Barbara Knudson

Youth — interest in international affairs
Knudson comes to the University of Minnesota, 1946
leaves and comes back
SPAN (Student Project for Amity Among Nations)
Knudson receives master's in sociology
Part-time teacher
Research on women criminals
Communiversity
New Careers program
diversity
Knudson in Africa, 1967-69
University College, 1969
University Without Walls
Inter-College Program
Living Learning Center
International Studies, 1978
Change in climate, 1980s
Decline of funding
Office of Special Learning Opportunities
Interview with Barbara Knudson

Interviewed by Professor Clarke A. Chambers
University of Minnesota

Interviewed on September 2, 1994
University of Minnesota Campus

Barbara Knudson - BK
Clarke A. Chambers - CAC

CAC: This is Clarke Chambers. It is Friday, September 2, 1994. This morning, in my office, I am interviewing Barbara Knudson, who has a very versatile career ranging over many different departments, and programs, and administrative units; but, there are themes that tie together the career you had here. You were here as an undergraduate student as well; so, you've had a long connection with the University of Minnesota.

BK: My whole adult life.

CAC: Yes. It was a nice home for some us and I'm sure for you.

BK: Yes, it was.

CAC: As with others, I kind of start out with autobiography, not from your birth but from your education and how you got interested in the subjects which really drive you, which are welfare and women's issues, and international affairs, et cetera, and how they interlink. When that began, I have no idea . . . high school? We'll start in.

BK: I've thought about that a lot. I grew up in a small town in Minnesota and I always had international interests and I don't really know quite what that came from.

CAC: From family?

BK: Not really.

CAC: From a teacher?
BK: I don't really know. I grew up in high school during the war; so, we were exposed to information about international events occurring all around the world. I lost a brother in the war.

CAC: What theater was he killed in?

BK: He was three years older than I. He was twenty-one when he died in the Battle of the Bulge in Europe. I know from the time I was very young, I was interested in affairs all around the world; but, I don't really know what to trace it to. It's clearly not from my family who were small town people. Maybe, one thing . . . I always wondered . . . I grew up in the town of Montevideo and it did have this connection with Montevideo in Uruguay. [laughter]

CAC: [laughter]

BK: We had a little more international kind of vision perhaps than some did growing up in a small Minnesota town.

CAC: I was small town . . . Blue Earth and our only connections to the outside world were Protestant missionaries to the Chinese. That was my connection as a child.

BK: Probably most of my international interest came actually from the time when I came here to the university. I came to the university as a junior. I went to a junior college in Missouri and, then, came here as a junior; so, I did my junior and senior year here. It certainly did open my world a lot.

CAC: This would have been 1947 and 1948?

BK: I came here in the fall of 1946, along with the first wave of returning veterans, the first huge wave of returning veterans; so, the university grew enormously in those years. Most of the young men on the campus were considerably older and more mature than we were. I think probably that changed all of our lives quite a lot. They'd had experiences in the war.

CAC: You bet.

BK: Most of the people we knew were of that order. That probably was the biggest influence. I was receptive; I was interested in it. I would certainly say I wasn't interested particularly in women's issues at those times. It never occurred to me, to be honest, that I had any disadvantage because I was a female and it took me a long time before I began to put some of that together.

CAC: But, nothing in your experience as an undergraduate alerted you to that?

BK: No, nothing whatsoever.

CAC: What kind of a major did you have?
BK: My undergraduate major was in sociology and social welfare. At that time, the two units were combined under the direction of a very distinguished sociologist, F. Stuart Chapin, who was a kind of mentor to me as an undergraduate.

CAC: He was to many.

BK: I had a research methods class from him and several other classes from him. I came to know him well and to respect him. He was good and kindly to me as an undergraduate.

CAC: You got your baccalaureate with this combination?

BK: Yes.

CAC: But, the social work side of it did lead, at that time, to certification with a BSW [Bachelor of Social Work], for example?

BK: When I graduated from the university, I went on the university’s SPAN [Student Project for Amity Among Nations] program that summer . . . the summer I graduated.

CAC: Ohhh.

BK: I had put in my application for the School of Social Work. At that time, the undergraduate degree was a sociology degree but your kind of track in that was social welfare.

CAC: Yes.

BK: I wanted to be a social worker. I had always thought that was what I was going to do. I applied for the School of Social Work and, then, I went off to my SPAN experience in England. I came back just in time for school and Dr. Chapin told me, the first day I saw him, that he thought I was too smart to be in the School of Social Work.

CAC: [laughter]

BK: I should go into the Department of Sociology to which I cheerily said, “Yes, all right, if you think so.” So, I did my master’s degree in sociology then in the period 1948 to 1950, those two years. Then, I was gone from the campus for about a decade following that. I married immediately after I finished my master’s . . . in fact, about three days after I finished my master’s degree. Then, I lived in a couple of different Minnesota towns. My husband was a teacher and we had four children during that decade and then came back to the university in the fall of 1959 or 1960.

CAC: And then picked up your doctoral work at that point?
BK: I picked up my doctoral work at that time.

CAC: But, your children were . . .

BK: My children were very small.

CAC: That took a good deal of initiative.

BK: Oh, it did . . . no question. In fact, during that time, we even ironed shirts. We don't do that anymore; but, in those days, we ironed shirts. My husband taught at the, then, Northrop School, now part of the Blake Schools.

CAC: Sure.

BK: My two boys went to Breck, and one daughter to Northrop, and the other daughter was still too small. The little boys went to Breck during that period of time; so, I would iron shirts for my two sons and Clint on the weekend.

CAC: Oh, Barbara.

BK: I got so I could iron sixteen shirts in about two hours. I was really speedy. They probably didn't look so good. They were hard years; but, it was, in many ways, a good job for a person with a family because a lot of the work you could do on your own time table as opposed to a job which required you to be somewhere. So, with the exception of the actual hours you were in class, then you could be relatively free. I did my graduate work for two terms.

CAC: Still combining sociology and social work issues?

BK: During that decade that had split off.

CAC: Okay.

BK: By that time, Dr. [John] Kidneigh was running the School of Social Work. It was my doctoral minor; so, my doctoral minor is in fact an MSW [Master of Social Work].

CAC: Oh, good.

BK: I took all the courses and so on; but, I didn't do the required practice, the field practice that School of Social Work people do. So, my doctoral is sociology with a minor in social work.

CAC: Interesting. I want to back up. I'm may interrupt you occasionally as we go along. You'll forgive me? That SPAN experience . . . SPAN must have been very new because it started just after the war.
BK: It was just after the war. That year that I came was the year that all the veterans were returning to campus; so, the university was, I would say, a little disorganized during that period because it had this enormous growth with all those veterans who had their GI Bills and all of whom were older than us... than the girls and young women who were on the campus. They were a major influence on the campus at that time. In the fall of 1946, a group of those students, just brand new, really dominated by young veterans who'd been abroad, started the SPAN program. The folklore says that that was around a campfire at the YWCA [Young Women's Christian Association] camp near here.

CAC: Heavens.

