

Anne Truax

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Interview with Anne Truax

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

**Interviewed on July 6, 1994
University of Minnesota Campus**

Andrea Hinding - AH
Clarke A. Chambers - CAC

CAC: It is July 6, 1994. I'm Clarke Chambers. I'm having an interview with Anne Truax who is presently in the Office of Equal Opportunity and Affirmative Action. We are in her office at 419 Morrill Hall. It is a hot summer's day, but we are cool in the office.

I would like to begin the interview kind of on bare bones . . . the bureaucratic, the positions you held at the university the last twenty-five years, essentially, and, then, backup and see how you got into those positions, how they were defined, what you were able to do within the office, and so forth. If you could describe that to begin with, then, we'll be off to a running start.

AT: Really, bare bones speaking . . . I've had two major positions at the university: one was being the director of the Minnesota Women's Center from 1970 to 1990; and the other was the assistant to the director position in the Office of Equal Opportunity where I am assigned to work on sex discrimination complaints and sexual harassment.

CAC: The first office was in the Office of Student Affairs?

AT: Correct.

CAC: You're responsible to . . . whatever that person was called . . . sometimes director, sometimes vice-president?

AT: Usually vice-president while I was there. I took my first job the same summer Paul Cashman became the first vice-president for Student Affairs.

CAC: This was early [President Malcolm] Moos Administration?

AT: Right.

CAC: Do you have any idea where the initiative came from for setting up that Minnesota Women's Center within Student Affairs?

AT: The initiative originally grew out of the old Minnesota Plan—colon—Continuing Education for Women [CEW], which was the Carnegie funded operation that was started by two women who realized that a lot of change was occurring for women and they wanted to try to offer programs that might help women. It was really an outcome, I think, of the decade of the 1950s and the feelings that women were having about getting back into whatever they had been out of; so, it had two parts. It had a counseling aspect, which helped women who were pretty sure what they wanted to do and just needed some guidance and advising and, then, it had a Continuing Education aspect, which was Rusty Ladies Seminars, they used to call them, where anyone could come and be part of those. You didn't have to be a university student. About five years after that program started—it started in 1960—my understanding was that the two deans involved had a fight and they took their halves of the programs back home with them; so, the counseling programs stayed with Student Affairs, which is where all counseling was, and the other part went into Continuing Education and Extension. They really had still been reporting there, in part, but the split was much more clear. At that time, Dean E. G. Williamson was the dean of students. Counseling was his baby. They always said, "His ideal campus would have a counselor behind every tree and somebody would be there to help." The Women's Center was supposed to be helpful to anybody who called up and asked for it.

CAC: There's a possibility that Mr. Williamson was one of the prime movers in making this initiative possible?

AT: I think so. It had a very distinguished advisory committee.

CAC: There weren't many women around to serve on such an advisory committee at that time?

AT: They were all males, yes: Tommy Thompson, "Easy" [E.W.] Ziebarth, Dean Williamson, a couple of faculty males and, then, the two women who ran the two parts of the program.

CAC: At that time, those two women were?

AT: Virginia Senders was one. She was the counseling half. Liz Cless was the other.

CAC: Of course.

AT: Liz Cless went off to a very distinguished career in many other places. I've lost track of Senders and lost it a long time ago.

CAC: I get a sense that 1960 was very early . . . that Minnesota was ahead of the national curve on that?

AT: It was the first program established as a reentry program for women.

CAC: Does Minnesota have anything to say to that. Is there something in *Minnesota nice* or something that . . .

AT: [laughter] When I was head of the Women's Center, I once started collecting Minnesota firsts, both within the university and outside the university and I'm sorry nobody has kept up with that because there are a lot of ways in which Minnesota has been very much in the forefront of any actions for women. The Women's Center certainly was one of the most prominent.

CAC: This is three years before the *Feminine Mystique* [by Betty Friedan]?

AT: Oh, yes.

CAC: We don't have the impulse of a national, traumatic book, which certainly it was?

AT: That's right, although there was a lot of burgeoning going on. I remember Don Smith, who was academic vice-president for a long time and I think one of the best minds that's ever been on this campus, said that he could see that the early straws in the winds were in the Women's Center and the program that founded it . . . of the whole Women's Movement. I think that's very true. Certainly, there are more dramatic things going on in the Civil Rights aspect of it, but there wasn't any question that all women were changing their ways thinking about things.

CAC: It's remarkable the number of things that came out of the late 1950s, ecology, poverty. A lot of the movements that we think of as part of the 1960s do have those antecedents.

AT: That's certainly true, yes.

CAC: At this time, 1960, you were still a sometimes student?

AT: I was not a student at that point. I was a Kenwood matron with five children under the age of seven, being a good volunteer, an at home person, doing all the things that women were expected to do in the 1950s, and enjoying those a lot; but, I got very hungry for getting back into school. It was coming back to school that actually led me to be involved with the Women's Center.

CAC: You had had an earlier higher education experience then?

AT: Like, a lot of middle-class people, I was certainly expected to go college and get a degree, but unlike my older brother, it probably wasn't very important what I got it in.

CAC: Or whether you got it right away?

AT: Or whether I got it right away. I dropped out fifteen credits short of my B.A. . . .

CAC: Oh, my.

AT: . . . to get married, of course.

CAC: Was that at the university?

AT: I was here part of the time.

CAC: Where else were you?

AT: I was at the University of Chicago. Then, I met a guy in a bar in northern Minnesota, and I transferred, and came here, joined a sorority, did all the things that now I just can't imagine doing, but I did. I had my kids and about three years after I had my last one, I really felt the need to do something else. I just had to do something else. I also could see some signs that my marriage wasn't very stable; so, I decided I would finish my degree and go into graduate school and see what I could do about making myself marketable.

CAC: You anticipated the problem that has no name?

AT: Yes, I did, I guess.

CAC: You weren't alone.

AT: A lot of people were anticipating . . . the original Minnesota Plan . . . the response to it was roughly five times what they had anticipated their first year.

CAC: Heavens.

AT: There were a lot of people who were looking for change, somehow to spend their time other than what seemed to be normal for women then.

CAC: Did you know at that time what kind of a discipline or program you'd go into for Graduate School?

AT: I chose one. Because it seemed so reasonable to me and because I'm a book person, I went into Library Science. It seemed like a fairly easily acquired skill. I didn't have any idea that I would do a Ph.D. because that just didn't seem very feasible at the time, but then, I got involved with another interesting woman who was one of the educators who worked with the gifted in the state of Minnesota and she wanted help on a couple of projects that she had in picking films to

use in teaching social science to gifted children. I was taking some anthropology courses, so we got involved in anthropology films for gifted children and, then, I got so interested in anthropology that I decided to apply to that program and I did.

CAC: This would have been approximately what year that you were doing these things?

AT: This would have been about 1958, 1959.

CAC: So, you were well ahead of the curve, too, in your own life?

AT: I suppose to some extent, right.

CAC: Then, did you get a degree in anthropology?

AT: I never finished my doctorate. I did all the work but . . . That's another . . . oh, Lord! that isn't even on that list. That all has to do with bringing up children and changing patterns in personal relationships . . . you name it. It's very complicated.

CAC: I'm guessing that the Anthropology Department was a pretty all-male preserve at that time?

AT: Very definitely. Janet Spector was the first . . .

CAC: But, she came later.

AT: She came much later, right.

CAC: She was the first breakthrough in Anthropology . . . having a woman on the faculty?

AT: I think they'd had some women who had been there on a temporary basis, like one-quarter appointments . . . that sort of thing, but by and large, it was an extremely masculine group.

CAC: What supporting fields were you working in?

AT: Education mostly. I was sort of interested in the anthropology of education. To be perfectly blunt about it . . .

CAC: Please, be.

AT: . . . I think my graduate education was about as bad as it could have been. I liked some of the people who were teaching. Ad[amson] Hoebel was there then and he was very good. Frank Miller has been a good supporter all the way along, etcetera, etcetera.

CAC: Good.

AT: Nobody knew what to do with me and I wasn't very well socialized as a graduate student because I had nineteen other things I was more involved in.

CAC: Sure. You had a few years and experience on your fellow graduate students.

