



Lattie Coor
1936

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The following is an oral history interview with Lattie Coor (**LC**) conducted by Pam Stevenson (**PS**) and video-graphed by Manny Garcia (**MG**) on January 24, 2006 at the Visitor Information Center, Tempe, AZ. June Payne (**JP**).

*Transcripts for website edited by members of Historical League, Inc.
Original tapes are in the collection of the Arizona Heritage Center Archives, an Historical Society Museum, Tempe, Arizona.*

PS It is Tuesday, January the 24th 2006, and I'm Pam Stevenson doing the interview. Manny Garcia is our photographer. We're doing an interview for the Living History Video Project of the Arizona State University Retirees Association. We are at the Visitor Information Center at Rural Road and Apache Boulevard. I always like to let you introduce yourself. And give us your full name.

LC I'm Lattie F. Coor, Jr.

PS Is "Lattie" your proper ...

LC It's my proper name. My father and I bear the same name. And I guess with full name ... my middle name is Finch. But I am a junior. Proudly.

PS Why don't you tell me where you were born and when you were born?

LC I was born in Phoenix. September 26th, 1936 and grew up in Avondale. My mother and father were grade school teachers. My father went to ASU in 1928 and 29 for his first degree. A two-year degree made him eligible to teach. He did his practice teaching at the Rural School on what really should be called Rural School Road because that's why Rural Road was named Rural Road.



And he then began teaching in the Kyrene Schools...where he met my mother.

She had...both had gone to Phoenix Union High School. She had then gone to what was then called Redlands College, now the University of Redlands, for her teaching certificate.

My father then returned to ASU subsequently to do his third year when that was required for a degree. I think in the early 30s. And then he got his bachelor's in 1936.

My parents moved after they were married in 1931, to Wickenburg, where my older brother was born. He actually was also born in Phoenix, but they lived in Wickenburg. And then the year I was born, my parents moved to Avondale. And that's where I grew up and where they continued their professional life for the rest of their careers.

PS For a little background...were your parents also born here?

LC Neither of my parents were born here. My mother moved here when she was one year old in 1908. So, it was still territorial days. And she grew up in Phoenix.

My father was the next to the youngest of 13 children. And they moved here in stages from Central Texas. A little town called Eola, Texas, Beginning in about 1910, 1911.

My father moved here to stay when he was still a youngster...with his mother and father. Moved to Peoria. First to Glendale and then to Peoria. In about 1914, 1915.

PS After it was a state?

LC After it was a state. Right.

PS What about...talk a little bit about what your growing up years. You grew up in Avondale. What was Avondale like then?

LC Very much.... Avondale was very much a migrant labor community. Uh...heavily Hispanic. With a strong sense of itself as an agricultural community. I can't begin to estimate how many people, but not many.

Actually, the town when I was yet a very small child was called Coldwater. And when it came time to get a post office the locals thought Coldwater sounded a little hick, I guess. And named the post office for a ranch, Avondale Ranch. Which was one of the ranches in the area.



We lived first in town in a home my father and a cousin of mine, Chauncey Coor, built right in the center of town.

Telephone...uh...I remember it clearly because the same phone at the school was the phone in our home. The number was 516. And it rang both places. And, and that was in the 40s.

And then in the late 40s my parents bought a farm at the corner of Dysart Road and Van Buren. And we moved two-thirds of a prisoner of war barracks from Papago Park. The old German prisoner of war camp....to constitute our home. And we...my, my parents, and again my cousin Chauncey and others, built that home where we then, they then lived until they retired.

I went to high school in Litchfield Park. There was no high school in Avondale. Litchfield Park then too was very small. A company town really for Goodyear Farms. And the high school was small. About 200 students all together.

I graduated from Litchfield High in 1954 and went to NAU. Then called Arizona State College, Flagstaff.

PS Litchfield Park was the air...the Air Force base was there then.

LC Luke Air Force Base was there through all of the war years. As a child, on our farm, probably in about 19...in, in, in the 1940s, I saw a jet airplane before it was ever publicly disclosed that such things existed.

And the...what is now the...called, I guess, the Phoenix-Goodyear Air Field was the Litchfield Naval Air Station. There on...near Highway 80, in, in, in what is now Goodyear.

Paul W. Litchfield was an interesting force in that era. He first, uh, began activities in Arizona with Goodyear Farms in what is now Ocotillo near Chandler. Because they...in the First World War, they couldn't find long enough strands of cotton, long staple cotton which was called Egyptian Cotton, because North Africa was not available. And so, he said, find me a place like Egypt and we'll go grow cotton there.

So, beginning there and then moving out to the West side, they began what was first just Goodyear Tire and Rubber Companies Farms. And then created subsidiaries. Goodyear Farms and then Goodyear Aircraft in the Second World War. Which was adjacent to the Litchfield Naval Air Station.

And then the Wigwam and all of the things that went with that. So that evolution was very much part of my life as, as actually Goodyear was created. The town of Goodyear was created



overnight in the Second World War when many people were brought from Akron, Ohio, the headquarters of Goodyear Tire and Rubber to, to, to, to build blimps. In, in the Goodyear area.

PS You were pretty young during those war years, but do you remember what it was like growing up out there?

LC Quite vividly. And two things, I guess, come to mind. There was an Italian prisoner of war camp out in our area. I don't recall exactly where it was, but it was in the Litchfield Road, uh, and Olive area.

And J.L. Combs, the...a member of the Avondale School Board and the, the Standard Oil distributor, took heating oil out to the, to the prisoner of war camp. And I would go with him.

And I guess my most vivid memory of that was to realize I was here with the enemy. Because we sang songs in school about Italy. The, the enemy. Mostly about Hitler. But Mussolini as well. And here were these.... what looked to me like adults. They were obviously young men, who were lonely. And who, who taught me to count to 10 in Italian.

And probably most memorably, carved for me a creche that they used in the Christmas season. Sang "Adestes Fideles" with tears streaming down their eyes. And then they gave me the creche. So, it was quite moving.

The other memory I have was of, uh, the care-giver and later the wife of the editor of our weekly newspaper. She had come to the United States from Germany in the 30s. Eugene Ely was the editor and he was paralyzed from the neck down. And needed assistance at all times. So... uh...his care-giver and later wife Emmy was his...was...came from Germany to be his care-giver.

Her brother was a Luftwaffe pilot who was, who was captured and was put in the Prisoner of War Camp at Papago Park.

So here...again...singing these songs and knowing that Hitler was the enemy, I would go with Emmy to visit her brother who was obviously a family member and hardly looked the role of this evil enemy that we saw.

I also remember the speeches at the time, but vaguely...at the time of Pearl Harbor. With President Roosevelt. And, and the loss of a very favorite cousin of mine who was...who, who died in France in the war. So, it was that mixture of things one had.

I guess one other thing I remember...two other things. I remember the Victory Gardens that we planted on the school grounds. They plowed up one of the, one of the playgrounds. And we all



had little plots that...in which we grew vegetables.

And, and another very vivid memory. I went to school one day to discover that my classmate, Buddy Ito, the family that lived on the farm next to us, was gone. And no one would really tell us why they were gone. We all now know they were taken as the Japanese-Americans were incarcerated in 1943. But all we knew was that Buddy and his brothers and sisters...and the whole family...were simply gone.

And it was years later.... I, I, I did hear of them because they moved back to Arizona. They lost the farm. But they moved back to Arizona. And at my father's funeral in 1991 several members of the family came and... including, including Buddy. I did later learn my father fought very hard to try to keep them from being incarcerated. But unsuccessfully.

PS Sad story. You say you actually...I've heard a lot about the Papago Park Prisoner of War Camp. Did you actually visit it?

LC We visited, I visited there. And, of course, there's the infamous story that... It, it's based in fact although it's been embellished, I'm sure, of the two prisoners who had a map that showed Salt River. And they tunneled, they built a canoe and tunneled out under...of the grounds that they could run down to the river and canoe away. Only to learn once they got there that Arizona rivers often have no water. And they were...at least as I understand the story, were captured a few miles away. Their canoe was still on the river bottom. But I did actually visit.

PS Do you remember what it looked like? How big it was?

LC Yes. It was pretty good size. It's, it's in... it's on the site where the National Guard facility is now. And they...the barracks were 100 feet long. That I know. And it looked like a military installation. It looked very much like Luke Air Force Base looked at the time.

My, my father, I guess, had a penchant for these barracks because with the war and the Goodyear Aircraft growing which was in the elementary school district in Avondale, they had acute space shortages. And my father went down to the Air Force base at Marana and bought several of those barracks and moved them as school buildings to Avondale at...right after the war. So, it looked...it...the, the prisoner of war camp looked like a military base. Just long barracks. And... I don't frankly recall any major...fences...there were fences around it, but it wasn't like a prison fence.

And the...and I know...I guess the German prisoners did. I know the Italian prisoners went out every day to work in the fields. In the agricultural fields.



- PS** As you were growing up, then your parents were teachers obviously. Were you a good student?
- LC** Uh...when your father is principal of the school you are a good student. (laughs) I, I, I was a pretty good student. Yeah. I was. I, I was active in student politics all my years. But I was, I was...uh...I was salutatorian of my high school class. And my lifelong friend Belen Soto Moreno was the valedictorian in our high school. And again in... she went to college also in Flagstaff. So. But I, I was...I was a, a pretty good student.
- PS** What was your favorite subject?
- LC** (clears throat) I always loved history and, and social, social science. Social issues.
- I just...I, I was intrigued by the window it gave into the world. But I tended to be captured by teachers I liked. So, I had a math teacher, Keith West, in high school that...intrigued me. And I got very much interested in that. And a...my Spanish teacher, Francis Ybarra Amabisca...she was just one of the greatest people, and so I got deeply involved in, in Spanish and studying Spanish.
- PS** What...as a boy growing up, what did you plan to do as an adult? Did you know what you wanted to be?
- LC** I... uh...had been involved politically. Uh, in campus politics, but also in some larger issues. And I planned to go to law school when I went to college.
- I had the good fortune of, of receiving a Phelps Dodge scholarship. And in the, in the 50s that was quite significant. Phelps Dodge Company, gave two scholarships a year to each of the three Arizona universities. And the universities awarded them. They were not only full value...they provided tuition, room and board, to the school, but they were, they were quite prestigious. And so, every year the company would take all 24 of us.... the four years times two on each of the campuses, to one of their facilities.
- And we went to Ajo, and went to Bisbee-Douglas. And Clifton-Morenci. And actually, went to the reduction plant in El Paso one year.
- And, and it was through that that I really kind of decided...in meeting with other of the Phelps Dodge scholars, that I would, I would go to law school. And then I thought potentially of a political career just because there were things I was doing.
- But my mind was changed, you know...one of those burning bush moments...that we should all be aware of, those of us who have the privilege of living in universities...in a sophomore course I took in sociology. And I was so....by a brilliant professor named Ed Walker who had come to



NAU for his health. He'd been a faculty member at Stanford and lost a lung and had to live in a high dry climate.

I was just so taken with the whole world of, of intellectual life. I'd never even thought of graduate school. Really didn't know what it was. But that changed my view and I then...by my sophomore year, into my sophomore year, had decided I wanted to go into an academic career.

PS And what field were you going to do that?

LC In, in Political Science. Which is, uh, what I did. Interestingly, Ed in this...and Flagstaff had 800 students when I went as a freshman. And it was openly, avowedly, a teacher's college. So... very few students...I think only five of us in my graduating class took a BA. Everyone else was in a BS in Education program.

And there were about five or six of us who had been students of Ed Walker who went on to academic careers.

I couldn't major in Political Science. But I majored in Social Science. And then went on and did my graduate study in Political Science.

PS So what were your thoughts then of, of what your career would be?

LC I was so moved by the power of intellectual exploration that I absolutely, completely planned to be a faculty member. I...as a young person you don't know much about the way universities are organized so the idea of academic administration was not something that I just, that even occurred to me. It, it was to graduate school and to faculty position that I, that I, that I attempted to go.

So where did you go after NAU then?

I went to Washington University in St. Louis. That was at Ed Walker's suggestion. He'd grown up in Missouri. Knew I had some gaps because of the program, while qualitative, at NAU, was not in a full program that would...

MG Pam, can we stop just for a second? Some guy is backing a huge truck right here.

PS Probably. He's through backing up. Okay.

MG Okay, we're rolling again.

PS Okay. You were talking when you went to graduate school.



LC I, I...I applied to Washington University at, at Ed, Ed Walker's suggestion. He had grown up in Missouri. He knew the university well and he knew there were some gaps in my preparation simply because the program was more limited. Um...

