a problem in holding staff, that there are not alternate things for well-educated spouses to do?

Jl: I don't know if it's so much of a problem for holding staff as it is for attracting them because, you see, we're very candid with people. Even someone that we desperately want, we've learned long ago that it doesn't do any good to, obviously, lie about what's available or not available but not to mention it. We've got to tell people what they can expect or else they're going to be awfully unhappy. You're better off in general with going, perhaps, with a second choice then.

CAC: How has Affirmative Action born on staff recruitment in Morris. I think of this coming in the late 1960s, just about the time you become provost out there. Does this mean that you have an active program recruiting women and minorities and has that succeeded?

Jl: We've been pretty good, I think, about women, particularly lately. We've increased the number of female faculty but minorities, no. It's very, very difficult. We've done well with minority students, attracting minority students but not minority faculty. We have had some success starting this year. We do not, for example, or have not through last spring, for six or seven years, had a Black faculty member.

CAC: You mention statewide recruitment of students and that you're better represented there. Where do Black students or Chicano students, whatever, come from to go to Morris?

Jl: Chicago, Milwaukee . . .

CAC: Oh, okay. Tell me more about that. Why would they choose Morris over Milwaukee or . . .

Jl: We go after them. We learned early on, got burned in the early 1970s, in particular 1972 . . .

[End of Tape 1, Side 2]

[Tape 2, Side 1]

JJ: . . . by going after many of the minority students in the Twin City area because they were combed over so many times and there weren't very many of them that by the time we got into the act, we weren't really getting [unclear]. I've forgotten what they called themselves, and I've even forgotten the fellow's name who directs it but his sole job is to place Black students, in this case, in appropriate post secondary institutions, Black students from the Chicago area, anywhere in the United States but principally in the Upper Midwest. He knows us. He's been on our campus many times. He knows that we're rural and that this Black kid coming out of Chicago . . . what sort of situation he or she is going to face, knows that we're not vocationally oriented, that we're a liberal arts campus, and all that sort of thing; so, we tend to get the best of the kids that he's recommending go to liberal arts kinds of institutions, the best of the kids that he works with.

CAC: Did you do this liaison or were there other persons on your faculty?

JJ: No, I did not do it. It was the director of our minority student program, Bill Stewart, and Bob Vikander, the director of our admissions.

CAC: Who is white?

JJ: No, Stewart is Black but he's not a faculty member though. He's a staff member. Vikander is white. Now, I'd like to be able to close the chapter by saying, "Gee, isn't that marvelous?" so everything that I've said would suggest that it's a really successful program and all that but it's not as successful yet as it should be, and we know it, and we're working . . . We've got some Title III money to try to remedy that. We are successful in getting enough kids. We've got a nice mix with about sixty Black students, a nice mix of male and female. We do get some bad kids now and again but they are rare.

CAC: Everyone does.

JJ: It's no more than the proportion of bad white kids that you get.

CAC: Of course. Sure.

JJ: That part of the program has been very, very successful but, of course, the whole object of getting there is for them to complete the program and get a degree. We have not been very successful in that regard.

CAC: Do they go elsewhere or they slump academically?

Jl: They just don't make it . . . many of them don't make it academically. We know when we get them that they have the potential to make it. In many cases, we've made some exceptions to the [unclear] students, in the admission requirements, but it's usually, almost inevitably, because they're woefully weak in one area and one area only. They might be woefully weak in mathematics . . . chances are it's mathematics or the sciences; so, we try to set up a fairly decent tutorial kind of program for them in those areas. Up to this point, we've been kind of winging it ourselves, taking it out of our own hide, etcetera. If anything, it's been mildly successful. I'm sure we're much better off than if we had not had it but now, we do have the opportunity—in fact, this will be the first year that it will be operating at full speed—through some Title III money that we got to set up really a far more sophisticated kind of academic assistance program. We shall see now whether improvements . . . I'm very committed, by the way. I see that as one really indispensable part of the answer in terms of the racism—I believe that we're all a racist—that exists in this country.

CAC: The experience of living with persons of other culture and background is a pretty smashing thing when you're eighteen or twenty.

Jl: You're eighteen years old and you come from Cyrus Minnesota High School, in which you were one of a graduating class of twelve . . .

CAC: Sure.

Jl: . . . and the only Blacks you've seen have been on television running away from buildings they've burned and that sort of thing.

CAC: Tell me more about the student body. What kind of persons from around the state and neighboring states . . . I assume you get some from the Dakotas?

Jl: Yes, more and more from South Dakota, not so many from North Dakota.

CAC: How do they select themselves into your programs as opposed to going to their own state universities, or to other campuses here in Minnesota, or to private schools? What kind of a profile do you get?