BK: They started their motto that said, "It's better to light one candle than to curse the darkness." There were very few student exchange programs at that time—almost none. In fact, I suspect that someone could look at that because my guess is SPAN may be the oldest existing student exchange program in the country... certainly among the very oldest. They established that in the fall of 1947.

CAC: Who did they get to sponsor this then?

BK: The university and then they went around and raised their own money. They went to corporations.

CAC: Good grief. Were there particular faculty... you got into it early?

BK: The faculty members... I don't know who they all were but Werner Levi was the one who went to England the first year and Frank Boddy, the second year. The year that I went, the second, Frank Boddy went. Somebody could dredge up who the others were.


BK: Yes. Mitch Charnley has been working on a study of SPAN.

CAC: But, he's deceased now.

BK: Yes, I know; but, he was working on it. How far he got along with that...

CAC: Where do you suppose that is?

BK: I don't know.

CAC: I'll have to check that out.
BK: That would be wonderful. They asked Mitch to do it five or six years ago and he was working on it when he died.

CAC: All right.

BK: There's a good bit of information about the early days.

CAC: How many were with you in England in that early program?

BK: I would say about forty in the whole program. We went to four countries and the year that I went, we went to—all in Europe—Germany, France, Italy, and England.

CAC: That would be understandable . . . 1946. Later, they went, of course, all around the world, as you know.

BK: Yes. The 1947 group went back to the same countries the second year.

CAC: There was probably a group of ten or twelve of you in England?

BK: Right. We lived in a house.

CAC: Then, you had to work on a project?

BK: You had to work on a project. You prepared your study. The year I went to England, 1948, my study was on the impact of the new welfare state . . .

CAC: Ohhh.

BK: . . . which was at that point just shaping itself up in Britain . . . the impact of that fact on voluntary organizations.

CAC: Boy, you were ahead of the curve.

BK: I was. I interviewed voluntary organizations of all kinds . . .

CAC: Good heavens.

BK: . . . to ask that question of them . . . what they anticipated. Would they dry up and die? Of course, quite the opposite has happened. They have expanded.

CAC: Including all those wonderful friendly societies, so-called, right?

BK: Once in awhile I look at . . . for a twenty-one year old, I wasn't so bad. [laughter]
CAC: [laughter] You certainly were asking the right questions.

BK: It was a fascinating time.

CAC: You dreamed that up on your own?

BK: Yes.

CAC: Or with Chapin's help?

BK: I'm sure that other people must have helped me. I was always interested in voluntary organizations and in volunteering. As an undergraduate, I had taken on, in the campus YWCA, the job of recruiting volunteers from the university community to work in local social agencies. I, myself, worked in a local community center when I was an undergraduate. I always wanted to do something like that. It combined my interest in social work. Actually, I had a drama group and even wrote plays because I had forty kids in a group and what play would take forty people? I had to write one myself that would involve all forty of them; so, they could all have some lines. I was interested in the volunteer experience and in the contribution that volunteers could make. That's what led to that SPAN topic.

CAC: Before we're through, remind us so that we will come back to it that the impulse of student service comes and goes. It comes and then it fades. In the 1960s, it was strong, as you know, and we'll talk about that, perhaps, and now, again, right now, everywhere, it's coming back.

BK: It's coming back after a rather bleak period.

CAC: Yes. I'd kind of like to talk about that; but, let's reserve that until we get the narrative line here.

BK: Good topic.

CAC: The SPAN experience strengthened your interest in international dimensions?

BK: Yes, no question about that.

CAC: It ties in with volunteerism, and social service, and social welfare, and sociology.

BK: Yes, how societies function.

CAC: Yes. You're back working on your doctor's degree . . . that's where we were.
BK: I did two quarters because I came back here at Christmas. I picked up my graduate work for the winter and spring quarter. After I did two quarters of graduate work, I had the summer off. During that summer, I did a temporary work for the city of Minneapolis as a superintendent of the women's workhouse.

CAC: Good grief.

BK: In sociology, my work had been to specialize in criminology. During the ten years that I was away, while I had those children, I had a part-time job as a juvenile probation officer; so, my interests in criminology had . . . I was pretty domestic in both ways . . . by contrast international and domestic because of those little children. I had a part-time for a good bit of that time. We lived in, first, Faribault. I had gone overseas to live during that time also. That was also part of my international work. When I first married, my husband and I went overseas for two years before we had family.

CAC: He was teaching?

BK: We worked in refugee camps for the Lutheran World Federation and the World Council of Churches.

CAC: I see. In what sites?

BK: In Graz, Austria. We both spoke German. It was our own version of Peace Corps.

CAC: Where did you pick up your German?

BK: I, in high school and Clint, at Gustavus. I'd had it in high school.

CAC: That's remarkable to have that good [unclear] perfected in the field.

BK: I'd had an excellent teacher. Clint was a biologist and at that time biologists . . . he'd had scientific German. His German was better than mine; but, I was less nervous about making mistakes so I picked it up and became fluent. We were both totally fluent in just a couple of months of use. We lived and worked in Graz, Austria, running immigration programs for refugees and a variety of welfare programs. Then, we came back to this country and had our family. That's another piece of my international . . .

CAC: That's a yoyo. We'll come to your . . . you've been to so many different places.

BK: That fall—I had been working as a superintendent of this workhouse—I came back and, by that time, Elio Monachesi had taken over as the chair of Sociology Department. He asked me if I'd stop in and see him. I did. He said that Art Johnson was in a reserve unit that had just been activated.
CAC: To go to Korea?

BK: No, he had to be in Europe around the Berlin airlift. He was apparently in the logistics part of some reserve unit. He was called off for a whole year. Would I be willing to teach his courses? [laughter] I said, "I suppose I can try." I was really brash. I figured I could do anything. I took on a full five-course teaching load then.

CAC: [gasp] His own teaching came to concentrate on religion, the sociology of church.

BK: He taught family sociology.

CAC: Yes, those two fields.

BK: He had one or two introductory courses. I think we did a little changing around. I even did one course in rural sociology, which I knew nothing about.

CAC: Best way to learn.

BK: At that time, we did a social problems course. I knew social problems. I'd been in the delinquency business. As a social worker, I'd dealt a lot with poverty. I think maybe two of them were social problems courses. They were always the big introductory courses. I taught them in Scott Hall in the theater. It was really interesting because you had as a backdrop for your lecture whatever the current play was. [laughter]

CAC: [laughter]

BK: They couldn't move all of their set off every night.

CAC: A terrible place to teach. The lectern is way high up and the students are down there in the dark.

BK: The students are down there in the dark writing on a board.

CAC: Oh. Oh. Oh.

BK: The worst teaching in the world.

CAC: The worst building.

BK: My favorite backdrop was when they did Bertolt Brecht's Secret Life of the Master Races. It was a huge ramp in the shape of a swastika behind me as I lectured. I'd look around and see this swastika and I'd think, Oh! what am I doing here? I drew the worst hours. I taught at eight in the morning in the winter in this dark place.
CAC: Barb, I've got to interrupt a minute on this. How many women were in Sociology working for their Ph.D. at this time? Was it a significant group?