I had already decided where I wanted to apply and every one of the universities to which I'd applied were in the West. That was in an era, by the way, when "back East" meant anything east of Albuquerque. And while I don't think we were overly parochial, we just didn't think about it.

It turned out to be an absolutely splendid choice for me. I got a, a graduate teaching assistantship there which was helpful. It provided me tuition and a modest but never the less functional stipend I could live with. And very importantly, the, um, chairman of the department who, who, who granted me admission or recruited me, became a very significant part of my life after that.

His name was Tom Eliot. He was the grandson of the great Charles W. Eliot of Harvard. And he had himself grown up in the Harvard environment. And in the Congress. Had been actually a young lawyer with Francis Perkins in the New Deal when the Social Security Act was written. And then had gone on into an academic career.

Tom later became Chancellor of Washington University after I had finished my PhD, and was on the faculty. And it was he who lured me into academic administration at a very young age. So, it was not only a very good university with a very strong department of Political Science, but...and... I stayed after I went to Washington University. An experience... I stayed 18 years after I went to Washington University. And experience that was very good for me personally and professionally.

PS So you were there through the 60s and that period?

LC I, I was. I took my master's degree in Russian Studies. Uh...from 1958 to 1960. I finished my PhD in 1964 in American Politics, Specializing on the president...

PS 1964.

LC 1964. Excuse me. Did I say 18? I'm not that old! 1964.

But I'd had an interesting little interlude which affirmed my interest in university life. And probably cast my interest in academic administration more clearly in my own mind.

After I had done all of my course work for my PhD. Had taken my comprehensives. Had taken one of the two languages that one had to have in order to get a PhD at that time. I became...I was



research assistant then. No longer actually teaching in the...as a teaching assistant. And we were doing a study of state politics in the public schools. Something about which there had not been much work done before. Tom Elliot and some very good people from the Maxwell School in Syracuse had gotten a major grant from the Carnegie Foundation to do this study.

And we were doing a comparative study of Missouri, Illinois and Michigan. And I was assigned Michigan to go do the field work. To interview all of the key people. The Superintendent of Public Instruction. The chairman of the House and Senate Appropriations Committees. And education committee. And so on.

So, I was to go up there for a month or two to do the interviewing. Well, as a pipsqueak graduate student trying to get appointments with these people in advance, it was just impossible. I'd call and they wouldn't call back. And so, I finally decided, well, I'll just go up there.

So, in February of 1961 I went to Lansing with plans to stay a month. Arrived on a Tuesday night. Checked into the Jack Tar Hotel right on the main plaza next to the Capitol. Lights were all blazing in the Capitol. Walked into the Senate Chambers and the House Chambers. Not a soul. About 8 or 8:30.

Walked into the governor's office which was on the same floor. And Mennen Williams, Chief Mennen Williams, who had been governor for 14 years, who just had been appointed by President Kennedy to be Under-Secretary of State.

And a 34-year-old named John Swainson, a double amputee in the Battle of the Bulge, Second World War, had been elected governor. Last two term governor...last two term, period, in the, in Michigan's history.

And the pictures, Mennen Williams pictures, were all still on the wall. He had just left, and here this young governor had just come in. No one in the outer office. Walked into the inner office. And here was this young governor. Flanked by a secretary on each side.

I just brashly walked in and introduced myself. (laughs) And he asked what I was doing there and I told him. He said, I could use somebody like that on my staff. And I said, I'll join you. Free of charge! And by Friday I was assistant to the governor, part time. No... with an office. And was actually helping him write a speech for, for a, a major convention he was speaking to that weekend in Grand Rapids.

So, I stayed six months. By that time, by the way, all these people were calling me that I was trying to set appointments with. Did, did the study. Wrote what turned out to be a chapter. And went back to St. Louis to complete my work. And to finish my other requirements except for the



dissertation. My other language and so on.

I went back in October with the galleys to just check the quotes and make sure everything was in hand. And John...John Swainson was the governor's name. John said, my administrative assistant has just gone to Washington to work for Mennen. Would you be my administrative assistant?

I said, John, I'm 25 years old. I'm 10 years younger than anyone else. I'm...I live in St. Louis. I'm a legal resident of Arizona. I drive an MG in, in, I mean, in Michigan. I said...with an Arizona plate on it. I said, I can't imagine that would work. And he said, no. you hide the car. But come to work. So, I then worked 14 months for John. Who was defeated in his bid for re-election by George Romney. It was the beginning of that big new era. But it was, it was an extraordinary opportunity for me.

Including...in addition to my, um, professional responsibilities as administrative assistant to the governor, I got involved in his re-election campaign. And was responsible for Northern Michigan and the Upper Peninsula. So, two or three afternoons a week we'd take off in a small plane and go up and make our way through these kinds of magical towns way north.

It was in that...as a result of that experience, I had many opportunities to, to stay in that political life. Both in Michigan...there was even a, a movement which I never really probed, so I don't know how serious it was, to get me to run for Congress. In one of the districts where there were some people.

But more importantly there were some things in Washington including the newly created Department of...it was then called Housing and Home Finance Agency. It was about to become Housing and Urban Development.

And I...it was clear to me that was not what I wanted to do. I'd had a chance to experience it. I enjoyed it. But I was really far more interested in, in university life.

And fortunately for me at the same time, Tom Eliot...this department chairman of Political Science who recruited me, now almost three years later had become Chancellor of the university. And he called me right after the election. Reminded me of Abe Lincoln's great story about losing. That it...too big to...it hurts too much to laugh and, and he's too big to cry. So...

And offered me a half-time job as assistant to him as Chancellor while I came home and finished my dissertation. Started and finished my dissertation.

So, I, I did that. I went back in January of 1963. And over the next year and a half finished my PhD and worked as assistant to the Chancellor.



- PS** Did you keep up your connections with Arizona at that time? You, you mentioned you still had the Arizona license plate.
- LC** I did. I came out every Christmas. My mother was an inveterate party giver. We had a huge farm house. And... uh...so we...all of the family and friends and so on would come. We'd have a big party at the house between Christmas and New Year's.
- I came to hike regularly. I've always.... I've never been able to not hike in Arizona. So, I would come at least once a year and, and go somewhere.
- So, I did. I kept ties. Although when you get so immersed in something...my, my life really moved...it moved substantially to St. Louis. And, and that did become my home for the 18 years I was there.
- PS** And so...and you didn't go to Washington after all?
- LC** I did not. No.
- PS** That could have changed your life, too. (laughs)
- LC** It could have. You're right.
- PS** So you were there during the 60s. I know a lot of campuses had a lot of protests and things going on with the students (can't hear rest)
- LC** It, it was true at Washington University. I was...as a young faculty member, pretty deeply involved in Civil Rights Movement. There were still segregated restaurants in St. Louis including some around the campus.
- I got involved in two ways. I got involved with those who were trying in a constructive but forceful way to persuade these owners to, to integrate their restaurants.
- And Washington University, as most, was pretty lily white at the time. And I got involved in a very constructive program to identify and help recruit minority youngsters, mostly black youngsters from St. Louis, into the university through the use of Saturday seminars and preparatory things during their, their high school years. So, I... I personally during that period...
- And from 1964 after I finished my PhD until 1969, I was on the faculty. I did administrative things. I was director of...but, but the administrative things were always part time. I was Director of International Studies. For a couple of years, I was assistant dean of the Graduate School.



But...and on the faculty. I did that combination of things.

I, I...in addition to that, I got pretty deeply involved in the, the Vietnam War issue.

As assistant dean of the graduate school, I had a lot of young men coming to talk about their desire not to serve in the military. As... either as conscientious objectors or those who opposed the war. Including some who sought to leave the country. Go to Canada as some of them did.

And some even who, uh, who talked about physically harming themselves so they would be ineligible to go. So, it was a wrenching, absolutely wrenching, wrenching period.

In addition to that, Washington University, uncharacteristically for such a conservative, fairly staid city...university in a fairly staid city...really became the hot bed of some major radical activity, and...

I, I, I was fortunate enough in 1969 to be appointed Vice Chancellor. Uh, the position was a combination of responsibility for all of the professional schools on what was called the Hilltop Campus. Washington University has a medical campus at the east end of Forest Park....a beautiful big public park. And then a Hilltop Campus where all of the non-health, science, endeavors were.

And I was responsible for all of the professional schools on the Hilltop Campus. Law, engineering, social work, uh, business, etc.

But I was also responsible for the, um, major non-academic, non-business functions. So, Student Affairs, campus life, Campus Police, etc. Which translated very quickly into being Vice Chancellor in charge of trouble. Because we had, over the period of about two years, a, a building burned to the ground. An ROTC building. With major federal involvement and prison terms up to 25 years for some of the protestors.

We had buildings occupied and buildings damaged. One night 10-thousand-dollars' worth of plate glass was broken out of the main library. That kind of thing.

And so, I got very, very deeply involved in all of that.

PS Did you...other than protecting the campus, were you also taking sides on (can't hear rest)

LC I... I was...I became convinced that our involvement in Vietnam was wrong. And I did join, not with the radical elements, but in the electoral process with those who were supporting candidates opposed to Mr. Johnson's re-election. So, I got pretty active. Yes.



PS Did you ever think about getting more involved in politics again?

LC No. Never have. It's very interesting. I've, I've been asked that all my life. No. After my youthful exploration, it was nothing more than that, and my chance, which was...my chance to experience it in Michigan. Which was a favorable experience. So, I didn't...it wasn't a negative experience. I knew deep down... I knew deep down something I discovered the first day I walked on the NAU campus.

You have to think back to Arizona in the 1950s. There, there were two physical locations in Arizona that had this quite remarkable sylvan-like quality. One was the courthouse in Prescott. And the other was the NAU campus. The NAU campus was only that part that is called the Old Campus now.

And I walked onto that campus and said, I'd like to spend my life in a place like this. And that was before I had really realized my interest in academic life. And so that combination of really loving what a university is, and then having the personal conviction about the value of an academic life has, has really defined what I want to do and has ever since. So...

Even with the death of my conviction about the Vietnam War, I did not have any interest in going on beyond...

I actually got involved in, in the delegate selection process for the 1968 Convention in Chicago. And had an opportunity to go and said, no. I don't, I don't really want to do that. I want to get the issues up in a constructive way. But I, my life as a university...that's where I want to stay.

PS That would have been an interesting convention to attend. (laughs)

LC It would have been. Right.

PS It sounds like you pretty much made your life there in St. Louis.

LC I did.

PS Did you consider coming back to Arizona at any time? (can't hear rest)

LC I have always loved Arizona. As I say, I've hiked here. I always...have a large family here. I come to visit the family. But I am so.... I've had, I've had the privilege all my life of being so immersed where I am that that's my home. And, so I didn't hanker to return. There were far greater opportunities for working in major universities and being a part of shaping the larger



agenda.

Universities were just beginning in that era to connect with the larger issues of society. Not just with civil rights, but with economy and the shaping of the housing and, and public policies in the area. And that was where I really was absorbed. So, I didn't, I didn't hanker to return to, to, to Arizona.

PS So you got you PhD there. And what was it in?

LC Political Science. Hm, hmm.

President in Congress. But actually my, my, my dissertation was entitled "The Increasing Vulnerability of the American Governor." This was a period of time when American governors were being defeated at abnormally high rates when they ran for re-election. And my, my hypothesis which I think was supported by the work I did is that there was this period of about 20 or 30 years where they were expected to do a lot more than they had the capacity, either financial or legal, to do. And so, people expected them to solve things. And they did not.

There was a period there for...until Ronald Reagan received a nomination...where governors were no longer even consider as candidates for president. A... Congressmen. Senators were. And it was that era. So, I... that was my study. And I looked...I did a study over about 50 years of governor's re-elections and what happened to them.

But my primary interest in my teaching was in the role of the President and Congress. And the, the realities that are so different from the kind of textbook...the legislature legislates and the executive executes as the evolving nature of those two institutions grew. So that, that's what I taught.

I did major courses in policy. I, I really focused on undergraduates. That's where I had my greatest interest. Got involved in creating some, I think, rather innovative ways of organizing undergraduate courses where...

For about five years, four of us in different fields chose an organizing topic like conflict resolution...uh...in society. And... stud...the same...students would take the Political Science course from me. The philosophy course from X. A course in psychology from Y. A course in social behavior from Z. And we then would gather all those students into a fifth course which was a seminar of those students and the five, and the five of us. Or the four of us. Pulling together. So, I did a fair amount of that.

