

Ann Pflaum

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Interview with Ann Pflaum

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

**Interviewed on August 16, 1995
University of Minnesota Campus**

Ann Pflaum - AP
Clarke A. Chambers - CAC

CAC: This is Clarke Chambers. I'm interviewing this morning Ann Pflaum who has had various responsibilities within the university, starting with the History Department back in ancient days, and is now associate dean in the Continuing Education and Extension [CEE]. It is August 16, 1995. It is a very humid summer morning. They've all been humid and I hope the machine doesn't start acting strangely because of high humidity. I suggested that we would start with a little academic, intellectual, cultural autobiography. You can start that anywhere you want to.

AP: All right. I will be happy to start. I am an English historian. My mentor was Jean Wilson, a professor at Smith College, who lived on into her mid eighties and continued to be a mentor throughout my life. I had a mentor at the University of Minnesota, Mary Corcoran, in the College of Education.

CAC: You couldn't have chosen better than that.

AP: She was a wonderful mentor, very much in the vein, I think, of Jean Wilson, the single woman, singularly scholarly. I'm a native Minnesotan, and have a great sense of the history of the state, and the history of the institution. After Smith College, BA [Bachelor of Arts] in history, I did a master of arts in teaching at Harvard and spent a year at the London School of Economics where I did a scholarly paper on the Workers' Educational Association.

CAC: Heavens. That's good background for Extension. [laughter]

AP: Ironically, background for Extension. I then came back and entered the History Department in a Ph.D. The senior man in English History was David Harris Willson and I knew Molly [Willson], of course, from the Peripatetics. It was interesting when I entered the History

Department, everyone said, "David Harris Willson doesn't like women." I always found him very courteous and I always remember one of his great pieces of advice, which is, "If you write biography, it has a known beginning, middle and end" and I've always tried to write biography. I learned that lesson well. My other adviser was, as is, and semi-mentor, is Joe Altholz who is historian . . .

CAC: And a different sort.

AP: Quite a different sort . . . historian of Victorian England, almost counter-culture, intense, and not the hands-on mentor at all. When I presented him my dissertation on Thomas Duncombe entirely finished, without a word of criticism from him from beginning to end, he said, "Not bad."

CAC: [laughter]

AP: This was just fun. My other Joe Altholz story that I sort of love . . . I think it was prelim time and I was heavily pregnant with one of my children. I remember we went from room to room, and I was staggering with books, and I remember opening the door for him, carrying my bags, and following him down the corridor. He was not unpleasant; he just didn't notice sort of customary things. I've always adored Joe . . . I don't know why. I have just taken him for what he is and I've liked him. We've become close colleagues, not close in an intimate sense but just I respect him. We have wonderful conversations.

CAC: Sure.

AP: I have lunch pretty regularly at the Campus Club with Stan[ford] Lehmborg, the successor to David Wilson, in the History Department. Stan is a wonderful colleague and friend. I'm going to England and Stan very generously loaned me some Tudor-Stuart books and some books on [unclear]. He's a wonderful colleague and friend. As an adult administrator, I have to say that just the pure scholarship of conversation on Victorian England or Tudor-Stuart England with Stan and Joe has been a wonderful thing.

CAC: What are the other qualities of mentorship that you found at Smith and in Mary Corcoran, for example?

AP: At Smith and in Mary Corcoran, there is a very strong ethical tradition and, interestingly enough, there is a person who has very strong Minnesota ties, Ada Comstock Notestein. There are three Comstock Halls: one at Minnesota, one at Smith, and one at Radcliffe. I remember seeing Ada Comstock, who was of course married Wallace at age fifty or sixty even . . .

CAC: Oh, oh, at an advanced age, yes.

AP: . . . a more advanced age than that and went to live in New Haven with him. They had both finished their careers. So, I've felt a strong sense of Minnesota-Smith intellectual ties. There are 400 Smith alumni in Minnesota. Another sort of Smith-Minnesota tie is President [Marion LeRoy] Burton. He came to the University of Minnesota in 1917 from Smith College. He followed somebody else who has become one of my heroes who is George Edgar Vincent . . .

CAC: Ah yes.

AP: . . . who came at forty-five. He figures in the extension part of my life; so, I'll take about him later.

CAC: Okay.

AP: These strong women, both Mary Corcoran and Jean Wilson, have a very strong ethical sense.

CAC: How does that demonstrate itself in a student\instructor relationship?

AP: One of the things that I remember, for example, when I was giving a paper. Mary Corcoran gave me the opportunity as a young administrator to give a paper on the history of the women's colleges to one of her education courses—because I wasn't one of her graduate students, I was just a young female administrator. I was scheduled to give the paper at a particular time and Dick Vaughan, who was then a fellow trustee of Smith College with me, had died tragically in an accident—he was electrocuted by a downed wire—and Mary knew enough about me, and enough about the situation, and she called and said, "Ann, I know it's going to be hard for you to give the paper this week. Why don't you give it next week?" Now, that's a kind of total knowledge of a student, their situation, how they're feeling, that just comes . . . top of the mind. Jean Wilson, the same thing . . . concern about civil rights, concern about the institution, and its commitment and views in society. The land-grant mission Mary took very seriously and her mentor, Mary Turpie, about whom I've read subsequently, also took the role of the institution. I was affiliated with institutional research to some extent when I was in Morrill Hall; and so, I have a very strong sense of the land-grant research, and urban missions of the university, and that tradition of an ethical institution is very important to me personally.

CAC: You mentioned civil rights at Smith and then I see by your CV [curricula vitae] that early in your career you were a summer intern for the Minneapolis Urban League. Is that a connection?

AP: Absolutely, and my mentor there, one of my first supervisors, the first person I ever met from the University of Minnesota, was Frank Wilderson who was on the board at that time.

CAC: Of the Minneapolis Urban League?

AP: Of the Minneapolis Urban League. So, I knew him. He's the university contact that I've known the longest, always have been a good friend of Frank's. I think your experience of urban life is shaped when you go around Minneapolis in 1963 and 1962 with a new employee from the post office—twenty or thirty employees were moved from Chicago to Minneapolis—and help them find housing.

CAC: Ahhh.

AP: You have a sense of life, and choices, and opportunities. My study was the role of Negroes in the United Way; so I interviewed every United Way agency. The term Negro, of course, gives you an idea of the era that this paper was written.

CAC: Yes.

AP: At that time, I interviewed Josie Johnson. I found one of the interviews that I had with her.

CAC: Did you do them on tape?

AP: It was oral. It was a written report of some sort.

CAC: Okay.

AP: I think it took me two summers to do this. The purpose of the paper was to access the role of African-Americans and the relationship to these outreach agencies. I also remember bringing my television set to the Urban League, the summer of the March on Washington, and watching it from the Urban League with my Urban League colleagues. I believe an irony, and my other favorite story, from that summer was a letter in the *Minneapolis Tribune* at the time of the March on Washington. The letter said, "Dear Editor: We are outraged at the insanity of these people traveling across the country for something as trivial as a march on Washington." Editor's note: "Ms. So and So lives in Washington and is a lobbyist to make the corn tassel the national flower."

CAC: [laughter]

AP: So, whose idea of propriety and importance . . .

CAC: I'll bet they didn't say, "Ms.," however.

AP: No, probably not in that era. My other story is another Minnesota story, the irony of sort of provincialism in this state, was told me by Nancy Hardenbergh about a school board in which the parents were objecting to foreign languages in the school. This was probably in the 1950s. A man got up and pounded the table and said, "If English was good enough for the Lord Jesus, it's good enough for my kids."

CAC: [laughter]

AP: I think one of the themes in my life . . . I grew up in a Democratic family, one of a very small number in the sort of Wayzata Republican community. My mother was a practicing artist in New York in the 1930s and my father was a Harvard law school graduate; so, that we always grew up comfortable in a value system that was counter to the dominant Republican value system. I remember being in tears with my nickels and dimes to pay off the loss of [Adlai] Stevenson to all my Republican classmates in the 1950s . . .

CAC: Ohhh.

AP: . . . yet, being pleased that I could carry it off. I cried in the car on the way in but then handed out my quarters.

CAC: My guess is that your parents, your family, weren't however alienated from their immediate social circle?

AP: No, I think not.

CAC: It's a different form. I've talked to so many people who very early get an alienation toward the society.

AP: Right, and I have a very deep affection for the society. I would say Anthony Trollope is my other great mentor.

CAC: Ah. [laughter]

AP: The sort of irony of who . . . I quote many times to people entering the academy. *Who Will be the Bishop of Barchester* is to me the most perfect preparation for academic life. The other perfect preparation for academic life . . . I was on the board of the Minnesota Opera Company for about four, five, six, seven years in the 1960s and the preparation of opera plots for university plots is very salutary.

CAC: Ah.

AP: You're not shocked or surprised.

CAC: Even *Carmen*?

AP: Absolutely, right.

CAC: One more question along this line and that is, What do you think in your character and personality attracted you to English history and Victorian history?

AP: I think it was the influence of my father. I happened to read—and he was a great reader—a biography called *The Little Princesses* when I was probably about eleven years old and the coronation of the Queen [Elizabeth II] came in 1953; so, I think that kind of simply got me into it. Then, I began to read more and more biographies and I've been a devote . . . I was just listening this morning to the *Diaries of Virginia Woolf* on the way in; so, I've simply been reading English biographies and I've come to specialize in my own scholarly interests in the period from approximately 1850 to 1940, the sort of late Victorian, Edwardian, and early twentieth century.

CAC: I inquire partly because the nineteenth century English literature certainly is a forming kind of influence beyond Victorian society, generally, and your interests, just from what you've said so far, are literary as well as historical?

AP: Historical and it's also the social experience. I'm shaped by the American Puritans, and from the Smith College\New England experience, and by the Victorian reformers . . . the view that with intelligence, and with thought, and with democratic institutions you can shape the society. Now, I chuckle because it's now a rather antique vision but it shaped the University of Minnesota. It shapes a lot of the academy. When you think of the church origins of even a secular institution . . .

CAC: Yes.

AP: . . . the idea that an institution can be beneficial to those who exist in it and to the world beyond it. I'm an idealist, and I still believe that, and yet I have the Anthony Trollope realism that it doesn't always happen the way the script says it should—but I'm not angry about that. I'm bemused rather than angry.

CAC: Did you have any kind of culture shock shifting from Smith and then to doctoral education here at Minnesota?

AP: I don't think so. I think I was so well trained to be independent, and thoughtful, and intellectually curious that I took what I got from the seminars, which was pure intellectual content. I wasn't a fragile person who needed the mentoring and so it worked just fine.

CAC: The larger surround of the university, you saw through Mary Corcoran, which was fortunate, but you didn't get a sense that early on of the complexities and the . . .

AP: Probably not as a graduate student, I didn't get it. I should tell you my introduction to Morrill Hall because that's got some wonderful stories.

CAC: Okay, we'll come to that in just a minute.

AP: Okay, all right.

CAC: You got your doctor's degree in 1975?

AP: Right.

CAC: That was not a good year for the job market.

AP: Interestingly enough, one of the things I remember Joe saying is, "Well, one thing about you as a graduate student, I won't have to place you."

CAC: Because you were female?

AP: I think because I was female and I think because the assumption was that I wouldn't use the job. In those days, I didn't question that.