Jl: Let me put it this way—let me get these statistics—50 percent of our kids graduate in the upper 20 percent of their high school graduating class. In fact, one-half of that number, 25 percent of our kids, are in the upper 10 percent of their high school graduating class. We tend to get, not so much the valedictorian or the salutatorian from X, Y, Z High School—usually they've been picked off by the St. Olaf's, or the Carletons, or the Macalesters who has given them quite a bundle—but we'll, in those top five students, have a crack at . . . maybe the top seven or eight students, we'll have a good crack at one or two of them. We have a very sophisticated—in fact, it's probably as sophisticated as any admissions kind of process at any college in the

nation—step by step procedure that we go through in determining students who would be interested in us and students that we are interested in. The twenty-five steps that we follow [unclear] those students. Each one of those steps, by the way, is a contact . . .

CAC: Oh, my!

Jl: . . . from the very beginning to say about now until that student arrives on our campus almost a year hence, ten months hence. We start out with about 10,000 names and, rapidly, that is within four to five weeks, we have it down to 5,000 names and that's the group we concentrate on.

CAC: They're contacted many times and by different persons?

Jl: By different persons, yes, but there is one of our admissions counselors who that person has a much stronger tie with than anyone else. They get on a first name basis.

CAC: Can you use alumni, increasingly, now that you're experienced?

Jl: Yes, we have had what we call a Star Program, Students Through Alumni Recruiting. It's not active right now because it takes a few bucks to do it and we thought we could get some from down here but it didn't work out. Yes, we were kind of pooh-poohing that to tell you the truth. That seemed to be the panacea that everyone turns to. There's a great deal involved. You don't just say to an alumnus, "Tell them about the University of Minnesota. You're in San Diego. This kid's in San Diego. Let's get together and sign him." Frequently, it can be just the opposite of what you would hope might happen. It takes some training. It takes some doing to make that program work; therefore, we weren't all that excited about it but we did try—this was about two or three years ago—it for a year on a limited basis with just kids, by the way, from the Twin City area. The data says that he had much more success; that is, those kids showed up on campus and stayed on campus at a higher percentage than those who were not contacted; so, we're very much interested in rejuvenating that as best we can.

CAC: Are they likely to select themselves on grounds of personality or interests? Academic people sit around and gossip about different student generations and how the students here are . . . poof, poof, poof, right?

Jl: This has been consistent really through the years. The two major reasons they will give us on why they come to UM-M is (1) the academic reputation and much of that is because we're really University of Minnesota and (2) size. Seventy-five percent of our students are from rural areas.

CAC: Rural, small town?

Jl: Yes, right. Eighteen to twenty percent come from the Twin City area, but not really many from the cities per se . . . most are from the suburban areas, and the remainder of them from out of state, and we have about twenty-five to thirty foreign students now as well. We tend to get the kid that's quite serious, very work oriented, coming from a fairly conservative, probably religious, social kind of background, sort of an All-American boy or girl type, coming from high schools where athletics were a big thing but also coming from schools that are fairly small with some pretty decent backgrounds, with pretty decent teachers. This is particularly true when I think of the Pipestone area. They have some pretty good high schools down in that neck of the woods.

CAC: I should think this might make their contact with a strong liberal arts faculty a subverting kind of experience?

Jl: Uh . . . yes.

CAC: I mean, their belief systems are going to be challenged right away.

Jl: Yes, right.

CAC: They're bright . . .

Jl: They are challenged right away. I guess though, they are—how shall I put it?—slow to move; that is, they don't catch on to the latest fad. If there's peer pressure for them to go out and demonstrate or something like that, the kids out there won't do it. Those that will go out and demonstrate will do it for their own reasons and will not be the average student on campus. After, maybe a year or so, and kind of weighing everything consciously or unconsciously in their minds about, well, things are screwed up or there obviously has to be some improvement there, and it doesn't seem to be working through the system very well, and, maybe, a good swift kick might help, and so on. Then, yes, then maybe they will . . . in fact, maybe assuming leadership in some of the . . . but it takes awhile.

CAC: Was there an anti-war movement on campus?

Jl: Oh, yes, never really close to anything violent, torching of buildings, or trashing of buildings, or anything like that but, oh yes, all kinds of demonstrations and parades and [unclear].

CAC: Were you part of the student strike in the Cambodian thing?

Jl: No.

CAC: Did you have teach-ins?

Jl: Yes.

CAC: Feminism as a . . . ?

Jl: Yes.

CAC: Tell me about that. I'm thinking about a student body, now, with all these questions.

Jl: Oh. No, the backgrounds that the young women, the female students, come from was, those backgrounds that I've just described were both male and female . . . no, they come out of homes where papa knows best.

CAC: They come out of patriarchy and most of our young people do but the women's movements then have not been strong the last ten . . . ? Fifteen years ago on this campus, I'm hazarding a guess, the women's movement was as powerful as the anti-war movement in its lasting kind of impact on curriculum, on styles, on extra-curricular, and so forth.

Jl: We do, in terms of curriculum, have a Women's Studies, not major but minor. By the way, in terms of ethnic, [unclear] ethnics studies, no majors or minors, nor do we intend to establish any. Feminism among the faculty, yes, and obviously among some students but, no, not really strong with your average female sophomore.

CAC: So, your women graduates are likely to graduate and then what?