And I got pretty deeply involved in some issues related to advising undergraduates who hadn't



declared a major. Then as now, they tend to be overlooked. They don't get picked up until a department takes ownership in them. So, I, I... that's...I spent...that's where I really focused my teaching efforts.

PS What were your goals at that time? Did you just plan to stay there?

LC I was clearly intrigued...first of all, it was atypical to take a, a faculty position where you get your PhD. That's not normally the case.

And I guess it was a, a...it was less clear to me than it should have been that my involvement in administrative things...as assistant to the Chancellor while I was finishing my PhD, had awakened me to academic administration.

Washington University was a high quality, un-recognized university. Its medical school was recognized around the world. It was still a primarily local undergraduate and graduate student body. And in the 10 years from roughly the, during the 60s, it went from 80 percent of its students coming from a 50-mile radius, undergraduates, to 20 percent. It moved to a national student body and did some really quite remarkable. And I was able to be a part of that in the early stages...so it was already clear to me that was interesting.

So, when it came time...after I finished my PhD, too, to decide on a faculty position, I had two opportunities that were, that were intriguing to me. As a regular faculty member. One at Tulane University. And one at what was then the University of Buffalo. It was...it was a public state university becoming the public state university of New York at Buffalo. But I decided to stay at Washington University. Recognized that if I did, I would more likely gravitate to administration than just a pure faculty role. And that is what happened.

As I mentioned in, in 1969, I was appointed Vice Chancellor. I was only 32 years old then. So, it really meant in effect abandoning my academic life as my central purpose and moving into administration. And...

I continued to teach all my years there. And I actually taught most of my years when I was president of the University of Vermont. But my principle endeavor was, was the, was my administrative role.

PS So... how did you happen to go to Vermont?

LC I, uh...served two years as Vice Chancellor with Tom Eliot. The, uh, the fellow who had recruited me. And then my fellow Vice Chancellor whom I had the highest regard for, Bill Danforth...he'd been vice Chancellor for Medical Affairs and was named Chancellor. And I



served five years with him and very much enjoyed what I was doing, but I was already beginning to think, wouldn't it be interesting if there...if, having watched what we did, to transform Washington University into a really highly visible competitive place. If there might be a place or two like that. And by that time, as happens in these jobs, I was beginning to be approached by universities to consider a presidency.

And so, I, I, I... I did...I talked with some. I did begin exploring that. And, and decided it would be...I was still young, but I was nearing my 40s. That sometime within the next two years, it occurred to me it would be...I would be interested in, uh, in, in being a university president.

Vermont absolutely captivated me. Uh...it...I knew it would be a wonderful place...I had three children by then. It would be a wonderful place for my children to grow up.

It was a university that had the most unusual set of properties. It's legally private and yet it served in this public fashion. And I could see that it was under-performing in terms of what it could be. And so, the...it was irresistible for me when they asked me to be president and so I, I went.

PS For somebody that thought anything east of Albuquerque was east...Vermont must have been quite a change. (laughs)

LC It was quite a change. Both geographically and in terms of climate. But it was a wonderful place. I was there 13-1/2, almost 14, years. And it was just a wonderful place for my children and for me and for, for everything. Unfortunately, I...my marriage came apart there and I got divorced about half way through my years there. But it...it was, it was just a wonderful place altogether.

PS And what was so wonderful about it?

LC The Northeast has one of the most vital and interesting university environments in the world. Boston, for example, has 250,000 college students. And so, you've got these institutions, largely private, although there are some good public ones there are... The ferment is just something very special.

What was most intriguing to me about Vermont is that it had the profile of a major public land grant university. A College of Agriculture. A College of Medicine. Schools of Engineering. Education. Business. (clears throat)

And yet it had the ethos of a small liberal arts college. And it was the challenge which I.. others have to judge it, but I think we rose to, was to blend those in ways that reinforced one another. Vermont as a state is both small, half million people, and poor. Forty-seventh in per capita



income. So, there was no way the state could support a university of the quality and nature of UVM in conventional public dollar terms. In fact, when I first went to the University of Vermont only 18 percent of its budget came from the state. And, I hope it wasn't a sign of failure on my part. It was just the movement in, in key ways. It was only about 10 percent when I left. And it's less than that now.

About half of the students at the University of Vermont come from out of state. Actually as, as much as 60 percent. They come on as private university students. They pay private tuition levels. Twenty-thousand, 25-thousand a year in tuition. They come largely from the private prep schools. The most competitive schools in the country. And they bring both a background and a blend of interests that are something. At the same time, we had these diamonds in the rough from the tiny towns of Vermont. It is still a courier (can't understand word) You've got just these gems of places.

In... in... with a good school system...although a, a state that doesn't have a lot of funds for that kind of thing. Seventy percent of the high schools in Vermont when I was there still taught Latin, for example, just part of that classic legacy.

And to me it was a very appealing notion to try to blend these creatures. The only one like it really is Cornell and even it's different because it's much larger and much better funded given the state of, of New York. And that's what we set out to do. And I will say with great pride...

When a, a quite influential book was published in the, in the mid-1980s called "The Public Ivy's," of the eight universities chosen, and they were institutional like the University of Virginia, the University of Vermont was one of the Public Ivy's. And because...unlike large western universities like ASU, where you simply expanded when you have a greater demand...the tradition in New England was to keep the same size. And you just simply have a, a deeper applicant pool.

At the time I left the University of Vermont, we were running about eight applicants for every available space. Even with those rather substantial prices. From out of state. For in state, we had an absolute criterion for administration. It was...high student but, I think, and I think we found an interesting mixture.

It was...it was just...it was a place that when it was very small, it knew what to do. But it was kind of caught in this evolution as it moved to a larger university. And I found it quite intriguing. And it, it was rewarding for me. And I, I think I... from all I hear from folks there, they, they continue to think they were good years for UVM.

PS How large was the university?



LC University of Vermont has about nine thousand undergraduates. And about 1500 graduates and medical students. So, 10,000. Ten or eleven thousand. A little smaller at ASU. About the size of Washington University. Washington University had then and does now four thousand undergraduates, nine thousand graduate and medical students.

PS So those were good years, and you liked Vermont. Why didn't you stay there?

LC I'm a great believer in cycles. Cycles for universities. Cycles for individuals. There's no absolute. But a cycle in a university is more commonly a 10-ish year cycle. Again, it's, there's no absolute to that.

But the momentum, the shaping, the movement, the energy that happens tends to be framed more in that way. And I will just be...personally I, I find myself, I function...now that I've had a chance to experience it in three different settings...in that kind of cycle as well.

I had served as President of the University of Vermont for 13-1/2 years. We were doing well. I'd actually committed to, to staying through the university's bi-centennial. I mean, imagine that. That university was founded in 1791. A beautiful campus overlooking Lake Champlain was requisitioned by the US Army to house the American troops in the War of 1812. Most of which...a lot of which took place right down on Lake Champlain. And so, we were going...the fifth oldest in New England. Only Harvard, Yale, Princeton and Brown. Harvard...not Princeton...it's not... Harvard, Yale, Brown, Dartmouth and then Vermont. So, it had this wonderful (can't understand).

And I was going to stay as we put that together. But I realized that it was probably about time...about time for me and, and about time for the university.

Having said that, I really did not intend to take another presidency. So...my thinking, which was very personal, was that it was about time for me to start doing something else.

PS What else were you thinking of doing?

LC I, I had formed the elements of a technology transfer group. The Provost at, at UVM...a nuclear physicist who I had recruited from Ohio State had served for 10 years and had gone back to the faculty. A senior vice president who was an infectious disease specialist. Formerly associate dean of the medical school. And the chair of three departments. Physiology, bio-physics, obstetrics, gynecology and... hm... I now forget the third...were all interested in joining together. We were going to join together as a research technology transfer corporation. And a...



The head of IBM Burlington. The major IBM facility in Vermont. Twelve-thousand employees, so it was a big endeavor. Formerly head of IBM Germany. Himself a German national who had become an American citizen. We were all thinking we'd put that together. And we were looking for some capital to try to make it happen.

PS And why didn't it happen?

LC I was approached by ASU. I knew Heidrick & Struggles. I knew Bill Bowen, a representative, very well. Had known him for years. And, because I... well, two things.

I was persuaded...and... I really did not think another presidency was right. I was just...I loved...these, these are not jobs. These become, you become so completely bonded to the community I just couldn't imagine being a president in another community like that.

Secondly, my daughter...I have three children. Eleven years apart. Seven between the oldest and the middle. And then four between the middle and the youngest.

My two oldest sons were...one was in college and one was in prep school. Boarding school. And my daughter was still at home. I had promised her we wouldn't move until she got out of grade school because she had already been through the tumult of a divorce. And...so I just... So, it...

Both of those led me to say "no" when I, when I, when I was first approached. I guess in retrospect. I realize they thought I was being coy. But I wasn't. I just didn't, I didn't, I really didn't think it was the right thing for me.

Interesting how...how that changed. Well, I guess one other part of the, of the lesson. Herman Chanen was chairman of a committee. I didn't know him at all. But he...I later learned it was him. Just kept after the search consultant. Came back to me again a few months later and asked me to consider it. And I, and I just said "no." I was not...was not something I was going to do. But they offered...they asked if I would spend an hour with, uh, some of the regents in Boston. They were at a meeting there for the Association of Governing Boards.

And, and it so happened I was one my way to one of the Spring Break funds raising runs in Florida. Which was a... they were here for Northeast University Presidents.

And my son, who was...my middle son in prep school...he was home for, for Spring Break. And he was going to accompany me for this trip to Florida.

I agreed, without telling him what I was doing...he'd go on and fly on to Pittsburgh. I'd leave earlier on a Sunday morning...went to Boston. Met with what turned out to be two, two regents.



Herman and Donald Pitt. And Molly Broad who was executive director of the board. Esther Capin was to be there but her husband had just died. And she, obviously, understandably, couldn't come. And I spent an hour with them. And then went on and caught my plane to meet my son in Pittsburgh. And then we went on to Florida.

Uh... well, what were my feelings at the time? It was clear to me this was not the ASU I had known 20 years before. That there were some opportunities. There was something happening. But I was still...it was still not something I was ready to put on my agenda.

My, my children and I developed a habit of gathering in New York two weekends a year. My oldest son then was studying at the Sorbonne in Paris. My middle son was in boarding school in Connecticut. My daughter and I at home.

And we just always made a deal we would gather there. And about a month and a half or a month after I had made this visit to Boston, we all gathered and we...that, that was the year we stayed at the new, brand new Marriott at Times Square. We arrived at different times. My daughter and I drove down. My son from Connecticut came in on the late train. And my...I guess my older guy had come in the day before.

So, we finally gathered and were having breakfast (rubs against microphone) the next morning. A very casual, uncrowded, unhurried way. Just catching up with one another...

Now I have to insert an experience I had had with my children...

PS June (Payne) made a good point. That before we continue on, it might be good to give your children names. (laughs)

LC Sure. My oldest son is Kendall, age 41. My middle son is Colin, age 34. And my daughter is Farryl, age 30.

PS And you were mentioning about meeting up with them in New York.

LC I, I was. And it was at that breakfast I broached the subject of ASU. But I would like to insert an experience we had together about a year and a half before.

ASU began talking with me in the spring of 89. In the summer of 88, with no idea about ASU, I realized my children were growing up. They knew Arizona through visiting their grandparents and families and occasional visits we would make. But they really didn't know the Arizona I had grown up in. And I kind of wanted them to have it as part of their life. Whatever they wished to do with it.



So, we loaded up all of our camping gear. I had been US Air's most frequent flyer out of Vermont for years because 90 percent of all of our development prospects lived outside the state. And I could do a half day in Manhattan and still come back to the campus. Or Boston. Or wherever. So, I was on very good terms with all of the staff at the, at the local airport.

We shipped an eight-man tent...uh...Dutch ovens. I mean, we shipped everything. And rented a 4-wheel drive vehicle at Phoenix Sky Harbor. And spent almost three weeks traversing... First, we started up in, at the Apache Nation in White River. My, my parents have a, a cabin in Pinetop. And then over the next three weeks we spent time...often visiting classmates of mine in Navajo or Hopi. Went up to Lake Powell. Went to Grand Canyon. Went to Slide Rock. Went to all of those places. And had, had just an extraordinary experience.

A cousin of mine was on the staff of the Hopi Nation and helping them with education. And she was living in Keams Canyon. And just to give a flavor of the trip, my daughter, then in the fifth grade, asked, as we were planning this trip, oh, she said, I'm studying Hopi Indians. Would we meet some?