CAC: By then you were married?

AP: Right, right.

CAC: You have the child . . .

AP: Right, my first child was born in 1970 and the second in 1972; so, I was pretty clearly situated here. But in fairness to the History Department, they were very clear that there were very few jobs in history for Ph.D.s; and so, I entered it not with the idea that this is a pathway to a career but I entered it with the idea that this is a passion that I have and let's see where it leads.

CAC: Almost at once, you get caught up in administrative work in the university?

AP: Yes, and I can explain that.

CAC: Please, do.

AP: There's a wonderful story about how this happened. Life is a series of ironies. The year before I finished my Ph.D., Steve Pflaum, my husband, was president of the board of Minnesota Public Radio [MPR]. The first crisis that Peter Magrath had was a fight between the College of St. Scholastica, which had acquired a public radio station, and the University of Minnesota, which also had the same public radio frequency; and they were both trying to acquire the rights to the public radio feeds.

CAC: This was in Duluth?

AP: This was in Duluth. The two radio stations are across the hill from each other; so, there was a big fight about whose property and whose right was it.

CAC: Oh.

AP: Walter Bruning, and Steve Pflaum, and Peter Magrath got to know each other very well over a nine-month fight. When I got my Ph.D., there were two people that I called at the university—probably the only two I knew. One of them was Frank Wilderson who was very cordial and said, “Ann, I think I’ve got some possibilities in Financial Aid.” I said, “Frank, thanks loads, but I can’t add two and two. I don’t think that’s a good fit. Let me see if Walter Bruning has got any ideas.” Walter Bruning said, “Oh, my god! you’re absolutely right! I’ve got something. Can you come”—I called him in February—“March first?”

CAC: For the record, we say he was vice-president for Finance?

AP: He was vice-president for Administrative Operations and was hand-picked by Magrath. He had been a colleague of Magrath’s in Nebraska, as a chemist, Ph.D. in chemistry. He said, “Can you come March first? We’ve got something Title IX. It requires a study of the entire institution in terms of access for women. It’s got to be done fast and we’re way behind. I’ll get you desk. Can you come?” I said, “I’d love to.”

CAC: This is 19 . . . ?

AP: March 1, 1976. I walk in. The first day, there is a video that somebody has produced on the university; so, the first person I meet is Lillian Williams who is African-American, another big mentor for me.

CAC: She’s in Affirmative Action Equal Opportunity office.

AP: Right, and because of Title IX, that would be a natural. The second person I met was Anne Truax. Both of them have been wonderful mentors to me as I moved into the world of Morrill Hall. My first crisis, probably a month into my task . . . We had a large task force of people on Title IX. One of them turned out to be Diane Skomars, who later became Diane Magrath. There were people from all over the university. Gary Engstrand wrote mainly on the athletic parts and my task was to write mainly on everything other than athletics; so, it had to do with climate for women in terms of academic support services. It had to do with whether there were rest rooms of reasonable proportions for women, whether the whole academic [unclear] “U” was appropriate for women. The next person that became a mentor, which is a very unlikely mentor, is a man called Bill Thomas, about six foot tall. He was director of Personnel when I first met him. He always had a poster in his office that showed a black boy in an office, a little boy probably eleven years old, sitting on a chair. Every other thing in that person’s office was white; so, you had the contrast between the corporate world and underneath it, Bill had a sign that said, “Fuck Honeywell!” . . .

CAC: [laughter]

AP: . . . which had been where he worked before. Bill was, and is, very temperamental, very strong. He had come up from the streets of Chicago. I think his mentor was Sam Richardson, a previous Personnel director. He was very successful, I would say, in Personnel but very abrasive. He fired off a letter to the president about two weeks into my term, to Peter Magrath who I hardly know, saying, "This woman is a complete racist and I think it is a terrible thing that we have hired her." So, I went to Lillian Williams and said, "What should I do?" She said, "Oh, pay no attention. Bill sends off letters all time." Then, I went to see him. He was on the task force but two weeks into it, I hadn't gotten to know him very well. I said, "Bill, what's up?" I just listened. What was up that in his view, the idea of single sex dormitories was one step away from racially based dormitories and racial segregation . . .

CAC: Ohhh.

AP: . . . so, he was exploding about the idea in the Title IX regulations that there could be single sex dorms.

CAC: And he'd heard you on this issue?

AP: And the regulations allowed it. Coming out of a woman's college, it seemed to me a fine idea to have women's dorms; so, I just had no idea that in his mind there was a parallel between racial segregation and segregation by the sexes in dormitories. The bottom line of it was, we became intimate friends, just fast friends. I don't know why I wasn't just terrified but I wasn't and we've just always been friends.

CAC: What is his position now?

AP: I'll come to . . . there are some very tragic situations that in the end, that deeply underlie the Ken Keller situation. He had done a very, very good, but abrasive job, as director of Personnel. Roger Forester, who was his number two person and devoted to him, helped shape Bill, who was a prickly character, as director of Personnel. The thing ran well but he was controversial because he was very strong, and very forthright, and kind of quirky. Well, as all of us know, there are plenty of forthright, quirky people around here; so, this is not a disaster. The problem for Bill was that David Lilly came in and said, "You've done such a good job in Personnel, why don't you take on the Physical Plant as well?"

CAC: Oh, my.

AP: He made him Physical Plant. You had much more deeply seated racism in the Physical Plant. He then brought in—and I was chairman of the search—a guy called Chuck—I'm going to blank on his name, I'll have to remember it—as the number two in Physical Plant; so, that was one of the subterranean issues in the ouster of Keller was the deep resentment of the blue collar trades groups in the Physical Plant who had two black men saying there were going to be major changes in this organization and that was more than that culture could stand. They began leaking

fence stories and then began leaking stories about cost overruns, in part, to get back at Bill Thomas and to get back at David Lilly for appointing Bill Thomas.

CAC: Heavens.

AP: What happened was, David Lilly was ill that fall and not on the . . .

CAC: With a very serious heart condition.

AP: Right . . . not on the campus and, in my personal opinion, ducked his appropriate responsibility for being in command of the Finance and Operations Physical Plant part of the university and Keller, a fault of his, liked the limelight. Keller was very much an hands-on person and was ordinarily just extremely successful in defusing problem situations; so, he stepped into the spotlight over the fence and the kitchen and, in part, another characteristic of Keller . . .

CAC: Not gratuitously . . . he didn't have to.

AP: He didn't have to because it was the Finance and Operation. In fairness to Keller, another characteristic, in addition to stepping into the limelight and solving problems, which he was good at, he was very much an hands-on person. So, I don't know this but it wouldn't surprise me that some of the changes in the Eastcliff kitchen, or floors, or whatever might have been approved by Ken, in his sort of engineer's hands-on way. The other factor that I think is extremely important in understanding all of this is that Ken was mentored by David Lilly. David Lilly is sixty-eight, sixty-nine, seventy years old, knows the community. Ken knows he's an outsider, knows he's lived a kind of insider's quiet faculty life; so, he looked to David Lilly to guide him to the business community. David Lilly says, "You've got to get some decent clothes. This office is a mess. The president's house . . ." The president's house had been falling down.

CAC: Oh, indeed it had been.

AP: In fact, the Magrath's started the repairs, the idea of repairing. In fact, even before Magrath took the other job, there was a small working group—I happened to be part of that—to repair Eastcliff. So, you have a jumble of ironic circumstances contributing to a kind of blowup that got out of hand. Let me summarize what I think they are. One of them is the hostility of race where the Physical Plant was eager to leak to get back at David Lilly for the African-Americans in their midst—nothing to do with anything else but they're angry.

CAC: I understand.

AP: Another issue is Ken's propensity to be able to fix almost anything, the irony, the accident of the absence of David Lilly . . . so the fixer was Ken himself, which focused all the attention

on him. Another ironic coincidence was there was a newspaper war that fall and the newspapers were vying each other for sensational stories.

CAC: Between St. Paul and Minneapolis?

AP: Between St. Paul and Minneapolis, so that everybody was out for anything that was newsworthy. So, that was another factor in the situation.

CAC: Let me back up just a minute because as a faculty person around the university for a long time and chair of a department, I know that there is a cultural but also a pragmatic distance between the teaching and research faculty on the one hand and Physical Plant on the other. Maybe, that's not true but I perceive it to be the case that there are constant complaints about Physical Plant . . . I mean for forty years.

AP: Right, exactly.

CAC: This is nothing recent with lack of money and so on. I wonder how this fits into the story you're telling?

AP: Yes, a couple things, I think, fit in. Another thing I think you look to the leadership and how the leadership handles this. For years and years, Neal Sherburne was a regent and the University of Minnesota was largely a union shop . . .

CAC: All through the Magrath years.

AP: And nothing ever went wrong or got out of hand while Neal Sherburne was a regent. The regent that succeeded him . . .

CAC: What are you suggesting [unclear]?

AP: I'm leading up to that.

CAC: Okay.

AP: There's always a union seat on the board of regents . . .

CAC: There was in those days.

AP: Right. Was it David Roe?

CAC: Yes.

AP: He was a regent in the Magrath/Keller crisis years. I think he and McGuiggan, a dentist from southern Minnesota, allowed themselves to become captured by a union point of view and allowed themselves to carry the anxiety, to help publicize. They were in part the conduit through which these leaks occurred.

CAC: I see.

AP: I don't think they probably even knew what was going to happen . . . no one could have predicted. But because David Roe was less of a statesman than Neal Sherburne and could balance the interest of his unions with . . .

CAC: But a small town dentist seems a strange ally in that.

AP: But if you think of the kind of right-wing, anti-African-American, anti-Jewish . . .

CAC: Okay.

AP: . . . more provincial point of view . . . he's not one of our boys. Then, you add to that the natural tension between the academic side of the house and the Physical Plant side of the house . . . There weren't key leaders who might have poured oil. Again, you've got this accident, this freak accident. Instead of having a Sherburne who would have been able to calm things down, you had a David Roe who was less statesman like, more partisan, and didn't like Keller . . . again, another factor in this chain of accidents.

CAC: Okay, well! we are leaping ahead but that's fine. I think a kind of spontaneity in an interview is just swell. Let's kind of back up. You've talked about your first introduction and your first portfolio that you had. What kind of other portfolios did it lead to? I'm kind of looking at following a chronological line on your career.

AP: Right, exactly. I then had a similar responsibility for something called Section 504 of the 1973 Rehabilitation . . .

CAC: That's pretty technical.

AP: . . . and that was handicapped access. These almost parallel regulations were written to the Title IX regulations about all kinds of ways in which the institution had to have access and my job was to lead a task force. In each case, I had about a thirty member task force. They worked for about two years going through the institution from stem to stern. I would go to Duluth. I would go to Morris. I would go to Rochester. We had to have, for the federal government, written reports. So, it was a perfect thing for a sort of young graduate student, just out of graduate school. The other person in Walt Bruning's office was Gary Engstrand who is still at the institution. He generally ended up with athletics. I ended up with more general portfolios.

CAC: I'm guessing that you must have found a relative lack of access throughout this university as far as their buildings are concerned?

AP: No, interestingly not.

CAC: Okay.

