

February 27, 2009 10:45 a.m.

Marci Korb (MK) : What was the date and place of your birth?

I was born Sarah Jane Snell on

Sarah Harder (SH): September 9, 1937, Chicago, Illinois at John B Murphy Hospital, August ~~Stroke~~ was the doctor.

Strauch

MK: What is your ancestry?

(my mother, Margaret Byrne)

SH: Total Irish on one side and total Swedish on the other

through

with my father, Frank Snell.

MK: How many male or female siblings do you have?

SH: No males, one sister, *Susan*.

MK: What is the birth order in your family?

Susan
SH: I'm first, ~~she~~ is two years younger than me.

MK: What occupation of your previous partners or spouses?

Cass
SH: Two of them. I married Richard ~~Kase~~ in Crystal Lake, IL which was very close to my then home in Cary, IL. And he was at that time a salesman for prescription drugs and so from there we moved to La Crosse WI where we had two kids and then I divorced him I believe in 1961.

Harry Harder ^{was my husband of 33 years,} whom I met and married at Bowling Green State University where I started a Masters degree ^{and at} the same time he was starting a PhD. I went there in the fall of 1963, with my two sons, Richard and Bentley, ^{whom Harry adopted,} and then ^{we had a daughter, Jennifer in 1964 and a son Aaron in 1970.} ^{Among my grandchildren,} the boys are ahead now; ^{now} it is wonderful. The girls started strong, but ^{now} it is six boys and five girls. ^{but} all of a sudden we have a whole string of little boys, five and under, that I ^{am} ~~was~~ just thrilled with because, of course, I was a mother with ³ a lot of boys. But, I am also very glad to have the girls, yeah.

MK: Is there anything about your general background, that you think would be important?

SH: One, is my story from childhood....

MK: Describe your relationship with your parents and siblings when you were growing up?

SH: Well, I was the trouble maker in the family and my relationship with my parents perhaps can be best described by a comment made by my Aunt Lou, my mother's slightly older sister, when she came to our home ~~and~~ I was two years old and ~~I was~~ in the bedroom with the door closed screaming at the top of my lungs. Aunt Lou said, "Aren't you afraid you are going to break her spirit?" to which my father responded

without missing a beat, "No, but she is ^{very} ~~sure~~ likely to break
 ours." So, my relationship with my parents was stormy. I
 was always way ^{too} ~~to~~ outspoken and could be counted on to
 say or do, nothing bad ^{but} ~~a~~ sort of always the wrong thing at the
 wrong time. It was difficult because I had a sister, Susan,
 two years younger, who was not only beautiful but ^{all}
 sweetness and ^{light.} ~~bright.~~ She was smart enough to watch all
 the things I did and not do them herself. ^{so} ~~and~~ I ended up being
 the one who got spanked, and in some cases more than
 spanked by my father. ^{At} ~~and~~ at the same time they ~~were~~ ^{became}
 terribly proud of me because I did stuff. But, the ^{nicest} ~~nice~~ thing
 is that as time went on they ^{rallied} ~~came~~ to really, really help me ^{be} ~~be~~ ^{and to} ~~be~~
^{be} proud. They were terribly upset when I first was divorced. ¹⁹⁶¹
 was at a time when women did not walk away from
 marriages "for no reason," and my father particularly, ^{who was} ~~who was~~
 Not Catholic, he was the Swedish part of the family, but ~~he~~
 had signed this contract in order to be married to ^{my mother,} a Catholic
 woman. ^{It} ~~he~~ signed ^a ~~the~~ contract ^{with the priest} saying of course ^{everybody} ~~everybody~~ ^{his kids}
 would be raised Catholic, which we were more or less. But,
 I think, ^{it was} ~~partly~~ for me he was crying. I never saw him cry,
 but my mother said he cried and cried when he heard I was ^{leaving} ~~leaving~~ Dick
 Cass.
 On the other hand they were the ones who ^{that} ~~when~~ I did not
 receive the child support, ^{that} ~~he~~ was awarded ^{return} gave me their ^{monetary}
 support instead, which allowed me to ~~go~~ to what was then
 La Crosse State College at \$60 a semester, ^{and} ~~and~~ what I got
 from them was \$250 a month, and that was what the two
 boys and I lived on until I graduated. And once ~~I graduated~~