Jl: They are very career oriented, in that sense. They are feminist in that sense.

CAC: But in a practical career?

Jl: Yes, very much . . . not just graduating and then going off and being a homemaker, that sort of thing, no, no.

CAC: Okay.

Jl: Maybe a few but they intend to pursue careers. This is more anecdote than anything else but last night, for example, I was at a play and I ran into one of our students, a female ex-student who lives in the Chicago area. She and her husband run a business in the Chicago area and she is just as active as he is. She's just not a bookkeeper part time. There are all kinds of examples, I think, of a similar type.

CAC: In a reasonably small campus, as a provost, are you able to keep in touch with these kinds of graduates? Do they look to you? Are you visible on campus as someone they would identify with as would be in many smaller . . . ?

Jl: Are you asking me about the on campus students or the graduates?

CAC: Well, both.

Jl: Less so with the on campus students; more so with the graduates. As part of the low profile or the low key business, I don't think it's my place to be bursting into a dormitory at 7:00 o'clock at night and say, "Ah, come on, gang, let's sit down and rap," that sort of thing or going over to our food service operation and making a point once a week to sit down with the troops and so on. I go where I'm invited. I do go as often as I can to student events, that is, the concert band, choral groups, the theater, and that sort of thing but I always kind of think I'm intruding. Plus, again, that's more of a faculty sort of thing. They don't want some gray-haired administrator hovering about all the time; so, I tend to play that fairly cool but with the alumni and with the graduates, I suppose I am, in most instances, more visible than almost anyone else on the campus.

CAC: Has Morris had a wide range of cultural opportunities? You speak of the concert band and the choral and theater groups . . . this has been an active student engagement?

Jl: Oh, yes. Our Theater Program has been very good [unclear] a Theater Arts major. Music is extremely . . .

CAC: Now, your students are able to over to the Guthrie and other theater, for example?

Jl: We run buses and that sort of thing to Guthrie, to the Minnesota Symphony, etcetera.

CAC: I have a daughter at Carleton now and she and her friends, boy! I'll tell you they're up here a lot for the Guthrie and the Minnesota Orchestra [unclear]. She has a roommate who is in Theater Arts and my! she'll come up four times for a single production at the Guthrie, just to watch it out.

Jl: Yes.

CAC: But that's an hour for her.

Jl: Exactly, then two hours when you look at a round trip. For us, it's six or even six and one-half for a round trip; so, there is certainly not as much of it. We have a number of weaknesses, I suspect, but one of them most certainly is that we haven't had the money to bring in enough—we have some but not enough—top flight, outside kinds of . . . like string quartets. Obviously, you don't have to bring in the New York Philharmonic or what have you but we could be a good cut above what we're [unclear] now.

CAC: It is expensive.

JJ: We get about two or three during the year that are quite good but then there are seven or eight that are fine but it could be a jazz group or something. It just isn't the same level or the same calibre.

CAC: Athletic program?

JJ: Yes, we have an athletic program. [laughter] I just got some data about two weeks ago comparing us with—we're in the same conference—with Duluth and then the other institutions, the state universities in the conference. We couldn't get into the private college conference. We are last in everything.

CAC: [laughter]

JJ: Not necessarily last in records, who wins in football and basketball, but last in amount of dollars that we provide for it. It's rather ironic, again, that Duluth was the one that raised a stink about this, that they were being unfairly dealt with. They come out number one on most of the funding and, as I say, we're at the bottom.

CAC: Do you have a women's sports program?

JJ: Yes, we have seven sports for men and five for women. There are no athletic scholarships, a very immature kind of program for both the men and women. It would really be a shoestring—it's a shoestring operation now—run on next to nothing if it wasn't for football. Football is an expensive sport.

CAC: You do have a football team?

JJ: Oh, yes. Not the last couple or three years but for awhile, we won 33 games in a row without losing or something like that.

CAC: My heavens!

JJ: There will no longer allow us to be Division 3, NCAA [National Collegiate Athletic Association] members—Division 3 are the schools that don't have the athletic scholarships—because one of the stipulations is that you must play 50 percent plus one of your games in football and men's basketball against other Division 3 type schools. Well, we can't. Nobody will play us; so, we have to play the Division 2 type schools and that counts against us even though those are the schools with the athletic scholarships.

CAC: [laughter]

JJ: They have thrown us out of Division 3 and the privates don't want any part of us, the MIAC, the Minnesota Intercollegiate Athletic Conference, [unclear] Carleton.

CAC: Why not?

Jl: First of all, I think they're large enough. I think they have ten, eleven, twelve schools now and that really is a sufficient number. Secondly, Duluth at one time was with them, the one public school, and this caused some difficulties and I think they figured that . . . nothing to do with Duluth, it was just that it was a public school and they're all privates. I don't think that they want to, in their minds, make the mistake again of allowing a public institution to be a member of that.

CAC: Your sports, and your music, and your theater must provide a cultural resource for the large community in western Minnesota . . . I mean, in Morris itself and beyond that?