AT: That . . . at that time, if you didn't come up through the system and learn how you were supposed to behave, nobody was going to take you aside and tell you anything about it. You had to kind of luck into it. I was working full-time, and I had my five kids, and by then, I was a single parent. I didn't have time to stand around and wait for somebody to take me off in the corner and say, "I don't think your adviser is doing what he ought to do for you. Why don't you either complain to him or go find another adviser?" I kind of muddled my way through the classes and they didn't want to interfere with me. I was getting to be kind of famous on campus by then.

CAC: [laughter]

AT: That was awkward for them to deal with. It was awkward for me, too.

CAC: In most of these areas, you had no, as we've come to say, role models of women who would lead the way or set an example?

AT: None. Not a thing. I had Margaret Mead but . . .

CAC: Yes.

AT: . . . that wasn't terribly . . .

CAC: Kind of long distance.

AT: Yes, exactly; although, she did come. I worked for awhile at KTCA [-TV] and she did come for a panel one day, which they asked me to be on because I was an anthropology graduate student. I had the pleasure of hoisting her into my VW [Volkswagen] bus. [laughter] She was quite cranky.

CAC: There were an awful lot of men anthropologists who were uncomfortable with her as well.

AT: Yes, yes. That was funny.

CAC: How did you find your way to the Minnesota Women's Center?

AT: I would be interested some day to find out if men's lives are as filled with this sort of will-o-the-wisp career path.

CAC: There's a good deal of chance.

AT: Yes. When I came back to school and got really into working on campus and finding out what was going on, I met a remarkably nice woman named Margo Liberty, who was an anthropology graduate student. She was part of the advisory committee for the Minnesota Plan office. By then, it was called the Minnesota Planning and Counseling Center for Women, which was what they had agreed on when the two parts of the program split up. She asked me if I wouldn't like to be on that advisory committee. She was the chair of it. I said, "Sure." I joined that committee. We had a good time organizing some things and giving advice on what we thought the students needed, etcetera. Then, I became chair of it.

CAC: But, still as a volunteer?

AT: Still as a volunteer. Katherine Randolph, who was the head of the center before me, was an ex-marine colonel, quite a remarkable woman, but also literally and diagnostically one of the most paranoid individuals and they had not renewed her contract because this lady was trouble. She quit. In fact, she called the president on May 14 and said, "I'm taking my collected vacation and sick leave and I'm not coming back here after tomorrow." They were very relieved that she was leaving. Dean Williamson, at that point, said I could go across the street, and have an interview with her, and that was the only training I had.

CAC: [laughter] But, it was Dean Williamson who selected you?

AT: Because Katherine Randolph nominated me for her replacement.

CAC: There was none of the regular search that we think of taking place all the time now?

AT: Nooo, not at all. In my more cynical moments, I really think that he and Paul Cashman figured—we still had a whole bunch of that Carnegie money— . . .

CAC: Paul Cashman was, at that time, in Education?

AT: He was just coming in as vice-president. I think they thought they could capture that budget. Sometimes, I don't feel that way but quite, often I do. They thought I would run the program into the ground so they didn't care much who they hired. I feel strongly about that. I accepted the job. I don't why I did. I don't know why it was offered to me.

CAC: What kind of a title did they give you?

AT: I was a director.

CAC: And what kind of a budget?

AT: In fact, I was a university-wide director.

CAC: Do you mean all campuses . . . Duluth . . . ?

AT: I had a big budget in those days. When I came into the program, there was nobody on the staff because Katherine had fired everyone except three people she trusted. She had literally taken all the files and lost them someplace. There were twenty-two filing cabinets that were empty in that office. We have no history from those days because she destroyed it all.

CAC: God! that is interesting.

AT: I came in and I said to myself, "It's sort of like zero-based budgeting. I don't have any commitments because she hasn't had any program going on. I can do anything I want to and there isn't anybody who's going to say, 'Look! it says right here you're supposed to . . .'"

CAC: You had no job description?

AT: I had no job description?

CAC: And no office mission?

AT: No. Because they wouldn't let me spend anytime with her when they first hired me, I was able to stay in Walter Library and do research on women. I had almost eight months of solid reading time. It was wonderful.

CAC: To gear up . . . studying your own priorities?

AT: Yes. I think I read everything that existed in those days in the library.

CAC: God!

AT: It was just absolutely remarkable.

CAC: Self-taught and a good instructor.

AT: I really had the time to think. It was quite, quite marvelous. I wish every administrator could start out like that.

CAC: I'm guessing that it was okay with Dean Williamson, too . . .

AT: Oh, yes.

CAC: . . . because, you're suggesting, that he didn't want to have a lot happen?

AT: Dean Williamson liked spunky people. As long as you said to him, "This is something I feel strongly about." In fact, I think that's why he hired me. He was, of course, one of the deans of psychology in the whole country . . .

CAC: You bet.

AT: . . . in the whole world. When he hired me, he said, "I'm hiring you, but you have to go back to Graduate School and get your Ph.D." I said, "That's fine. I'll be glad to do that, but I am not going to be a psychologist." He looked at me and I said that I thought psychology was too narrow a viewpoint. I wanted to have something broader and the only thing that seemed to fit was anthropology. I started out, at one point, as a biologist and I didn't want to lose that aspect of it.

CAC: Then, you spend eight or nine months getting up to speed and learning what was going on?

AT: Yes.

CAC: And, I assume, elsewhere on other campuses, as well?

AT: To some extent, right; although, there wasn't much.

CAC: You didn't have to do regular reporting to the dean?

AT: We would meet once a month and I would say, "I've read this interesting book." He say, "That's fine." Once in awhile, he would have a lead on something.

CAC: In the meantime, were you having conversations with other people within the university community to figure this out?

AT: Yes, I was beginning to do that.

CAC: These would be what kinds of persons that would be responsive to your needs and your queries?

AT: To some extent, some of the people in Counseling because they were very available to me through Student Affairs. Dorothy Leffler, Queeno McCuen . . .

CAC: I knew here, sure. He husband was in General College.

AT: Right.

CAC: I knew both of them.

AT: Sunny [Lorraine] Hansen was around then.

CAC: For heavens sake.

AT: People like that, I spent some time with.

CAC: Anytime with the CEW . . . ?

AT: Louise Roth was very much afraid that I was going to take over.

CAC: I see.

AT: So she didn't want to have anything to do with me. Sis [Eleanor] Fenton was pretty good about that sort of thing. The other woman dean, Barb Stuhler, was wonderful. They were all very helpful. I got involved with Family Social Science because the Family Studies Center used to be in Sociology and part of the formation of the Minnesota Plan was to teach an undergraduate course *on women for women*. I inherited teaching that course along with becoming the director of the Minnesota Women's Center. Then, the Family Studies Center was moved over to Family Social Science in old Home Economics.

CAC: In St. Paul.

AT: That brought in Gerry Neubeck. I can't think of some of those people but a wonderful bunch of people including . . .

CAC: Were you teaching in that program?

AT: I taught over there. In the early days, I was teaching every quarter.

CAC: What kind of courses were you teaching then specifically?

AT: I was teaching this one seminar on women. I called it Lifestyles of Educated American Women.

CAC: I'll bet there weren't many such seminars in the country at that time?

AT: Not at all. It might be that that was the first one.

CAC: To get the chronology fixed again, this would have been what years that you were doing these courses?

AT: I started in as the real head of the Women's Center in 1970 and I think I taught that course in the fall of 1970.

CAC: Women's Studies gets established in 1973.

AT: Right.

CAC: So, you were anticipating that?

AT: Right.

CAC: That's an interesting story. You were doing it all out of the office of the Women's Center?

AT: Right. I had an adjunct; although, they didn't call it adjunct at that time. Everybody had faculty appointments then. There were no P & A [Professional and Administrative] appointments. I was, I think, for a time, an assistant professor.

CAC: I don't know anyone else who had that kind of elbow room. [laughter]

AT: That's one thing about being marginalized. Nobody cares. You can maneuver all over the place if you're in that kind of a position.

CAC: But, there must have been some people who did care in Family Social Science, for example, and encouraged you to continue teaching this program?

AT: They liked the enrollment. That program was so new. They were trying to build, of course. They didn't have very formal ideas about what they wanted to include. They were a cross-disciplinary program. They were open to all sorts of new ideas so it was wonderful from that standpoint.

CAC: It was your initiative in seeking them out that let you do this seminar?

AT: It had been established through Sociology and, then, it just transferred along with the other Family courses.

CAC: Caroline Rose comes into the story later?

AT: Yes.