BK: Yes, there was a significant group. There were no faculty women... not a single faculty woman.

CAC: Because they wouldn't let Caroline Rose teach?

BK: Yes. There were a number of women... a fourth, might have been women.

CAC: That's significant.

BK: One or two have gone on to be very eminent in sociology. Joanne Aldus is [unclear] chair at Notre Dame. She was in my cohort. Bob Fulton's wife was one of colleagues; she had cancer and died. Judy Bennett... there were a number of women in the field.

CAC: It wouldn't have been unusual for Mr. Monachesi to ask a woman to fill in for...? Your reputation... you were more mature and more experienced?

BK: Yes, right. I certainly was. I was ten years older than many. I think he probably realized that most people would have been terrified and I wasn't somehow. I probably should have been; but, I wasn't.

CAC: That speaks well of you.

BK: I drew all these big introductory classes. In that first year, I taught 2,000 students. I taught in the theater, as I told you, and I also taught in Nicholson Auditorium to packed classes. Clint, my husband, and I were amused because wherever we went that year, some young smiling face would smile at me.

CAC: I'll bet.

BK: I'd always smile back. I figured they must be one of my students; but, you couldn't begin to know your students when you had that many people.

CAC: Interesting initiation to the teaching profession.

BK: It was. It was quite an introduction. It became clear to me that to teach that kind of class, you principally had to be a show person. It was showmanship. That was all you could do. It wasn't possible to consider the nuances of how students learned. You just had to keep their attention and try to be dramatic enough.

CAC: Enrollments were so large and that mode of teaching was forced on us, at that time.
BK: Yes. Then, Art came back and then I went back to my work, to my graduate study.

CAC: You did your dissertation on what subject?

BK: I did my dissertation on the career patterns of female criminals.

CAC: Oh, boy.

BK: That's where I perhaps got my interest. I had worked at this women's workhouse, as I told you, and the question that my dissertation explored was, Was there a progression from misdemeanant crime, which was the people I had dealt with, into felony level crime? I had published an early paper on women of skid row, a topic not much written about.

CAC: Not at all.

BK: The focus was always men on skid row.

CAC: Of course.

BK: The misdemeanant level criminal . . . I began to look at that. I did that largely in kind of post-hoc looking at records. I spent a lot of time in the records at the Minneapolis Police Department and, then, doing long distance FBI checks to develop career patterns. In fact, misdemeanant women did not become felons. They stuck in that pattern and stayed at the petty crime level, more or less.

CAC: Where did the heavier crime come from then for women?

BK: Juveniles . . . from young women who are juvenile criminals tended to move into felony level.

CAC: I see.

BK: So, in fact, we probably harmed juvenile girls by our treatment of them.

CAC: By confining them?

BK: Labeling them as criminal and, then, they went [unclear] petty but to be serious criminal. The progression from juvenile crime to felony crime was quite clear.

CAC: How much of this was prostitution and/or alcohol?

BK: All that I worked with at the adult level were people who were in that, almost status crimes . . . loud and disorderly, or a prostitute, or a petty shoplifter, little stuff like that. That was all
the people that I worked with. The great majority of it was alcohol connected . . . an awful lot of it.

CAC: Later, drugs . . . isn't that interesting?

BK: Yes. That female criminality came to be the area that I did most of my work in.

CAC: So, you get your degree. Who advised the dissertation for you?


CAC: She's working with adolescent girls then, sure.

BK: Dr. Monachesi . . . George Vold was still alive at that time and was interested. He probably was a big influence on my choice of topic. Somehow, I always wanted to do something that there wasn't a lot of exploration on. Female criminality was certainly one of those. Actually, it led me further into my international interest. In the body of knowledge about female criminality, one of the threads has to do with the relationship between the status of women and criminality. One body of thought said that women were really more criminal than we thought they were because a good bit of their criminality could be hidden by virtue of their position in society. Then, we began to speculate on the relationship between the status of women and their criminality. The only way to look at that, it seemed to me, was internationally; so, I began to look for indices of status in women internationally and that's what kind of took me into the next phase of my interest in females internationally. I think that's getting a little ahead of the story.

CAC: It's an engaging thought because you're coming to these ideas and perceptions in the late 1950s and early to mid 1960s before they were in general circulation.

BK: Right.

CAC: You were picking up on implicit feminist themes. Were you aware that that's what you were doing before it became popular?

BK: No, I wasn't at all. I just had been exposed to female criminals. I had a job very briefly, before I had my kids, as a probation officer for adult women in Minneapolis. That really exposed me to the bottom of society's barrel of people . . . the skid row, the prostitutes. One of my clients was murdered during that time after we came back from Europe and before my first child was born. That had made me interested. I wasn't at all aware of that; but, when I was back on the campus then, that was the time when the first beginnings of the Women's Movement was around. It all kind of blossomed at the same time.

CAC: It accelerates as it goes along in 1968, 1969 . . . the student movement to get a Women's Studies Department and, by that time, you were back overseas again?
BK: I didn't go back overseas again until 1969... sorry, 1967. I was on the campus from 1960 to 1967. That was the time of Extension programs for women.

CAC: A lot of ferment... Continuing Education for Women.

BK: The Rusty Ladies Program was starting.

CAC: You were aware of that?

BK: I was.

CAC: Although, you didn't participate in it directly?

BK: I was one of those Rusty Ladies. I wasn't quite as rusty as some.

CAC: There was not much rust on you, Barbara.

BK: [laughter] That did tie into that. I think this takes us to the next thing that I'd like to talk with you about, which is in there, but I don't think anybody remembers.

CAC: Okay.

BK: Because I was interested in crime and delinquency... You'll remember the name John Ellingston?

CAC: Yes.

BK: While I was a graduate student, I began to work for John Ellingston. It was natural. I was interested in criminology. I did a lot of teaching and training during that time of probation officers on some of the special projects that he put together.

CAC: Workshops and things like that?

BK: Right, workshops for judges... all of those kinds of things. At about that time, it was the very beginning stages of the Poverty Program. Prior to the Poverty Program per se, Minneapolis and St. Paul had been selected for a major research project which was funded by Ford [Foundation] and it was called something like the Gray Areas Project.

CAC: Oh, of course, the Gray Areas led to Mobilization for Youth.

BK: It was Mobilization for Youth. It was a division of the, then, Department of HEW [Health, Education, and Welfare], which was called Youth Development. In Minneapolis and St. Paul, a very carefully designed, large-scale social experiment...
CAC: Oh, how engaging.

BK: . . . was established. Minneapolis people . . . Larry Harris ran the Minneapolis project. They had identified an area in St. Paul that was roughly the same in terms of demography, and in terms of income level, and in terms of ethnic backgrounds, and so on. Then, they put a massive set of programs in the Minneapolis program and nothing in St. Paul to see whether you could impact on juvenile delinquency from a massive preventive effort. I’ll get back to what my connection to that was in just a second. What I want to say is that that massive experiment was overwhelmed by the Poverty Program, which came along and put massive programs in every community.