Well, when we got to Keams Canyon, Karen, who's on a nine-month contract living in a trailer house, needed summer income so she would make burros and sell them in the parking lot at Keams Canyon at the trading post.

And so, within an hour of arrival one of my sons, I think Kendall, and I went up to pitch our tent, and the other two kids went to work helping Karen make burros. And then went out with a bucket, sold them in the parking lot. And we then saved a few and went up to, to Walpi which has only six permanent residents. And a great friend of Karen's, a, a pot maker, we sat and ate the remaining burros, looking out over, looking out over the sunset. And I said to Farryl, so now have you, think you've met a Hopi? Do you know what this life is like?

So, it was an absolutely wonderful camping experience.

As a result of that, my children had this very fresh, vivid picture of the Arizona I loved. And at breakfast I broached the topic. I said, ASU has come to ask me if I would consider being candidate for president. And my daughter burst into tears. I said, honey. I mean she was 14. I said, honey, I said no. Because I promised you, we're not going to move. We'll get you through school. And out of the mouth of babes, she said, Dad, don't you know? Time for us to start a new life.

And I then reflected on that and agreed to come out for a visit when it was all under the radar. And that really began my conversations. I was only here a half day. Probably March. You come



to Phoenix from Vermont in March, it's pretty, (laughs) pretty intoxicating.

And Molly Broad who lived out in the Mummy Mountain, Paradise Valley area, had a, had a little dinner for me that evening. Because it was just half day and then I left. And Rose Mofford was at the dinner. And I had never met her, but I knew who she was.

And she opened the conversation...you know, your life 32 years somewhere else, kind of all comes back. She said, you know, I just was talking with Chauncey yesterday. Well, Chauncey's my cousin. He's the one that helped my father build our house when I was a child and was mayor of Goodyear. Had been mayor of Goodyear for 20 years.

And then Governor Mofford went on to tell me that her brother Jim had been a... had been paired with my uncle Hance when both were on the Arizona Highway Patrol and had responsibility for everything west of 35th Avenue and Maricopa County.

And I remember as a youngster, my Uncle Hance and this other fellow who obviously was Jim...I forget what Rose's maiden name is...but her brother would drive up to our little house in Avondale on their way out to Gila Bend as that covered all of that territory.

So, it was a, an interesting mixture of reconnecting with, with Arizona. But most importantly really getting a sense that this university just had such extraordinary potential.

And, the combination of those things, including the advice of my daughter that it was time for us to consider something new in our life, led to a series of conversations. And over the next couple of months that resulted in my appointment.

PS What was ASU like at that point? What made you think that this was the right time and place for you?

LC Two things. Far better than its reputation. And I guess that can vary by who is making the judgement about the reputation. But the larger community did not understand the treasure. I think even the larger academic world did not understand just how significantly ASU had evolved in its quality and in its nature.

And secondly, uh, it, it is, it was then and I think remains today, the most attractive public university franchise in America. Because it is the university in one of the great new cities of America. And that's rare.

St. Louis, which is now smaller than Phoenix, had 34 colleges and universities. Vermont...half million people, had 22 or 23 colleges and universities.



And here was an opportunity, not to make it a monopoly, but to use it as a lever to say, how can we serve in a contemporary way the evolution of this great city. And those were compelling.

Interestingly...and I don't want to diminish or even pretend to myself that my love of Arizona wasn't a factor. But, but those, but those were the features that were far more interesting to me than the fact that it was Arizona. It was...it being Arizona was a bonus for me. But it was the realization that I... not had before. That this was a very significant university with a lot of potential.

And going back to my experiences in St. Louis, my experiences in Vermont. I'm a real junkie when there's potential that you can really get hold of something that can really happen. So that's what, that's what captured me.

PS Even though you said you didn't want to be a university president again?

LC That's an interesting question and an interesting observation. I guess we all tend to rationalize over time so I can't tell you how pure my view is here, but I think it's pretty valid.

I realized that these are two totally different entities. And that I could treasure as I still do, my years in Vermont and what we did there. But this was a totally different presidency.

And that as a result it represented a new set of challenges. Which was intriguing. But also, a different set of experiences. That while there were...some parallels were far fewer than would have been the case had I gone to a similar kind of institution elsewhere.

PS ASU certainly was different. I don't mean in size, but all of a sudden now you have an Athletic Department. All of those sorts of things that I don't think (can't hear rest)

LC That's...well, it had an Athletic Department, but not a major...intercollegiate football...

PS Don't care about the football team in Vermont.

LC University of Vermont...my predecessor as his last act became the first land grant university in America to eliminate intercollegiate football. So, so...no, it was very different.

PS So what was it like coming back to Arizona and to the presidency of ASU?

LC Um....



PS What year was that?

LC I, I, I accepted the appointment. I, I was appointed in, in May of 1989. But I did not come until January of 90. I just couldn't walk off. I couldn't walk out on UVM. We had to wrap up business and pave the way for a, a successor and next generation of leadership there.

Um. Three impressions...uh...that I guess in, in terms of the, the question you posed to me. That was the question, wasn't it? What were my impressions? Or what...

PS Or what...what was the university like at that point and what were your impressions and your, your goals, I guess, or challenges?

LC And, and kind of what, what, what did I find. Um...

Um. There was far more personal connection than I expected. My impression of Arizona is that it was populated by newcomers. And it is. Largely. But I had forgotten that kids that I grew up with mostly tended to stay here and grow up as well.

And I found day after day in the first few years, and then less frequently, but still occurring, people coming up to me whom I'd known, or were, or who we had ties with. That were, were very rewarding to me. I'll give you two or three quick examples.

A new president meets with a lot of different people. Especially a lot of the groups that care a lot about the university. Both within the university and in its support group.

One of those which I met early on was the ASU Native American Alumni. And Jefferson Begay, whom I had not met before, was the chairman of the group. A, a builder who, uh, lives here in Tempe. Peterson Zah was the vice chair and Josiah Moore was a member of, of the group.

Neither Pete nor Josiah were then in office. It was between the time that Pete had been chairman of Navajo and then was elected later as president. And Josiah had been chairman of Tohono O'odham and was working with the State Department of Education. And then was later, after I got here, elected chairman again.

We had a very good agenda. We got our business done. And Josiah, a very big man, looked over at me and said...uh, you play football at Litchfield High? He said, you know, the only touchdown I ever made in my life was against Litchfield. I said, did you go to Ajo? I said, you blankety-blank! I was the guy, the pulling guard, you creamed! I can see it today. This huge guy squashes me...goes in, knocks the ball loose from the quarterback, grabs it and, and...it was not, it was not a fast run (laughs) to the goal line. And he wins! Well, now that just was totally unexpected for



me.

I had a similar experience. At White River I was going up to meet the tribal council because I was trying to meet people, uh, all over the state. And I was told the, the Secretary of Education for the tribe would meet, would meet me. And I drive up, the tribe...they were in the old headquarters right on Main Street at the time. I drive up. And there's Wesley Bonito standing on the...standing out there. I hadn't seen Wesley since he lived across the hall from me at NAU. I said, Wes, what are you doing here? He said, well, I'm Secretary of Education for the Apache Nation. I have been for 20 years or something.

And the last little vignette I'll give...but it was true, just true in all kinds of ways. I was meeting with the, the Hopi Elders. Hopi has a restaurant there on Second Mesa where they also have a kind of a curio shop. And we were seated...all of the members of the tribal council, around a table. And Vernon Masayesva who I had never met before was, was there. He was chairman of the tribe. And we were, we were visiting.

But I had learned that Vernon's wife Becky was, was the classmate of Willard Sekaquaptewa who had been a classmate of mine. It was a brother. It was a sister of Willard Sekaquaptewa.

So, we're sitting there having a visit and Willard comes in. I haven't seen Willard since I was in college. He went off to a career as a banker in Gallup. I think other places. And had come back to the tribe. So, he sits next to me. And in a stage whisper...I don't think he was intending for others to hear it...he started talking. He said, you remember the time we dropped the frog down the dean of women's dress at NAU? I said, Willard! I'm...I'm meeting the tribal elders. Just stop that! (laughs) So! You know, there were a lot of those kind of unexpected and wonderful things. But, the...

PS You could pronounce their names, too!

LC Well, that's true. That I could. It has not been unimportant to me. I, I...it has not been unimportant to me that I also had a substantial amount of experience with Spanish as a youngster. Both people and others. In fact, one other event I will relate.

During the search, which, which, I guess, also surprised me and so I underscore it here. Because it was the nature of the university that so captivated me. When, when candidates come, they...you meet everybody who's ever been born. So, I was running from meeting to meeting to meeting. Sun Angels Foundation, Faculty Council, Council of Deans. And so on. All in one day. So...and I was on a late flight back to Vermont.



When running about 45 minutes late, I was to meet with the minority community. That's what it was described as. Uh...

When, when you're not a member of a community, you don't even quite know the nuances. I mean...is it Latino or Hispanic? I mean, just those things evolve and change. And so, I knew, here I am now, in a setting that is very different than the setting I've come from.

So, I was tired. I was running late. But I was a little apprehensive. Let's put it that way. Just...because I didn't know the people. And there had been some rather raw issues that had come up. There had just been a 21-point program that President Nelson had agreed when there were some conflicts on the campus between a group of white fraternity members who had assaulted a couple of black students. So, I knew there were tensions on the campus.

We went to... at the time ASU Downtown was in the old Phoenix Union High School building. So, I'd been driven...I think we'd been coming from the Sun Angels Foundation offices up north, north of there. I was being driven in and people were talking with me. And I look out the window and I see these old Phoenix Union High School buildings. That's where my mother and father went to high school. So, I'm looking at that.

And we went in through this rabbit warren which is what those buildings were at the time. And into a room that was packed about three-deep with people who'd been waiting. I did not know any of them personally. And because they were waiting I...and there, there were lights on because it was one of the, I guess, convenient times when the TV coverage could take place.

And so, I was kind of ushered into the middle of the room. And just...I forget who introduced me. But just me and whomever introduced me. Now if you think about the environment and, not knowing a lot about it, knowing there'd been some tensions, here I was standing right in the middle with all of these people around me. And it was a transcend...a transcendent moment for me.

I looked and I knew who they were. Because I knew, having been a part of this society, in an earlier time, we knew one another. I guess that's the best way to put it.

So, we had this very moving conversation. For me very moving conversation. About the issues and about the hopes and aspirations. And I don't know, 30 minutes, 45 minutes. You can't cover a lot of ground. But it was, it was a deeply moving experience for me. So!

That's the first of the impressions I have. The other two were the eagerness, the hunger of the faculty and leadership of this university to be somebody.



And because they were better than they, than they were believed to be, it wasn't a, a false effort to make...it was, it was providing ways they could be. So that appetite, which remains, I think, one of ASU's greatest assets, I was very aware of. One of the members of the search committee described it as "a coiled spring."

And the other impression I had was the isolation of the university from Greater Phoenix.

I even had a faculty member say, you know, one of our greatest weaknesses is that we don't have a Phoenix address. You, you ought to see if you can get a mailbox in Phoenix. And I said, no, no, no. We *are* the university of Greater Phoenix. You don't get a mailbox somewhere. You build connections.

And I didn't know how to read the willingness, readiness, receptivity of the larger community, but I soon found that there was a great receptivity. And I think if we look at where the university is today and where it's headed, the bonding of the community and the university...not just with...ASU West was up and running at the time. They'd actually moved mostly to the, to the new campus. ASU East, now ASU Polytechnic, hadn't been created yet. And, and the downtown center hadn't moved into the Mercado. So, that...

But it's not just those things. It's the deeper bonding of the university and the community. And I could really sense the possibilities of that.

PS So what were the first things that you set out to do when you got here?

LC I lived through that turbulent campus era when inaugurals were looked down upon because they cost money and they were out of character because they were medieval pageantry and...and whatever. You fill in the blank. In a period of austerity or of (can't understand word) (sips water) An inaugural for one of the most important bully pulpits a new president has. It's also a moment when a university can strut its stuff. And remind everyone of what it is. This tradition. I mean, so the gowns may look medieval. They are. The hat may look silly. It is. But it is a tradition. Only universities and the church in western society have a lineage that is unbroken back for the universities to the seventh or eighth centuries. Churches even longer. And an inauguration is a way to do that.

So, I learned in my years at Vermont and had used an inauguration as a, for the same purposes. That, that the inaugural was an important moment to put an agenda on the table.

I chose March. And I'd had the opportunity to visit during the (can't understand word) between my appointment and my arrival. I came nine times in the fall.