CAC: Was she one of the shapers of that course when it was in Sociology or wasn't she on staff yet?

AT: She was on staff. I've forgotten when Arnold [Rose] died, but she went away for awhile and went to one of those quick and dirty universities in Washington, D.C.

CAC: I see. To certify herself?

AT: She was teaching there, I think partly because she just couldn't bear it to be around here anymore.

CAC: I see.

AT: Then, she came back. I don't know exactly when she came back; but, we bonded very quickly when she got back here.

CAC: I suppose for the future historian, we should say that Arnold Rose was a sociologist and so was Caroline and in those days, spousal appointments were forbidden.

AT: Yes, yes, that's right.

CAC: Then, they were tolerated and, then finally, they were encouraged.

AT: Yes. When she came back as either an associate or a full professor and her life was very different than it had been before Arnold died . . . a great woman.

CAC: Did you have any help in working up the materials for this course or, again, this was the research you were doing and studying largely?

AT: That's what it grew out of. I was still fortunate enough to have time to do a lot of reading. One of the wonderful things about being somebody who was involved in those early days of the Women's Movement is that it was comprehensible. I could go to meetings and almost everybody in the room . . . we were all *it*. There wasn't another group somewhere else. The reading was possible. It wasn't like these days when there's no way any human being could keep up. We were kind of all working together at the same thing. Somebody would say, "Gee! have you read Jo[reen] Freeman's "The Bitch Manifesto?" We would all rush out, and read it, and have a wonderful time.

CAC: There really was a common bond of reading that was available . . . just [unclear] now?

AT: Certainly that and knowing the people as well.

CAC: Right.

AT: It's just fascinating.

CAC: At this time, you were getting support off campus as well?

AT: Absolutely.

CAC: Say a bit about that.

AT: One of the wonderful things was that—I think to some extent, it's still true—the Women's Center was better appreciated off campus than it was on campus. The first time I ever went to a national meeting, I think, was the National Association of Women Deans, Administrators, and Counselors, which was a different name then and is a different name now. I had never been to one of those meetings. This was a room with about 200 people in it and after whatever had happened had happened, I stood up to ask a question and I said, "I'm Anne Truax from the University of Minnesota." People literally went "[gasp]" and turned around to look at me. I had never had anything like that happen to me before and I was just amazed that we had this kind of knowledge outside this university. I don't think five minutes went by before I was on some committee or another and that kept happening. We were busy forming organizations.

CAC: These were professional contacts in the nation?

AT: Yes.

CAC: And you also had contacts here in the community, in the metropolitan area?

AT: Right. Nationally, the continuing education contacts were very important. These programs were arising all over the country. One of the questions I got the most tired of answering was, "How do I start a women's center?" Everybody would always ask.

CAC: Sure.

AT: I had colleagues at Michigan, Iowa, Wisconsin, and Illinois. We used to get together a couple, three times a year sometimes. We had a lot more money to do things like that with then, too. It was a really exciting . . . those first five years or so were just dynamite.

CAC: To be in on the day of creation is pretty exciting all right.

AT: Yes. You were active in various community groups now . . . for example, WEAL [Women's Equity Action League].

CAC: Right. Say a little bit about how that relates to the work you were doing on campus.

AT: And how I lost the university \$940.13 . . . We didn't have any local groups that were connected with the national organizations to any great extent. I knew about NOW [National Organization for Women]. I had read about it. I wasn't there when it was formed, but I was

there soon after. Somebody at New York University had a conference on women and the law. Vera Schletzer and I went together. I had a wonderful time. It was a real eye opener because, of course, the law and reproduction are the two things, I think, that were the most different for women, at that point. We had women in the law. We had women who understood the law. The law is wonderful in the sense that if you can make your point, they almost feel forced to do something about it. It responded to the pressure that was put on. Then, the fact that we could control reproduction was certainly such a great difference from the earlier versions of the Women's Movement . . .

CAC: Oh, my.

AT: . . . that it was very important.

CAC: That comes at the same time. It's the early 1960s that [unclear].

AT: Exactly. Those two things alone I think have really made such a difference for women. People who say they want to go back to what it used to be are fooling themselves. So, we went off to that. Some of the people we heard speaking were talking about the Women's Equity Action League, which was started by an attorney who felt that the NOW goals were too broad. NOW always has suffered from wanting to do everything for everybody.

CAC: They needed a Commitment to Focus?

AT: [laughter] Yes, I guess so. WEAL was trying to focus its goals on education and law and to try to use those two ways to get things done.

CAC: You found that focus more . . . ?

AT: It seemed very rational to me; so, I went to their next national meeting, which was, I think, their second one. It was in Cleveland because that's where the founder lived. I liked a lot of what I heard and a lot of the people there were clearly real focused and achieving. I met another woman, an attorney from Minneapolis, who had also gone there, quite separately. We came back and started the local WEAL chapter. Those goals seemed to me to be very tied in with what the university, I thought, ought to be doing for women. It must have been in 1972, the Women's Center and the local WEAL chapter put on a conference on women and the law. I'd never run a conference before in my life. I didn't have the first idea how to do it. I didn't feel much like going to Continuing Education and Extension—they weren't as well organized as they are now—because I was afraid Louise Roth would be very upset. I ran this conference. We brought in a national speaker. I wish I could remember who that was.

CAC: Cashman is vice-president then?

AT: Cashman is vice-president.

CAC: He's supportive of this?

AT: Yes, he said it was fine to go ahead. Don Zander was supportive of it until the bills all came in and we lost \$940.14.

CAC: I see. That's where it come in.

AT: [laughter] I made him swallow it. He was very good about it, actually.

CAC: The tone of your voice would suggest that the encouragement was kind of passive and tolerating, but not really assertive or would that be misreading you?

AT: No. I think there's been a problem and there still is a problem, probably in every institution—Minnesota is the one I know the best—that says, "Okay, little lady, we certainly don't want to get in your way. As long as you aren't doing anything that we think is bad, we'll tolerate whatever it is that you want to do." Cashman told me that in almost so many words. He said, "If you ever get into trouble, I'll let you know." But, he didn't want to hear about my plans or my goals. He was reasonably good about coming to make an appearance if I needed him to do that. We personally got along very well and I liked him a whole lot. His wife [Veryl] is very involved and works at the Women's Center.

CAC: Right.

AT: I don't think we were very real to him. We were even less real to the vice-president who replaced him, Frank Wilderson. I think there's still the sense that we want to have a Women's Center . . . it's the right thing to do, but it's not crucial.

CAC: Again, you're getting no direction from your [unclear]?

AT: No, no direction.

CAC: But, a working budget?

AT: The budgets continued to be quite good until about 1976. Then, Frank Wilderson tried to kill us off and couldn't do that; but, he did reduce our budgets terribly.

CAC: We may come back to that. I'm still thinking of this early 1970s, which are really very creative. You were also, I know from my own experience, creating a research library on women's issues.

AT: Yes. We had a wonderful library for awhile.

CAC: How did you create that, and who paid for it, and who used it?

AT: We had budget enough that we could just go ahead and buy. We did get some donations. We solicited donations to some extent, but mostly people just would give us things . . . people like Arvonne Fraser and community people who wanted to buy these things for themselves and then they'd pass them on.

CAC: I see.

AT: I could hire undergraduates, good committed, smart undergraduates who would staff that center and it would cost me about two dollars and thirty-three cents a day on work study. We could keep it open and they would take care of the books. In a limited way, it was really quite a nice collection.

CAC: What kind of students dropped in for this library service?

AT: All kinds of students! A lot of them were the ones who were getting interested in women's studies and what was happening with women. They didn't usually label it as women's studies, but they had a lot of interest in different topics that were affecting women at that time.

CAC: Graduate and undergraduate both?

AT: Graduate and undergraduate both and community people.

CAC: Ah. They'd find their way on the campus?

AT: Yes.

CAC: Which is not an easy enterprise?

AT: No, it certainly isn't, and we were stuck up on the third floor of Walter Library with one of the most unreliable elevators anybody has ever had to put up with. [laughter]

CAC: I would testify to that. You came on as acting director in 1969. Then, you start this Family Social Science connection. Then, you start a library connection. Then, you begin to have conferences on women and the law. What other kinds of portfolios were you creating for yourself at that time?—not that that isn't enough.