CAC: Ohhh, so it took away your control?

BK: The controls were gone and the experiment died in a sense. All the effort into having it so carefully done died.

CAC: This was staged through the university and Ellingston?

BK: This was not through the university at all. It was through the school system.

CAC: Okay.

BK: Larry Harris works with the schools; but, since a lot of what had to be done was training of people to work in these things, the university got involved in it. This was with John Ellingston’s direction; although, John was at that time not well, and getting prepared to leave the university, and brought in Dick Clendenen as his successor. During that time, all of that effort was still going on lodged in the Law School. I worked for them. I was, then, the logical person to establish, what we called, the Training Center for Youth Development. I think we called it Community Development, actually. We became, in effect, the link into university resources for, first, that large delinquency prevention project and ultimately the Poverty Program. It wasn’t that we did it all.

CAC: I understand.

BK: We assisted in finding people in the university community who could help with that. During that time, I was quite pivotal in a lot of that sort of behind the scenes stuff. We put together, for example, a television course for teachers who had never been given the first piece of information about cultural difference and how that might affect teaching.

CAC: Ah! Right.

BK: Eventually, the College of Education took it on and thought it was their idea. When we first went, it was brand new . . . but that, of course, was what we wanted.
CAC: Sure.

BK: We wanted to implant it in their heads and to have them move with it, which they did. There are wonderful stories out of this time period.

CAC: Please, go ahead with them.

BK: One of the things that, first, the delinquency and, then ultimately, the Poverty Program—they all kind of merged together—did was introduce a new idea that boards of agencies which were designed to serve poor people should have some representatives of the poor in the decision making process. That sounds so ordinary now; but, it was a brand new idea.

CAC: That's when feasible participation comes to be, right?

BK: Exactly. We did training programs, for people who had been asked to be on those boards, in parliamentary procedure. George Shapiro did it.

CAC: [gasp]

BK: It was just marvelous. Of course, people adored George.

CAC: Oh, yes!

BK: It was when they first introduced paraprofessionals in the schools. We did course work for paraprofessionals. A wonderful story about that is that all of the conventional wisdom at that time said that paraprofessional people—that was the nice word, euphemism, for poor— . . .

CAC: Right.

BK: . . . didn't want to come to the campus. It was the era of the communiversity, starting the programs out in the store fronts and so on. We believed the conventional wisdom in our innocence and we found a room in the Citizen's Aid building for the class for these paraprofessionals, the first group of teacher aides. We had the class down there. It was one I taught on sort of basic sociology and these people were getting college credit. It was wonderful.

CAC: Was this sponsored through Continuing Education?

BK: This was an Extension course; but, we had money for it from this Poverty Program.

CAC: [Julius] Nolte is still dean; so, he's involved.
BK: We met in the one evening a week format and one of evenings that we met, there was something going on in the Citizen's Aid building and we couldn't have our room; so, we met in the room in this building that Social Work used to have. It was a long room that went from one end of the building to the other, a big conference room. I think that's been cut up now into . . .

CAC: Oh, yes.

BK: It had drapes. It had nice furniture and so on. We met there one night. We apologized that people would have to come to the campus. They came to this building and looked around and they said, "If we're university students, why do we have to meet in that crumby old place downtown? Why can't we meet on the university campus like other university students?" We said, "You got it!" From that point on, we met on the campus. That conventional wisdom about those people being afraid to come to the campus was wrong. They were university students; it boosted their self-esteem and so we met here from that point on. It was a wonderful period for us, for those who were involved in it. Those stories could go on forever. We've got a lot of those. We started the New Careers Program.

CAC: Go ahead with that.

BK: Esther Wattenberg joined us. Sally Flax worked for me at that time. Esther and Sally were principally responsible for the New Careers Program. One snowy Sunday, I was down here by myself working, and I got to thinking about all these people whom we were inviting to come to the university to take course work and began to think about the obstacles in their way, and I sat down and wrote a grant proposal for a program that would provide special services to them. It became the Help Center, which is still here. I sent that off to Washington and we got the money within . . .

CAC: It was federal money . . . Poverty Program money?

BK: Actually, I think that might have been delinquency money.

CAC: That's all mixed up, sure.

BK: I've got a paper that I wrote on this one time, Clarke, about this whole experiment of trying to make the university more responsive . . .

CAC: All right.

BK: . . . which worked well as long there was somebody pushing it.

CAC: There were lots of things in the mid 1960s like this that were going on and a lot of them unrecorded; so, this is a very important part.
BK: A lot of money poured into it. There was always money. Money wasn't a problem at all.

CAC: Yes.

BK: Then, I went off to Africa again.

CAC: Before we go to Africa, I just want to ask you one question, and perhaps associated questions, about the 1960s because this was a time of tumult and was a time of so much change locally ... much of it, you've been talking about. Do you have any other thoughts in a general way about the students that you worked with and their engagement in these matters and what the climate was?

BK: The dominant feature of that time was the arrival on the campus of diversity: of poor, our services to handicapped people, of our services to people who were different from ourselves. I'd been on the campus when the veterans came and that, of course, was a big influence. The wave of that was over; but, the campuses were never the same again. Prior to that time, I'm assuming, campuses were largely middle class kids; but, they weren't middle class kids anymore by that time. The Poverty Program told kids of all kinds, "You can go to the university if you want to." We, then, began to receive them; so, it was a time of great ferment. My recollection of it principally is as a time when we were trying to insert social problems into the university's consciousness. Sometimes, we were real successful and sometimes weren't. Many people on the campus were kind of naturals. It resonated with all their belief structures and they began to adopt it; but, it was always surely marginal in the scheme of things.

CAC: It had to be staged in areas not in established departments and programs?

BK: Yes, right.

CAC: You had to find nooks, like Extension, for example?

BK: Right, clearly, and in General College and in places where there were a few people whose department ... In Sociology, it was acceptable because we still were dealing with those kinds of issues conceptually ... with crime and delinquency and so on. The campus ... it was like there was a little crack into it for poor people and they came in. They just entered as much as they could; but, in general, they had to adapt to us. This Help Center was one which tried to facilitate that, help them to crack the structure much more than it attempted to change the structure to deal with them appropriately. I'm sure there must have been a lot of heartache in a lot of places. We'd have people who were in school and their house would burn down the night before or their car would break down and they couldn't move ... terrible problems. The Help Center had hard money actually to help people with emergencies.

CAC: External to the university?
BK: Yes. That didn't come from the university; that came from the grants.

CAC: Whom should I interview later about this program?

BK: Esther Wattenberg or Sally Flax, either one of them.

CAC: Okay.

BK: They both worked with me through all this period.

CAC: Very good. That helps. Then, by gosh! you go overseas again?

BK: In 1967, we went overseas again.

CAC: This time to Africa?

BK: This time to Africa. It was my husband's work that took us.

CAC: I see.

BK: It was a Columbia University Teacher's College program called Teacher Education to East Africa in which they, very sensibly, hired master teachers to teach young Africans to be teachers, as opposed to hiring College of Education people who hadn't been in the classroom for . . .