AP: There was a man whose name I can probably pull out . . . whose daughter was a nurse. He was in the Physical Plant, probably number two, three, or four. This daughter banged on her father and so we were always one of the leaders in curb cuts and one of the leaders in . . .

CAC: When I came here, you couldn't get into Ford Hall, for example. There was no way you could enter on a level. You had to go down or you had to go up.

AP: This would have been early 1980s, I'm guessing, this 504 stuff. You're right. There were certainly buildings that weren't accessible but there was a lot of attention where they could quietly do it.

CAC: Cut through a special door?

AP: Right . . . cut through special doors and were ahead of the curve. We had been working as an institution quietly through this man in Physical Plant. Again, it's interesting. Notice how a wise thoughtful leader in a key place can do a lot and the lack of wisdom can do a lot of damage. I'll dig around and remember the name, I hope. We were in pretty good shape. We had through the Psychology Department sort of the very strong tradition of . . . The great Maynard Reynolds in the College of Education was a national leader in mainstreaming.

CAC: In special education.

AP: Special education . . . so there was a very strong tradition and ethical response in the institution to a lot of the issues, adaptive things for learning disabilities, adaptive educational readers and interpreters, and this sort of thing.

CAC: And that early on?

AP: Yes. I soon learned in both Title IX . . . I should say that one of the things the institution did, we were one of the few institutions in the country to get a state appropriation to equalize funding for women's athletics, which we still have.

CAC: That was a portfolio, too?

AP: Gary Engstrand and I worked together on the Title IX. He did most of the research and writing on the athletics part; so, he gets most of the credit. I think, I, in a tiny little way was

very [unclear], very happy to [unclear] because I was part of the—Vivian Barfield, the second women's athletic's director—group that helped hire her, bring her in. I wasn't on the search committee. She reported to Nils Hasselmo who was president.

CAC: Vice-president.

AP: Vice-president and the vice-president for Operations oversaw intercollegiate athletics. So, I remember Vivian well. I have an interesting story about when Vivian left and when Jean Wilson didn't leave. That's a very interesting cultural artifact. Because of my experience with women's colleges, the idea of separate athletic institutions for women, separately administered, seems to me, and does to this day, a sensible option. Almost all the other Big Ten schools went the option of the women's athletic director being number two in a unified department but because of my strong women's college tradition, I was perfectly, was and am, comfortable with the idea of a separately funded, separately structured, parallel women's athletics department.

CAC: Who upstairs was on that side and initiating?

AP: You'd have to ask Gary. I think Vivian Barfield and the woman before her. There had been that tradition before and I don't know why. I don't know what reason it was that Minnesota took that route but at least it was always very comfortable for me. It has allowed the women the chance to be the major leaders and run their own show rather than the subsidiary figures in a men's athletics department.

CAC: You're telling a story of having diverse portfolios but everyone of them leads you to larger administrative contact and understanding.

AP: Now, it's time to jump to strategic planning.

CAC: You mean that's your next portfolio?

AP: Yes, long-range planning.

CAC: Wait. How many years were you doing these other things you were talking about?

AP: Probably three or four years, probably 1976 to 1980.

CAC: What I'm suggesting is you were learning things beyond the portfolio?

AP: Yes, yes, and in a position to attend regents' meetings regularly.

CAC: Ah ha. You were getting informally the cast of characters?

AP: Right, exactly and then meeting everybody through both of these task forces, meeting the chancellors of all the coordinate campuses, meeting faculty, just boat loads of experience meeting people. My favorite 504 story is Waseca, going down to Waseca, going into a welding lab, and saying I was in checking and probing whether persons with disabilities could enter this lab and work in it. The man lifted up his visor and said, "We haven't had a handicapped here but we had a girl once."

CAC: [laughter]

AP: Then he flipped down his visor and went back to his welding. I've always liked that as a story. My other story about the different cultures of the coordinate campuses is that if you can manage to go to Morris and Crookston on the same day, your food ecology is very good because Morris is very Spartan on the food and Crookston overfeeds you. I remember flying around on the university plane with Walt Bruning my first week at work to prepare for this Title IX. We flew to Duluth. We flew to Crookston. We flew to Morris. I drove to Waseca, I think, to plan this study that we were doing; so, I've had a remarkable exposure to this institution.

CAC: Were you aware of the size of the air fleet at that time?

AP: Right. The University Air Force, as it's called.

CAC: Yes.

AP: I always heard that [Malcolm] Mac Moos bought it over a two martini lunch.

CAC: It comes to be a serious matter with the legislature.

AP: Although, I always in fairness, used to see the blood and it ran emergency runs, as well. So, you would see just sitting in the plane the coolers where there would be blood, and organ transplant parts, and tissue and so forth.

CAC: I see. Instead of helicopters, they're using the president's air force?

AP: Right. Actually, it was a rental basis. Any department that used it paid the rental fee; so, it was less of a perk. The Ag Extension people used it a lot. I think it sounded worse than it was.

CAC: It comes to be an anti-university talking point in the legislature.

AP: Right, sure.

CAC: I didn't mean to interrupt the flow. You have these different portfolios and you're learning Morrill Hall and the coordinate campuses. You're learning lots just by having what are important but relatively modest portfolios and you're very young.

AP: And I'm young or probably older than I should be because of being a woman. I had gotten my Ph.D. later. In 1976, I would be . . . I'm going to reach for a pencil . . . you can tell why I didn't take the financial aid job.

CAC: [laughter]

AP: I was thirty-five when I got my Ph.D. and entered the university. I was young in university service but not a child in terms of not twenty-six.

CAC: And from your family, you're paternal family, but also the family you married into, you knew your way around?

AP: Oh, that's right. I knew Gerry Shepherd and people like that. Pete Kolthoff was a dear old friend. I'd forgotten about that. I knew a lot of people.

CAC: Is it relevant to talk about that just very briefly . . . the circles that were opened up, who surround the university?

AP: Sure. Pete Kolthoff was a kind of fun example of the world renowned World War II scholar. I first met him as a young bride. He would come out swimming to my mother-in-law's house.

I'll never forget, he gave us a wonderful—which I still have and use all the time—silver pie . . . something to serve pie with. I would have lunch with Pete.

CAC: How did he know your husband?

AP: Because my mother-in-law and he were very good friends. He was a dear family friend and she got to know him through some other person that she knew. So, Pete would go for Sunday lunch . . . not quite a member of the family but probably a regular visitor. Gerry Shepherd was a regular visitor at my mother-in-law's house.

CAC: Because she was cultivating . . . these are both engineers.

AP: Good question. I'm not sure how she met them. They also knew . . . what was his name who was the acting president for one year?

CAC: Richard Sauer?

AP: No, the one earlier. The dean of CLA [College of Liberal Arts]. "Easy."

CAC: Oh, E. W. Ziebarth, yes.

AP: "Easy" Ziebarth. She had gotten almost her Ph.D. She had gotten a master's degree in French and graduated summa [cum laude]; so she kind of knew people and she knew writers, and musicians, and people like that; and I think that writers and musicians would kind of have university affiliations.

CAC: I've been pushing on it and it's not a major matter but one looks at mixtures of cultures. When David Lilly comes in, he's shocked—I have an interview with him—by how things are structured and how business is done in the university setting. Then, you have a very limited but elite group of faculty who are well socialized in the community beyond the university itself. I think that this plays a part in what I'm calling the culture of the institution.

AP: I would argue. I did some work on . . . I'm trying to remember now . . . the dean of the Graduate School who has the lecture series . . . not Johnston, not Ford.

CAC: Blegen?

AP: Not Blegen. I'll remember it. He was the one that was in Creel Commission in World War I and my sense was from researching his life, that he was much more active in the international and national business and cosmopolitan communities than was the pattern when I began to see the university. Another friend of my mother-in-law's, Allen Tate, was around.

CAC: He was a southerner.

AP: That's right. She was a very good friend of another writer, Robert Penn Warren, and people like that. Somehow during World War II, she was probably . . . She came as a young bride with intellectual interests. My father-in-law had zero intellectual interests but she would entertain and cultivate a lot of the symphony types and university types. A few of those I would see. I think Gerry Shepherd had retired by the time I went to work for the university. She was a dear friend of Meredith Wilson's. I had forgotten about that.

CAC: Ahhh.

AP: Very dear friends . . . and Marian . . . still are very close to them.

CAC: Your husband, Steve, picks this up, too?

AP: Right. They would come back periodically. I can remember going to Eastcliff for the first time with my mother-in-law to visit Mrs. Wilson. She also gave us a wedding present. My great grandfather gave Shevlin Hall in 1906 or so. So, the family had some connections to the university.

CAC: I didn't want to divert us. One of the things I'm trying to emphasize this summer and fall is the community and institutional relationships and where they come from. Again, it comes to be a matter of very indirect and friendships very frequently more than formal relationships.

AP: I think that's probably true, informal networks back and forth sort of make things happen.

CAC: And you were comfortable with these?

AP: Yes, yes.

CAC: That makes you more useful and functioning better in these various things you're doing in Morrill Hall.

AP: One other administrative piece that we need to mention, about 1980 . . . Bob Stein was vice-president when Walter Bruning left and then, Nils Hasselmo. They got the strategic planning portfolio. It was called long-range planning in those days.

CAC: And Magrath gave it to them?

AP: Right. The first long-range planning . . . Carl Adams, interestingly enough, was the architect. I learned all I know about planning from Carl.

CAC: Say something about him . . . where he came from.

AP: Carl was, and is, a professor in the School of Management. He was one of the "whiz kids" under the Vietnam War under Secretary [Robert] McNamara.

CAC: Heavens! I didn't know that.

AP: His field is operations research and more recently decision sciences. I always love the fact that the university hired him sort of as a faculty member part time to do strategic planning, even though his field was not planning that didn't seem to bother anybody.

CAC: He came aboard with that kind of divided assignment?

AP: No, he was a regular faculty member in the School of Management.

CAC: I see, okay.

AP: He had been on a committee and they had gotten to know him.

CAC: His talent and interest showed forth?

AP: Right, but he was not specifically in the discipline, in the management field of planning . . .

CAC: Ah! All right.

AP: . . . which is a little ironic but he got everything going. I remember very elaborate architecture and a committee was established. I still carry with me the point that Carl believes—I'll be interested to talk to him to see if he still believes it—that the purpose of planning a structure is architecture, agenda, and assessment. You design the architecture of the planning process. Who plans? How do they plan? You set the agenda for the issue . . .

[End of Tape 1, Side 1]

[Tape 1, Side 2]

CAC: We're into planning, picking up the Carl Adams' planning design or flow.

AP: Right. It was called long-range planning in those days.

CAC: You're saying that it's this architectural model then that comes to be an important one in applying to other forms of planning?

AP: It became the university's planning model.

CAC: Okay. I'm going to interrupt with a devil's advocate . . . if what you say is true, why do we have so many awful buildings?

AP: No, this is not physical planning. This is strategic planning in terms . . .

CAC: But you were talking about architecture.

AP: No, I meant the architecture or the design of the planning process, not architecture in the sense of . . .

CAC: I'm sorry.

AP: No, no.

CAC: All right. I'm glad I asked the question.

AP: Right. The three functions of a planning process are the design of the planning process itself, creating a process to identify the key strategic issues that the institution faces, and then the assessment of how well this planning process . . . and it's principally academic planning.