Jl: Yes. The sporting events and what we call the Performing Arts Series are very popular in the community and, yes, the music. We usually have at least one [unclear] choral type presentation. We did *Carmina burana* one year down here.

CAC: Oh, my.

Jl: That's requires about 100 plus voices. It was done in conjunction with Loyce Holton. In fact, it premiered out at Morris. It was really well done. It was lots of fun. That was not only students participating in the choral group but also towns people.

CAC: Community people?

Jl: There is—I don't know whether you realize it or not—in this state and especially in the rural areas a very strong emphasis in the elementary and high schools on music.

CAC: Do you know, I'm a product of that? I just cherish that experience. That means, it's a long time but in the 1930s in southern Minnesota, boy! the chorals, and groups, and chamber groups . . .

Jl: Yes, usually associated with either the Lutheran or the Catholic churches or any of the . . .

CAC: Ohhh. The public schools had a very active music program.

Jl: The churches doing it and then the public . . . the churches supporting the music, the church elders supporting it, and in the high schools, and in the grade schools. Oh, yes, that tradition still remains. We tend to get a lot of kids that at least have some background in music and are interested in continuing it. Of course, that kid is perhaps interested really in science, wanting to be a Chemistry major, and going on to graduate work but at the same time, he or she is over there singing in our choral group. We have about five or six of them. You work your way up to the best one. They travel; they go to Europe every other year. The band, if they don't go to Europe, they're traveling in the United States someplace.

CAC: Do you have an outreach to the community in other ways . . . I mean, a lecture series, or seminars, or extension? Do you have any extension out of Morris?

Jl: Yes, we have a Continuing Education office program that is very, very active. It's not run directly by us. It really is run out of Continuing Education down here, really under Hal Miller's aegis. It's a very successful program in terms of workshops, lectures, what have you . . . you name it. If you will guarantee there will be some bodies there, they'll do it. Sometimes, it has a relationship with the liberal arts mission of the campus but many times does not. There might be a course in real estate, in getting a real estate license.

CAC: I see. But someone in the Economics Department would be giving that, perhaps?

Jl: No, not with that example, probably not. It would be someone in the area.

CAC: But you stage it?

Jl: We stage it.

CAC: You are the liaison crew?

Jl: Our Continuing Education people organize the thing, advertise it . . . do all of that . . . take in the money, pay the salaries for the people that . . .

CAC: What an enormous contribution that must be?

Jl: Right, right.

CAC: Because the logistics of working that out . . . just requires some office to . . . ?

Jl: We have some people now that have been doing it long enough that they're awfully good at it. They know what they're about. Another like this, a fairly recent one, and one that I have been a bit more intimately involved in is that Morris is one of the so-called Main Street cities. There's a federal Main Street program. It really doesn't mean all that much in terms of money except that there's some expertise available for you in certain areas. One of the areas, one of the important ones I think, is sort of store front design. I'm over simplifying it.

CAC: For heavens sake.

Jl: You get an architect—in fact, we had a very qualified young man; I was very much impressed with him—spending a few days in town and saying, "Here are some of the things that you might think about doing to improve your downtown area." There's also a category in organization, one in marketing, one in financing. There's a pool now that's been set up. There are two banks and a savings and loan in the town. We're just establishing now a \$300,000 pool;

so, if you with your variety store are willing to make some changes in your store front and to make it more aesthetically attractive, you can go to this pool and, say, borrow \$5,000 to do it and then get it at, maybe, 5 percent or 6 percent interest. The relationships between the campus and the town have, most accurately, been one of tolerance on both sides, rather guarded sort of attitudes on both sides, but very seldom is there any kind of bitterness or anything of that nature but also very seldom any kind of loving embraces.

CAC: Are members of your faculty likely to join Rotarian or whatever the other local groups might be?

Jl: No.

CAC: That's a separation?

Jl: I can't stomach that . . . now Rotarians, maybe; although, from what I know about them, I think they're just the same as the Kiwanis, and the Lions, and that crowd.

CAC: So, there's not a mixture there? It's just a separation of . . .

Jl: I think there are one or two of our faculty that may be . . .

CAC: Now, in the churches, is there . . . ?

Jl: Yes, I think they're in the churches and they're active. They're certainly active in the school related kinds of activities.

CAC: You must be one of the largest employers in the county?

Jl: We are *the* largest.

CAC: There's a mingling right there. It's an economic/workplace relationship.

Jl: Indeed. We have figures—they're kind of overly generally, I guess—about how much we do put into the community, both us, that is, us being the faculty staff, etcetera, and the students. It is many millions of dollars.

What was I going to say? It had something to do with the Main Street . . . It will come to me. It may be your eyes but it's my memory. [laughter]

CAC: Well, you're getting tired. It's the end of the day.

Jl: Well, that might be part of it, too. I do find myself starting my long convoluted sentences and then when I get about two-thirds of the way through . . .

CAC: [laughter] Like Eisenhower.

Jl: [laughter] Right.

CAC: How many community people work on campus in one capacity or another?

Jl: A couple hundred.