CAC: Bravo.

BK: That was very clever. We went to Kenya for two years.

CAC: Your children must still have been with you?

BK: My kids were, by that time, junior high and upper elementary.

CAC: Oh, what a marvelous experience for them for two years.

BK: It was a marvelous time for them, yes. They loved it. We were on the Columbia campus for six weeks in an orientation thing. I was closing out my involvement here. I had finished my comprehensive exams a couple of years before that and hadn't finished the dissertation. We went overseas and I finished the dissertation almost right away after I got there. I had a letter from a colleague saying that George Vold had died and that I'd better hurry because Monachesi wasn't looking too good either—I was back here by the time he died but it wasn't long. That terrified me; so, I got at it right away. I had all the data; I just had never finished writing it. I finished that almost immediately, came home in that first year, and defended in March of that year, and then went back to Africa.
CAC: Then, you pick right up with a ministry there?

BK: Yes. I already had a job there before I came home to do my defense. It was that period of time when people were reviewing and so on. I had my defense and flew that night. I took my dad with me at that time. My father lived with me. He'd never been on an airplane.

CAC: Ohhh.

BK: He flew to Nairobi with us. From that point on, I worked for this ministry called the Cultural and Social Services; but, I was in the social services part. I was the director of their research and evaluation unit . . . the most fun job I ever had, actually.

CAC: With mostly black staff?

BK: Yes. They hired me, and I turned up, and I said, "What do you want me to do?" They said, "Don't you know what a head of a research and evaluation unit is supposed to do?" I said, "Give me a week and I'll tell you." Then, I designed what I wanted to do. It was really a fun job.

CAC: You could bring that experience back in 1969 again to pick up community outreach at the university?

BK: Yes, I did. The first year that I was back—I came back in 1969—I worked at Augsburg. I was housed at Augsburg and the project was a social work kind of job. We were doing new social work curriculum in a project of the social work curriculum community of all the state colleges and they had an executive. Then, I also worked during that time with a small project at the College of Education on cultural diversity; so, I had kind of two part-time jobs that year. Then, in July 1970, I came back to the university as assistant to Dean [Willard] Thompson at Continuing Education. It was, at that time, called the General Extension Division . . . still called General Extension. I was so naive about the whole university system that I didn't really understand what a wonderful opportunity it was for me. It was just a job and they said, "Are you interested in this job?" I said, "Fine. Why not?" I'd finished the other thing at Augsburg.

CAC: It fit in perfectly with your . . .

BK: Actually, I started with tenure, Clarke.

CAC: I would hope so . . . all that experience under your belt.

BK: They gave me a tenured job. I hadn't but barely started when Dean Thompson announced he was going to resign. I'd been appointed as assistant to him. He stayed through the year; but, in the meantime, then, I became an assistant dean. They divided that up and Hal Miller came in as dean and had two assistant deans. We had divided up the work; so, I had that. In the
course of that, while I was in that assistant dean job in the Extension Division, Gerry Shepherd had become vice-president and Fred was his associate.

CAC: That's Fred Lukermann.

BK: Yes. I don't know how all of this happened because I was gone during this; so, I have a gap in my knowledge of 1967 to 1969. Somewhere in there, the university joined a national organization called the Union of Experimenting Colleges and Universities.

CAC: I don't know about that . . . go ahead.

BK: That was an organization of colleges who were trying to do things differently. It was . . .

[End of Tape 1, Side 1]

[Tape 1, Side 2]

BK: . . . and they were trying alternatives methods of education. Interest in pedagogy was kind of common. Fred was always interested in these things. We had a University College. You know something about University College from other places.

CAC: It's not me that has to be informed but posterity.

BK: Yes, and I'll get to that. First, I'll tell you how I got into that. This union had received a grant from Ford. The union was headquartered at Antioch [College], had an executive, and he had put together this grant proposal. It was kind of to design a different undergraduate curriculum. He'd brought together some people, educational theorists, to say what would an ideal undergraduate curriculum look like? He put together this proposal for a University-Without-Walls program. He got the money and had enough money to start pilot programs on something like twelve campuses. That document, the proposal, that was kind of an offer to universities to submit a proposal if they wanted to start something like this came to us as members of that union. Fred sent it around to a number of different places, and it came to Extension, and landed on my desk. I said, "I'll take a try at it. I'll write a proposal if you want me to." This is also part of the folklore. I stayed home one day and dictated it—we used a dictating machine at that time—"This is what we would do . . ." I had talked to a lot of people.

CAC: Sure.

BK: I talked to the General College people. I talked to people in Extension. I talked to Fred. I talked to a number of different people. I put all those ideas together and, of course, we got the money.
CAC: Was this private foundation or federal funds?

BK: The original money came from Ford.

CAC: A lot of things, I'm learning by these interviews, were financed by Ford in the 1960s and early 1970s . . . a major source.

BK: Yes, Ford has always been way ahead of the game, too, in a lot of ways. Ford gave us this money and we got our little chunk of it. We designed this University-Without-Walls program. I took it into my portfolio at Extension; although, we always ran it really kind of separately from Extension. The whole history of that is a kind of . . . not a whole separate history from mine. I ran that always.

CAC: You took that over with you when you went into University College?

BK: We put it into University College eventually.

CAC: I see; so, you were already familiar with the [unclear]?

BK: Yes. From that point on, then, I moved into University College and left Continuing Education.

CAC: I understand.

BK: I was sort of just loaned off to University College.

CAC: You went as a dean?

BK: Yes, when I became the dean; but, I mean, University College didn't have tenure of anything except Mischa Penn, whom we gave tenure in University College.

CAC: Ahhh! that's right. That was partly Fred Lukermann's initiative also.

BK: Then, he eventually got tenure elsewhere. I'm home one Saturday vacuuming and the phone rings and he said, "This is Peter Magrath." I said, "Oh, yes, what can I do for you?" I had turned off the vacuum cleaner. He said, "I want to know if you'd consider taking Mischa Penn into University College?" [laughter] Why not?

CAC: [laughter]

BK: That was during that controversy.

CAC: Are we set to move into University College?
BK: Probably, we are.

CAC: There are various programs there; but, through Extension, you were familiar with most of them?

BK: Let me just say a few things about University-Without-Walls in its fledgling state.

CAC: All right.

BK: We had decided—the we was principally me, though I'd talked to other people, but there wasn't any advisory group or anything when we started University-Without-Walls—to design this to serve a niche that we didn't think the university was serving, which was people who had some kind of formal barrier which prevented their participation in the university.

CAC: Regular classroom or [unclear]?

BK: That could be disablement of some sort, physical distance . . . we took in people who didn't live here . . . being in a prison. That was what we decided on here. I had talked to some other people and everyone thought that was an okay idea; so, that was what our first thing was.

CAC: If I could interrupt just a moment . . . there was not the network of community college programs of this sort at that time?

BK: No.

CAC: Later, there would develop that but certainly not then; so, the university had a major part . . .?