CAC: Okay.

AP: The key strategic issues for the university, I think, has been—although we probably didn't recognize it—Can a large institution with a research mission, a land-grant mission in an urban presence, play all of these roles compatibly, be supported by the state for these roles? I think that's one of the biggest issues for Minnesota.

CAC: I don't see the static. I don't see the conflict. Say a bit more.

AP: I think one of the conflicts is, for example, the research mission hopes that the university can attract, and fund, and retain, and be funded for the very finest cutting edge research that there is in the world.

CAC: Okay.

AP: This is the rock bottom tradition at Minnesota. Michigan State, for example, which is only the land-grant institution, has a very different kind of research.

CAC: More applied?

AP: More applied. There aren't very many institutions in America that are all three at once: urban, research, and land-grant.

CAC: Ahhh.

AP: Let me go into my land-grant spiel, which is, What does land-grant mean? It has four different discreet meanings that have shaped this institution and the term comes from the Morrill Act, of 1865 I believe, which created through the sale of public land, the granting of these lands . . . the dollars from these land-grants were going to support state institutions. A number of institutions created separate institutions but at Minnesota there was already the infant University of Minnesota; so, we kept it in the same hands, the same pot. The key to understanding land-grant is the forms of innovation that the early practice suggested. It was the new subjects that would be added to the classical liberal arts curriculum—engineering, military science, agriculture—new receptivity to very applied forms of study—field work, case work, field studies—not that the classical curriculum wasn't sensitive to these things; but there was a particular predisposition through the agriculture experiments stations and through the lab schools. There was a very strong applied tradition that floated in through the Land-Grant Movement. Another form of innovation was greater receptivity to access for the working and industrious classes, including women; so, that you got new students, new clients, new forms of study, and new funding. That began to shape different sorts of institutional life. A little bit later, as you know in the nineteenth century, you have the Germanic research university, which created the model of the university as an ivory tower, the university as separate from and apart from the

community doing research and scholarship, the learned scholars model. At Minnesota, we had both of these intersecting and then we had this quite strong tradition of town gown interaction . . . Governor Pillsbury and the leaders of the community back and forth with the university.

CAC: I see.

AP: If you look at all the other universities in the country, you don't have generally this three . . . East Lansing is not Minneapolis and St. Paul and the state capital.

CAC: Nor is Columbus or . . . Champaign-Urbana, Iowa City, and so on.

AP: Right exactly. So, that you have a much more urban civic culture, a cultural life, than Northrop Auditoriums of the world—I'll get to that when I get to my Continuing Education/Extension interactions, town gown interactions. Fundamentally, in my view, the three factors of urban, research, and land-grant all uniquely intertwined, probably more than anything else, shape Minnesota and give us a breadth and cosmopolitan . . . You generally find more of everything at Minnesota, and of a better quality, and of a more deeply moral, ethical bent than anywhere in the world. Anywhere you look, you're going to find this propensity to get into the community and bring this knowledge from the mountain top to work for, you know . . . better state politics, the Hubert Humphrey kind of idea. It's a rather unique tradition, I think, among institutions in the world for its breadth. You've got all the Health Sciences. You've got all the Social Sciences. You've got the extraordinary education, the very good psychology. Minnesota is a state that, from the Scandinavian socialist traditions I think, believes that institutions can solve problems; so, you've got a kind of Victorian morality and you've got a Scandinavian carpentry receptivity to practical solving the problems.

CAC: But you also have a state of very limited resources?

AP: I think the key strategic issue—since I've been here—the underlying strategic issue has been that the dream that I'm talking about of "all things to all people" has become less and less possible because of reduced resources. So, it has been trying to work out ways in which we can preserve pieces of this very large mission and still finance them and manage the attention that they require. I would say that the key strategic underlying theme has been, What are the different alternatives? Commitment to Focus was a product of . . . let's recognize our area of greatest uniqueness, which is the research mission, and focus on that.

CAC: But that ran against other cultural values?

AP: That ran against other deeply felt cultural values and people, I think, unfairly thought that that attention was going to take away from the outreach and service missions that were equally important to different constituents.

CAC: At that time, you thought not?

AP: I thought not. I thought, and think, that they could have both been managed. I don't think Ken was as tactful as he might have been—I know he wasn't as tactful as he might have been in reassuring anxious constituents.

CAC: Including many faculty?

AP: Yes. I think he had some characteristics . . . As an engineer, he was very much of a hands-on person. He wasn't a good delegator. He wasn't the most charitable person. He was very self-centered. He had a kind of [Hyman G.] Rickover . . . Rickover was his mentor. Rickover, as you know, was very harsh on subordinates.

CAC: Did Ken work for Rickover?

AP: Yes, Ken was one of Rickover's . . . I think as a graduate student.

CAC: Good heavens. Okay. I'm interviewing Ken this fall. He's going to be on campus every Monday.

AP: Good. It will be interesting to ask him about Rickover.

CAC: Yes.

AP: Ken would upbraid people, just unmercifully in meetings . . . small underlings from HECB where there was a number wrong and it wasn't important.

CAC: Those initials mean what? I'm thinking of people listening.

AP: Higher Education Coordinating Board.

CAC: Thank you.

AP: Somebody would come over and present some numbers. Ken would sit down in any meeting and finding a number wrong would upbraid whoever had the number wrong. That wasn't necessary. He couldn't help himself. He was so much the competitive, combative personality. I think that did him a lot of harm because people who were defenseless were savaged by him. It was not his finest characteristic.

CAC: It's hard to fight back to a president much less when the president happens to be of this disposition.

AP: Right. He didn't do it often but he would do it often enough that I think people were terrified of him. I think he didn't do what one might have to reassure . . . and I don't think he saw. He was not an amorphous the way I have a sort of ecological view of this institution

flowing. Ken used to say in an engineer's way, and he did say, "We are the only urban research and land-grant institution." He understood that but he couldn't make the pieces flow together and make them . . . He didn't seem to have the human qualities to blend the parts. He could design them as an engineer would but he couldn't blend them.

[interruption in interview]

CAC: We had a brief interruption with a telephone call. We were on the large issues of conflict of values of the land-grant Institute and the way that Mr. Keller . . . the talents he brought to the job.

AP: Right, whether he was the right one. One of my theses on the leadership of Magrath, Keller, and even Hasselmo is that each of them—and I think each of us in the academic community—one of the clues in how we function as an administrator is what our academic discipline has been . . .

CAC: Ahhh!

AP: . . . and how that academic discipline shapes one's approach to problem solving. Let me give some specific examples.

CAC: Good!

AP: Peter Magrath was a political scientist and, I think, his dissertation was on a constitutional issue involving something like land-grants in the nineteenth century and constitutional issues. Some of the earliest issues that he got into, particularly the NCAA [National Collegiate Athletic Association], had to do with constitutional rights of property of athletes and their right to an education. Was this a property right or an economic right even if you discontinued a student? Peter was a pretty good politician, I think, in some ways but I think he viewed the institution as a series of political and legal issues that were being debated back and forth.

CAC: And yet—if I can interrupt a moment—his career as a traditional scholar was very brief. He was in administration almost at once.

AP: Right. He was at Brown.

CAC: And he was at Nebraska. He was all over the place.

AP: I think he never felt at home in Minnesota. I knew him, strangely enough, quite well for a couple of reasons. Because of the fight with MPR, he was on the phone in our household as much as Walter Bruning was; so, that I sort of would pick up the phone and got to know Peter and Sam . . .

CAC: Was that an issue that he really had to address at the presidential level, in detail?

AP: I don't know why it was . . . I think because the MPR Board was pretty powerful and they were bringing some pretty heavy duty political pressure on the president.

CAC: Okay.

AP: I don't mean that he was on the phone a lot but I somehow at least got to know him. I remember going to Eastcliff when he was recovering from . . . what was the disease that he had?

CAC: Guillain-Barré.

AP: Guillain-Barré disease, that's right. I got to know Sandra Magrath. A key, I think, to Peter in his first administration was he was a graduate of the University of New Hampshire. His father was Italian. His mother was Irish. His father had been an engineer, or something, in Ethiopia between the wars; so, Peter had some experience out of the country. He ended up at the University of New Hampshire where he graduated first in his class. His wife, Sandra, graduated second in her class. She was a very plain, homely person who, it was pretty apparent, sacrificed her personal development to his career. But she was not a person who was at all comfortable with the ceremonies of the president's office, the life of the university. She, I think, shrank into herself and ultimately they got separated. It was too bad because I think, Peter, therefore, not having as much hands-on American experience, having been abroad when he was a boy, marrying extremely young the young woman right out of college, had what I would call the Eugene McCarthy late-blooming adventure. He had been so sort of constrained and duty bound that he then married Diane Skomars who had been a member of my Title IX task force and was the director of the Student Activities Bureau. She was, and is, very pert and sort of perky. She had called him for a date. I remember Jeanne Lupton being sort of astounded that this had occurred and I think on very short order . . .

CAC: I think she was also in a divorce proceeding?

AP: Right.

CAC: She called him to counsel him on the tensions of divorce.

AP: Or something, right. So, she took him to lunch and she's very pert and perky, was and is. Jeanne Lupton, I think, was sort of horrified that this kind of developed. Jeanne was at that time assistant to the president. Peter then as I recall, quite quickly, married Diane and the whole life of the university changed. There were theme dinners at Eastcliff, and he would be in Lederhosen, and Diane would be in a German costume. Then, there would Hawaiian night and they would be in Hawaiian costumes; and so, from a very reluctant presidential spouse, the institution went to a very insistent definitive . . . You remember the book on the role of presidential spouses? I always thought it was a little unfortunate because Peter never was very

active. He was shy personally. He was never very active in the business community. Diane pushed him more in this direction but her instincts were very middle America and very student affairs rather than academic. So, that this kind of town gown connection . . . I remember John Pillsbury being sort of faintly horrified at the Lederhosen and the entire theme dinner down to . . . everything was sort of overdone in those days, a sort of frenetic . . . Marian Wilson would never have presented Eastcliff in that fashion. She got into the tours. Remember there were tours of the bedroom?

CAC: Yes.

AP: It was too much. For awhile, even the taste of the institution wasn't totally reflective . . . it was more reflective of Diane's taste than more conventional . . . I have a sort of view that the president's office should always reflect—and this is a Smith College view, by the way; Smith does things fifty time better than the university does—everything that the president is affiliated with should reflect the very best sensitivities and taste of the faculty in a particular discipline; so, the art should be superb, the music should be wonderful, the food should be fine—it doesn't have to be elaborate—the flowers should reflect well. Everything should be done beautifully. That was not the case in that era.

CAC: Another interviewee paused for a long time and said—commenting on the same thing—“Well, it was silly.”

AP: [laughter] I think it was Peter's fault. He didn't have any sense of community or institution. He had a sense of politics and trade-offs but, again, not a human sense; so, none of this made any difference to him. He was probably as indifferent to this as could be. Then, I think however, he did have a kind of withdrawal into his marriage and a kind of . . . the hell with you kind of attitude as problems began to emerge. He became more concerned with his personal happiness than with the welfare of the institution.

CAC: Sometimes I wonder whether that debilitating illness played a role in that transition as well.