CAC: Boy! and that's steady employment. They aren't going to be up or down. That's a wonderful job to have when you think of it. I would guess, agricultural implements and processing would be the other.

Jl: Oh, yes, and they're being paid . . .

CAC: And the fringe benefits, too.

Jl: The fringe benefits. For example, to work as a secretary in one of the banks, as opposed to working as a secretary on campus . . . gosh! we must pay a third more and the working conditions are pretty good and, as you say, the benefits on the side.

CAC: I'd like to turn to something else that you had suggested that we should talk about and that is the tension—I don't mean that in a hostile sense—between the impact of all university policies on your campus on the one hand and the relative autonomy as you describe it that the campus enjoys. For example, I think in the late 1960s, there's a Council on Liberal Education that provides those base lines for minimum liberal arts programs that all students must have for any baccalaureate degree. I would guess from what you said, that Morris was there safely long before that; so, that's no big deal?

Jl: Right, exactly.

CAC: Because that's been your commitment and mission?

Jl: Yes, in fact, that was obviously below what we thought . . .

CAC: It's below the arts college.

Jl: Sure.

CAC: What other kinds of all university policies then would create a dialectic, if not tension?

Jl: They're just . . . the number is tremendous. It's almost better to keep it a kind of a general level. I can give you a couple of very current examples.

CAC: Keep it general but let's have some illustrations. They need not be contemporary. They could be from 1970 or whatever.

Jl: Very simply, a policy that may make all kinds of sense for . . .

[End of Tape 2, Side 1]

[Tape 2, Side 2]

Jl: . . . this campus, that is, for a campus of 45,000 to 55,000 students, a policy whether it be an academic policy, or it be a policy in terms of financial aid, or it be a policy in terms of registration, what have you, does not necessarily, in fact, more often than not, make good sense on a campus of 1600 students . . . aspects of it, principles underlying it, etcetera . . . sure, of course. To all of a sudden slap a policy that maybe makes sense here on us without any kind of variation, really doesn't make . . .

CAC: Has that happened often?

Jl: Oh, yes. It's happened. It's happening less . . .

CAC: Give me a for instance.

Jl: . . . often now. Oh, a for instance . . . it has been years since it's really been done in such a thoughtless way. There is something brewing right now that's close to it and one of the reasons—I didn't realize this when I talked to you on the phone the other day; I didn't realize that this was what this fellow was going to talk about or one of the things he was going to talk about—I didn't meet with you a week ago . . .

CAC: Yes.

Jl: . . . he was concerned about this new financial aid system, the computerizing of the financial aid for student [unclear] on this campus. He wants us in on it. He wants all the coordinate campuses to buy into it, to accept it, and accept it right away. They want us to divert a person into learning the system and so on. There's all kinds of ramifications. It would be quite a commitment on our part. They would help us in financing that commitment but it would take a lot of bucks from us as well. Well, we just said, "We're not going to do it. We can maybe be compatible with your system; although, there's one aspect of it that we just can't tolerate and that is, we don't"—you probably don't realize it—"assign financial aid to students here until right about now." Students coming to CLA this fall receive their financial aid packages about now.

CAC: Okay.

Jl: Maybe you don't, but we would lose all kinds of students, we think, if we waited that long; so, we do our awarding back in February and March.

CAC: Ah, bravo!

Jl: There's some risk to that but we've got enough data, we've got enough precedent, we've got enough experience that the risk really is minimal; that is, there is a risk because you don't know for sure and for true what the feds are going to give you. We haven't been stung yet on the thing. That system will not allow for this early kind of flagging and this early kind of notification of students. As I understood it, there's not going to be any improvement built into it. They don't see that as a problem for students here. Okay, fine, that's their bed, they can lie in it. The privates do it the way we're doing it. We damned well think that it's the way it should be done and we sure as heck aren't going to change.

CAC: No unusual pressure would be brought upon you to change?

Jl: That's why he was out . . . to try to pressure me into changing.

CAC: But, I mean, from Morrill Hall?

Jl: Oh, no . . . well, maybe indirectly but no, no. As a matter of fact, as the thing worked out, we will participate but at the same time . . . We got some more money to participate so we can replace the person with another so it doesn't jeopardize our admissions operations and by having that person on essentially a full time basis, we can still run our own system right along side this one and without any time lost—we do have a space problem but other than that—so that's the way the thing actually worked out. So, there was some flexibility and there usually is some flexibility but many times, we're never even thought of, you see, and all of a sudden . . . what the hell are they bellyaching about out there?

CAC: But academic freedom and responsibility . . . the [Henry] Koffler memorandum on tenure and promotion . . . these things don't create problems for you?

Jl: The academic freedom and responsibility thing? No . . . well, no more than it did for everyone. Because of the difficulty in setting up the machinery to make that work, I don't think we were different than anyone else. No, that wasn't a problem. The Koffler memorandum, again, no more of a problem, I guess, than what it was for others. It does, I guess, tend to be more in the less totally academic areas . . .

CAC: I see.

Jl: . . . more in other areas but, nonetheless, important and can cause some difficulties.