BK: We had a man who was in a Mexican prison. We had a nun who lived in Zaire. We had people in prisons who couldn't get out physically. We had a number of people who were disabled or had some kind of problem which meant they couldn't come to classes. The essence of the program was self-designed through. It was design-your-own education to meet your own needs within a set of rough guidelines.

CAC: It meant the recruitment of field persons as well to supervise, did it not, and monitor?

BK: Oh, yes, definitely. We had all kinds of problems. We'd have to manage the tuition payments, for example, for people who lived at a distance. They'd send their checks to us and they would say, "What's a local address?" We'd say, "They don't have a local address." "Well then, how can they be a resident and pay resident tuition?" Then, we'd get out our little book, which would say, "Resident tuition is that which is taught by us."

CAC: [laughter]
BK: It doesn't mean your body has to be here.

CAC: Right, right.

BK: It is related to being taught by a University of Minnesota faculty person. That fact, made it possible for us to do that. It's so logical that if we University of Minnesota faculty people teach it, it should be resident. We would go to the registrar's office.

CAC: Now, Barbara, you weren't a very good bureaucrat in a traditional sense. [laughter]

BK: No, no, I wasn't. I was a good bureaucrat in the sense that I could twist those regulations to do what we wanted it to do anytime.

CAC: You bet.

BK: I hired people to work for me on that University-Without-Walls program and it was going very well, well enough so that I could move into the dean's job when that happened.

CAC: When you moved into the dean's job in University College, you picked up some more portfolios not dissimilar from these though?

BK: Yes, right. The folklore is always interesting here. I was taking students on SPAN to Africa in the summer of 1972. I went both in 1972 and 1974. I'm in a very remote part of Kenya. I'm down on the coast living in a beach house that didn't have a phone or anything. Some of my students were there. We were just there temporarily. One of my students comes from Nairobi and she said, "I thought you'd probably want to see this. You got a wire." It was from Fred and he said, "Would you accept the University College beanship?" is the way it came out? Beanship. [laughter]

CAC: [laughter]

BK: I thought that was funny. It said, "Call collect," and here I am out in the middle of nowhere without a phone around to say nothing of one that you could call collect on.

CAC: Yes, yes. Without a bean, in fact.

BK: Yes. The telephone booth was a little house, not as big as this office, that was open from eight until four. It had a phone and some guy cranked things up. There was a man sitting there. I finally reached Fred; but, I had to pay for it. I said, "I'll be back in September." If he wanted me to, I would. Of course, I didn't know a lot that went on here. I, later, heard that Josie Johnson had wanted Earl Craig to have the job.
CAC: Yes. Shepherd wouldn't take somebody who didn't have academic credentials. Yes, Earl was a front runner.

BK: Earl and I had been old friends and talked about it many times.

CAC: Earl was very effective in that kind of work, too.

BK: Yes, right. He's an interesting guy. I came back and University College, as you know, goes back to the 1930s but it had never had a full-time dean. It had always had a dean; but, it was a dean who held that in his back pocket as another part of his portfolio. It had usually been the Liberal Arts dean.

CAC: I think Dean [J.W.] Buchta had it for awhile.

BK: Yes. There had been a couple who had done it. This was a desire—I'm sure Fred was the person more responsible for this—to have within the university as a whole a place which systematically brought innovation, could experiment without having to commit the whole institution and the idea always was, try to do things which you then could plant somewhere else and then the units could move on to another experiment. I just thought it was brilliant. I thought it was a brilliant idea.

CAC: It's the old community organization idea . . . initiate something and turn it over.

BK: Definitely . . . somebody else has to think it's their idea. They have to be involved with you from the beginning. They have to think its their idea. They have to own it from the beginning. OSLO [Office for Special Learning Opportunities] started in that way. Tom Walsh started that. OSLO was one . . . gave poor Dean [Richard] Vaughan endless headaches because they were flaky as could be. Tom Walsh was so innovative.

CAC: This kind of work attracted innovative, initiating folks . . .

BK: Yes.

CAC: . . . you among them.

BK: Then, there was the Inter-College Program [ICP]. That's the most staid of them all. That was the original program and it has kept on functioning very nicely.

CAC: It serves some students very well.

BK: And sometimes smaller programs . . . Living Learning Center which we quite quickly moved into CLA [College of Liberal Arts]. ICP is still going. I always wanted to—Fred was
not willing to go this far, and wasn't interested in it, and I then eventually moved on to other things—do an examining degree. I always wanted to do a degree in which we would . . .

CAC: Not by course credit but by exam?

BK: Not by course credit but by examination. It wasn't so much that I was interested in that as much as I was interested in the opportunity that that forced us to take, which was to define what we mean by baccalaureate degree anyway and then say, "This is what we mean by it. If you can demonstrate to us that you possess that knowledge, we'll be glad to put our blessing on you."

CAC: That was one idea that didn't finally sail?

BK: It never really got off the ground. I never got it started. Fred was really not interested in it at all. It's more or less the Empire State idea . . . the Empire State does that. They have established . . . started doing [unclear] courses that lead you to get ready for the examination.

CAC: It would have been lopped off with Focus [to Commitment] in any case.

BK: Yes, for sure. We had, in University College, because of this idea of relatively short-lived programs in the college which got spun off somewhere else, also a kind of ethos that said we shouldn't ourselves stay too long; so, when my time came, I felt I should model that. I got a Bush Fellowship, you know. I was lucky and I was due for sabbatical; so, I went off to Harvard for a year to the law school.

CAC: Ohhh.

BK: I picked up, at that point, my interest in female criminality internationally. I got somehow more interested in the status. I was looking for indices of status that I could find data on internationally—pretty inexact—because I wanted to look at female criminality to see whether, in countries where the status changed, criminality went up along with it or whether it didn't. I spent the year at Harvard doing legal background because I figured I was going to go back into criminology. It tied me to the things I was interested in: poverty and disadvantage. I got more and more interested in international stuff in the course of that year. I came back to Criminal Justice, in fact. Then, when we dismantled that, I moved into International Studies fully.

CAC: International Studies is located where in the university, at that time?

BK: We were on the twelfth floor of this building physically; but, it was just a part of the college. It was one of the interdisciplinary units of the college.

CAC: The College of Liberal Arts.
BK: It was called the Quigley Center for International Studies at that time.

CAC: Oh, sure and associated more closely with Political Science?

BK: With Political Science. My tenure—this is always an odd anomaly that’s now ended; I’m sure everybody is relieved—was in the college.

CAC: You must have had more titles, and departments, and programs that you carried that tenure around with . . .

BK: Yes, probably.

CAC: You could string them out. That would make an interesting history in itself. [laughter]

BK: Then, I came here and my . . .

CAC: Does this lead you into the Women and International Development Research and Information Center?

BK: Right. About that same time, one day—they knew I was interested in women; my work was on women criminals but I’d gotten more interested in the status of women internationally—the College of Agriculture called a meeting of women that they thought had some international interest and they told us that there was now new money available under something that was called Title XII of the Foreign Aid Act that made money available to universities. It was called the Strengthening Universities Title.