AP: Or, what I think it was, less than the debilitating illness, was that he had always been nose to the grindstone, married the dutiful wife, followed the career, and had never thought of a more personal side of his life.

CAC: Having a good time.

AP: So, sort of the way Eugene McCarthy had a belated youth . . . I think it's a belated youth that sometimes men have, and you become self-centered the way a teenager is, and kind of rebellious the way a teenager is. People that repress that . . . it sometimes comes out in very inappropriate stages in their lives.

CAC: Yes.

AP: So, I think he left pleased to be gone and was no longer enjoying the job. I think he never had a totally huge sense of the institution and its traditions.

I have one other wonderful story that illustrates . . . Ken Keller had a pretty good sense, as I've said earlier, of the urban, research, and land-grant. His problem was that he didn't have the personal skills to blend these. The other problem Ken had was that he had an unfortunate impression that he could solve anything if he just brought two people in the room and they talked it over. Ninety-nine percent of the time, he was right. He could bring in two people and he could get them to reason and solve it. That led him in two unfortunate directions. One of them was he didn't delegate because he thought and perhaps he could do this problem solving better than anybody else. But what he didn't realize was that people would be mollified and the problems would be solved temporarily by his magnetic personality but they'd go away and unease would set in; so, these problems that he thought he'd solved . . . and particularly these anxieties over the role of the institution, or the respect shown to different quadrants of the institution, or the respect that legislators . . . He could snow legislators for a short time but then they would go back home and say, "Maybe, not." When he got into the fight of his life over the fence and the kitchen, he thought . . .

CAC: And the reserve funds.

AP: And the reserve funds . . . he thought if he was front and center, he could again solve these things. The tragedy was that all of these other factors that I've mentioned earlier—the anti-Semitism, the anti-blacks, the newspaper war—got out of hand.

CAC: How does the anti-Semitism express itself . . . certainly not overtly?

AP: I think it doesn't express itself overtly but I think that people like Regent McGuiggan were just not comfortable with Ken and were not comfortable with intellectuals. Ken didn't have a smooth way of courting them; so, he was prickly with them and they kind of knew it. It may have been as much anti-intellectual as anti-Semitism. That was just a small feature I think, not a huge one. You ended up with this sense that the Physical Plant was nervous, the outlying areas—the coordinate campuses, Crookston and so forth—were nervous . . .

CAC: Yes, you bet.

AP: . . . the labor movement was nervous for this other reason of the anti-African-American . . . the changes that were maybe going to be being made. David Lilly can't have made them feel secure. Here's this captain of industry overseeing us. There were a lot of anxieties and Ken, instead of really understanding in a sort of visceral way—I don't think any of understood how difficult they all were—kept thinking he could solve them. I think if anyone of several factors

hadn't been present, he probably would still be president. That's how close I think it came to being a sort of act of the gods and a kind of a fatal encounter.

CAC: Whoever writes the sequel to James Gray [*University of Minnesota: 1851-1951*] has really got to figure this one out.

AP: Yes, that's going to be tough.

CAC: And it's a very complicated historical issue, moment in the university's history.

AP: Yes.

CAC: I think your comments are very helpful. That's where we were before we were interrupted by the telephone was that a person's discipline makes a difference.

AP: Right.

CAC: So, you've observed three really. Someone else will interview lots of people about Nils but you have a sense of that as well?

AP: I'd be glad to share Nils because he followed Bob Stein as vice-president for Administration and Planning.

CAC: That's right.

AP: So, I worked intimately . . . Gary Engstrand and I were Nils's really only two staff; so, I have a number of stories. First, how did his discipline shape him? He was born in Sweden. His mother was a teacher. I'm not sure what his father did. They were not poor . . . I would say of modest means. Nils went to the University of Uppsala, got his bachelor's degree and came over for a second bachelor's degree to Augustana College in Rock Island, Illinois. There he met Pat, his wife, who was an American Scandinavian, very beautiful, kind and they got married. Then, Nils went on to Harvard and got his Ph.D. in linguistics. He had a great mentor that I remember came to his inauguration. Nils then entered Scandinavian studies on the faculty. His dissertation was "Made in Heaven for Minnesota Politics." It called upon him to interview in small town cafes, principally around Chisago City, Scandinavian immigrants, probing the use of language patterns between Sweden and America. Well, you can't sit around small town Minnesota cafes and not pick up a fair amount about the culture of the state, particularly when your mode is not talking but listening.

CAC: Ahhh!

AP: He's a very good listener and he has a very good sense of cultural institutions. I think one of my small triumphs occurred when I was in Continuing Education in about 1990 after Nils had

become president. The university had a whole day in North Minneapolis and it was seeing the MES offices up there.

CAC: What's MES?

AP: Minnesota Extension Service office up in North Minneapolis. It was going to a clinic that the hospitals had in North Minneapolis. My part of the day to organize was Continuing Education and Extension's affiliation with the Sumner Library, which is just a gem of a Carnegie Library on Olson Highway. Continuing Education and Extension has had a program there since 1960 and with state funds, we offer low tuition—something like six dollars a credit—to the residents of that census tract. About six courses are taught in the Sumner Library. The *doyenne* of the Sumner Library is somebody, who even in this feminist day, is called Mrs. Belton.

CAC: [laughter]

AP: She is the librarian and she is a presence of impeccable dignity, impeccable presence, and very gentle and yet firm personality. She presides over the library. We arrange for Nils to come into the library. The prettiest part of the library is the children's section and we had the president and the librarian . . . There were stained glass windows in the this library—really a gem of a library—and it was afternoon; so, the sunlight was coming through the library. There were two presentations. I had found out that Mrs. Belton was going to welcome him with an African folktale. He, of course, knowing Norse legends and Norse literature, responded with a Scandinavian folktale.

CAC: [whispers] Yes.

AP: It was just an absolutely glorious interchange. There is a little article that I can get to you in the paper about this little interaction. So, he's awfully good at that kind of sensing the culture. I've been with Nils many times, in different parts of the state, as president. One of our great adventures was we set off at six in the morning when he was president on one of the few days when the University of Minnesota was closed for extreme cold. It was fifty below. I remember, I picked him up and Pat was looking rather cranky that we were going out in such weather. Nils was about to dash out because we decided we were going to drive his car and I was going to put my car in his garage. We were sort of horsing around with the cars and he was about to dash out without his coat on.

CAC: [laughter]

AP: Pat and I both said, "Nils, it is fifty-five below. Put your gloves and hat on. You're going to freeze to death." We spent the day in Duluth and he got lots of kudos for driving to Duluth when everything else was closed . . .

CAC: Ohhh.

AP: . . . and coming to see the people speaking on the radio and so forth. But the bad news is, of course, he got a very bad cold and was out for a week or so. I think his personality and his discipline makes him a listener. Another quality that he has as an administrator and I remember when he was vice-president, he had picked it up from Frank Sorauf. He said, "I learned from Frank when he was dean of CLA"—he was under dean of CLA at that time—"was you make a decision on the best information that you can but you move forward and you try not to second guess yourself." Now, this was not an arrogant . . . I'm always right, but . . .

CAC: Yes.

AP: . . . it's a kind of pragmatic . . . you do the best you can, and then you keep moving. We used to have breakfast, Gary Engstrand, Nils, and I, at a little cafe once a week. That was kind of our office meeting. They had homemade toast, and we were away from the campus, and so we would sort of talk over the various issues.

CAC: Frank did this all the time, also, when he was dean.

AP: Interesting. One of the issues, one of the little vignettes that I think it's important to realize because I think it illustrates the difference men and women is the story of two administrators. I'm now back to when Nils was vice-president for Operations in the early 1980s.

CAC: Okay.

AP: He had the planning function, intercollegiate athletics, emergency management, and the police department. There turned out to be personnel issues both in women's intercollegiate athletics and the police department. So, what we did was we appointed review task forces to review the functioning of the police department and to review the functioning of women's intercollegiate athletics. The director being reviewed was Vivian Barfield. She had come from the University of Massachusetts. She was kind of a quirky, individualistic person and I think had had less experience in administration than anybody had realized at the time.

CAC: She followed Marilee Baker?

AP: No, she was before Marilee Baker.

CAC: Okay.

AP: The first woman had sort of retired, had come out of Physical Education I think, as the first director. Vivian was a kind of quirky person, a breezy person, maybe wasn't the best administrator that ever lived. She got a rather critical review, sufficiently critical that on her own, she resigned.

CAC: Oh.

AP: She was not, I think, pushed but she was shaped by some fairly strong criticisms of her administrative style. Second administrative review . . . I was more in charge of that one than Gary was. We got [Bill] Finney who is now the police chief in St. Paul but was an African-American lieutenant in the St. Paul Police Department; somebody who was the police chief at Appleton, Wisconsin, who had been a chief of police at Harvard; and the third reviewer was Bill McCutcheon, who was then the police chief in St. Paul. They reviewed the operation of Eugene Wilson who had been a long time, and was, the police chief at the University of Minnesota. There seemed to be some union discontent. There seemed to be some issues about young women officers, whether there were enough of them or whether there were enough officers of color, the climate of the police department. I would have to say, having seen both reports, my impression at the time was that they were both equally critical of the incumbents, the Gene Wilson and the Vivian Barfield. Gene Wilson played it cool, kept his cards to the chest, accepted the review, didn't say much about it. The short version is he didn't resign. He didn't elaborately say, "*Mea culpa*, I will change." He just kind of quietly stonewalled it. I remember talking to Nils a year or so later and I said, "Nils, what did you think of the way Gene Wilson handled that." He said to me—and it's something I've never forgotten—"A class act."

CAC: Ah.

AP: Now, it's interesting to me that a man and a woman presented with almost identical situations, the man has the moxie and the strength . . .

CAC: To ride it out.

AP: . . . to ride it out and the woman panicked. She didn't have a lot of support in the institution. I think Gene just had the moxie that men have . . .

CAC: Some men.

AP: . . . or at least some men have from functioning. I don't think he had a huge support network and I don't think the police department was crazy about him but he stayed on for another, probably, ten years to a natural retirement. I learned a lot myself from watching those two people handle that sort of a situation. I think I realize the importance for women particularly of supporting them in administrative roles or sometimes the institution will get women that don't have quite the training; so, then they're going to flounder a little bit more in those roles. So, that was an interesting issue for me.

CAC: Although, there are some very good examples of people who never floundered, including a lot of folks here in CEE, historically?

AP: Yes, that's right.

CAC: Eleanor Fenton, for example.

AP: Right.

CAC: A pretty savvy person.

AP: Yes. I should talk about CEE at some point and its role in the university.

CAC: I think we have to go back to planning.

AP: All right. Let's do that.

CAC: Because that was the first really major thing that you were involved in here.

AP: Right, yes. You want to hear how it evolved under . . .

CAC: Under different folks, sure. The planning process that you come into is 19 . . .

AP: About 1980. Carl Adams is advising.

CAC: But he's kind of on detached service?

AP: He's paid part time to help advise and design the process, large task forces. The other key . . .

CAC: And Nils is vice-president . . . ?

AP: Actually, how am I sequencing? Because one of the things we did was we went around to the campuses. Oh, Magrath is president, that's right. In the first cycle of planning, it's this long elaborate process, a pageant of the president going to the colleges. Each college had a planning committee or a planning council. Generally speaking, CBS [College of Biological Sciences] would be the first college to design a document.