~~and~~ then went to graduate school, I mean their minds were blown, ~~and~~ I always remember ^{something} my father, who owned a hardware store and was a very practical man ^{said} saying to me after I got my Masters degree, after we got the job ^{Harry & I} in Eau Claire. I did my thesis on Shakespeare, ^{our} and I really did think

for a while that I would be a Shakespearian scholar. I was so, ^{SO} into it, ~~and~~ I did ^{my} Master's degree on ^{thesis his} Henry V ^{which} and I presented ~~X~~ as an anti-war play. ^{At the time} that was not thought of at all ^{But} but I did partly ^{by} looking at historical

sources and partly by ^{examining} looking at the structure of the play, ^{I saw that it's} and the prologs that undercut ^{the play} ironically what was going on afterwards, ~~and~~ so I really thought, ^{believe Shakespeare meant} ~~but~~ on the other

hand I did not go ahead and get the PhD, ^{my scholarly career} so ~~it~~ was not in the cards. ^{But} But my father said, one time when he was visiting ^{here} ~~with us~~

(and Harry, of course, was a Shakespearian scholar too), ^{Frank to us:} so ~~my father~~ said, "You know this guy Shakespeare, I have been thinking

about him. How many people over these centuries do you suppose ~~have~~ built their career on Shakespeare and made money from this guy?" He said, "It is just an idea. ^{impressed by what} You might want to pursue it." So, he was, ^{we} we became, you know. I

mean, we did love one another. ^I It is just that we had a very stormy relationship ^{and another thing} I think ^{When} when they

retired from the hardware store in Cary, IL, they moved to a small farm in Stanley, Wisconsin. They did not farm, ^{not far away} ~~but~~

they lived close enough to us, ^{visit} to see grandchildren, and so forth. ^{But one year} ~~but in any case~~, we were out, all of us, grandchildren

and all, planting pine trees from the DNR, sort of to reclaim

some of this land, ~~and~~ ^{and} my father always had ~~a~~ ^a very
 particular way ^{to plant the trees} of doing everything. And, he would put in a
 shovel on one side, a shovel on the other, pick up the piece ^{of earth}
 and stick in the pine and then put it back. I stuck in the
 shovel on one side and pushed it forward and put in the pine ^{& stepped it into place.}
 and he said, "Sarah, you really need to do it this way." And I
 said, "Let's look in a year. We will look in a year and see ^{which}
~~how they~~ ^{trees} have grown." He said, "Okay." ^{smiled, shrugged or then} So it is sort of. You
 know, I used to get smacked in the face or more for making
 comments like that, but this time, he showed me he really,
 really did ^{respect my ways.} ~~appreciate~~. My mother was a ballerina. She did
 not graduate from college, ^{or} ~~she~~ ^{even} did not go to college. She
 went immediately from high school into ^{a French/Russian ballet}
^{company that toured the} ~~its base, Chicago.~~ ^{country from} ~~and then~~ ^{T she} actually turned to running
 a ballet school in Chicago and my father, ^{with} ~~and~~ ^{is support.} she was very,
 very good at it. ^{Her children's ballet} She won an award at the World's Fair in
 1934, or maybe ~~it was~~ 1933. My father ^{Chicago} ~~really helped with~~ ^{was in charge of} staging
~~that.~~ They met during the depression, ^{and} they were married for
 three years, secretly before they got married publicly, and ~~I~~ ^I
^{hear that} ~~think~~ my Irish Catholic grandmother was infuriated to find ^{that}
 out. ^{At} ~~one point~~ later, I think it was 10 years later, she found
 out they had been married ^{twice.} before. Her response was, "I am
 going to tell your sister!" But, ~~in any case, it was because~~ my
 grandparents on the Irish side had been quite well to do. My
 grandfather was a politician, ^{-- Superintendent of Streets in Chicago} ~~streets~~ when he died at a very
 early age, I think 50, ^{at} ~~had~~ ^{showered by} just all kinds of accolades for what
 he had done. ^{Before I was born,} My grandmother then turned to drinking, and died
 a lonely bitter woman, who ^{definitely}
 did not like ^{me.}