CAC: Excuse me . . . just to get it chronologically, this is the late 1970s?

BK: This is late 1970s. This must have been 1979.

CAC: Okay.

BK: I came back in 1978. It must have been about a year later. I was probably just barely moved into International Studies—I think I was. They had this Strengthening Universities money. They sent in a proposal to get their share of that money and it could be used for language instruction or bibliographical improvement in areas that were appropriate. Those always went to colleges of agriculture. This was around U.S. Aid, around strengthening universities to make a contribution to the U.S. Government’s overseas development assistance through U.S. AID. The proposal came back to them and they said, “Oh, by the way, didn’t you forget about women in development?” They said, “What . . . forget about what?” They called us together and they said, “We’ve got to do something about women and development.” We said, “What’s that?” We didn’t, any of us, have a clue what it was all about. We kind of all looked blank and we thought
it sounds like a good idea; so, we kind of put our heads together and we started thinking about it. Of course, it all got very logical and it fit together with so many things that I was interested in.

CAC: You’re using the plural pronoun we. Who else was involved with you at that time?

BK: Susan Geiger.

CAC: Who was in Women’s Studies?

BK: She was in Women’s Studies . . . at that time, a graduate student who finished a Ph.D. in Animal Husbandry, but had worked in Belize. Sally [Flax] was in the Office of International Programs. There were only a handful of us. Olga Stavrakis . . . she was in the Anthropology Department at that time. Her husband is the guy who was killed by lightning on the pyramid.

CAC: He was in Anthropology, sure.

BK: Dennis . . . I’ve forgotten what his last name . . . he had a different name [Dennis Puleston]. There were maybe six or eight of us.

CAC: From all around the university. Again, it’s interdepartmental.

BK: They were from all different places, yes. It was a brand new idea. This legislation had been passed by Congress in 1973 that said—that’s a whole other story, too, Clarke—U.S. development assistance had to take gender into consideration. Shortly before this meeting, Arvonne [Fraser] had been given the job—it’s the Carter Administration—of being the first director of Women in Development. She, at that time, knew nothing about the topic. Arvonne’s interests were wholly domestic; but, she’s sure a fast learner.

CAC: She was a committed feminist by then in very exclusive ways.

BK: Yes. When she first took the job, people were sort of assuming it was Affirmative Action in U.S. Aid as opposed to gender inserted into the content of their work.

CAC: Right, right.

BK: So, she had her work cut out for her to try to define this and establish it. One thing that became very clear was that we needed additional data, information about women. If you were to systematically include them in development, people had to know something about them. She started giving out research funds and funds to organize women on university campuses. It went out through this Strength in University and then she had some other money at her own disposal. Eventually, we gave some rhetoric and some organizational stuff that we would do here to the College of Agriculture. They stuck it in their proposal, got the money, gave a little money back
to us to hire some people to work with us. All this then was housed in the Institute of International Studies, at that time, still called Quigley Center.

CAC: I'm going to interrupt a second because whoever is listening to this down the line . . . implicitly in the stories that you're telling is the influence of outside foundations and government funding . . .

BK: Oh, clearly.

CAC: . . . and changing the curriculum, sparking, initiating within the university and then there are always people here to do it!

BK: Right. In a way, that's what Fred was trying to do with University College was to be sure there was some place internally which could have that same kind of influence on departments.

CAC: You bet. That is just a remarkable . . .

BK: But, it all is gone; it's all gone now.

CAC: Is it gone because the money is gone?

BK: Probably, to an extent; but, I think also the ethos was different in the [President Ronald] Reagan years, in the 1980s. The ethos was very different. It became a time when students were different, when we were different. All the discussion now is harking back to an earlier era. We're hardening our curriculum into more . . .

CAC: Basic [unclear].

BK: . . . standard forms.

CAC: Standard and traditional.

BK: Right, standard and traditional as opposed to what is more logical, which is that if you come to a university with a diverse background, which many adults do now, you should be facilitated to fill in things they don't already have . . . not to jump everyone through the same hoops.

CAC: Yes.

BK: Our student body is more diverse and our curriculum is getting more standard. It's not logical what we're doing now. Part of it is clearly money. Part of it is that quality kind of idea as if to be standard is quality, which is completely goofy.
CAC: Maybe or maybe not . . . different standards or criteria.

BK: It's not the determining . . . certainly, standard can be quality and non-standard can be. The trick is to try to give quality in whatever.

CAC: In both. [laughter]

BK: We've stepped back a long ways from all of those things, in my opinion. It's not that we aren't still doing good things. Obviously, we are.

CAC: The tag end of your career, however, had to be spent in these years of decline, as you see it, in the 1980s and early 1990s? You're just retired, aren't you?

BK: Yes, in July.

CAC: You filled out your career in the Humphrey Institute as a place?

BK: Yes. I was thinking about this. I began with refugee work. My very first overseas stuff was refugee. I'm going off to Africa very shortly to spend a couple months in a refugee camp. I haven't done that for a long time. I'm going to live in a tent and I'm going to sleep probably on a cot or on the ground in the middle of nowhere.

CAC: Is your husband going with you?

BK: Yes. One of the interests I've picked up in the last little while is the potential of cooking with solar energy. We're going to get a pilot program to introduce solar energy.

CAC: Where are you going?

BK: To Kenya, northern Kenya.

CAC: You go back to Kenya where you know your way around?

BK: Yes.

CAC: That's very helpful.

BK: Kenya is my second home. I go twice now this fall . . . once on a planning thing and once to stay for a couple of months. It will be, I think, my seventeenth trip to Kenya over time. That's my place. I don't know, however, this part of it because it's 100 miles from nowhere . . . this place I'm going to. If you think of things you want to ask me, give me a call or I'll stop in again. That's no problem. I want to say that these international development themes . . . I guess that's the next theme that has been a part of the last ten years or so of my life. There are
two themes. I've taught different things, things that I suspect some people would think I'm maybe not qualified for but no one else was doing them, so I did. Frank Miller and I together started . . .

CAC: That's Frank Miller of Anthropology.

BK: . . . International [Development]. He was the director of the Quigley Center when I came back from sabbatical. I spent a sabbatical in Vienna [Austria] working for the U.N. [United Nations] on women's issues. That was 1984-1985. I had worked for the U.N. once before. During my university college days, I'd worked for UNESCO [United Nations Educational, Scientific, and Cultural Organization] for a summer one time. I went to work in Vienna for the U.N. I came back and Frank and I had started MSID.

CAC: What do those initials stand for?

BK: MSID is Minnesota Studies in International Development. It's our overseas internship program for students.

CAC: All right.

BK: It is as innovative in its field as SPAN was in 1947. It was the first program of this kind that provided students the opportunity to actually work in a development agency overseas.

CAC: And get credit for doing so?

BK: And get credit for doing it and faculty people go along and get released from their workload for doing it. It was my teaching assignment when I went with the students on MSID.

CAC: A lot of your teaching was in these non-traditional settings as well?