AT: Yes, I understand. We were trying to keep in touch with what was happening out in the community. For a long time, the Women's Center was the only agency in the state which had the word *women* in its title. We had the League of Women Voters, but people didn't look to the League for the kind of information they expected us to have.

CAC: Sure.

AT: We would get all kinds of calls and people would say, "I'm moving to Tennessee. Is there a Women's Center there that I can go hook up with?" I remember a long set of questions because some radio program was saying something about some conference on women, which was going to be held on the Isle of Man and everybody was looking for the answer and they expected us to have it.

CAC: [laughter]

AT: The phone was ringing and ringing.

CAC: No one thought that was funny?

AT: Yes, they did. They wanted the answer because there was money involved, I guess. We really became known as an information and referral agency. One day, I sat down, and I took a whole bunch of pieces of paper, and I wrote down, working from our resource library, a whole lot of different topics that I thought we needed to have some order about. Then, I took one of my smartest undergraduates, and I gave her these pieces of paper, and I said, "Here, you're going to put these into a system, and we're going to try to figure out where we've got answers and where we don't have answers, and how we can fix this all up." When we finally got done, we had an information and referral outline that, as I remember, went to something like twenty-five pages. It was all the early topics in the Women's Movement of things that people were demanding that we would know about when they called.

CAC: At that early time, would it include sexual abuse . . . domestic violence?

AT: I don't think so . . . certainly not that term. That came a little later on.

CAC: This would be employment, divorce?

AT: Employment, law, education . . . the whole argument about, what is the proper role for women . . . Changing your name when you get married . . . that was a big one. We even had a handout we used to mail on that. It was only after Chrysalis [-a Center of Women]—there was an earlier version of Chrysalis that was at the downtown Minneapolis Y[WCA]—got started that we were able to get rid of some of that information and referral activity.

CAC: For the future reader or listener, say something about Chrysalis.

AT: Chrysalis was the first community women's center. It's still in existence and it's now the largest community women's center in the United States.

CAC: Heavens.

AT: When they started, they did almost nothing but information and referral. They had volunteers who answered the phones and they would try to hook women up with whatever their needs were. They soon added support groups facilitated by, again, volunteers. The staff was sort of semi-professional. Now, they have a full mental health clinic. It's a Title XX mental health clinic, which means they have psychiatric oversight and all sorts of stuff. They have an enormous chemical dependency program.

CAC: When Chrysalis came on, that relieved your center of that function to some degree?

AT: Yes, right.

CAC: I'm sure there was an overlap for quite awhile?

AT: Yes, there was. We worked very closely together from the very first. In fact, one of the earliest things I did was to send them a copy of this organization scheme that we had devised so they'd have a basis for setting up their own.

CAC: Good. Was the Women's Center doing counseling through all of this as well . . . individual student counseling?

AT: We were tied in with the Student Counseling Bureau. We had people, usually advanced graduate students, who were assigned to work with our clientele. That was an outgrowth of the original Minnesota Plan where we had counselors who were also advanced graduate students and, in some cases, beginning professionals. Queeno McCuen was one of them. Earl Nolting was another. People expected us to have counseling available.

CAC: Did you yourself do any counseling?

AT: No, I can't say I did any counseling. I certainly did a lot of interviews. I also hired a woman who was a social worker who took over the bulk of that kind of work for awhile. Then, we sort of grew out of the reentry . . . how do I do what it is I know I need to do type of counseling and began to get more into the specialized stuff, which is where this sexual abuse starts to appear . . .

CAC: I see.

AT: . . . only it's not very clear at first. It's more, why don't I get along better with my father, my husband, my family? It's kind of an early version of, I don't understand myself very well. I need to think about these things. We had a lot of groups that were those kinds of exploration groups. Then, as the society begins to accept people talking about that stuff and as some of that underbrush is cleared away, if you will, we get into more specific kinds of support groups . . . women who have been raped, women who have been battered and then getting to be even more specialized. During that period, I always had graduate students assigned to our clientele from

the Counseling Bureau. They were almost always wonderful, wonderful people. I also had people like Becky Kroll, Mary O'Hara . . . a bunch of young upcoming professionals who wanted to work with women. They worked on the newsletter that we had. They did organizational development. God knows what all they did. I was pretty laissez-faire with them, too.

CAC: That's sometimes an effective management style.

AT: We tried to let them work on the things that they thought were needed on campus and sort of develop their own programs. I loved it. It was great.

CAC: After three or four years of this, then there comes the initiative for the establishment of the Women's Studies program?

AT: Yes.

CAC: That is an enterprise, a maneuver, that you also participated in?

AT: Yes.

CAC: Can you say something about who else was involved and where the initiative came from and how it was staged, etcetera?

AT: Sure. That was wonderful. These three graduate . . .

[End of Tape 1, Side 1]

[Tape 1, Side 2]

AT: People don't know where it came from.

CAC: Was Elsa Greene one of these three graduate students?

AT: Elsa Greene, Andrea Hinding, and Susan Phipps.

CAC: I know them all. There's no reason you should know . . . Elsa came to be my candidate for the doctor's degree in American Studies.

AT: Yes. She was around for a long time.

CAC: She was effective in setting up the first course?

AT: That's right.

CAC: So, you have three graduate students from American Studies. Andrea was in the Social History Welfare Archives.

AT: Right.

CAC: Susan Phipps was . . . ?

AT: She was in Psychology. She's a clinical psychologist.

CAC: How do you suppose those three women ever found each other?

AT: I don't know that and somebody ought to ask.

CAC: I'm going to interview two of them so I'll ask them.

AT: Good. Which two . . . Andrea and Susan?

CAC: Yes.

AT: You don't know about Elsa Greene?

CAC: Elsa is in Madison. If I go to Madison, I may try to look her up.

AT: They were looking for support from people to start this Women's Studies program and they had this proposal. The first thing I had to try to do was to say, "We've got to cut it down from fifty-four pages. This is not going to fly and no one is going to read the whole thing." It was wonderful though. I hope I do have a copy of it someplace.

CAC: I'll bet Andrea does. She's an archivist.

AT: That's true. I am, too, kind of. It had all the rhetoric. It was just great. They wanted to know if I would help and I said, "Absolutely. I will do anything I can." They said, "These are the people we're thinking of seeing." I said that we should add so and so and so and so. I don't remember an awful lot about what was going on right at that moment until there was a big meeting over in the [Coffman] Union someplace. I know you were there and Edith Mucke was there and a lot of other . . . I was surprised at how big it was because, as I remember, there were a lot of people at that meeting, which was the first meeting for anyone who was interested in the possible establishment of Women's Studies. My recollection is there were somewhere between thirty-five and fifty people there.

CAC: Were you a convener or who convened the meeting?

AT: I think the students pretty much convened it.

CAC: Bravo. That's an interesting . . . god!

AT: Yes. Toni was very much involved from the first. Toni and I were already good friends so we were talking back and forth.

CAC: For the future historian, that's Toni McNaron.

AT: Right. We really wanted this to happen.

CAC: You had to find a place to stage it, right, and to pay for the course?

AT: We had to do find everything.

CAC: Yes.

AT: We didn't know . . . how do you start a new anything at the university? What sort of hoops did we have to jump through?

CAC: You had the example of Afro-American Studies?

AT: Had they already started?

CAC: Yes. They came in 1969, 1970. Did you use them at all as a model of how they got started? You weren't consciously aware of it at the time?

AT: I honestly don't know. We may have. It would also depend on which aspect of it I was working on. From the very first, one of the things that we said would be a big advantage was the fact that we had the Women's Center, which could take on the necessary support for the things that didn't fit in an academic program. We knew, from what was happening around the country, that women's studies would just barely get started and, then, be torn apart by the demands of sub-groups, sometimes minority groups, sometimes lesbian groups . . . who knows? We all agreed from the very first that if it wasn't academic, it belonged in the Women's Center and the Women's Center would promise to take care of all that stuff. I think that's still a big advantage that Women's Studies hasn't had to worry about that aspect of it. I do remember requests for courses on auto mechanics . . .

CAC: Heavens.

AT: . . . all sorts of stuff like that. They felt that you could not have an adequate Women's Studies program if you didn't have all these side things. We could see going to some of the academic committees and saying, "We want to have auto mechanics," and we'd get thrown right out. It was a period of great challenge, lots of fun, and wonderful meetings down in B-35 Johnston [Hall] where we would literally carpet the floor with students watching the committee

members, almost all white male. They would watch them and if they dared get out of line, the whole room would just sort of . . .