CAC: Why would you say that?

AP: Dick Caldecott . . . it was a small college.

CAC: I see, okay.

AP: And generally speaking, we would use it first for the planning meeting as a sort of test case.

CAC: That's curious. All right.

AP: The meetings took place with the president going to the colleges. That had some real advantages.

CAC: In the meantime, they had done a lot of homework?

AP: They had done a lot of homework. There was a sort of planning discussion on the planning document that the college would have submitted that was parallel to the planning document that the Central Administration was proposing.

CAC: Just a second. I want to get this straight. It is Magrath but it's also Nils as vice-president for Operations?

AP: Right, exactly.

CAC: He's really the functioning officer?

AP: Right, but Magrath would be there. It was a kind of dialog. The virtue of having them in the colleges for the first cycle was that the president was in the college and a whole roomful of people from the college planning committees could sit and hear the president and the dean of the college discuss the strategic issues that were raised.

CAC: I see.

AP: I think there were two cycles of planning under Magrath and they each had slightly different properties. There was the broad development of mission goals and objectives the first time around. The second time around, there was more of a focus on more selective strategic issues that was sort of an evolution from the earlier stage.

CAC: But it's moving toward Commitment to Focus?

AP: It's moving toward Commitment to Focus.

CAC: And do the folks know that at that time?

AP: No. I think Commitment to Focus is very much a product of Keller's insights and a product of . . .

CAC: But involves retrenchment and reassignment?

AP: Right. It involves retrenchment and reassignment. I think Keller is the architect of Commitment to Focus. Seeing that there is not enough money to support the full panoply of the university and all its missions . . .

CAC: I'm sorry to press on this. I'm kind of hearing that the early, the first phase and the second phase of planning, before Keller gets into it, is already moving toward the awareness of a decrease in funding really being one of the forces moving the process, right?

AP: Right, and there was a real sense of decrease of funding but I think in the first phase, there was less of a sense that our public persona will emphasize research.

CAC: Okay.

AP: I think the first phase, we were simply learning all the pieces, lining up the issues as to what they were in the different colleges and I think maybe that finances weren't as bad. Dave Berg would be very good on this . . .

CAC: I have had a long conversation with him.

AP: . . . sense of why and how we ended up with Commitment to Focus as an idea. So, I think the first time was simply developing . . .

CAC: But the provoking force is a sense that resources are running out gradually?

AP: Another provoking force in the early 1980s was the realization that there were going to be fewer undergraduates.

CAC: I see. So it's student demography?

AP: Student demography was another factor shaping the planning. Another factor was that planning became fashionable in colleges and everybody was doing it.

CAC: Ahhh.

AP: There was an article called "Mission Madness Strikes our Colleges" that I remember. Everybody is creating a mission statement; so, there was kind of fashion to do this. You symbolized that you were a sound manager if you had a long-range planning process. Now, that planning and that idea of planning was shaped by the Vietnam Era of . . . Again, you look at Carl Adams and his being shaped by the people out of the Pentagon, that you could shape and determine . . . Just the term long-range planning suggested the possibility of a large scale architecture that could bring order out of a big institution or a big war. I think what began to happen in the mid 1980s in the literature of planning was you moved from the idea of long-range planning which was stately, and orderly, and worked to a sort of disillusion with that. You developed the term strategic planning.

CAC: Ohhh.

AP: The long-range planning was based on an idea of process, that if you just have an orderly architecture, a clear agenda of issues, and an organized assessment, and you go through this process . . .

CAC: But don't you have to implement it? That's where the trouble comes, right?

AP: Well, part of the trouble but there were some things missing from this process. You do have to implement it but the other thing missing from this first generation of planning was any sense of strategy. There was no such thing as strategy. You were being strategic if you went through the motions of defining your strengths and weaknesses, the SWOTs analysis, writing down your goals and objectives, and following them. That was all you needed to do.

CAC: Excuse me. You used what kind of analysis?

AP: A SWOTs analysis: Strengths, Weaknesses, Opportunities, and Threats.

CAC: All right.

AP: When people were writing their strategic plans in the first generation, that was one of the key analytical tools.

CAC: That's a mean word to come out of initials.

AP: It was a key. In other words, if you go back and look at the plans, the colleges would talk about their strengths, and weaknesses, and the threats, and the opportunities . . .

CAC: [laughter]

AP: . . . and how the goals that they developed, the objectives, and the objective support of those goals . . . how if they just thought clearly enough, wrote these down carefully enough, they would be able to ride into the sunset and the whole institution would function; so, it was an organized analysis.

CAC: But in part because the crisis is not severe enough to push it along faster?

AP: Right, so there was not a frantic sense. The planning literature told you this is what you should do. Everybody in business was doing this at the same time that the university was. What happened in 1982, 1983, 1984 . . . the realization that you needed something in planning called strategy. I have a distinct understanding of what strategy is. I think a lot of people do not. I think it's crucial to the institution. You needed a strategy in four areas of your operation: a financial strategy which is how you acquire the necessary resources to run the institution . . .

CAC: And spend them prudently?

AP: And spend them prudently . . . you need a strategy for the human resources which means the management of the faculty, the management of the students, the management of the staff; you need a strategy for organization and operation. . . How do you organize the papacy versus how

do you organize a university? that's a very different set of organizational questions and you need a strategy for how you're going to do that; and then you need a strategy for how you're going to use technology.

CAC: All right.

AP: So, a body of scholars in writing in the management literature began to come out . . .

CAC: Forgive me. I'm going to interrupt you once more.

AP: Yes.

CAC: What you're analyzing here is not reminiscent and retrospective but they were the options that people understood at that time? You weren't making things up after the fact of how the process worked?

AP: No, I think, I can see in retrospect that there was this transition.

CAC: Okay, then my question is, How deeply known or how explicitly known . . . ?

AP: Not very at all.

CAC: So, it is a more drifting process than fact?

AP: It's a more drifting process and I think you begin to see as the planning generations succeed themselves, the word strategic planning will occur rather than long-range planning. One reason for this difference is that strategic planning would focus on a few strategic issues. Strategic planning would focus on a short-range set of issues. Rather than five to ten years, it would be two to three years. So, there were some characteristic differences between the two. One, the orderly stately process in which the institution would sail forward on the basis of rational analysis and the strategic planning was, We need some pretty smart strategies to make this institution function in a competitive marketplace. You began to see a few people using Michael Porter's [*Competitive Strategy: Techniques for Analyzing Industry*] five forces analysis of, What is the nature of the industry structure that you're in? In our case, it's the nature of higher education. What is the structure of that business?

CAC: People begin talking about this very explicitly and up front? I mean, the language?

AP: No, not so much. A few people are reading this but the university's planning process is probably not . . .

CAC: Who within the university is reading this?

AP: I was reading some of this stuff. Rick Heydinger was probably reading a little bit of this stuff.

CAC: And Carl Adams?

AP: No, because Carl came out of this earlier school.

CAC: Oh, all right.

AP: He wasn't a strategic planner; so, Carl, I don't think, even to this day . . . if you talk to Carl about planning, I don't think he'll say a word about strategy.

CAC: Okay.

AP: Carl by this time . . .

CAC: And Nils is not aware of it or Peter Magrath?

AP: Nils is not too aware of it. Nils, of course, had been director of strategic planning under Magrath. He then went to Arizona.

CAC: Yes.

AP: Ken was such a dominant personality that strategic planning took on his personality.

CAC: Although, he had Roger Benjamin there to do some ideological stuff for him?

AP: Roger Benjamin wrote one paper that I remember that talked about the role of the liberal arts in the university, and I think that that helped shaped some of the redefining of the liberal arts that occurred alongside of all of these grander planning schemes, and I think led to some of the issues on the primacy of the liberal arts and the liberal arts distribution requirements. So, that did take place but Roger, I think, was here such a short time. He had done some planning at Pittsburgh that I think helped get him the job that he got. The paper on the liberal arts and his experience at Pittsburgh . . .

CAC: He was also a kind of third wave fellow.

AP: What do you mean by the third wave fellow?

CAC: I mean all of this futurism business. In that sense, he impressed me as more ideological.

AP: Right, and he probably was.

CAC: And more faddish?

AP: Maybe. Maybe a little bit faddish.

CAC: I don't want to give you words.

AP: I don't have that strong a sense of Roger's impact on the system. He was here for such a short time.

[End of Tape 1, Side 2]

[Tape 2, Side 1]

CAC: We're talking about the planning processes that move from mission, I guess, to strategy. Let me summarize so we get caught up after a brief break. The process itself was informed and had structure but while you're in the midst of it, the analysis you're giving now, fifteen years after the fact, was not fully known while you were going through it . . .

AP: Right.

CAC: So, there's a lot of stumbling in this process? There just has to be.

AP: Right, and I think there was a lot of faith that planning was a kind of magic. I think we gradually realized that it wasn't magic and that it had to be streamlined, that too much task forces, too much deliberation, too much long-range [unclear] review wasn't going to work and that we had to be more tactical and that we had to be able to respond more quickly to crises. I think that one of Ken's great contributions was to develop a financial strategy to basically justify the maintenance of the entire institution in its current form. I'll want the listener of this to double check with David Berg, who's a far finer financial analyst than I am . . .

CAC: I have a four-hour interview with him.

AP: I hope that I'm right on this. My impression of Ken's great contribution was that he foresaw—as did lots of people—that with the enrollment decline, the University of Minnesota might lose resources from the state if there was an understanding that there would be a per student funding formula.

CAC: Which was kind of matter for fact for a long time.

AP: That was the way it was done; so, his contribution was to develop a principle that the university would not lose funding when the enrollments drop but would keep at a steady state and that if the state would guarantee those funds as the enrollments dropped, that it would be an enrichment of the per student funding and that without more money from the state, the same

quality could be maintained. I think that was a fundamentally pretty smart strategy and a pretty creative way to structure things.

CAC: Except it ran into competition with other systems that were demanding money from the legislature in a time of shrinking resources for them.

AP: Right, exactly. I think it worked for awhile. I remember I was in the room when David Berg said, "Ken, this flies counter to human nature because the per person funding is such a deeply ingrained human instinct that I, Dave Berg, don't think it will work forever." And I think he probably was right. One of the other strategic planning questions in the state politics and the position of the university in the state was . . . as we sit today in 1995 with a very large composite MNSCUE, which is a name that I can't do the acronym for . . .

CAC: How do you spell it?

AP: M-N-S-C-U-E.

CAC: Okay.

AP: I think it is a compilation of the community colleges, the technical colleges, and the state universities, all together in one large lump. In the early 1980s, the university was the giant and now these other systems are, in fact, larger. These combined systems are larger than the University of Minnesota and I think that the loss of political impact is going to be difficult.

CAC: I sense this is a process of the 1970s? It's when the state universities and the community colleges really take off?