Sarah Harder

February 27, 20

They were social sci-ians when my Mother was young,
They had a lovely home in the city, and a wonderful home in
the country ^{outside Chicago}. We finally moved out of the city
the country which we finally moved to and where the
pictures ^{were taken} you see of me climbing ^{This is} trees & fishing. ^{at the end of the war, when I was 9.}

Anyway, my mother was a truly amazing person. She went

on after we moved to the country, which took her away from

her dancing school, and her dancing school she started was

very well established. When we moved to the country, she

started as an impresario, to travel around to schools, high

schools and so forth, and putting performances, mostly of them

operettas, Herbert operettas, or things like community extravaganzas

bringing dancing, theater to and things for kids, and so she continued

to really be somebody, ^{despite being} who just went out as a fairly shy

person, went out and started the Public Library & Girl Scouts in

our little town of Cary, IL, became a great "Great Books" course instructor, gathering

she was a woman who read more than I will ever think of in adults or kids reading groups

reading. She just loved Euclid's geometry, and I mean,

relished all of the classics and talked about them, so she was

somebody who always, and both of ^{my parents} them always pushed

education. We had to get education. They always insisted

that Susan & I must have college educations,

MK: What about your community, your dad worked in a

hardware store.

When we left Chicago, where he was a factory manager,

SH: By working there and then they owned it,

my father first worked in the new small town

Cary Hardware, and then my parents bought

the store leading to all of us working there.

MK: Who had the power and privilege in your community and how did that affect you?

SH: That is interesting. We lived in Chicago until 1946. In 1946, at the end the war, we moved to Cary, IL, which was 40 miles out of Chicago, anticipating by a couple of decades ^{the move to the suburbs} ~~it used to be going to the country~~, because for the ^{one-hour} ~~ride~~ ^{car} ~~ride~~ ^{there was} ~~had nothing~~ between Chicago and this little town. ^{the big house} ~~But we lived in a place actually between two small towns on~~ ^{but fields} ~~I loved was~~ the Fox River. The other town was Algonquin where we actually first went to school. My mother had ^{a rural console dated} ~~to a certain~~ extent, because of her family background and her professional work, which was ^{always} ~~still very~~ much ^{valued} ~~respected~~ in the family, she had a very respected position. My father ^{built and} ~~gained~~ ^{such a position} ~~one~~. During the war he worked ^{the} in Chicago, ~~worked~~ for what was called ^{George} ~~George~~ Murphy Serving Tray Company or something, and they made ^B ~~Because~~ there was no metal, they made wooden serving trays with glass tops and ^{screened} ~~pictures~~ underneath, ^{and} ~~as you can imagine~~, as soon as metal was ^{the war ended} ~~available~~ they ^{product was no longer} ~~did not end up being~~ very popular. But ^{he left this} ~~the~~ ^{job because of principle} ~~other thing that made it~~. He quit ^{wise} ~~is~~ job, actually as manager of the company because ^{he was} ~~they~~ were going to be unionized. Frank and he and my mother were furiously Republican, furiously, furiously, furiously so, ^{and he refused to deal with unions} ~~And so~~, we received permission from my ^{big} ~~grandmother~~ to move into this wonderful house ^{in the country} ~~on the river~~. ^{This was the rich "weekend home"} ~~that is this one~~, that had been abandoned basically after my grandfather died in the 20s, except for weekends