CAC: What male faculty were at the table then? Do you remember?

AT: No. We could find out. It would be possible to trace that.

CAC: Yes. I know that Dean Ziebarth came, by Toni's account, to be pretty crucial.

AT: Ziebarth was wonderful, yes. We had to go through curriculum committees.

CAC: I see. Yes, of course.

AT: We had to go through budget committees. We had to go through . . . God knows what all committees.

CAC: And finally, the college assembly? I remember that meeting myself, right?

AT: Yes, finally the college assembly. Right. When we'd have these meetings in B-35, the students would come in early and they would take all the places on the floor so any committee member who voted against would really feel the scorn in the room. Even though he might not change his vote, at least, he knew what people thought of him and it was wonderful to watch. Those students were great.

CAC: Then, Elsa gets to set up this first course, as I remember?

AT: Right.

CAC: That was the preliminary year. Then, it's in the fall of 1973 that Toni McNaron is asked to be the director?

AT: Whatever her first title was, right.

CAC: So, that gets Women's Studies going.

AT: I remember going to that initial American Studies course, that Elsa set up, with Caroline Rose . . .

CAC: And Joanne Arnaud in Social Science?

AT: Joanne was, yes, also very involved. Caroline and I used to go to those lectures and just watch the people coming in the room. It was so exciting. [laughter] It was great.

CAC: This brings the story into 1973, 1974. The Minnesota Women's Center continues to play this role as you've described it with Women's Studies?

AT: Right.

CAC: It was a persisting and continuing source of support; but initially, it was probably crucial?

AT: Yes, I think so. I really think so. There was very little differentiation then between the on-campus groups and the off-campus groups. The membership really overlapped. The people who were in the women's liberation front were almost all undergraduate and graduate students and they wanted the university to spill out into the community. There was a lot of emphasis at that time on the connection with our community sisters; so, the pressures on the Women's Studies never ended.

CAC: How could that function? From day to day and month to month, how do you do that . . . make these connections from the Women's Studies program now and the Women's Center out into the community? Were courses sponsored out . . . ?

AT: Some were. Individuals did it in different ways. They would try to be both community activists and university students, for instance, and get very fed up with the university and quit. They'd go and work in the community for awhile. Toni herself toyed for awhile with the idea of being a community scholar.

CAC: I remember that.

AT: She reduced the time of her appointment. She helped to start Maiden Rock in Wisconsin. Those were all attempts to try to join what we saw as the ownership of the academic enterprise by the people who were in it and, therefore, it ought to be responsible to those people. As long as the university held the upper hand, it couldn't really be responsive in the ways that we wanted it to be.

CAC: These kinds of persons in the movement felt uneasy with doing it through regular Extension Division neighborhood seminars or what have you?

AT: I think that there was a period in there when that was okay; but, I think again, it was more tied in with the Civil Rights Movement than it was the Women's Movement.

CAC: I see.

AT: I'm trying to remember what that community programs group was called. We used to go out and teach courses out in the community.

CAC: Did you ever used the Center for Urban and Regional Affairs for sponsorship?

AT: I don't remember that we did.

CAC: Probably not.

AT: Although, they were a pretty geographical group. They weren't so much interested in the Civil Rights so much.

CAC: They were interested in poverty.

AT: Yes, that's true. I remember teaching my course, for instance, at the Glendale [Minneapolis] projects a couple of times.

CAC: Under whose auspices?

AT: Continuing Education's auspices.

CAC: Occasionally, things were sponsored in that way?

AT: Right. I think that probably grew. I don't know just when that was. We were very busy trying to be all things to everybody that we possibly could. It was tough. I don't know how we got so much done, but we did. It just seemed to me that we were overachieving 90 percent of the time. I didn't feel as stressed then as I do now. I don't feel that my life was . . .

CAC: There was the exhilarating, which clearly you're demonstrating.

AT: Clearly, the exhilaration was there, absolutely. It was just wonderful and there weren't very many down periods for a long time.

CAC: Once the program gets established, then, it has a life of its own, so to speak?

AT: Yes.

CAC: But, you remained on the board, or the advisory committee, or whatever it was called?

AT: On the Governing Council, right. I wish we could do a detailed history of that first year. Our meetings used to go five and six hours without any hesitation.

CAC: Do you have records, other than your own memory, of those meetings?

AT: I'm sure there must be minutes. Andrea was the first chair. We all hated her. Everybody fought.

CAC: What was the source of tension within the group then?

AT: Arguments about what kinds of courses should be taught, about what kinds of governance we should have, about who ought to be allowed to teach . . . you name it, we argued about it.

CAC: Andrea would, as a chair, have been more on the conservative sides of these issues?

AT: She was much more to the conservative side, which surprised me.

CAC: Which is to say, the more traditional academic?

AT: Right.

CAC: Conservative, in that sense?

AT: Exactly. Then, the dean had put some white males on the committee because he thought they ought to be there and, of course, we saw them as spies from another world almost.

CAC: But, they must have been congenial to have accepted such an appointment.

AT: They were reasonably good . . . Harlan Smith from Economics, who was very easy to get along with, Jim Werntz from Academic Affairs, who turned out to be just a great person because he knew how to get things through.

CAC: He had access, you bet.

AT: Right. We needed him. It took us awhile to recognize that. By and large, most of those early men were fine. We had Ed Griffin for a year and he was not so good because he kept saying, "You women *ought* . . ."

CAC: [laughter]

AT: [laughter] He was either part of us or he wasn't. He wasn't supposed to keep telling us what we should do. That early history is a very interesting one. I know I saved a lot of my stuff from those days. We used to have these terrible meetings and, then, we'd all go off and debrief somewhere.

CAC: At the same time, in the mid 1970s, from 1972 to 1980 roughly, in California and Pennsylvania, for example, the lesbian issue came into this also.

AT: Right.

CAC: Was it present at Minnesota in any substantial degree?

AT: It was present in the sense that we knew who were lesbians and who were not. Exactly how it came about . . . there was an agreement that we were not going to let it divide us. We were very successful at that.

CAC: It would come up in shaping a curriculum, for example, or a course content?

AT: Toni would probably give you a version that would talk about her early attempts to teach a course on lesbians and she was turned down.

CAC: By this committee?

AT: She was turned by the Governing Council because we felt that nobody was ready for that yet. As I remember, that was somewhat later. We had some pretty conservative . . . Gayle Graham Yates was in as chair. Gayle was not what I would call anybody who was going to do a lot of risk taking.

CAC: Shirley Clark?

AT: Shirley Clark, who was even earlier, was, of course, very concerned with getting the program on its feet before we started to do anything that might get us into trouble. You could argue it both ways. I think probably Shirley, at least, was the right person at that time because, again, she had a much broader viewpoint than many of us.

CAC: I'm sure she was concerned with academic credibility?

AT: She was concerned with the credibility and she was concerned that we be as unassailable as possible. I think that was probably smart . . . maybe not what we would have done if we had been left alone but smart.

CAC: Did you have a feeling in these middle years, 1973 to 1980, 1985, whatever, that the college was really concerned about this program in either a negative or a positive way?

AT: The whole Women's Studies program?

CAC: Yes.

AT: I think that there was a period from about 1976 until about 1980 when all of the women's programs at the university were in very serious danger of being eliminated. Women's Studies kept having problems of terrible budgets . . .

CAC: Continuing budget . . . ?

AT: . . . and a problem with an audience that had very disparate views about what it expected the program to offer. We had some excruciatingly horrendous problems about racism . . .

CAC: Oh.

AT: . . . which we took so seriously, and tried to address as a program, that were just agonizing. They were so painful.

CAC: Explain that a bit then.

AT: It has to go back to the basis on which Women's Studies started, which was, we will be all things to all women.

CAC: And there are a lot of women.

AT: And there are a lot of women. We had those early arguments about, what do we give to the community? What can we offer? What's right to offer? What ought we to offer, etcetera, etcetera . . . made some women very unhappy. When we tried to address the issue of diversity, it came up, first of all, as diversity meaning African-American, and that's always hard, and I think will be hard for a long time yet. The African-American program, at that time, in those early days, was too much in difficulty itself to be able to do much in the way of cooperation.

CAC: It had a real crisis of leadership for a long time.