AP: Right. They took off but I think it's really the early 1990s when they came together. They were fighting with each other and they weren't aggregated but all of a sudden this gigantic behemoth sitting with an institution in every legislator's district asking for funds and asking for funds for applied purposes . . . I think that one of the political dilemmas for the successor of Hasselmo is going to be that the era of the great research university as an institution, as an institution automatically garnering respect and affection and focus, is over. I think it's going to be very difficult . . . and you may say, Why is this era of the great University of Minnesota over? I would point to about six different things that I think have happened that account for this change. One, is the loss of the sports teams, the loss of the dome. Minnesotans will tell you about listening to the radio to the Golden Gophers in the 1940s. It was the only big sports team in the state . . . Bernie Bierman. There was a kind of sense of incredible invincibility that to the citizens was symbolized by the football team.

CAC: Now, Ann, you're an historian. How does one demonstrate that . . . beyond hearing lots of people say that it was the case?

AP: How did I discover that this was the case since I didn't live in the 1930s? I remember going to a cabin in Minnesota, a duck hunting cabin, and looking through the old logs. Every fall Saturday, they would come in from the duck hunting and they would have listened to the Gopher games on, presumably, WCCO radio, or whatever the radio was. It was the focal point of their life. Knowing people of an older generation . . . I used to know a lot of people who the high point of their life was coming over to the outdoor stadium. They had season tickets to the games.

CAC: These are community folks but many of them well placed?

AP: Very well placed . . . boxes, the governor's box and the Pillsbury family always hung on to the box that they'd had from the old days. And it wasn't the only thing. The Minneapolis Symphony was on Northrop Auditorium; so, people came to the campus for that regularly. The opera came and people came to the campus for the opera. There were a lot more magnets that have kind of disappeared. Abbott Northwestern Hospital was a minor community hospital, not as it is now a thriving rival health care delivery system.

CAC: I see. Yes, you bet.

AP: The bad news of Dr. [John] Najarian . . . there's a sort of faint whiff of problems. There began to be whiffs of problems.

CAC: Before then, Ken Keller had to face the Madison [Wisconsin] scandal with the basketball team.

AP: The Madison scandal with the basketball team. So, there began to be sort of stories in the 1980s that came out of the institution. You had the demonstrations in the late 1960s, the demonstrations on the Mall. In other words, all institutions, the churches, the universities, the government went through kind of a rearrangement in the values of the citizen. This institution, perhaps, has hung on more than others, I would say, in the well-being and in the focal point of the lives of the citizens. It's been miraculous. I remember a *New Yorker* cartoon that I think expresses what I mean. It shows an old man sitting on Santa Claus's lap and the woman with him whispers to her friend, "It's been a long struggle but we've kept his faith alive."

CAC: [laughter]

AP: I would say that Minnesotans have been wonderful about this institution but I can clearly see that the influx of populations from different parts of the world that haven't gone to the university . . . in inner cities, you have a lot of migration from the South of people who are poor. You have a lot of migration in corporate leadership from people that have lived in other parts of the country.

CAC: I'm going to pause on that for a minute. You see that through your connections with the business community?

AP: Right.

CAC: The old family . . . the Pillsburys and the Daytons . . . one could go on.

AP: Are no longer running their companies . . .

CAC: Or the Cowles.

AP: Right.

CAC: I talked to Met Wilson. He said, "The most important person in the community whom I always sought for advice was John Cowles, Sr." That would be hard for anyone to say now.

AP: Yes, it wouldn't be the same sense of institution. You see the university has done extremely well in foundation giving but it's somewhat more, What can it do for my company and how does the university tangibly benefit my company? than it was before the university as the secular church that you had in the 1930s. I should maybe put in my George Edgar Vincent tale.

CAC: Please.

AP: Vincent relates to the Continuing Education and Extension. Let me talk about Continuing Education Extension and the myth of the university as the people's palace in a way. George Edgar Vincent came to the University of Minnesota at the age of about forty-five. He had been dean of liberal arts at the University of Chicago. His father was the Methodist bishop who founded the Chautauqua Institution in upstate New York and he was the vice-principal at Chautauqua. The principal at Chautauqua was William Rainey Harper who went to Chicago. He brought his young mentor from Chautauqua to Chicago. The Extension Movement was a reform movement in the nineteenth century. The term extension comes from Cambridge. I give this little talk about What is the origin of extension? It has four Cs. The first C is Cambridge from which the term extension comes and it refers to lecturers going out into the community; so, it has nothing to do with agricultural extension agents. It comes from the intellectual extension of the university to the public.

CAC: May I add that Toynbee Hall in London was a partner to that, if I remember my history [unclear] late Victorian [unclear]?

AP: Absolutely, right. It was part of that kind of outreach movement that institutions . . .

CAC: Workers' Education was part of it?

AP: That's the Wisconsin idea that the boundaries of the university are the boundaries of the state.

CAC: Yes, yes.

AP: The net effect of this on shaping Extension at Minnesota . . . it is more academically connected, more real credit instruction than almost any other university in America—and it's just always been that way.

CAC: Vincent did this in four years?

AP: Yes. He just set it up instantly.

CAC: That's something. It was a manageable institution in those days.

AP: He went around the state himself. You can imagine the Chautauqua, giving the lectures . . .

CAC: [laughter]

AP: . . . talking to people very much the way Hasselmo, in fact, has done. It was just a natural for him. The institution got a very good start; so, it's credit based, it's academically connected, it's always been financially solvent, and it has always been perceived as fundamentally consistent with the urban outreach and research mission of the university. It has not been positioned as antithetical. Now, there would be some people that would argue that it is somewhat antithetical and there have always been moments and issues of denigration of the Extension Movement in the university but Vincent was, at least, a very, very strong advocate.

CAC: Well, we called it *night school*, you know, with that kind of accent.

AP: Yes. There has always been an undercurrent of ambivalence about this . . .

CAC: Sure.

AP: . . . particular mission of the university and does it distract from research?

CAC: And you have many young professors, at least the last fifty years, who at some point in their family life and career, just had to do Extension, not out of a commitment to that mission you speak of . . .

AP: Just needed the money.

CAC: But just needed the money. They were just moonlighting.

AP: Right. I think it's had some very unique possibilities. Also another sort of theme that Vincent was interested in was different delivery mechanisms. KUOM radio was one of the first radio stations in America, started in 1922, but there was some fiddling around in the Physics Department when Vincent was there.

CAC: Good grief.

AP: It's this technology theme . . . so that as we reshape university college, you've got a technology theme, you've got an academic connectedness theme, you've got a service to the public theme,. You then look around America and say, Where are there other outreach programs that are kind of like this?

CAC: They're hard to find.

AP: They're hard to find . . . again, few institutions in urban areas for starters; so, you don't have a big base from which to deliver programs to.

CAC: My familiarity with Berkeley would say that there's a bit of it there, not as across the board as you're saying.

AP: Right, but a bit of it there. Harvard has a bit of it. Chicago has always had this town gown sense.

CAC: Yes!

AP: Again, that sense of what I'd almost describe noblesse oblige, that the finest university should never . . .

CAC: Oh, it starts out with elites?

AP: . . . turn its back on the city in which it exists and that's a Vincent idea. So, to sort of go full circle in this institution, for all of its faults, I, at least, admire just profoundly this combination of broad range of services, awfully good quality, and through thick and thin, its use of mechanisms in this university that fundamentally work. You know, there is always a crisis of this part needing fixing—like the hospital right now—or that part needing fixing, or not enough money for this, or not enough money for that but I think we've been able to function pretty well. I think for the next president, however, even more of these stresses are going to appear. The larger public institution, more populous than ourselves . . . Can we keep up in technology? Can we do as much as we've always done? If you're tied to the city and the city begins to have major economic problems . . . what has always been an asset for the university, a town gown relationship, may become a drain or may become a negative liability.

CAC: How does the university address these pressing societal problems at our doorstep?

AP: I think we've tried in . . .

CAC: CURA [Center for Urban and Regional Affairs] would be one example?

AP: CURA would be one example. In CEE, I can pull out of my pocket probably thirty long term . . . the neighborhood programs that I mentioned, low tuition offerings in Minneapolis and St. Paul since 1960. We've been co-sponsoring this seminar on American-Indian chemical dependency and blending a traditional tribal medicine with modern medicine for ten years.

CAC: Heavens.

AP: I suppose, I could come up with thirty things that our division alone has done in the way of substantial outreach designed to address and ameliorate various forms of public issues. We've got a lot of educational programs going on. For example, we have something called The Science Centrum, in which we work with the College of Education and the Institute of Technology infusing strength into K-12 science education.

CAC: So, the CEE becomes the agency but it is the faculty resources and other resources that make it . . . ?

AP: No, by no means do I say that is *the* agency. It is simply *an* agency . . .

CAC: Yes, I understand. Okay.

AP: . . . of the university through which we have been able to shape the resources and match community need with various forms of innovative . . . We developed as an offshoot of Early Childhood Studies Nursery School Education one of the finest and one of the first child abuse prevention curricula in the country. We got funding from the army for this. They had a lot of child care needs in the army.

CAC: This is through Public Health?

AP: The Institute of Child Development.

CAC: Okay. But Public Health had [Robert] Ten Bensel there?

AP: Right. Bob Ten Bensel did a lot of teaching in outreach in courses but the thing I'm thinking of is a special project that is independent of the courses we offer.

CAC: All right.

AP: Over the years, there have been probably 200 or 300 innovations that our division alone has offered. If you go to CLA, which you know as well as I do, you'll find a lot of things as well.

It's amazing the amount of little innovation that goes on and we're so big that these things don't hit the headlines.

CAC: They don't hit anybody's awareness, Ann.

AP: That is probably too bad; although, it's interesting, in fairness to the business leadership, I think they see a number of those things and are kind of dimly aware of the engine of innovation that the university is. Now, there's a lot more of a show me and make me pay and show me how it benefits me than before when everyone just assumed, and knew, and didn't need to mention. Now, it's prove it to me and I'll give you some money if I've got enough to give you. I think that it's a tough time but I think we're a great institution.

CAC: Ann, this has just been enormously useful to me and I'm sure, therefore, to whomever is listening later and we hope composing a sequel to James Gray's volume. Have you read that?

AP: Yes. I read it a lot. I think it's very good.

CAC: It really is. I found it very useful in doing some of my background here. I'm going to talk just briefly . . . come back to the personal . . . you've been involved in everything you've talked about but I'm glancing at the last part of your CV., the things that you have been involved in the community yourself, apart from the career/professional commitments through CEE or through planning or through the president's office, all of those things. Minnesota Women in Higher Education, United Theological Seminary, the Association of Institutional Research, Blake School, the University Art Museum, and so forth . . . these represent something you did, not as an official person within the university but as a good citizen?

AP: That's correct. Again, I think that shapes one of the things that Minnesota is. There's a very interesting essay by one of the business scholars that points out that Minnesota has one of the most engaged town gown business communities that there is. He says that you need several things to have that work. One of them is a fundamental sense of social justice, that you'll have town gown interaction and multi-disciplinary interaction in a community if there is a fundamental sense that there's more or less a just society. You also need a size where problems are manageable and the relatively modest size of the Twin Cities makes this a very natural laboratory for social experimentation.

CAC: Although the societal problems have become much more severe . . .

AP: Right, they have. This book that I'm thinking of was written in 1980 by William Ouchi, called *The M-form Society*.

CAC: Ouchi is spelled?