CAC: You've been at this fourteen years, Jack. How do you calendar your time? Do you have any sense of what relative proportions of your time as provost are spent on *a*, and *b*, and *c*, and so forth? You must spend a lot of time on the road?

JJ: Yes.

CAC: I see you at the symphony occasionally; so, you must be in for something else?

JJ: Yes, that usually is the case. This weekend, although I just sort of goofed off . . . I went to Guthrie to *Tartuffe* and to a couple of French movies. By the way, don't go see *Of Thee I Sing*.

CAC: Okay.

JJ: It got a good review but it wasn't all that . . . it's not much of a play to start with but it can be a fun thing.

CAC: About *Tartuffe*?

JJ: *Tartuffe* was quite good, very zany.

CAC: I went to it last night and I found that some of my senior and esteemed colleagues were literally offended by it.

JJ: Oh, yes.

CAC: Ohhh! I mean, they were angry! They say, "That's comedy?"

JJ: I can understand why they would be. I had an excellent seat and that helped a great deal. I enjoyed it. I enjoyed it a lot but I'm not a Molière scholar, you know.

CAC: We don't have to be purists because it's not our field.

JJ: I do spend a time on the road, for whatever it's worth or not. I do read when I drive.

CAC: You mean, you read by disk?

JJ: No, no, no. I read reading material.

CAC: Do you have a chauffeur?

JJ: No. I read while I'm driving.

CAC: God! tell me about that. That's scary!

JJ: Not if you drive as much as I do.

CAC: On a straight road?

JJ: It's usually on the freeway and if not on the freeway, it's on a very good road where there isn't much traffic . . . two-way traffic but there isn't much. No, I read quite a bit. I don't read, obviously, when I'm driving around here or even when I'm driving in Morris but once I get out, I do pull a magazine, or memos, or what have you; so, I get some work done.

CAC: I read in the *New Yorker* the other day—you might think of this—there are all kinds of things now on tape disk that you can just have this little machine on your side and you can listen to things.

JJ: I realize that. I've known that but, for whatever reasons, I'm not the kind of person who listens well to a radio or even to television. I'm a film buff. I love films, love theater. I listen very intently in those sorts of situations but I couldn't care less about the six o'clock news on television because I think it's such a lousy job, for the most part; so, I much prefer to read and to pick, and choose, and read what I want to read. I suppose, obviously, with the tape I could pick the tapes, too, just the ones that I wanted to hear.

CAC: There's a lot of poetry and fiction, novels, and non-fiction.

JJ: Yes, that's true.

CAC: But you really can hold that thing up by the steering wheel and keep your eye on the road and do that?

JJ: Well, right about like so, yes.

CAC: Isn't that interesting?

JJ: I'm probably down here two to three times a month and, then, usually for one overnight.

CAC: Where do you stay overnight when you come?

JJ: We have an apartment that we rent.

CAC: Oh, in the West Bank complex there?

JJ: Duluth has one there. We're renting a condominium, the Towers Condominium.

CAC: Oh, yes. When Mr. [Donald] Spring comes in, for example . . . ?

Jl: No. It's just the admissions people and myself. Don seldom would stay overnight.

CAC: I mention Mr. Spring because one sees his name so often as a faculty liaison person to the senate and to the senate committees.

Jl: Right. His term on the Consultative Committee just ended. Joe Latterell in Chemistry is the new person.

CAC: Those people have to come over here a great deal?

Jl: Yes. I think what we'll probably do sometime this year is try to reserve a room in one of those . . . not in that Radisson but this is going to be a Radisson down here?

CAC: Yes, there is.

Jl: That might be a possibility. If you try to organize it for almost everyone, then you almost need a part time person to keep track. There's problems with parking. There's no place to park outside; so, you've got to park in the garage underneath. We have one stall and you can get a visitor thing but you have to call ahead for the visitor business. If the stall's going to be occupied by another . . .

CAC: Then you have to have someone clean up the apartment, put on clean linens, towels and pillowcases?

Jl: We tend to do that ourselves. Yes, the more you have though . . . Right, right. Financially, it works out. It's more convenient. We're about five minutes from the university. It's very nice in the winter time because it's a heated garage.

CAC: What percentage of your time would you spend in liaison with the Minneapolis campus folks, Central Administration?

Jl: Fifteen percent, something like that . . . 10 or 15 percent.

CAC: And student recruitment? Do you engage yourself directly in that?

Jl: Yes and no. I was out a few times this late winter or early spring, a few evenings and Sunday afternoons, but I would imagine over the course of the year that amounted to maybe 1 percent.

CAC: Management at home, on the home campus?

JJ: I'm not much of a, other than coming down here, person to go to a lot of professional meetings and that sort of thing. I'm very orderly in many ways. The thing that bothers me as much as anything is being gone, and then coming back, and trying to catch up.

CAC: Ohhh, even in my office that's difficult.

JJ: I don't really go all that often, and I think, actually, not as often as I should. I think I tend to get too provincial and don't have enough ideas that are bounced off me in professional needs and that sort of thing. I should, I think, do more of that.