AT: They were having a terrible crisis of leadership so we couldn't do much together. The African-American women who were taking courses saw Women's Studies as something kind of isolated in a way, I suppose you would say. Do you know who Judith Wanhala is in Honors?

CAC: Yes.

AT: She was the administrative assistant in the program from the very early days.

CAC: I see.

AT: She started when Toni was there. She was a graduate student in English and she's a very gifted teacher.

CAC: Oh, and just a fine person.

AT: A fine person, right. She was teaching and acting as the administrative assistant, which means she pretty much ran the office. We had a part-time secretary. She had had quite a lot of teaching, including in Continuing Education. One day in class, I've forgotten exactly what was said but it was either misunderstood or misinterpreted by an African-American woman and it

became a class brouhaha. The community African-American women, including some of the graduate students, Anna Stanley . . .

CAC: I knew her well.

AT: . . . and some of the others . . . Victoria Van Slyke who was a community activist, feminist, who was very much involved with the African-American community although she wasn't an African-American, and some other people picked up the challenge about what they said had been done to this student. We had things like Faculty Governing Council meetings in confrontation with the African-American students and the community activists . . . fifty people sitting in a circle trying to come to some kind of a solution for what had been done, how we could make it better, what could we say about the future, and what was going to happen. When somebody said they had a problem, we all addressed it. We took it on as a challenge for every person in the program. That's a very painful way to do business and very difficult and very arduous.

CAC: It didn't move sideways into Hispanic or American Indian women?

AT: Not at that point, no. I don't think American Indian women . . . they're just beginning to come in even now. Hispanic, to some extent, have come in since then. I'll tell you, in some of these instances, I think it was only the advent of summer that saved us . . . the fact that in most years, everything gets separated for awhile.

CAC: That's an insightful comment because it happens in so many other places.

AT: Absolutely.

CAC: You build up to June, and people go away, and in September, the mood is different.

AT: Yes, and some healing can take place, some reflection.

CAC: That's remarkable.

AT: Boy! it sure saved Women's Studies on a number of occasions. Really hard . . .

CAC: Boxing is only being saved by the bell.

AT: [laughter] Exactly.

CAC: This is an engaging conversation. I'm going to move it along, however. What you're describing is really from the mid 1970s into the 1980s, right?

AT: Yes.

CAC: Then, in 1990, you take on a new office and a new appointment?

AT: Right. Not that I hadn't been doing some sexual harassment work as director of the Women's Center but it was as an advocate.

CAC: I see. How does your appointment come about there? Is this the initiative of Central Administration of the university to set up this office? You didn't set up the office? You came into an office which was established?

AT: Right, right. With the passage of the first sexual harassment policy in 1981 . . . My earliest date for using the term sexual harassment was 1971. I don't exactly whether I read it someplace or how it came into my consciousness, but I have established that date.

CAC: [unclear]?

AT: Right. It was very soon after that that Pat Mullen and I would have conversations about students who would come into me . . .

CAC: At that time, in the early 1970s, Pat Mullen was in . . . ?

AT: Pat Mullen was here as Lillian Williams' assistant.

CAC: That was the office of Equal . . . ?

AT: It's still the office of Equal Opportunity and Affirmative Action. We began working together on some of these problems even before there was a policy. Many of them seemed to occur in CLA [College of Liberal Arts] or else that's where students felt freer to speak out or something. Fred Lukermann began to take an interest. At that time, Becky Kroll was a graduate student, maybe in his office. Fred, and Becky, and I started to write a policy for the college.

CAC: Heavens. This was on Dean Lukermann's initiative?

AT: Absolutely, and with the pressure of the things that were happening.

CAC: Within the context, sure.

AT: We worked on a policy and he had that in place probably about 1978.

CAC: It was the three of you who were working on this?

AT: That's right. Then, the pressure kept building for the whole university to respond and Fred was very instrumental in pushing that along. By then, Becky was the secretary, or whatever you call it, to the Consultative Committee. She brought it to the attention of the people on the

Consultative Committee who, I'm sure, saw it as a legal problem and one that had to be addressed as a policy. They established a committee that was headed by some guy from the Law School, which spent the year writing a sexual harassment policy. That passed the senate in June 1981. It was a sunset policy. It said that if nobody had used it three years, it would just die and they would review it at the end of those three years. They appointed a committee headed—deliberately, I'm sure, because, again, I was feeling paranoid—by a woman who thought that the policy wasn't necessary, who was so undone by the testimony that we not only retain the policy as a permanent but it was made stronger; and Minnesota became the first of the large universities to have a consenting relationships clause in its policy. All this time, Pat and I were working together.

CAC: You weren't a hearing officer?

AT: No, I was really acting as an advocate for people who would come to me to say, "This has happened to me. What can I do?"

CAC: And you had lots of business from the beginning?

AT: We had lots of business from the beginning. We were also doing a lot of outside speaking about sexual harassment because not very many people knew anything about it. We did speeches at a lot of community colleges and the state universities along with Bonita Sindelar when she was still here. The business continued to mount until the Sexual Harassment Board, which is the senate committee that monitors the policy, finally said to the president, "Pat has got to have some help. She cannot handle all these complaints herself." She was doing the work of being the director of this office and all that that entails. It's . . . god! . . . this is just a terrible place.

CAC: And being the hearing officer as well?

AT: Not the hearing officer. We don't do hearings in the sense you're thinking of. We investigate the cases. We make a recommendation to the administrator about what should be done if we find that harassment has occurred. Then, after the discipline has been carried out, that person can appeal to whatever review process he's eligible for . . .

CAC: In his own college?

AT: . . . like the Judicial Committee for Faculty or the union hearing process for union members . . . that sort of thing.

CAC: Do you pick up complaints—I'm thinking historically—from civil service as well as from student and faculty?

AT: Any employee of the University of Minnesota . . .

CAC: Or any student?

AT: I mean a complaint against any employee, including student employees. If it's a student complaining about a student, they go to Student Judicial Affairs. Pat put out a job notice that this job was available and she urged me to apply for it. I was quite fed up by then not just because of Frank [Wilderson] who was never a friend of the Women's Center but also because my immediate superior, the new head of the Counseling Bureau, was a terrible woman and I really wanted out. I figured, why not apply? I did and I got the job. It's both one of the most difficult and one of the most fascinating viewpoints of the university. The power relationships show up like the Rocky Mountains. It's just something to watch. The denial that goes on . . . I'm not talking just faculty. I see it on every level in this university. All the things that I have learned in the past twenty years about gender relationships and male/female communications, and prejudice, and discrimination . . . it's all acted out in all these cases. There are just remarkable things to find about, just remarkable.

CAC: Is the strategy one of conflict resolution?

AT: A lot of what I do is conflict resolution, yes, if I can find a way to try to get the two people to come to an agreement.

CAC: In this situation, you have the two parties and yourself . . . ?

AT: I meet with the complainant separately. She doesn't ever have to sit down with the respondent if she doesn't want to and she very seldom wants to.

CAC: It's the responsibility of this office to . . . ?

AT: Go between, yes, if necessary. It depends on the individual case. If we think there is a way we can mediate an agreement, I do so. Frequently, people are so angry that there is no way to an agreement. Then, what we do is get lists of people who need to be interviewed from each side. I do all those interviews. Based on those and my meetings with . . .

CAC: Are these interviews under oath?

AT: No, they're not under oath . . . semi-judicial. We don't do any kind of oaths. We do ask people to keep it confidential and we don't ever give out the names of the people we talk to.

CAC: Do you keep minutes, however, of [unclear]?

AT: I keep case notes, right. Then, when I'm done . . .

CAC: Excuse me, I keep interrupting. Are there more staff doing this than you?

AT: No, I'm it—that's not exactly true, Clarke. I do most of the big, difficult, really formal cases where we have a written statement. We get a written response. Very often, there are attorneys involved where somebody's reputation is really on the line and I take on all of those because it is pretty technical. Sexual harassment is a very active part of the law. There are certain things we have to be extremely careful about or I could get everybody into trouble.

CAC: Including yourself?

AT: Yes, for sure. We have lesser cases that other people on the staff are assigned to if I'm so booked that I can't do it. For instance, next week, I will go up to Morris and I will work on a case up there and I have a list of forty-seven people they expect me to interview in four days' time. [laughter] Then, I will try to come up with some kind of a resolution to this problem. I'll offer it to the chancellor and hope that he sees it as a possibility.