^{outside the}
~~city~~ ^{city} getaway,
 holidays. I and things like that. It had been a great ~~foraging~~ place where
^{including Mother} all of their four children brought their friends. As you can ^{colleagues}
^{long before} see a perfectly beautiful place ^{which had} by that time ^{had}
 During the 1930's and '40's ^{this} become pretty wild. So we sort of reclaimed it, ^{with} my
 the average ^{had} father started ^{ing a new} in a job managing in a hardware store, and not
 something he had ever done before, ^{but} a couple years later
 my grandmother died, and we had some, all ^{shared} the four children
^{shared a good} ^{My parents} had some inheritance, and so they invested their money in
^{we left the river home for a new school} the hardware store, and bought it. And, at that point, I mean ^{intown.}
^{ed the sign} If you look ^{it reads} at the things in Cary Hardware, they say, "Cary
 Hardware Company, (not incorporated) Frank W. ^{Snell,}
^{Owner.} My mother ^{is inheritance bought the store, and she} always worked ^{there too.} at the hardware store ^{there too.}
^{Mother} She did the accounts. And it was something she ^{learned to} taught
^{herself} to do and did very, very well. But her visibility ^{came from} was work in
 the community, that was ^{volunteer} unpaid work, where she would
^{festivals or} create extravaganzas. ^{Susan I} We were sometimes involved but
^{went} often not. We ^{would go} as spectators to the events, that she
^{a leader} created. My father became ^{involved} in the ^{Cary} Lions Club, in
^{Cary} which was a nothing organization when he joined it
 and became very, very big. I mean ^{they were both} a great community
^{very well} supporter, a great community activist, and so, in ^{town} they
^{also} were both known ^{because} they both worked in the hardware
^{also} store. ^{When I was 12 I started working in the hardware} store. ^{there, and later so did}
^{Frank} But I think there is no question that ^{he ruled the} the
^{the store.} house. Even though, and ^{Frank} as a matter of fact, although he had
 very early in their relationship tremendously supported my
^M Mother's intellectual interest by giving her a very large set of

art books and ^{another selection} a very large ~~set~~ of other ~~kinds of~~ literary ^{her interests} works, he did not really like her talking about ~~it~~ and I think Susan and I can both say, ^{that} "Shut up, Mag!" was something we had heard often.

MK: What role did education play in your life

_____?

SH: I ^{went to} ~~was~~ in kindergarten in Chicago ^{at Brentano Public School, where both my parents and my grandfather graduated from 8th grade.} ~~Public School~~. I was the teacher's pet. She really ^{dug me, I'm told.} ~~had~~ I had graham crackers with her every day during milk break and the other kids didn't. I let her down terribly, however, in ^{my} ~~one of the~~ first school performances ^{where} ~~when~~ I saw my mother ^{in the audience,} I broke down in tears and had to go sit with my mother ^{and while} the other kids sang the song. ^{Mother} ~~She still,~~ she really did, I mean, she gave me a lot of support and ~~she~~ pushed me to do some things. In first grade I was a star. I wrote some stories for the ^{school} ~~newspaper~~ which I think I still have copies of. "One day I got a ball and it rolled away and I cried all that day, " -- something like that, you know, we had a little school newspaper and I got things published that I wrote. And I got to be Mother Goose in the first grade play. ^{has} It ~~had~~ been a long time since I have seen all my storybook friends. I think I will have a party and invite them ^{all to come.} ~~over,~~ is all I remember of it. Anyway, so I was pretty good. ^{that} Interestingly, both my parents had ^{also} graduated from Brentano school because in those days Chicago ^{as a} ~~was the city that~~ was ^{really a}

Generations stayed in and
 collection of small towns. ~~You know~~ the neighborhoods ~~and~~
~~We~~ lived in Logan Square. ~~My Mother & Father~~ They had both graduated from there,
 that school and my grandfather, the politician, ~~had~~ also
 graduated from that same grammar school. ~~And~~ ^{As} I was
 growing ^{there} during the war years ^{the school} and it became a kind of
 community center, as it had been, I think, in my mother's
 youth, where things were bright and promising in the early
^{20th Century.} things like that. I did quite well there ~~and~~ ^{and} I was double-
^{half a grade,} promoted. I skipped, when we moved out to a much smaller country
^{in 1946 when I entered 4th Grade.} school. On the one hand moving from Chicago was just like
 being set free. Because my mother kept ^{Susan & me} us on a very short
 leash, and ~~in~~ ^{we were often "dressed-up" in the city} tell you it was white glove era. We wore white
 gloves partly so that ~~we wouldn't, you know,~~ if we touched
 things they wouldn't get, our hands wouldn't get dirty or
 something. But also ^{Chicago} ~~x~~ was beginning to be a frightening
 place. There was a terribly, terribly traumatizing kidnapping
 and dismemberment of a child who ^{at 5} was the same age of my
 sister, kidnapping from her room, ~~and you know,~~ ^{ed} by this
 time ^I was an avid reader of the Chicago Daily News, ^{and} so I read
 all of this stuff. So I was really afraid in Chicago, ~~and even~~
^{alone} even though I walked ^{alone} many blocks to school everyday, ~~and~~ The
 other thing was, at that time, I had relatives all over this little
 community, you know, aunts, grandmother, cousins, and so
 forth, who lived all around this Logan Square area, but still
 it was not a place that I felt safe in. I actually was, I guess
 what you would call it today, sexually assaulted ^{there.} I was in ~~Logan Square~~
^{near my Mother's dancing school} park when I was about 8 years old, ~~when I was,~~ and was