AP: O-U-C-H-I. He has a chapter on the decision structure of the Twin Cities. The other thing he points out is that you need to have a sense of temporal focus, that if you believe the society is just . . . The way Japan rebuilt itself after World War II was addressing sequentially different segments of the economy to invest in it and rebuild it. His argument is the same thing, that if I believe the society is just, I will allow for sequential investment in different segments of the society; but if I'm afraid there isn't enough money to go around, I will gridlock and try to get every dime I can get. As he was looking at the Twin Cities, he felt that it had the properties of the most beneficial . . . balancing cooperation and competition, that you would wait your turn and be cooperative because you had enough of a sense of the social justice in the fabric. I think that culture is somewhat diminishing but still characterizes town gown interaction in Minneapolis more so than almost any other city. New York is so big and so impersonal.

CAC: You would include St. Paul in this?

AP: Minneapolis and St. Paul . . . yes, definitely.

CAC: But this is broken in some part—I'm making a statement you can respond to—when the managers of the major industries become mercenary, not in a bad sense, but they are peripatetic and they come and go, rather than being established families.

AP: Right, so that they're, perhaps, involved less. The new leadership from Scotland of Pillsbury Company is clearly less involved in the community than other people have been. It will be interesting to see in 2020 what kind of corporate boards and community boards there are.

CAC: I meant to ask also to the same point . . . with all your friends on these boards, and you go to the meetings, and you have to pick up because the university is your home also—you have many homes—what do you hear about the perception of the university in those settings?

AP: Two things. One, I think, we on the inside probably have a higher opinion of ourselves than, in general, those on the outside do. It generally takes a very wise person to appreciate the university in all of its complexity; so, what happens is new people come to town and they don't understand the university. They hear negative things and it usually takes a year or two . . . and I've had people come back to me and say, "You know, I didn't understand the university and what it does at first. But now I do and I really want to do everything I can to help it." So, I think the wisest people that have been seasoned come around and appreciate the extraordinary things that the university is and does.

CAC: Even though it's not doing it specifically for them? I'm thinking, for example, of Blake. Does Blake draw upon the university?

AP: An interesting fact is that the university is the single largest feeder school for Blake. So, whatever the publicity about Ivy League . . . in fact, the largest drawer of Blake School has always been the University of Minnesota.

CAC: Can you say more about that?

AP: I think that first of all, the school is diversified and so that you have classes of 100 versus classes of 20. In the classes of 100, probably, 60 percent of those classes come from families of scholarship means; so that the attractiveness of the university as a place to go is very good. The old sort of first generation families would often send their kids to Yale but back to the university for medical school, or law school, or graduate school. They would send their kids away for some diversified experience but often would be pleased . . . although still in the business school, I think Harvard Business School and Stanford are la crème de la crème in terms of business school. You look at the faculty at the Blake schools and most of them are University of Minnesota . . . not most of them but at least public university background.

CAC: I see.

AP: I'm not sure whether that's wonderful or not but that's a fact. Now, there are different places where there are tensions on boards and one of the things I always do before I go on a board is get permission of the relevant University of Minnesota department, such as the hospitals before going on the Abbott Northwestern Hospital Board or my own area before going on the Minnesota Public Radio Board, which I'm on now, because in each of those cases there are some tense issues and tensions between the two; so, I would never go on a board without clearing it first with the appropriate university authority to make sure that it wouldn't embarrass the university.

CAC: What have they told you when you've gone with this? They must be surprised to hear that.

AP: I don't know. I've talked with Cherie Perlmutter on the Health Sciences and she's always appreciated being asked. I've been held off from the MPR Board while we had KUOM.

CAC: Sure.

AP: But once KUOM turned into rock station, we all decided it wasn't much of a conflict and that the Duluth radio station was sufficiently small in our business that that wasn't going to be a problem. I always ask and so far have been told, "Yes."

CAC: We have no school of divinity so you have no trouble with the United Theological Seminary.

AP: Exactly, right.

CAC: How does that relate to the university? What do you see there?

AP: Interestingly enough, Gayle Graham Yates, who is a great friend of mine . . . her husband Wilson is the dean. I don't see a huge relationship and I was only on that board for one term. I just got too busy in university things and that was one of the boards I felt I had to drop. Guthrie has very strong university relationships, particularly in the founding years . . . John Cowles Jr. in the Theatre Department. The Minnesota Opera Company, which was my first board, had Wesley Balk of the Theatre Department and Phillip Brunell . . . very strong town gown relationships there. The Minnesota Orchestra and the university are siblings, virtually. Dick Cisek ran the opera when it came to town and certainly through Continuing Education and Extension and Northrop Auditorium I find myself in the ballet business. I think probably the most amusing management issue I've ever faced was the question of How do we tell the public that the publisher and his wife are going to be dancing nude on the stage of Northrop Auditorium?

CAC: [laughter] It's a good thing a North Carolina senator didn't hear about that!

AP: We had it all arranged that we had signs that there would be nudity in the production and that money could be given back to any patrons that wished it. Of course, the interesting news there is that the paper played it down rather than up.

CAC: [laughter] Well, his name was Cowles, after all.

AP: Exactly, right.

CAC: How about Peripatetics.

AP: Oh, I've forgotten about Peripatetics. Certainly, yes. That was a wonderful town gown institution and I hope to go back to that group when I finish and retire.

CAC: In what way is it gown?

AP: In the sense that your spouse is a member. I'm trying to think whether there were actually faculty or whether it was mainly faculty spouses that were members . . . Molly Willson . . .

CAC: I guess there were a good number, yes.

AP: . . . and [Lotus] Coffman's daughter, Jane Crawford, was a member.

CAC: Yes.

AP: Pierce Butler's sister, Bob Beck's wife . . .

CAC: Maeve.

AP: Maeve was a member. They've always tried to have town and lake and gown and town as well, in other words some of the Uelandss were members. There was a combination of sort of bluestocking personalities.

CAC: Pretty elite.

AP: Joanne von Blon is a member. Nancy Hardenbergh is a member. My great grandmother was a member. The club is over a hundred years old, as you know. Again, even in that generation, they tried to have town and gown people; so, that it was a mixture of people. I think it just sort of creates a climate of sensitivity to intellectual things that has to mean better support for a university when you've got people in the town who . . . I think some of the things we do in Continuing Education in our Compleat Scholar Program where women take courses, non-credit courses . . . One of the great innovations since the second world war was continuing education for women called the Minnesota Plan.

CAC: Yes.

AP: It was one of the first explicitly for women continuing education programs in the country.

CAC: I think it was *the* first, 1960.

AP: Right. Again, a type of an innovation that you would list up on your list of the innovations that have come through continuing education.

CAC: Well! You have been . . . Often at this point I say, "Do you want to reflect on this experience?" but you have been reflecting all the way through.

AP: I hope so, Clarke.

CAC: Oh, yes. Are there any penultimate or ultimate thoughts that you want to share with posterity?

AP: No, I don't think so.

CAC: It's been very creative and productive for me and I know it will be very useful to not only someone who I hope will write a sequel to James Gray but also any number of people interested in higher education. How thin the scholarship is on higher education . . . its history!

AP: Yes, that's indeed too bad.

CAC: Yes. So much of it that I've had to read from time to time becomes loaded with the jargon of *educatese* and it is not very good. It's not a very good literature on higher education.

AP: No. I think that's true. I think one of the best books is *The Revolution of the Dons* [: *Cambridge and Society in Victorian England*].

CAC: I don't know that.

AP: It's by Sheldon Rothblatt of Berkeley. It's a story of the evolution of Oxford and Cambridge in the nineteenth century. The other book, my other favorite book, on American higher education is by a woman who is now a Smith faculty member, Helen Lefkowitz Horowitz, and her book is called *Alma Mater* [: *Design and Experience in the Women's Colleges From Their Nineteenth Century beginnings to the 1930s*]. It's absolutely one of the best books. I highly recommend it. It is on how architectural metaphors of the founding generation shaped the life of the women's colleges. The short version is that Smith College was built in a series of thirty-five houses where the students lived; so, the defining metaphor is the democracy in the participation of the New England small town. Wellesley was founded by a man whose name was something like Dumond or Drumont [Henry Fowle Durant] and his metaphor was the metaphor of the institution as asylum to protect the helpless creature. So, you have a large monolithic hospital-like design for Wellesley. Bryn Mawr has a sort of neo-British influence in certain characteristics of the way it was shaped. Actually, M. [Martha] Carey Thomas went around and looked at the different colleges physically and liked the furniture at Smith so she copied the Smith furniture. She liked the large dining rooms from Wellesley, so she copied those. It's a very interesting story of the interplay.

CAC: What's the metaphor of the university here?

AP: Easy. The metaphor of the university in the twentieth century is the factory. You look at Coffman Union and you take away all the art nouveau and you've got a factory building. People will sometimes say to you, "Come to my shop," or "Something's going on in your shop" or "his shop."

CAC: Ahhh.

AP: I think there's a lot of factory metaphor here. You look at Old Main or you look at Eddy Hall and you have the Victorian institution of the gentleman scholar. You can see the *Mr. Chips* kind of professor. You can see the Maria Sanford. You can see the Ada Comstock. You see a very personable, briefcase-carrying, individual gentleman scholar and I think you see research as factory, as a sort of mass production of research . . . in psychology . . . Probably World War II helped shape that, pump it out, systematize it, make it of a grand scale.

CAC: And in the planning, there is a lot of emphasis on efficiency and the legislature expects a more efficient use of resources. So, we get FTEs, and we get student/faculty ratios, and all of those.

AP: Right. I think that you and I both come from the liberal arts, which has its personal culture, and the culture of gentility, and the culture of individual scholarship; but look at the building your office is in. It is like a high rise or a factory. It's not like a place where scholarly intercourse would occur.

CAC: It's worse than that. Stuart Hoyt used to call it a high-rise basement. [laughter]

AP: Yes. So, again, the geography is shaped twentieth century . . . you've got the [unclear] Mall with Northrop Auditorium . . .

CAC: With faux plaster pillars on the fronts of the buildings.

AP: And none of the buildings look out. There are no windows anywhere. You don't have a view of the river, for example. This irony of this institution with great agricultural traditions . . .

CAC: Yes.

AP: . . . the hideous landscaping and no access to the river. The Coffman Union blocks off the river . . . no real attention to . . .

CAC: We're going to blow that up now aren't we?

AP: Poof! I guess so, yes.

CAC: I'm told 1997.

AP: Really, it's going to be gone?

CAC: The Coffman and the parking lot's gone!

AP: I haven't talked about the St. Paul campus much but even there, I think of Smith College which was built in the 1880s, designed as an arboretum with the finest specimens of trees, great attention to the landscaping of the institution—for 100 years—just a gorgeous facility with this careful attention to the buildings and the ecology of the place. Ironically, absent . . . again, you just put up buildings right next to things and temporary north of this and south of this and it has not been an institution where the ecology of architecture has been a major priority, I don't think.

CAC: In the nineteenth century many places, schools, asylums, and factories all looked alike. That says something about American Victorian culture.

AP: Yes. They all look like Eddy Hall, in a sort of a sense.

CAC: Yes.

AP: This is certainly not the University of Virginia in architecture. [laughter]

CAC: But we get the Art Gallery and that sets a new standard.

AP: That's right.

CAC: Thank you very much, Ann!

AP: Thank you.

[End of Tape 2, Side 1]

[End of the Interview]

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