CAC: Is there much of a scholarly literature on case management of this sort? I'm just thinking that in social work, which is my own field of research—came to be—that people did all kinds of research except where the practice really happened.

AT: There is certainly a growing amount of literature. It's cross-disciplinary. The psychologists are studying certain kinds of things. The legal scholars are getting involved. The philosophers are getting involved.

CAC: Do the people who do the job get involved?

AT: Yes, to some extent. One of the nicest ways is that there is now this list on E-mail called SASH, Sociologists Against Sexual Harassment. They aren't all sociologists. We are all sorts of people. I'm going to a conference in Los Angeles this summer which will be the people, essentially, from this mailing list who are coming to it to talk about the law and sexual harassment. There will be people like me at other universities. Louise Fitzgerald, who is a psychologist at Illinois . . . it's an interesting grouping of people.

CAC: Have you ever taken a flier at writing for this?

AT: Oh god! I wish I had time.

CAC: I see.

AT: I sure wish I had time.

CAC: You spoke the other day of in retirement . . .

AT: Yes.

CAC: . . . recapitulating what we've been talking about this afternoon, including . . .

AT: As a matter of fact, I've done a couple of chapters on some odds and ends of things like that. I do a lot of writing on my job because I am trying . . . Pat [Mullen] is a very gifted woman. I am so impressed with her and her integrity is something that somebody ought to write a book about. She's the kind of person who has built up what we do about sexual harassment and she has never put a single word on paper except as she has had to write letters or opinions about some specific case. So, a good part of the job that I've had since I started here was to get all of that stuff out of her head and down on paper so we have some principles from which to work.

CAC: Her office has to address also Affirmative Action and Equal Opportunity?

AT: Right, and responding to complaints about all forms of discrimination. In addition, she's had to take on all of ADA, the Americans with Disabilities Act, which is a big, big project. We are now going back into contract compliance work with the businesses for the university. I had no idea how many details we had to keep in charge. John Felipe, who is right across the hall, does data all the time, nothing but giant reports that have to go out to X numbers of governmental agencies at all levels. We have an enormous computer system and we generate reports like you wouldn't believe.

CAC: With this kind of a case load, you're suggesting that the present staff for the last several years has a hard time being equal to the assignment?

AT: Very hard, yes. I carry an active case load all the time of thirty-five to forty-five complaints. Of those, usually fifteen or so are what I would call major complaints, which means that I work on them for usually more than a year, where I have at least one outside attorney and that means one inside attorney involved. Julie Schweitzer in our attorney's office . . . half her time is assigned to sexual harassment. Other attorneys work on it as well. It's very demanding. It's very stressful.

CAC: You're saying very stressful; but, you've been describing, early in your career here at the university, you had a kind of elbow room so you could design your own style.

AT: This has been a very different experience. Before, I needed to be a generalist. I needed to know as many things about as many topics as I could possibly cram into my head. I needed to operate all over the place. Now, I'm getting more and more finite because I know a whole lot about one topic. I'm considered one of the experts in the country on academic sexual harassment.

CAC: How do persons like yourself come to handle that kind of stress?

AT: It took me awhile. When I first took this job, I had a terrible time sleeping. I found I was arguing with attorneys all night long. [laughter] I would just get so upset. Now, I've gotten into the sort of process of it. One of the most interesting things to me is, after all these years of working with and for women, I'm now beginning to understand the problems of the respondents and their outlook on things. I don't always approve of it, but I am beginning to understand it. In a way, it gives me a much more complete picture about what's going on because it's multi-dimensional. I find the investigation process is very interesting. I've just never had to do anything like that before. You can walk in to have an interview with somebody and your version of what's been going on, all of a sudden, turns over 180 degrees.

CAC: So, you have to be nimble?

AT: You have to really think about, what have we got here and what can be done about it? I find that I'm a reasonably good mediator. That's always interesting.

CAC: You've learned to handle stress really by trial and error and finding out what works for you?

AT: I think so, yes, and having Pat as my backup is absolutely crucial because she supports what I do and she's wonderful about always supporting the people who work for her. That's very important. It's clearly a political job, too. Anybody who wants to call the president and scream and yell about how they're being mistreated gets told, "You're not being mistreated. This is the way we need to look at these things. We trust what that office is doing."

CAC: The office here in Minnesota has built an integrity so that you can handle that kind of
...

AT: Exactly, exactly.

CAC: Talking with people around the country, would you find that to be the case at other large state university institutions?

AT: Not always. I'm beginning to think that it's much more difficult in a small institution than it is in a large one.

CAC: So, a small liberal arts college might have a more difficult time?

AT: Yes.

CAC: Because people all know each other?

AT: Yes, and they all take sides. Part of the reason why this affair up at Morris, which is a relatively simple sexual harassment charge, is such a problem is that that whole campus gets

involved. Even the community gets involved sometimes. We had a bad situation up there a couple years ago with a faculty member who had a sexual relationship with an undergraduate. It was a great learning experience for me because he turned out to be one of the few respondents who began to understand why it was a problem that he had done this. He took it very seriously and we worked together to try to get him some help to get through this, to go back to campus—he's a tenured faculty member—after people knew what happened and were, of course, taking sides. He's still trying to live up there and we're still in touch. I've learned a whole lot from that guy.

CAC: So, this may be stressful but it's also, as I listen to you, a rewarding kind of assignment?

AT: Very interesting work . . . if you like looking at people—clearly, I wouldn't be an anthropologist if I didn't—then it is a very interesting viewpoint. It shows up all the illusions that people have about themselves.

CAC: Yes, we all do. I had lunch this noon with an advanced graduate student, a social worker, who is doing an historical biography of Helen Hall. I had written a biography of Hall's husband, Paul Kellogg, so we were exchanging lots of things. We came to talk about professional women, particularly, and the sources that some women, at least, have learned they have to handle this kind of stress. We were talking, particularly, about the social work profession. For an early generation at least, it was often the network, not ones' own superior although that was essential but a network of other women, a friendship, an affection, shared concerns, and so forth that made possible many of these women to handle very unusual stress situations.

AT: I'm sure that was true here through the formation of Women's Studies.

CAC: Ah! It served that function also?

AT: Absolutely.

CAC: Go on.

AT: Janet Spector came that first year and taught in Women's Studies. She, and Toni, and I sort of became the three people . . . If you said something needed to be done and it involved feminism on this campus, the first three names on the list were the three of us. When Sara [Evans] came, her name got added to that list. We had a network that extended way beyond the bounds of just what we were trying to do at the moment. There are people in that whole Women's Studies effort that I think of as cornerstones. We all sort of had to be there and had to be part of whatever was going on. We organized the Spring Hill Conferences, which were wonderful unifying exercises for women on this campus. We had never gotten together before.

CAC: How many of these were there?

AT: There were three. The first two, I think, were more successful than the third one, in the sense that we were still a small enough group that we could kind of all come together and . . .

[End of Tape 1, Side 2]

[Tape 2, Side 1]

AT: . . . in the way we were thinking about it.

CAC: I have a sense that some of this is decentralizing now. Sara started [unclear] women teaching assistants in History, for example, [unclear]. It's a model that can be used in different ways.

AT: Yes. One of the difficult problems for the Women's Movement, it has seemed to me, is how you assimilate the fact that we all have specialized and, then, still try to keep track of what's going on and keep the feeling of some sense of success. The success is easy when you all feel euphoric together. Even if it isn't a good day, you still feel good about what you've tried to do. But, now, everybody, we all, have different places we're going. The Commission on Women, which is about 100 employees, is wonderful; but, a lot of what Janet has to do as the head of that Commission is to keep trying to reunite the major strings of all the things that are happening on this campus just so she can report it back to the people who aren't involved in it. That's a very different problem from sitting in a room and trying to solve things together.

CAC: You bet. You're describing something that comes from its success.

AT: Sure.

CAC: There are far more women who are occupying positions of responsibility.

AT: Exactly. I can't even keep up with what's going on in terms of sexual violence on this campus, practically, because we are now several people rather than just a couple of people operating out of the Women's Center.

CAC: Do you have any sense—the records . . . an historian can go through and find out—what the increase in the percentage in the faculty staffing, for example, has been 1970 to 1994, twenty-five years? I know it in my own home and it's pretty impressive, I think.