BK: Oh, yes, always. I don't teach a standard course ever. I don't teach a standard lecture course. I haven't in years . . . since my days in the theater.

CAC: Isn't that interesting?

BK: I gave that up. [laughter]

CAC: Yes, but you never give up teaching.

BK: People ask me what I teach. I say, "I teach students."

CAC: [laughter]
BK: My work is trying to get them to think for themselves, not to tell them what I know and try to have them swallow wholly what I know. Frank and I developed this international development course as a preparation for MSID students. Then, we established a development track in International Studies; so, my work has increasingly been around issues of international development, third world issues. Then, because there was so little else taught about the U.N., the last couple of years, I've taught a course on the U.N.

CAC: Who would be your typical students for that? That would be more traditional on-campus course?

BK: Yes, it is.

CAC: Who typically would take a course like that?

BK: International Relations students who are interested in international organizations.

CAC: Students in Public Affairs?

BK: Yes. The people who are interested in international issues from Humphrey [Institute]. Even Law School students occasionally, I'll have. That's the one course that I've agreed I'd do next year, only next year because of the fiftieth anniversary; so, I think there will be a lot of interest in the U.N. next year.

CAC: It's good as a retired person to keep some kind of activity going.

BK: Oh, yes, I'm pleased to have the opportunity.

CAC: Clearly, you're still up to it.

BK: I taught that course in a different version, of course, at the summer Honors College this year, to high school kids.

CAC: Oh, oh, what fun!

BK: They knew absolutely nothing about the U.N.

CAC: Of course not.

BK: They were smart kids who just had not been exposed to anything like that. It was fun.

CAC: What kind of a response did you get from them?
BK: A good response. They thought it was great. It's very hard then to teach in the way that I like to when they have no background. They have to get a certain amount of background before they can sensibly discuss issues.

CAC: Sure.

BK: It was harder than I thought it would be; but, they were so smart. They're as advanced and as good thinkers as our students; though, some of them were only sophomores in high school.

CAC: There are in your remarks the last ten, fifteen minutes, a reflection on the changed climate of the 1970s, and the 1980s, and into the early 1990s. Do you have further reflections? That's a complicated question; but, I think a very central one. I have in mind not only the international aspect . . .

BK: But the campus climate?

CAC: . . . but student service as well. You see, that's just barely coming back again now if I read it right.

BK: Right. I've been on the OSLO Board of and on for . . .

CAC: For posterity, tell us again what OSLO was.

BK: Office of Special Learning Opportunities, which grew out of the Living Learning Center. In 1990, a team of four of us from the university—Carl Brandt, who is the director of that Office of Special Learning Opportunities; Gerry [Geraldine] Perreault, who has since left the university; George Shapiro; and I—we went to the Danforth Foundation to a two-week summer thing they had at which teams from universities came to spend that time developing a particular project. Our project was the further development of service learning ideas on the university campus. Going back to the University-Without-Walls . . . that kind of learning has always been a part of my . . . I was so amused a few years back when I was asked to go to a meeting that John Wallace called, at that time, when he was vice-president for undergraduate stuff and he had this wonderful new idea that he called active learning. I thought to myself, This place has no institutional memory whatsoever. It was a brand new idea.

CAC: That's one of the functions that this can serve.

BK: It's marvelous. It's wonderful.

CAC: As I hear, you name names. You've mention George Shapiro five times this morning and George shows up in other contexts, too; so, there are individuals who cut across these things, and initiate, and move in and out, and do [unclear] research.
BK: Exactly. George is certainly one of them.

CAC: Yes.

BK: There’s a number of people that are like that . . .

CAC: Esther Wattenberg.

BK: . . . who have been involved in these kinds of efforts. A guy from Biology who was on my old University College advisory board for many years and now he’s on the University College board now, which is, of course, going to be . . . I think we are really wrong to lose University College in its old incarnation. I’m really sad that they’re taking that name.

CAC: Yes. Say a few things more, however, about the changed climate of the late 1980s and then through the 1990s that bore on the kinds of things that you were doing and how specifically then they would create not a negative but certainly not a very hospitable environment within the university itself.

BK: It’s been increasingly an inhospitable environment for the kinds of things that I was interested in.

CAC: Yes.

BK: It still worked fairly well . . . the service learning but many other institutions are way ahead of us on that. We’ve allowed ourselves—though we were pioneers—to be way out-distanced by Augsburg and Metropolitan University.

CAC: Why did they take the bit and run?

BK: I think it’s part of that retreat to a more traditional, to the emphasis on the disciplines.

CAC: Why would the university take that kind of a strategy of consolidation in your mind?

BK: It’s a climate in the country as a whole. We’re not the only institution.

CAC: But, you say other places pick it up . . . Augsburg and Metro pick it up.

BK: I think it has to be the leadership. Departments take their cues from Morrill Hall after all.

CAC: But, of course. That’s where the money [unclear].

BK: Somehow the leadership has made a turn in a different direction from this. One of the emphases of my life, of my career here, was always on the individualizing of education to be
maximal useful for the individual. We've gone more in the direction of the cookie cutter, kind of, in which the discipline knows best what you ought to learn. We never said totally that we don't have some expertise which would help guide what you want to learn; but, we always tried to take into account, in all these programs . . . the active learning ones, the University-Without-Walls, the University College, all of that . . . I think that carries over into the international. I think it's a catastrophe for people to graduate from this university and have had almost nothing internationally. Scholarship today, which is not international, is not good scholarship. It's not quality scholarship to focus on a topic without considering its international dimension in the same way that it is not good scholarship not to consider gender in virtually any field. Maybe a lab science can be exempted from that, but that's about all. I don't know that it matters much about the test tube. When you take the implications of that lab science to the field, then gender is an issue. That's what Women in Development is all about . . . is agriculture and gender, and forestry and gender, and environmental questions and gender. I think it's a leadership question and probably on the part of somebody like myself, at some point it became simple fatigue. I feel like I've been fighting this university—as much as I care for it—always fighting on one front or another.

CAC: For fifteen years, you were fighting . . . but you won a few battles.

BK: Right.

CAC: That's a difference. Then, you don't get battle fatigue. If you win a couple, you don't get fatigue.

BK: What I've always thought was, in a way, sad was that I found places outside which were more in tune with my interests and my disposition or I put the majority of my emotional energy outside. I always thought that was kind of too bad. This place was paying the rent after all. I wouldn't say my main allegiance wasn't here; but, the things I really cared about, I've been doing outside the university.

I think I've have to go. I don't want to push [unclear] patience too long.

CAC: Before you go away, I'm going to make an editorial and that is that your timing was pretty lucky, too.

BK: Yes, and it's been a good living. It's been a good life. I don't regret it.

CAC: In the 1960s and 1970s, you were set loose to do lots of things.

BK: Oh, yes . . . oh, no question about it. So many young people come in and say to me, "How can I do those things like you've always done?"

CAC: Good luck.
BK: I say, "Keep your fingers crossed."

[End of Tape 1, Side 2]

[End of the Interview]