watching her ² ~~accompanists~~ ^{smaller children,} ~~with~~ ^{when} ~~and a man~~ ^{grabbed} fondled me. ~~I mean, it wasn't~~ ^{I didn't scream}
 wasn't hurt, but, well, you know, it was enough to make my mother say,
 "Whoa! ^{NOT} this is the friendly ^{my parents} place we thought it was." ^{to support} So I
 think ~~they~~ ^I saw many reasons ^{all} the idea of moving to the
 country. ^{new} It gave us a great new opportunity. ^{But} But, for me, the
 move to this ^{new} school where I had to make friends cold, was not
 easy. I never was particularly good at making friends.
 Susan was always good at making friends. And, so, I really
 felt kind of out of it ^{at Algonquin School} there for the first year. The second year,
 when I was in fifth grade, ^I was my year of trauma, where I
^{felt I had no friends} ~~was~~ always bursting into tears, ^{when my} and the teacher ^{really worked with me,} ~~was~~ I was
 lucky to have very good teachers there. In sixth grade
^{He produced a school} ~~My mother did the operetta,~~ "Hansel and Gretel," ~~you down, for~~
 grade school third through sixth graders, ~~and~~ I wanted
 desperately to be Gretel and ~~I~~ had gone around singing ^{every word of}
~~every~~ ^{all those} ~~Humperdicks~~ ^{H pherdink} songs, for weeks before hand, ^{to trying}
 to prove that my not very good voice could manage ^{the role.} this ~~and~~ I
 remember when my beloved teacher, ^{Miss Freeman,} ~~Ms. Greenland,~~ announced
^{the cast. After slowly listing the other roles, she raced,} ~~the announcement that,~~ she said, "Gretel will be Gwen and
^{So instead of being the heroine,} ~~but - Sarah will be the witch."~~ ^{I was the witch,} and I was an
 extraordinary witch, ^{My mother} ~~tells me.~~ ^{told} Children were crying
 all over the auditorium. ^{as I grabbed the children} But of course, ^{a sort of fixes in your}
^{at age 11.} It was a much better role for me I now see. ^{being the wicked witch} Of course,
^{much larger than Gretel's.} it was a ~~much~~ ^{much larger} ~~meager~~ ^{than Gretel's.} role, ^{that} but it ~~was~~ ^{was} I think ~~what~~ ^{that} I always
 wanted to be was kind of more normal, ^{a "good girl"} ~~than I was.~~ ^{I was}
~~also, however, and that~~ ^{This} was my phase of believing I was
 never going to really grow up to be a woman. I was

sure God would see his error
I would wake up one morning as a boy, and would grow up to be a girl. I didn't believe I would

And I if you look at some of these pictures you will see. I

always wore dresses, ^{Mother sewed} she made most of them beautifully, ^{never sent girls} and ^{in pants in those days, I} parents which never went to school where I went,

^{changed to jeans} immediately upon going home. The best day of my life was when I was

11 was when I walked into a local drug store in Cary, ^{Cary} and I had been wearing