AT: The funny thing is that on an overall basis, we haven't been as successful in terms of numbers as I think we first thought would be important; but, I think you have to look at success from the standpoint of where the women are as well as how many there are. Clearly, we have a lot more influence and respect or whatever term you want to use.

CAC: There was a disproportion of women in beginning instructor ranks, for example, twenty-five years ago and now . . .

AT: Right, they are moved up. They're people that are very important people. I think it's remarkable that Toni, for instance, can be as out about her lesbianism as she . . .

CAC: Yes.

AT: . . . and become the scholar of the college for 1994-1995. Twenty years ago, that would have been unthinkable! Nobody would have voted for her to be that. We have graduate students who are just remarkable, just remarkable. God! I love working with those people.

CAC: But, you're cut off from that now. It must be one of the frustrations of your job?

AT: Yes, I am pretty much cut off from that. They're going in directions that we would never have thought of twenty years ago. It's just really wonderful. I'm on another E-mail list which is the Women's Studies list, which is driving me berserk because you get 75 to 100 messages a day from them. [laughter] Now, I find that there's an index so I can get just little summaries and look at the ones I'm interested in. They're just all over the map.

CAC: Do you get a sense within the large university community which subsets have been more responsive, more rewarding, more successful than others . . . colleges, departments?

AT: Pat and I do have a category we call bad departments. They aren't necessarily in any given college. [sigh] It is remarkable. They come more in terms of disciplinary categories I think. I think the first group that did pretty well were the humanities . . . a lot of women there . . . a lot of women ready for leadership. Maybe, in some sense it's an easier subject matter to work with.

CAC: Literature, languages . . .

AT: Literature and languages . . . there were women there to look at and talk about.

CAC: Right.

AT: Right now, I think, we're having some of our most remarkable results in women in science and technology, but it's a very different type of whatever we would call success because, clearly, it isn't the subject matter. It's how do you get women in there and how do you keep them in there?

CAC: Has Sally Kohlstedt been able to attract [unclear] in the professional sense?

AT: Sally is certainly one of the important things. Also, Sally from Veterinary Medicine. She was the associate dean in CBS [College of Biological Sciences] and then just dropped that. She's just a wonderful woman. We have more and more people like that showing up willing to be leaders . . .

CAC: Regents' professors?

AT: Regents' professors . . . willing to be identified as helpful and wanting to attract more women, etcetera. I think women are having an easier time as students in those areas.

CAC: Let me ask kind of a philosophical question emerging from that. I follow some of this literature and it would suggest that persons who take an administrative route, move up to chairmanship, associate dean, dean, and so forth—this is national; I'm not talking about Minnesota—have to accommodate to male styles, patriarchal styles as one would say, in order to do business, in order to get by?

AT: To keep doing, yes.

CAC: Somewhere along the line—apparently, in law firms, this is the case . . . and corporations—there has to be significantly large group of women before the style itself can change. Some people say that 40 percent is kind of the breaking point. Does that say anything about this university?

AT: I think one of the real successes of Women's Studies has been that it has managed to attract as large a group of feminist scholars as it has. They are differently connected to Women's Studies. For some, it's a very tenuous kind of a connection; but, the fact that we have those scholars on campus, is attractive to other feminist scholars. I don't think there's any question about that.

CAC: Can they in any way subtly change the structures and the styles of leadership and management in departments, in their home?

AT: I think Carol Carrier is a very different associate vice-president than any we have had before. I think it's because she is a feminist and there are certain things that she demands from her job that a male would not demand.

CAC: Like what?

AT: Greater freedom to think about the people who are involved. I think of it kind of as flexibility, but I don't know if that's exactly the word I want.

CAC: We often talk about non-hierarchical.

AT: Right. She has very high standards, but there is more willingness to say, "This doesn't operate right here. We have to think about this particular situation and do something about this situation;" whereas, some of the men I've had to deal with in the past say, "This is the way we've always done it and this is the way we're going to do it—period." And there's no movement in there.

CAC: It's a relative degree of being bound by rules?

AT: I think that's part of it, yes.

CAC: Do you think that there has to be a significant proportion of an administrative apparatus before those changes can be adopted?

AT: I think so. One of the things that's frightening to me about the transition that's just being looked at in the organization of the university is that the transition committees, the three committees that have been appointed and will be approved by the regents this week, are some of the most conservative people on our campuses.

CAC: Conservative in this administrative, bureaucratic sense?

AT: Right. The faculty advisory committee that's been appointed to go with them is the same kind of people. It's a return to older ways of doing things rather than looking forward to something new.

CAC: Would you judge that Shirley Clark, when she was vice-president for Academic Affairs, was able to move toward a different style?

AT: Much more so than anyone had before her. Betty Robinette was there before. Betty was about as starchy an individual as they come and the fact that she had to work on the early sexual harassment cases—she was the first person to do the complaints against faculty—changed her and she admits it. She had not thought about looking at the faculty from any angle other than that they had achieved certain things because they were there, they had tenure, they were promoted, etcetera, and this really reversed her way of thinking to some extent and she began to see some of the power relationships. About then, it was time for her to retire. She really went through a lot of change about that. I think Shirley came in as someone who had sort of one foot in both worlds, and certainly could understand what the feminists were trying to do, and I'm sure she considers herself one, but she wasn't as far along that path as some of the rest of us were when she went out to Oregon to take over out there.

CAC: Anne, we've been at it for twenty-five years.

AT: [laughter] We've all been at it, right. It's the kind of a place where if you want to get stuck in your own illusions, people will let you alone to do that—for the faculty, I'm talking now.

One of the things that I would most like to be able to do and probably never will is to give some of the older male faculty the real view of what those students think of them when they proposition them. The faculty member clearly sees himself as where he was a long, long time ago and has never changed his way of thinking in all those years. It's pathetic. It's really kind of pathetic.

CAC: I'm guessing we are speculating now—why not let the tape run?—that ideally, theoretically there should be elbow room, more openness to change, more openness to different styles, and different values in the academy than in a law firm, or government, or the church, or corporations, etcetera. I don't know those other institutions very well. I pretend that I know this one rather well. Is that a reasonable assumption . . . Do you think we have more elbow room, not only on this issue but many others?

AT: I think we still do. I think that there's a constant problem with the people who would like to drive in reverse rather than forward. I get a lot of comments in my job now about academic freedom and it's amazing what people say academic freedom allows them to do. In a very funny kind of a way, I think it's partly academic freedom that keeps things as loose around here as they are. I wouldn't want to lose that. I just want a clearer understanding of what it means. I don't think that that's necessarily true in a corporation, certainly not in a church because their very foundation is certain beliefs are better than others. It ought to be true in a law firm, but I know lots of times it isn't. Maybe, in that sense, academic institutions have advantages; but, there are days when I do despair. [laughter] Yes.

CAC: Are there any final thoughts about the last twenty-five years?

AT: Oh, Lord! It sure has been fun. It has been just a remarkable thing to think about when I never planned to do any of it. It has just all sort of come along. I was very lucky to come in when I did, very lucky. It could never happen again—I think that's sad—because we certainly have tightened up, necessarily, and that means the loss of some flexibility and anytime you lose that, you lose certain kinds of people.

CAC: Yours was a remarkable story and I think with the many interviews I'll have to do, there won't be many with that much elbow room, at least, to begin with.

AT: I think that's right, yes.

CAC: It's an interesting story. You spoke earlier on the telephone that when you retire, you'd kind of like to do this.

AT: Yes.

CAC: Do it! Right? [laughter]

AT: Yes, I sure hope I can. I would like, at least, to go through my archives and some of the others and get some of this stuff straightened out.

CAC: Once you've used the archives for your own purposes, then, have in mind putting them in order and transferring them.

AT: They're all over there now.

CAC: Oh, they are over there now?

AT: Yes.

CAC: You'd have to use them over there?

AT: Yes. I've been really good all my time at the "U" about sending my stuff over there..

CAC: Good for you. Not many people are.

AT: I've got a batch more here that I have to transfer.

CAC: Very good. If you have third and fifth thoughts that you'd like to share, I could start the machine running again.

AT: [laughter]

CAC: I'm half-time. I'm around till Christmas at least. Thank you very much. That was a very interesting and engaging interview for me.

[End of Tape 2, Side 1]

[End of the Interview]

Transcribed by:

Hermes Transcribing and Research Service
12617 Fairgreen Avenue, Apple Valley, MN 55124
(612) 953-0730