And its a, it's a very valuable thing because everybody knows you're the president, but you're not the one right there, right then making decisions. And I spent a lot of time meeting with people. I'm come for three or four days at a time. And I would fill my days with meetings. Deans and faculty members. And various people all around. And, and community. But I really focused largely on the campus.

And from that I was able to derive and put in a framework that was important to me, views that I thought were consonant with interest in the campus, but that could be couched in terms of aspirations for the university.

I'll tell you an interesting thing about that. I had four points.

They became known and were known throughout my presidency as the "Four Pillars." I never used the word "pillar." But the program had the Doric columns from A... from West Hall, pictured. And there were four columns. So, if you ever need an example of the power of visual imagery, those columns...that has to be what it was, and the four points, kind of got lifted. So that...

The Four Pillars became a, a framework into which we could launch a variety of initiatives. Some of the things I proposed...

PS What were the Four Pillars?

LC Undergraduate education, graduate education, research and economic development and connection to the community. And I, I... under connection to the community were issues related to the minority. Minority aspects and minority achievements.

And under each of them I really posited some major goals that I felt we should accomplish.

One that was...that I never.... that was wrong. It just turned out to be not accomplishable, was to try to reduce the size of this campus in numbers without reducing the state appropriation. The two were intertwined. And it turned out just not feasible to reduce the size in other ways.

But there were a whole series then of, of, of, of challenges that required a response from throughout the campus as part of that inaugural. And then I followed it up with more detailed kind of plans that we entered into the various governing councils of the university.

I also began talking right then and there about a Capital Campaign. Curiously no one ever asked me about a capital campaign when I was recruited. That's unthinkable today.



The, the Board of Regents didn't. The Search Committee didn't. And no one in the support groups here. Because Arizona is still a young place. And public universities were not viewed here at least, in being in places where capital campaign... But I knew no matter how well we did with public support that we would have to have private support as well.

And I also placed a great deal of emphasis on building our research capacity to position us to become a Research One University. Which was a designation that had great meaning. Both in the larger academic world, but also in this community.

PS Explain that. What, what is the meaning of being a Research One University?

LC It was changed now because they've changed the methodology. But in that era, the Carnegie Foundation for the Advancement of Teaching...one of three Carnegie entities. Not the Carnegie Corporation, but a very important one. Run at the time by Ernie Boyer, one of the giants of American higher education, had a set of classifications for universities. Comprehensive, doctoral, masters.

And Research One was a category that, that signified a, a substantial combination of research...of, of, of earned competitive research grants. In volume. And a number of doctoral degrees conferred. Even Ernie knew at the time...it had, it had become established by Clark Kerr when he was Chairman of the Commission, twenty some years before.

It has the acknowledged by, was acknowledged by Ernie Boyer to be a rather arbitrary set of rules. But it was the measured mile. It was the, the pole for a high jump or a pole vault that you had to, had to clear in order to be in that category.

And because ASU was better than it was known to be, that badge, coming at an unexpected time...I think people thought, yeah, yeah, it's growing. Ten years from now it will make it. Was an immensely important thing to us.

And so, we focused our attention on getting it. They only, they only rank them every eight years. And we...I knew one was coming up, I forget now which year it was, but it was probably about 94 or 95. And we focused our energies on that. Including...we had Ernie Boyer out here and he talked with us. And he saw what was going on. And we really engaged him. I had known him a number of years, so I was perfectly comfortable knowing he would not jigger anything. He just would have a chance to size us up.

And it turned out that getting that was a big, a really big kind of, uh, deal.

I'm going to say one other thing about the inaugural. Because I think it is symptomatic of the, of



the complexity of taking an institution with perceptions that are historic. Based in history. And connecting it with aspirations.

I used in my inaugural the term world class university. To me that is standard when people talk about what ASU is becoming and can become.

I, I had a person who I treasure and think the world of, and will leave unnamed, who, who urged me, having seen the draft, not to use it. Thought it was...I don't know what. It was not appropriate for us to be thinking in those terms. And it wasn't a mean-spirited observation. It was just of a, kind of a... remember who you are.

And I, and I, and I cite it because it was not, uh, (can't understand word) It was not...it did not recognize our potential in where we were going. And I believe that remains to this very today. For this university and for this community. Done right, this will be one of the great cities in America. It's great or of the elements. They're starting to come together. And done right this will be one of the great universities in America. And I think it's on its way.

I think the evolution over the last 20 years and the very clear, focused, ambitious plan that Michael Crow has and the New American University all give it the chance to do that and do that.

I guess what I'm most gratified about is that I think now people believe it. They don't think that it was, that it would be inappropriate to say, or, or uppity to say, it can be a world class university.

PS The expansion of the university beyond this campus really...you mentioned ASU West had already started, but it was pretty small when you got here. The library. (laughs) I think. Talk a little bit about how the campus grew from, from the Tempe campus.

LC ASU West had been created by leaders in the West Valley. It was not created by the Board of Regents. It was not created by ASU. There was an early attempt in the early 60s when Litchfield Park and Goodyear Farms offered land to put the campus there. And there was, there was substantial movement to put it there when our legislative reaction to an anti-war moonlight candle parade derailed. Probably suggest it wasn't right if one event derails it, but it was there.

The West Valley leadership decided they wanted a campus in the West and, and, and drove the process. Quite extraordinarily, I must say. It's rare to have full facilities and, and a full faculty before the students are there. Normally you have students hanging out the windows before you can...that endeavor.

And, and ASU embraced it. I believe that Russ Nelson embraced it. Dick Aribus who was then



on the faculty in architecture went out to West and did a plan. And so, it had been...uh...it had taken a, a step of evolution as a, as something more than a quote branch campus, close quote. But it was still A campus. So, there was the campus in Tempe and *the* campus there.

My view very strongly right from the beginning was that we should be a, a university that serves the whole of Greater Phoenix. The term we came to, not immediately but fairly soon after I came, was one university geographically distributed. Michael Crow, I think, is more, more...language that is better understood is, one university in, in multiple locations.

Actually, the little tag line for ours was, ASU, one university all over the place.

But it was that West and this campus. And then in time, East would be part of a university even as they had distinctive features. That's what led me to, uh, lease the facilities at the Mercado. They had not...ASU was not there. In fact, my first visit to downtown Phoenix after I came as president, uh, was with Terry Goddard who was then mayor. He led me all over. We took a walking tour of downtown. And we ended up...and he said, you should lease this building and move the School of Continuing Education there.

There was a great big sign out in front that said, Symington and Co. And both Terry and Fife had already announced for governor. And my answer was, didn't you feel a little silly about plumping a building for your opponent in this race? We did lease that faculty and have since purchased that entire site.

That was all part of this notion of building a, a presence. And an access, set of access points throughout the Valley.

PS So it was a really Terry Goddard's idea for you to move downtown? (laughs)

LC Well, he certainly was arguing for it. Actually, Brent Brown who was then the Vice President for University Relations and now Institutional Advancement, was arguing very strongly for it. So, there were strong voices within. But Terry was anxious to have us do that.

PS And how about the, the East Campus? How did that come about?

LC My third week...second or third week as president, I...in my efforts to meet people all over the Valley, took place at the Chandler Performing Arts. The East Valley Partnership chaired the meeting. Hosted the meeting. And I had been alerted by Brent that there was very strong feeling about an ASU East campus. And in a fairly uncharacteristic way...I'm a pretty cautious decision maker...I like to take bold steps, but I really like to sort them through. I like to...I like, I like to have a fuller understanding of, of the larger environment before I do.



But I had decided that, if we had...if the West campus was going to flourish as we had hoped for it to, that there did need to be an East campus. So, I'd already decided that in my mind, but I was kind of hoping I'd have a little time to work it out.

I appeared; very lively discussion. Eddie Basha, not then a Regent, but obviously then as now a major leader in the East Valley, was chairing the meeting.

And Eddie can be pretty direct at times. We got to a point in the meeting and he said, now, do you support an East Valley campus? And I said, yes. (laughs) And there was no more discussion then. Yes, I said. So, we didn't even get into...because, in my view, the biggest issue, the one I wished to avoid was a battle over, over where it ought to be.

Herb Drinkwater was already.... Herb Drinkwater had this laser-like passion that we should create a medical school and put it in Scottsdale. Everywhere I went my first two or three years here that Herb introduced me, he would say, And! You've got to join me in getting ASU to build a medical school in Scottsdale. Including the day, he introduced me when I was keynote speaker to the ground-breaking for the new research building at Mayo, he got up and said that.

Williams was not on the screen at the time. There was great concern about it being, uh, uh, closed as a military base. But I did say, yes. And we started, we started planning. Elmer Gooding and his team, helped Herb in the Provost office. We started looking at what some of the elements really ought to be. And then, in due course, and I don't recall exactly how soon, but within a couple of years, Williams became an option and it just seemed a natural for us to hook the two together for us. But by then we had been able to do a fair amount of more careful thinking about what we would like it to be.

PS What do you see as sort of your style in the presidency? We talked to other people and they've discussed the different presidents. How would you describe your, your style?

LC I believe that the best way to proceed, given who I am, and, and the way I try to go about things, is to set a, a clear agenda. To, to not...a, a bold agenda, and to...but not create it without some consultation. So, it's not just my agenda. But an agenda that is drawn with a lot of consultation, where there are a lot of fingerprints on it. Of, of people whose judgement I think is valuable. And then in setting that bold agenda to give a lot of room to all of the parties who can make it happen, to make it happen.

In so doing, however, I believe strongly in insisting that we keep making progress toward that goal. So, if...way in which the parties are working toward the goal is either diversionary or not as making as much progress, I, I like to pull all the parties together and have a kind of moment of



truth about where we ought to go. I also believe that none of this progress gets made without a lot of discussion.

I was asked when I, as a young man, moved from the faculty to the administration, if I'd miss teaching. And I said, well, then...you don't understand what I'll be doing in administration. It's a teaching job as well as a leadership job. Talking about why we're doing it and what we're doing and meeting over and over again with various constituencies to work through what the meaning is. Because you learn in the process, but you also help others learn where we're going.

Let's take this issue of the university's role as a significant engine in the economic dynamics of this community. It's still evolving. How it is. What it is. How does it work with teaching? How does it work with bio-science? How does it work with the technology transfers going on at the Sky Song campus? So, there are tangible elements that were not foreseen 10 years ago.

Having people understand that those tangible elements can develop and, and to understand what kind of interplay needs to take place within the university. And therefore, why research? And why technology transfer? And why a series of these things where you're bringing very talented people here, is important. It's interesting.

Every....most everybody in a leadership position has a personal experience with education. They went to college. They went to college! That's, that's an important experience. We do a miserable job of teaching our students what the larger set of things are going on around them as part of the university. And as a result of that people think of their college experience, let's assume it's a good...it was a good experience, and that's what they think of as what the university is. Well, it is that, but it's substantially more. And so...

Finding ways, both for the university and its own community, where people are, are historically trained to be focused on very specific problems, to have, help them understand how it connects not only with other disciplines, but to the larger issues of society. And to have the community understand not only how good these people are, but how relevant they are, is an on-going teaching job.

I believe, just to give you an example of what one would not normally think of, that one of the most significant ways in which ASU has advanced that understanding in this community, is the President's Community Enrichment Program. Something that my wife Elva put something together. Where faculty members go out into people's homes in the community and lecture on everything from origins of space and origins of life and origins of society. I mean, experts, world class experts, that we have on this faculty. To issues of Iraq and religion and conflict. And all of the things that go on in that endeavor



It's stimulating to our community visitors because it's stimulating! They're interesting topics. It's impressive because they see these very, very bright, able people. It's also instructive that they see...Oh! I see how that set of things leads to a strength at the university, an exploration of Mars and interplanetary science. I see how that can relate to space science as part of an economy. Etc., etc.

PS I was at Channel 8 when you came here. And I know one of the things people noticed immediately was that you came and you talked to everybody. From students to staff to faculty. (LC – Right.) Is that part of your style?

LC Absolutely. I... it's...I... I learn so much that way. I made it a point when I could...which meant I was on campus... to walk around the campus twice a day. You can't imagine how hard that is. Because a president's life is measured in teaspoons. I mean, it's 15 minutes here...and... you're always...they are always waiting. People always want longer. All of those things to try to run a day.

But I, I would walk around the campus. And it's interesting. For a while...at first, I didn't ...people didn't know who I was. And then I think they were kind of... But as time went on, people would walk up and... It's, it's not a scientific poll, but you, but you learn things. You hear things. And I find that wherever I went. That's why I did try to talk with as many people and... It's, it's like a courteous person. Uh, a courteous friend who won't tell you you're full of it in a rude way. But they'll alert you in a kind way that there's something you ought to be thinking about. And I found that. I still find it to this day. A very, very valuable part of leadership.