CAC: You have a sense when you're at home of the division between what I would call logistic or bureaucratic kinds of concerns and real substantive issues? I'm just trying to capture for future listeners what the life of a provost is, how much time you're talking to faculty and having complaints or suggestions and initiatives, how much of it is really just keeping the ship going? Someone's got to manage the shop.

JJ: In terms of complaints or trying to resolve problems, I would say 20 to 25 percent of the time . . . 20 percent, maybe. In terms of the usual kinds of ongoing sorts of things, maybe, another 20 to 30 percent. I engage some in fund raising . . . engaged in community type relations. It's difficult to answer. One of the things I do like most about the job—there are a lot of things I don't like about the job—is its variety. Fifteen different kinds of things can occur during the course of the day that you have some direct involvement with and many of them, probably seven or eight of them, are very, very trite but, nonetheless, kind of fun sorts of things.

CAC: You still speak of raising funds.

JJ: I do some of it.

CAC: Does the campus have a great deal of money coming in or any?

JJ: We have some, yes. We have the President's Club . . . That's where my emphasis has been is on trying to recruit people to be members of the President's Club, which is an all university kind of thing. The individual agrees to give \$10,000 to the university but can give that \$10,000 over a ten year period of time.

CAC: And to any specified . . . ?

JJ: Right, it can all go to us, or all go to the History Department, or whatever the case may be.

CAC: Not the latter, I can tell you. [laughter]

JJ: Not the latter, okay. I went on a bit of a crusade and got twenty-nine people to do that about a year ago . . . I guess it's a couple years ago now. But then, I've kind of sat back . . . See, this

is pretty much myself and the person in the community, a banker in the community. The two of us go out and badger people. That, I hope to rejuvenate and get going on that within the next couple of weeks and try to pick off maybe five or ten more. There's another thing right now under Title III—again, this is long and involved and I haven't read all of the guidelines—an endowment program. The one thing that Reagan wants to do for higher education is set up an endowment program, that's going to be original with his administration, where if you raise as a campus or as an institution . . . Well, first of all you've got to be Title III eligible; that is, you've got to be close to poverty. Once you can demonstrate that, and the number of minority students attending your institutions, and various kinds . . . I've forgotten what the criteria are. Once, you're eligible, then, you put up the \$500,000, the feds will put up \$500,000. That becomes an endowment, a \$1 million endowment. Okay, you cannot touch that endowment for twenty years. You can live off of the interest. You can spend, I think, all but ½ percent or 1 percent of the interest. At the end of twenty years, you can do whatever you want with it. You can continue it or turn it in. It's yours, the whole thing, as an institution. I don't know what we're going to do about that, whether we're going to be able to participate in that or not. We really don't have—it's mainly me—a fund raising arm. We're going to have to establish one, I guess, but in the order of priority of things, in terms of getting academic programs started, etcetera, residential life, it just happened to be down the line and I've tried to do whatever fund raising we've been doing. I've only been marginally successful. For one reason, our graduates are so young that it's . . .

CAC: They haven't had time to accumulate estate.

Jl: Right. From that source . . . of course, that isn't the only source; there are others as well. Some time is spent on that. I guess it does tend to be as much problem solving, at least attempted solving, as anything else. I have an open door sort of thing, very informal kind of arrangement.

CAC: You meet with the assistants and deans in a regular cabinet . . . ?

Jl: We have not. We are starting to now. It's been kind of my belief—and I thought agreed to by them . . . I guess maybe it has been but I think they would like to see a little change; so, that's why I'm doing it—that it's a waste of time frequently. You can say, "Let's get together once a week for an hour and a half to bring one another up to date. We don't have to have formal agendas and so on but just get together so one another knows what we're doing." Well, gee! I can't make it next week because I've got to be in Minneapolis or they walk in a half hour late or they walk out fifteen minutes before it's ended—and for good reasons obviously. Finally, a couple years ago, I reached the point, obviously with them, and said, "What is use? It's just not being productive. It's not worth our time. It can be spent more valuably doing other . . ." Yes, they agreed. Okay. Now, we're going back to it again. It's been working pretty well this summer but, obviously, the summer is the best time for it to work.

CAC: Do you operate a summer program?

Jl: Yes, but it's very, very modest. Most of the activity on the campus in summer is workshop kind of activity rather than summer sessions.

CAC: It really does give your faculty a break in which they can go elsewhere and do their research and study or stay there and write and do whatever?

Jl: Yes.

CAC: Or just loaf, which is commendable under some circumstances.

Jl: [laughter] Right.

CAC: Do you have a sense of shifting perceptions on the part of Central Administration or of the university generally, if there is such a thing, of the Morris operation? Do you run across that that people knit their brows when they meet you and you say you're from Morris?

Jl: No, not at all. No. I think the perception is that we're a fairly decently part . . . we're productive and a good quality part of the university. I seldom hear any criticism along those lines.

CAC: But not Central?

Jl: What do you mean?