I also think...uh...given the way universities had been viewed over history, over time, as kind of remote. And kind of, uh, hierarchy-ly different. That, that people ought to know we're, we're people. The president is a person and that the people within are...and I find that simply talking with people regularly kind of helps in that way as well.

PS What about your relationship as president with the legislature? That's always interesting for all the presidents.

LC The, um...nature...the, the stylized and limited nature of official transactions of a university president and the legislature are not designed to allow the kind of building of bonds that work well over time. Uh...

When, when you take an 800-million-dollar budget, now a billion, into a hearing room along with two other universities, and you are given three hours before a committee that is facing hearing after hearing after hearing after hearing, you cannot have a, a very good... The relationship is stylized by that act itself.



So, what I tried to do, and it is time consuming, but important, is to try to build ties outside the actual decision process. And to do our best to have legislators understand many of the same things about the university that I've just described, we'd like leadership in general to understand.

The Arizona Legislature has...has been reasonably supportive of universities. So, I don't want to, I don't want, I don't want to understate the value. I, I don't think I succeeded. And I don't think we have fully succeeded. Although I am impressed with the headway that's being made right now. Michael Crow and others that are really.... with the governor's active involvement, deepening this understanding about the nature of investment. I don't think we made nearly as much headway in building that understanding, as we should. But that was our effort and we had some successes. I wish we'd had more.

PS Many of the people we've interviewed have talked about the relationship of, of ASU and the UA. Sort of that ASU was sort of the underdog in going to the legislature and the Board of Regents. Did you find that?

LC No, I never really found that to be the case. I, I...and I don't quite understand why this animus, this sense of competition beyond the normal healthy competition endures as it does.

There is an historic feature that the University of Arizona which was funded in a different era, even accepting the medical school, has a different per capita level of funding than students at ASU. That's just an historic fact.

If the tables had been turned, probably it would be the same way. And if the tables had been turned, we'd fight to protect it just as hard as we could. But it, that's just...that's, in my view, amalgamist to one of the siblings being 6'2" and the other being 5'9". That's the way it is. That's just the way it is. And so, you, you live with it.

I am aware that the Regents until recently were more heavily represented by people who were supporters of, or at least identified with, the University of Arizona. I did not find that in my presidency. Uh, uh... Yes, there were obvious moments where affiliation showed itself in interest.

And I think there were moments. We, we, we explored and put on the table a proposition to create a medical school here in about 93 and 94. And it got gunned down by the Regents, and it was the, it was the Tucson delegation that gunned it down.

I will tell you, having spent most of my professional career before coming to Arizona in universities with medical schools, there's never been a new medical school created that an



existing one didn't oppose. So that's, so that that happened.

Again, I would suggest had the tables been turned, it would probably have been the same thing. But I do not find a systematic bias. I do not think in general there is a, a perceived difference. In general. About the nature quality and direction of the two universities. And I found during my presidency more evidence of willingness to work together, especially at the faculty level.

Remember faculty members want colleagues. And when you have colleagues 90 miles away, that's an asset. That's something that people want to work for. Work toward.

My prediction is more and more of that...there will be bumps and dents and... probably will be over the medical school issue. That's a very complex issue. Very complex issue. But my prediction is there will be greater, um, uh, strengthening of the relationships. Both between the two universities and between the two communities in the years ahead.

PS You mentioned the Capital Campaign. Talk a little bit about your role as university president, as a fund raiser. Is that something that you had seen changed from the time you were in St. Louis and then Vermont and here, being a fund raiser as well as university president?

LC It, it has certainly gown in all universities over the last 30 years. My first experience with a campaign was at Washington University when we launched a campaign called "70 x 70." Launched in 1967. And we wanted to raise 70-million dollars by 1970 and we did.

And I was, uh, I was a young faculty member and then a, a Vice Chancellor in the course of that campaign.

University, private university, had been raising money for quite a little while. But it was kind of a newer part of the focus and the, and the Chancellor, president, of other institutions on central do that.

Since that time a university like Washington University's movement...its, its endowment when we finished that campaign was 280-million. It's endowment today is about 4-1/2 - billion dollars. So, it has continued to build over time.

Public universities with the exception of Michigan, which is...the University of Michigan...which has been long a public-private entity. And a few others. University of Minnesota among them. Have not...have come about this more recently.

I believe ASU was a little late in recognizing that. And I simply just note it was the newness of the university and the newness of the community. Even the University of Arizona which had



been engaged in such things, especially in the health sciences, that expected major campaigns, had had rather modest campaigns. A hundred-million, a hundred-fifty-million. Thereabouts. Prior to the time we launched our major campaign.

Let, let, let me say a word about fund raising and campaigns that is not intended to romanticize it, but I think it's a far better way to think about it than we often do. We often think about it as running around with a tin cup.

When I was asked by Tom Eliot to be a Vice Chancellor, I said, yes, I'll do that as long as I never have to raise money. And he gave me this knowing smile and said, as you wish. But what I discovered, I especially discovered at Vermont, is that a campaign is successful when the major players all bring their capacities to the table and weave them together for a goal that all believe in. The university brings its insight into the future and its faculty and its, its talent to the table.

Individuals, corporations and others bring money, resources. That's very important. But they also bring other features. Including their own reputations. Their own interests. Their own sets of things that can help shape and accomplish a larger goal.

I believe that a university president has a, the central responsibility to identify those larger goals and to bring all of the people together. Fund raising becomes a piece of that. It's an important piece of that. I dedicated probably half to three-quarters of my time to the campaign during its first two or three years here. Because it was such a bold goal. Three-hundred-million. People gasped, if you'll think back to that. Our, our consultant said 138-million and I just...that seemed to be just un-acceptable. And as you know, we ended up almost at 600-million by the time the campaign was over.

Yes, I spent a lot of time on that, but that was, that was a much because it was a new phenomenon here. And people needed to understand why. Why would you be doing that? Aren't you a tax supported institution? Aren't you a public institution? But the real heart of that campaign was bringing these together.

And so, I viewed then as I view now the president's role in... identifying the resources. And, and insuring those resources are, are we gathered to accomplish the larger goals. The same thing happens in terms of making sure that we have our best foot forward in competitiveness with the National Science Foundation. The, the grand application has to stand on its own merits, but the university's reputation and it's... The view with which it's held is an, is an important part of the president's responsibility.

PS Do we still have tape?



MG You've got 30 seconds left.

PS How much time do you have?

LC Let me see if Lynn has gotten me a little reprieve here.

PS We haven't really wrapped up

PS We were just talking about the successful Capital Campaign. Uh. Let's see. What were your greatest challenges during your time as president?

LC Time management personally. Because there was so much to be done. And while I am a very strong delegate-er, I believe in giving the leadership on the team a lot of running room, this presidency took a lot of personal time. Uh...uh...

Secondly, getting...uh...a reasonable uniformity of understanding and expectation about what this university was and what it was doing.

I think that's true for any university, but it was especially true here. That...it was important to me that our ambitions be known, but that they not look artificial or inappropriate. And that was a fine line. Finding that fine line was, uh, was not easy.

It's not uncommon. I had experienced much the same thing in Vermont. With different variables in different circumstances. But that was a, a major challenge here.

And third, uh, defining quality in an entity that was substantially defined by quantity.

Let me give you a couple of examples of that.

I can't tell you how often I heard the lament, as I was getting acquainted around town the first year. Of long lines. Uh. Large classes. Uh. Inattentive instructors. Uh. A set of characteristics that made us look like a huge factory that was not being very customer attentive.

As with all things, there was elements of truth to that. There were some rather significant ones. And there was also a perception built out of the fact that we were big and if you're big, therefore you're supposed to be that way.

I found it very important as one often has to...where you've got a, a limited opportunity to enter into people's view of something and have them change it. That's a... that's very hard to do when



something's fixed in people's mind. To, uh, make some fairly visible substantial changes, at the same time we were correcting some other things.

One of the visible changes was to get rid of as many of those long lines as we could. And we were doing some not very smart stuff. So...

Entering freshman in the hottest time of the year, in the middle of August, would stand in long lines to do their registration. And then long lines to do their financial aid. And then long lines to get their parking permit. And then long lines to get their room assignments. You name it.

And we had the technology and were able to use the ingenuity to substantially change the way in which those transactions were done. And within a year or so we were actually having meetings all around the nation at which parents and freshman could come to the meetings and not only meet people, but where a lot of that transaction could be started and they could be connected into ways that it could be done electronically.

So, the perception of that kind of warehouse stuff, we were able to at least make a substantial, some substantial headway.

It wasn't easy and it wasn't perfect. But, it...we changed people's kind of sense of who we were.

Secondly, finding a way to have people realize that you can be very large and still have highly regarded, qualitative programs within the university. And hands down the Barrett Honors College is the best living example of that.

The roughly 3000 students in... I don't know how many there are now...in that Barrett Honors College. If you look at their entering profile. Board scores. High school rank. Their basic qualitative characteristics that would be used to judging admission. And compare them with the most competitive liberal arts colleges of two to three thousand colleges in the country. And remember, I lived among those for 14 years before I came here. You couldn't tell the difference.

The same thing about the post-baccalaureate experience. Placement in graduate school. Medical school. Law school. Whatever it was, those...well, that...

Getting people to understand that. And having that word get out. That, wow! You've got an honors college that has these qualities. And then we later were able to augment it with a number of National Merit Scholars. One of the highest proportions in the nation. And then we would get Marshalls and Rhodes and a lot of these post...these graduate awards for post-baccalaureate study.



Get...provided a tangible thing people could see and would then enable them to size up other programs in a different light. That was a very big challenge. And I, I mentioned earlier the President's Community Enrichment Program. It played a major role.

We also had something we called "Sneaker Tours" that we started with where we would invite people to come for a half day. And have them go around to classes. And it was just like the White Coat Experience in hospitals. Or Principal for a Day in a school. It really gave them a feel for who was here and what was here.

PS You mentioned trying to balance your personal time was a challenge. And I think you're probably the last president who lived in the President's House here adjacent to the campus. Talk about that experience.

LC I'd be, I'd be happy to. The President's House at Broadmoor and College was a welcome, was a welcome place for me. I moved here with one child. My daughter Farryl who was in the eighth grade. Her last semester of the eighth grade. She had never lived anywhere else than Vermont. Even though she traveled and had other experiences, to live there with friends and classmates. McKemy Middle School was right across the street. Joe Spracale was the principal. One of the most lively, wonderful principals I've ever met.

The school had an interesting romantic twist. Harvey McKemy, before he was the...it was named for Harvey McKemy, Superintendent of Schools in Tempe. Before he was Superintendent of Schools in Tempe, he was the principal of Kyrene. And it was he who hired my mother and my father. (laughs) And where they met. So here their granddaughter is in the school named for him.

But here was a school right across the street and it really worked very, very well. I was divorced at the time, but I had a housekeeper who had been with me...in Vermont...for all 12 or 13 years. She moved here with me. So, we had...we were able to provide the stability. And used the house a lot for entertaining.

But it was also, there was a huge meeting room that I think had been added by Russ and Bonita Nelson, where you could have conferences and so on. It was the most stunning place for a cast party that you've ever seen. So, we, we actually learned the boundary of how many pizzas you can order at one time. Ten by the way. I forget whichever company we ordered them from. And then they would always call back thinking some undergraduate was playing a trick ordering 10 pizzas for the President's House.

So, it was a very comfortable and good place to, to, to live.

It, it also had another interesting value for me. It's...fortunately been forgotten by most. I, I had a



heart attack my 15th month here. Unexpected. Never had any of those kind of health problems. And... but it was...it, it took me out of circulation for a couple of months. And I was able to work out of that house as I regained my physical strength. It was just...it was this protected little island in the midst of the city. So, it was a wonderful place to, to be.

Farryl then went on to Tempe High and so it was a good place for her. And we were still living in that house when she finished her high school years. She did her high school senior year as an exchange student in Germany. So, she, she, she lived in that house all the years of her finishing middle school and going to high school.

I got married in 1990...in December of 1994. To Elva, my wife. Elva and I had met in college. Both kids from small towns. She came from Camp Verde. She was a freshman when I was a senior.

We'd had no romantic involvement but we knew one another. And we hiked which was fairly unusual in the 50s. People didn't hike. Especially if you grew up on a ranch or a farm. If you couldn't ride your horse to it, you didn't go.

We...and she had been divorced several years when I moved here. I, I had not seen her for 30 some years. But I had known her. She...after I graduated and went to graduate school, she left NAU and went to work in Barry Goldwater's office. Worked for about three or four years before she got married. And went to ASU for a year during that period of time.

When we got married, we decided that it was time for us to have our own home. I had lived in an official residence by then almost 20 years. And... while we loved the house, it was good for entertaining, we kind of wanted our own home. So, we built our own home in South Phoenix. Up against South Mountain. And moved a year later when the house was ready.

PS You think that university campuses will lose something as most presidents now don't live on campus?

LC No. I think it was an artifice here. If you're at a mid-Western university where the big huge President's House is the center of everything, so if you're in Iowa City or Ames or one of those, I think it has a very...it plays a very substantial role.

The President's Residence at Vermont was right on the edge of campus, so it was functionally in the center of the campus. And I think it, there was a symbolic value. We would have a series of receptions.

We no longer, even at Vermont, could have a freshman reception. I mean it just wasn't possible.



And what we discovered both there and here, is that there are so many magnificent spaces on campus, the art museums and the various things, to host functions.

I say it was an artifice here. I think there were those who enjoyed the events we had at the President's House. But I think it had a limited value. Virtually no value for undergraduates. And a very limited value for most of the faculty and staff.

I guess I have the adverse side. I think President's Residence are easily misunderstood by the public. And are more negative than positive. Uh...

Ken Keller who I tried to recruit for Vermont when he was Dean of Engineering at Minnesota, was named President there and left after six months because the substantial renovation of the President's home was viewed as a, an embellishment for personal purposes. There are numbers of presidents where that has happened.

Derek Bok was once asked to describe what a...to describe the, the role of the university president, and he said, one who lives in a large house and begs for a living. Well, the large home part is what people have thought of.

I think it's not accidental that none of the three Arizona universities have residences now. Lawrence Walkup moved out of the official residence at NAU. It's now the...one of the central buildings of the Inn at NAU.

Manuel Pacheco had a, a university furnished home for a while at the UA. But it wasn't right on the campus. So, I don't know. I don't think so.
I think campuses...certainly an urban campus like this, is just much more diverse and variegated than, than...where the role of a President's house doesn't play a key role.

PS Were there any surprises for you during your term as president? Things that you hadn't expected?

LC I, I think the, the extent to which we, uh, had difficulty developing an understanding of the role of the university took a little longer than I thought. That was a surprise at the front end. But I think it, it came...

I, I, I was so taken with the vitality of Phoenix, I thought it was a bit more advanced in its understanding about how these things would work.

I think the abrasions racially surprised me. The Regents had just adopted one of the most



important things, I believe, the Arizona university system has done in terms of minority recruitment and involvement on the campus and that was to increase minority undergraduate enrollment by 10 percent per year over a period of five years. Ended up being six, and if you compounded it, led to almost a 70 percent increase.

And there were those that really felt that it was wrong. This was in the heat of the debate over the Martin Luther King Holiday. A holiday I publicly endorsed and has surprised...that's a surprise that I didn't get more criticism over doing that.

Because I don't normally...I have...from the day I took a public university presidency in 1976, I registered as an independent. I believe that some...I should not put the university in play out of personal political beliefs. And I have therefore rarely taken a highly visible position on an issue of that kind. So, I guess I just took in the surprise that I didn't get more criticism for them.

But I was surprised at the lag in understanding of why it was so important to really incorporate the full range of diversity in this state in our universities.

But there weren't, there weren't other surprises. This is, to use the modern term, transparent. This was a transparent place. What you saw was what it was. There weren't deep Faulk-narian convolutions. These weren't forces that were lurking, ready to pounce on the university.

And...so there weren't...the, the...the reason I paused when you asked the question, it was a good question, is there really weren't many surprises because it was so clear and evident to me when I came what the, what the landscape was and what the issues were.

PS One of the things you had to deal with was the Athletic Department and things. And I know, in doing a little research, I came across some old news releases, some statements about athletics and gambling that you were involved in. Did that take up more of your time than you expected?

LC Not as much as I thought it would. I asked two or three people that I knew, since I had never been at a Division One school. I'd been deeply involved in NCAA affairs because a school like Vermont which had eliminated intercollegiate football was really kind of left in a, in a no-man's land. And so, establishing a rightful place for that kind of institution for its dominant sports, which for them were hockey and men and women's basketball. Skiing. And that kind of thing. I, I had a lot of involvement, but I had not personally been at a Division One university.

So, I asked two or three people. A couple of presidents and a NCAA executive director whom I'd known. Former athletic director. And, and they warned me that this was a far more difficult place athletically than most.



They, they, they believed that the control by the Boosters was unhealthy. They believed that the university had put its athletic success out ahead of its academic success of athletes. Not uncommon. But that had been done at a substantial level. And that it was, uh, that there were major dangers in the program.

I also was aware that Charles Harris, whom I think was, is, a greatly unsung hero for this university, had been appointed to clean up a lot of the difficulties. He had done an admirable job at that. He had earned some enmity in doing it. And had just been re-appointed by Russ Nelson to another three-year term. Which some said to me, they really resented. And I did not. I would have done the same. Because I thought he was doing such an important job.

When issues like, uh, gambling or personal assaults or personal life style behavior flared up, and they did, it did take a lot of time.

I am not going to get on a high horse about society's values, but I guarantee you we had five times the number of press present for one of those conversations than we ever did for any other major news event at the university. That's just the way society...that, that's the way it is.

But it did not take an inordinate amount of time. It took time. It had to be a high priority.

I questioned when I first came, why you have the Athletic Director reporting directly to the President. You didn't have the Dean of Engineering reporting directly to the President. And I came to understand why.

ASU had really put an immense apparatus together. Including a national, very expensive, national consultant who monitored every activity within the university. And I came quickly to realize that was a very wise thing to do.

In, in my time we had good Athletic Directors. Charles was a very good Athletic Director. Kevin White was a very good Athletic Director. Gene Smith.

So, I... I did...I do not feel that it took an unexpected or even necessarily inordinate amount of time from, from me.

PS But you do feel that kind of universities get their reputation based on their sports team to some part of the public (can't understand rest)

LC I guess there are two ways I would describe it. There are universities whose reputation is their athletic team. And there are universities with major athletic teams whose reputation as a university are blended with them. So, let me not be naughty and identify the former. But the



latter include the Dukes and the Michigans and the Stanfords and the USCs of the world.

I think it is a major struggle for a university that is on its way up academically, building its reputation, to find the right balance to hook those together.

ASU, not uncommon, Notre Dame did the same, had an athletic reputation that grew faster, more visibility nationally, than its academic reputation. And that was never more evident than when we entered Pac 10 in 1978. John Schaefer, president of the UA really engineered that. Thank goodness. It was one of the most important things that could happen to us. But it was a struggle for us. And...

And it still is evident when you look at graduation rates and all of the rest of that. But it's the kind of struggle that I think can be reconciled. But it takes a lot of effort and energy over time to reconcile it.

PS What do you look back and see as your greatest accomplishments? The things that you're proudest of? Want to be remembered for?

LC Reputation of this university in this community. And...in this community! And as a corollary, the growing recognition nationally that a major successful new university is emerging in Greater Phoenix.

I'll tell you a little sidebar about my candidacy. Herman Chanen heard, first heard my name from Clark Kerr. And I'll tell you now that happened. Clark Kerr was the great President of the University of California. Ronald Reagan didn't think he was so great. Fired him when he was elected governor. But he was a giant through all of the era.

And he was...and after he left the presidency, he did this 12-foot shelf of great books on American higher education. That the Carnegie Foundation funded.

Clark was invited here at, at...just incidentally, I think...after Russ had announced his retirement. And while the search was going on for a successor. I think very early in the search. And he gave a lecture. I don't even know what the reason for the lecture was. In which he said, I've gone back and retrieved the notes and found it just fascinating. In which he said, there will be very few great new universities in America. They are too hard to build, the great ones. There are too, there are too many other competing things to really be able to...but there will be a few. And then he laid out the characteristics.

They will be public. They will be in the Sun Belt. They will be in a major urban area. So, he took these char... they will have an established base on which they can build. And it, I mean, you read



it and you say, it's ASU. There's ASU.

Now Clark Kerr is not the kind of person who would pander so he didn't just say that because he was here. And they had a dinner at the President's Residence following that. And as Herman, who had already been asked to be chairman of the Search Committee, he walked Clark out to the car, he said, we're, we're looking for a new president. Do you have any, any suggestions?

Now I'm, I'm, I'm reporting what Herman said, but I have a little interesting corroboration from Clark. Clark said, Lattie Coor. At Vermont. But I don't think you can get him. Now that's the first time Herman had heard...and so they started doing all that stuff.

After I'd been here about a year or so, Dick Atkinson who was then President of the University of California...would have been a little later. Dick was at UC-San Diego before...so it was probably five or so years after I'd been here, invited me to dinner to meet with a group of rectors from German universities at that great hotel in Oakland. The one up on the side of the hill whose name I forget. One of those old great 19th century hotels.

And my flight arrived a little early. I went to the hotel. I was there an hour or so in advance of the dinner. And there was Clark sitting in a big overstuffed chair in the lobby. One of these grand old lobbies. So, I went over and we chatted. I'd had the privilege of working with him and knowing him for a lot of years. So, we chatted. He was doing his...he's now gone...but he, he was doing his autobiography and we talked about that.

I said, Clark, do you remember when you visited ASU and giving my name to the... Yeah. He said...he said, I'm glad you went there. I said, did you know when you gave them my name that I'd been born and raised in Arizona? No! No, he said, I thought you were from St. Louis. So, he had absolutely no idea in putting that name on the table. That it had been there.

That reputation, I guess, again I just know...I... the university's reputation, I'm proudest of. Because those elements were here. And I think we've been capitalizing on them. We're not there. But we've, I think, made...I'm proudest of the fact that we've found ways to capitalize on them and build this space. That's why I say, first, before national reputation, our reputation in this community.

PS Were there any things that you hoped to accomplish that you weren't able to do?

LC I had hoped to establish an opportunity for every undergraduate to have an overseas experience.

I realized it was a great big place, so I knew there were more freshmen at ASU almost than there are undergraduates at the University of Vermont. So, I knew the logistics would be high.



But I was struck when I came here by how limited the undergraduate experience in foreign travel was as compared with the experiences I'd seen in Ver...in New England, in the Northeast. Even any youngsters from small town rural areas.

And so, I pursued for a while, but simply other, uh, other things pulled me away and I didn't do anything more with it, ways in which we could get major companies that had presence here. Toyota with its big proving ground here. America West with its air. International companies like Intel, Motorola and others. Where, where we could arrange for families in other countries to host ASU students just for a couple of weeks. It's very hard to have the mass group go for a whole semester.

And... I, I, I did, I did pursue that pretty actively for a couple of years and realize it just wasn't feasible. So, I'm sorry.

PS Why did you think that was important?

LC We today...you and me...most of the people in this community and on this campus even, don't realize just how international everything about our life is. And for a young person especially, its life-changing for them to see that and know that. It can't be a cameo visit. It can't just be, uh, visiting...looking through a tour bus which is not that different than looking at it on a television screen. It needs to be a direct transaction. I just think that's very important. And...

It struck me as I talked with a lot of students, and especially Arizona students, that many of them hadn't done that. That's why. It was a little idealistic.

PS That's a big group, too. (laughs)

LC Yeah. That was big. I would have probably been wiser to have started it with a few and kind of build on it. Even if we didn't get the, the whole...

Other disappointments? No. No. And I say that having joined this magnificent university with very high expectations.

Oh, sure. As in every life it's like everything you wished you would have hit 100 percent on all major fronts. But I also know that at this stage of life, if you aren't realistic, you have not learned your lesson. I think we established ambitious goals and had a, a, a high success rate in all....and I think we did it in ways that were true to our heritage.

I, I am powerfully influenced to this very day by the, by the people who shaped this place. By



the, by what Arizona was when it shaped this place. And by the, the footing it gave us.

There...to, to make sure we continue to respect that and even as it evolves has, has meant a great deal to me. And I think we have, I think we have done that.

I think we also have succeeded, thanks to the board and the Search Committee in the search process, in a transition to new leadership with President Crow and his team that really keeps and moves and accelerates the direction we had. I...it was more prescient than I had any reason to be.

When I came here, I said quietly to a few friends, if ASU could put two decades back to back of clear, focused effort, it will be one of the great universities. You can't stop then, but it's a little kind of hydrofoil. But it will be up on a plane that if... will, will enable it to compete effectively. And I'm deeply pleased at that. I...