CAC: Who thinks that Morris, here in Central Administration, is really important? Is that likely to be? Or in the Senate is what goes on at Morris, say, a matter of . . .?

Jl: [unclear] what you mean by really important but in terms of who thinks of us as having a darned good program . . . Ken Keller, for one; Al Link, for another; Peter Magrath for another. If you're asking if push really came to shove, and something had to go, and everything else that seemed logical had already gone, and they were weighing Morris against the Anthropology Program in CLA . . . I don't know.

CAC: But Morris doesn't claim a lot of their administrative time or attention? You take care of yourself very well and as long as that goes along, that's just fine?

Jl: Yes, I think that's more accurate than inaccurate but I think that what is happening to the university as a whole is also, obviously, affecting us and that is, there is an increasing centralization of authority . . .

CAC: And that there is.

Jl: . . . principally, in the Academic Affairs area and, principally, engineered by Ken Keller and he'd be the first to . . . Did you read that article in *Update*?

CAC: Yes.

Jl: It was a pretty decent article.

CAC: Pretty accurate.

Jl: Yes. yes.

CAC: In setting priorities, and in managing your campus, and in staff policies, you really enjoy a great deal—I'm not making a statement . . . I'm asking a question—of autonomy?

Jl: A good deal of autonomy but, again, I would say less than we had ten years ago.

CAC: I see.

Jl: That financial aid thing is an example. We run our own financial aid program. We get the money directly from the feds. It doesn't filter through . . . At Crookston and Waseca, for example, it does filter through here and then is allocated on out. There's been a change in that area. We're experiencing also some difficulties . . . In fact, I was at a meeting earlier today trying to resolve . . . looking at this problem, and that is, this effort that the university is mounting now to go after high quality students.

CAC: Yes.

Jl: We're to be a part of that and it's causing some problems because many of the things that the university wants to do, we've done long ago, and we know, at least we think we know, whether they'll work or won't work with us. There's been some abrasiveness, in fact, some very unfortunate abrasiveness.

CAC: Now, will you delegate someone to work with Juliann Carson's committee on that?

Jl: I have but we're making, as a result of this meeting today, a change.

[telephone rings - break in the interview]

CAC: We were interrupted by a phone call and now we're trying to reestablish the momentum and end on a high note.

Jl: [laughter] Overall, there's absolutely no question in my mind that we've lead, over the last twenty-four, twenty-five—by the way, this is our twenty-fifth year now, 1984-1985—years kind

of a charmed existence within the university or within, perhaps, American higher education. Again, this is one thing I suppose I should have indicated right at the outset. If you think for a moment, Clarke, there really *ain't* another animal like us. There is one in Maryland and possibly a new college in Florida.

CAC: You mean a free-standing liberal arts college within a university?

Jl: But free-standing . . . private. We're publicly supported and that's the . . . The few meetings that I do go to and talk to people who don't know anything about us, they just can't believe it that the state would tolerate that kind of . . . What do you mean? You must have some kind of nursing program. You must have something that's making a tangible contribution to the state, really tangible, with hands-on kinds of tangibility. No. They just can't believe it. So, we have, I think, been very, very fortunate. Obviously, we would not have been able to do it without being a part of the—I really mean this—great University of Minnesota. For all of the problems—I guess I know about almost as many of them now because you can't help but learn about them over the years—still, it is a very effective, it is a very valuable, it's an indispensable enterprise in our state and in our nation. The university just does a superb job and we're very proud to be a part of it and, I think, have worked deucedly hard to try to maintain that University of Minnesota standard.

CAC: You should write an article for national distribution—it is unique and it is an interesting mission—a long piece for the *Chronicle [of Higher Education]* or whatever.

Jl: Yes, as a matter of fact, we've been thinking of things to do to kind of celebrate the twenty-fifth anniversary.

CAC: What a wonderful moment to do that, sure.

Jl: Yes, yes, right. Again, we have been very fortunate. I think that—this isn't necessarily ending on a high note—our major problem, but to some extent it's been a strength as well, our major difficulty has been our insulation both in terms of attracting faculty and, in many instances, in attracting students as well. On the other hand, I could name ten to fifteen of our very strong faculty that are at Morris because of the isolation.

CAC: You mean because they don't get caught up in things?

Jl: Right.

CAC: They can command their own lives?

Jl: Yes, they can command their own lives. They can get established enough. They can do enough travel when they have to. They're less bothered with the kinds of competition for their time.

CAC: Yes, daily distractions.

Jl: Although, because we are a town meeting kind of governance system, probably our faculty do spend a great deal of time, more so than they perhaps should, on committee type assignments.

CAC: Boy! that is worthy of some kind of national visibility . . . write a piece for *Report* or something yourself.

Jl: Yes. There's a college in Maryland called St. Mary's that . . . It's so small; it's about 1100 or 1300, I guess. With that name it must have been a college originally with some sort of religious . . . perhaps, Catholic or Episcopalian . . . The University of Maryland then took it over and it apparently is a program . . .

[End of Tape 2, Side 2]

[End of the Interview]

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