For reasons I don't fully understand, but I'm not one of those who goes around wearing a hair shirt where it's not absolutely clear I should, my succession, the succession at Vermont was less good than here. There is a very good president there now...25 years later. But they went through four or five presidents to get there. And...

Universities are pretty durable endeavors, but...or, entities. But if you're going to have high aspirations you can't have major hiccups along the way. There are enough things to move you off track. And it's immensely rewarding to me to see that the direction and the energy and the overall place of this university here in this community, this state, is continuing in that direction.

PS So you (can't understand), you mentioned you're retired as president but you haven't retired. Want to talk a little bit about what you're doing now?

LC One of the great privileges of this profession is that for the most part, most part, you start as a faculty member. As did I. And then even after whatever length of time as a, an administrator, you get the privilege to return to the faculty if you choose.

I, I did not teach actively here when I was president. I did when I was president in Vermont. And I would have here, but I just realized I would have not been benefitting either the students or my other responsibility.

But I have long been interested in, uh, teaching as part of my post-presidential life. I did not have a carefully laid out plan for what I wanted to do after being president. But two or three things were clear to me. First that Elva and I would remain in this community. We love this community. It is our home. Not just our birth home, but our home.



Secondly, that I wanted to remain active. And remain active with issues of importance to me for this community and for Arizona. Arizona has been very good to me and to my family. And... I would like to do what I can to make sure it is good for other people as well.

And third, if I could combine that with teaching...an active role on the faculty, that...was the ideal. Without even thinking a whole lot about it.

A couple of years before I stepped down as president, I began working on a notion of, of, of ways to connect the richness of the university's research and recommendations to actual implementation. Universities are very good at recommending things. That's what they do. But there's usually a mismatch. There's usually a gap between the folks that have to carry all this stuff out and those that recommend it.

And so, I was interested in seeing what we could do in that gap. I had the privilege of serving on a commission that the Kellogg Foundation put together called the Commission on the Future of American Public Universities. Twenty-five university presidents together over five years. Twenty-five university presidents...everybody talked and no one listened. It took a while to get that straightened out.

But we fashioned a new concept to teaching research and science. And it was discovery. Learning. Excuse me....it was, uh, learning, discovery.... learning for teaching, discovery for research. And engagement for service.

I believed we needed to have better ways to engage the capacities of the universities with the communities especially as it related to issues of the health of society. And I kind of tinkered with what kind of organization it might be and talked with a few people about it.

In the year following my announcement and the search for my successor, two or three of those with whom I talked, said, that's you. You ought to do that. And indeed, it did...it was clear to me that if we could put together the right organization that I would be willing to spend some time with it. And we did.

We created a 501 ©) 3 called the Center for the Future of Arizona. I took the position of chairman and CEO. On the grounds that in time I'd like, if we're successful, to have a CEO take over and I would continue to work with it.

And raised money and leased space. And because I also believe strongly, as much as I admire and support what Michael Crow is doing, I think the used president ought to get out of sight when a new president comes. And so, I moved downtown. And leased space. And they, they renovated it and got it all ready for us six months after I left the presidency.



It, it so happens that my faculty appointment and I've had a faculty appointment all along, it's one of those things that happen when presidents are recruited. Because I'd come from an academic background, was in the School of Public Affairs. And most of the teaching of the School of Public Affairs is at the downtown campus anyhow. So, it turned out to be perfect for me to combine my offices as professor and with the Center.

So, part of our operation is funded by the Center, by our private funding. And part of our facilities and, and activities are funded by the community.

I also had the very great honor of, of receiving an, an endowed chair. And there are two things about that I'll mention. First, an endowed chair gives one the freedom to really work across the university to find things that would really be appropriate. And President Crow made it very clear, he thought the Center was an important part of that. And what I've done, I teach graduate seminars in the School of Public Affairs for...as part of my teaching related to that.

Secondly, the chair that I was given is named for Ernest McFarland whom I knew as a youngster. And so...and who I think is a far greater figure in the history of this state than many people realize. And so, I, I...it gives me an inspiration to even more so continue the combination of activities that I'm trying to do with our Center and with the teaching I'm doing.

So, it's for me, a wonderful way to stay engaged and to pursue some of the agenda that I believe strongly in and, and remain part of the university.

PS And, of course, there's a building on campus now with your name.

LC There is. That's quite a, that's quite an experience. I, I had never seen the actual sign. Elva and I had been walked through the building by Eddie Jones a month before the dedication so I saw what it was. But I'd never seen the sign until I walked up for the dedication. And, and it's kind of an out-of-body experience. I mean, you tend to think of those for someone else and they're often for, for people who are dead. (laughs) So that's even added to it. But I do...and I'm deeply touched by the university doing that.

PS Did you think that's an appropriate building? Did you have any say in...

LC Oh! Well, no... they didn't ask me. They said they were going to do it. Absolutely. That's a teaching building. That building...over 25 classrooms are in that building. It's a, it's a wonderful building. It's a big building. I, I rather like it. But it's a, it's a kind of utilitarian building. It's...I like all of those features of it. So, I think it's terrific.



I forgot what fraction of the undergraduates at any given hour are taking a course in that building, but it's, it's a large percentage. It's 10, 15...when you consider the size of this campus. So, yeah, I'm very pleased at that function being there. They didn't need to make it quite so big.

But if you know the history of it...we had a different building in mind when... I, I had nothing to do with this building or it's naming. But the problem we were working on when I stepped down as president...we had in mind a new building. We'd had a couple of architectural renderings and had decided not to go forward when the, the Social Science building, the one where the Dean of Arts and Sciences was located, was discovered to have a serious structural flaw. And at least to be time we knew...we, we, we thought we'd have to replace it. So, both projects were put together. And hence this very big building.

Elva and I took some time away after I left the presidency, and my first day back to campus, I was meeting with a faculty member. The super-structure was pretty far up by then and his comment to me was, good Lord, now we'll never get out from under your shadow. (laughs) So...

PS You're still, you know, teaching and dealing...primarily graduate courses that you're teaching?

LC I am. Master's and doctoral students in the School of Public Affairs.

PS And what actually do you teach?

LC The seminar I'm doing this spring (clears throat) is focused on the question of how does one create a vision for Arizona. It's...there's companions...it's the work I'm doing in our Center.

Surprisingly, I think to most people, states don't have visions. And yet we all know that organization in highly competitive environments can't function without a vision.

And so, in our Center, we've set about trying to do something about that. And having examined a whole lot of different options, we created a vision by taking significant policy reports from all quarters over the last 15 years and combed them for their recommendations. Arizona Town Hall. Morrison Institute. Goldwater Institute. Udall Institute. Gubernatorial Commissions.

And we came out (clears throat) with 200 recommendations that came out of those 50 reports over the last 15 years. And we organized them in a single page.

And we've said, you did this. You did it in a little different way. This is derivative. But here's a vision for Arizona.

To give it some legitimacy, we then went around to cities, counties, towns, Chambers of



Commerce. Leadership organizations like Greater Phoenix Leadership and Greater Phoenix Economic Council and got them to endorse it.

So now in the Center we're trying to figure out how do you do something significant with that. And our basic belief is you tease out two or three break-through strategies. Jim Collins in his book "Good to Great" calls them "big hairy audacious goals" that you set for the state and you go about them.

So that's the work we're doing in the Center. And we're, we're engaged in a lot of communities around the state doing that.

The seminar is an examination of the conceptual and practical questions of...can you...what kind of leadership models do you have to create a functional vision in Arizona?

And so, I'm using a different format this time. I've taught always in the past...in, in this, in my new role, one hour, or, excuse me, one night a week, a three- or four-hour seminar. I'm using the intensive format where we do two three-day weekends, eight hours a day, separated by a month, in which we tackle the whole thing. And I'm...

My first session is in two weeks, and I've been in touch with the students by the magnificent electronic capacities of a program called "Blackboard" that institutions use almost in all classes. And so, I've got them reading and we were communicating with one another. And posing questions. And I've given some assignments. So, we'll tackle the theoretical parts the first day and then we'll...I'm bringing in some visitors who can give us examples of major visionary activities and we'll set about seeing what we can learn from all of that.

PS Well, you're definitely into the electronic age of teaching then.

Oh, I think it's one of these...it's one of the things that often I think people outside the university don't fully...can't, can't fully understand. You think of electronic...it's all long-distance delivery and that does happen. But this process I mentioned, "Blackboard" ...just allows you in a capture...just the students and I to contact one another.

I can give them exams. They can send me papers. It's all secure. I can have a, a simultaneous conversation. We can say from 12 to 1, we're going to be on and we're going to talk. More often we have a synchronous. I have a discussion board. And I say, here. And I tailor the assignments to every one of them. And I say, now start talking with each other about where you see some overlap. And they...you can put all kinds of...you can attach all kinds of links so if you, if you want them to read a dozen reports, which I do, the reports are all there electronically. So, it is, it's wonderful tool. And it's a, it's a good example of the kind of way that a modern university through its electronic capabilities makes these works.



And these students they, they make power points and they all did a home page for me so I know who they are. I mean they just...they take to it like a duck to water.

PS Changing world. One of the things I like to ask everybody before we wrap up here, is, is what advice do you give to young people today who are trying to decide what to do with their lives. What schools to go to? What careers should they choose?

LC I...the, the easiest thing to say to them....well....yeah. The easiest thing to say, but hardest for them to understand...so I couple it with another observation...is to really follow their passions. That's hard for a young person to understand. What do you mean, follow my passions? It's hard. Because first of all they don't fully know. They're still trying on identities and experiences.

But if they'll try to develop that internal gyroscope that keeps asking, what is it I really like to do? What is it I really want? Do I, do I want to build things? Do I want to work with people? Do I want to make an impact in society? Do I want to have a high-quality life style? Do I want an income that does that? Do I want to create a company? Do I want to teach? What...to, to, to keep thinking about that. Not just young people. All of us. Keep thinking about that. What is it?

But I couple it with advice that I have found has not only served me well, but I found works well with legions of students with whom I've talked over the years. Then go try on various experiences that are related to that.

Almost anything you think you might want to do, you can experience as a volunteer. Let me use myself as an example.

I thought about politics. I thought about teaching. And I thought about academic administration. And I had an opportunity in my still formative years to try each of those on. And that really allowed me to understand what it was.

Now I had narrowed already by the time I left college, to, to one of those (can't understand) So choices have to be made.

I had...I, I took an unusual set of advisees when I was...first started teaching. Pre-med students who were undeclared majors. That's really unusual. That's just unusual. Usually they're majoring in biology or something else.

And I discovered when I really got acquainted with these students, they basically fell into three groups. Those that really wanted to be a, a physician and take care of sick people. They wanted to work with sick people. Those that wanted to help other people. And those that wanted to be



independent.

When I would ask them, to their parents' chagrin, so if you're not a physician, what would you like to be? Interesting things would come out. The latter group wanted to be an architect or a lawyer because they'd have some independence. The middle group would like to do other human intensive profession. The first group often would say, well, then they'd like to do research. If they couldn't be...they'd like to be research.

What I did with all of these students was make sure they all experienced the basic aspects of what being a physician was. I mean it's a little awkward for a 17-year-old to be a Candy Stripper, but I arranged for them to go down to the hospital and spend time. I had them come back and say, whoo! I don't know...being around sick people really bothers me. Well, that's a clue.

And so, experiencing those things in the variety of ways one can, that's where service learning, these projects that allow you to go out and tutor youngsters in an inner city. That allow you to be an intern with a company. Sometimes you get paid. Sometimes you don't. My recommendation is...I know you've got to worry about money, but don't make that the primary.

If you will experience those things it will help sharpen what you are.

PS One final piece of advice I offer...I give students regularly. You really never know what the landscape looks like until you reach the next step on the platform. So, if you're struggling to finish high school, you need to try to think what it's going to be like when you finish high school and look at the opportunities that are there.

And look at what it's going to be like when you finish college and realize that, having done that, you might take a job but you also might go to graduate school. You might go on to do...

So, accomplishing things and having the footing from which to then reassess yourself, is also a part of what I would advise young people.

PS Very good. I think I've gone through most of my questions. Was there anything you thought I was going to ask you that I didn't? Or I should?

LC No. I think we've (laughing) covered a lot of territory and filled up a lot of tape. No. No... I thank you all for doing this project. I hope you will...

JP I can't think about anything else, but I want to...

LC ...put a good archive.



PS We could go on forever, but...

LC Well, I think that's enough. Perfect time.

JP Thank you very much.

MG Thank you very much.

LC All right. Thank you.