^{the} asked for a boys cap for Christmas with ear muffs, ^{I'd asked} and I had

^{to} it turned around and walked out, and I heard Dave, the

druggist, say, "You know some of these kids, if you didn't see

^{those} the braids hanging down the back, you would think they ^{them} were a boy." ^{I was sure it would happen sooner or later,} Anyway, I did okay in school. It was

understood that I was smart. I remember one time saying to

a teacher, who always asked Tony ^{Pokorny} the questions, ^{tough}

why was it, why was that the case, I had my hand up, ^{when} too and

^{she still} he never asked me, and I knew the answer. But, it was just a

^{frustrating} really tough time. ^{also} Then we moved out of my dream home ^{on the river}

after three years into Cary, to a small town, and so it was

another change. ^{school} I in the seventh grade in ^{Cary} the small school

where we had 11 kids in my class, and so we were combined

with the 8th grade. And again another adjustment at a time

when I was feeling more and more out of it. Again,

academically I did very well. I hated my ^{long braided hair,} grades and finally, I

guess about half way through 7th grade, ^M Mother agreed to cut

them into short ^{braids} grades, which was my first step ^{to girlhood.} I spent my

life eating ^{stale} crusts of bread and drinking all my milk, because

^I was promised it would turn my hair curly. As you can ^{now}

see, it never did. In any case, I had some very good girl

friends, but I clearly was not making it with the boys, who ^{often} ~~would make complete~~ ^{made} snide remarks. Perhaps one of my ^{clearest} memories was 8th grade graduation when each of us, because ~~we were~~ ^{there was only 11 of us}, had to tell ~~as~~ what we saw ~~ourselves~~ ^{as doing} in the future, and I got up and announced that I ^{planned to} ~~would be~~ the Curator of Butterflies at the Field Museum of Natural History in Chicago at which point the audience dissolved in laughter ^{that again} which meant I never for a moment ^{idea} ~~again~~ took that seriously. ^{So, I am pretty sure it would have} ~~been a class~~ ^{among the kids.} ~~been my favorite~~ ^{I would never have} ~~but~~ nonetheless, ~~on the other hand~~ I had a lot of very good support, particularly when I was in 8th grade, ~~by a woman teacher.~~ ^{that while still} And I will say in high school ~~I was~~ ^{class} ~~also~~ an outsider, although I did get elected ^{performed} ~~secretary~~ of the class and I ~~was~~ in plays and band and chorus, ~~and~~ I had a very good group of girl friends, but I was not ^{not a success} ~~very good~~ with boys. I ~~had~~ my first boy friend when I was 15, ^{was thrilled with} ~~and had a~~ ^{but faced a} tragic 16th birthday when he broke up with me and you know that sort of thing. But, I must say ^{that} an admission I am not proud of, I followed a boy to the University of Iowa. We ^{what} ~~had~~ ^{- the '50 -} ~~had a~~, in those days, ~~what was~~ ^{would have been} called a very torrid romance, ^{meaning that} ~~which meant~~ we went to the drive in and kissed. ^{even "French"} Most important, ~~and~~ his mother became my dear, dear friend. ^{With} ~~She had~~ only two boys, ^{Mrs. Hamilton} ~~and~~ really took to me and mentored me a lot. ^{we remained dear friends until her death.} And ^{her son TOM} even when ~~he~~ went away to college after our summer romance, ^{also} ~~and~~ I decided that I would go ahead and apply to the University of Iowa ~~also~~, which my parents wondered about, ~~and~~ ^I turned out that I did get a number of awards. I

was invited into ~~got into~~ Honors Society, ~~and I got a scholarship, and I got a~~
~~number of things.~~ ^{But while} I mean it was clear I had recognition in
 high school, ~~but~~ I was never satisfied with my success as an
 ordinary girl. And so when I went on to college, ~~by this~~
^{even though by this time, ~~we~~ had broken up, I was sent to the University of Iowa}
^{For some reason,} I decided ~~to~~ try out for a sorority, which was absolutely
 unlike me. But suddenly became very important, and I
 pledged one. The one I really wanted ~~kept me up there until~~ ^{decided against me at}
 the last minute, ^{so I ~~lost~~ ^{spined} what was my second choice.} ~~But a good~~ ^{still it provided}
^{and a solid first semester,} ~~that gave me a great, you know I was enough serious about.~~ ^{support groups,}
^{when} I got really good grades. The ~~first semester really bad~~ ^{second I earned quite "average"}
~~grades, the second semester~~ ^{worse} because I was much more
 involved now in social life and ~~so forth~~ ^{activities.} They spotted me as
 a leader and ~~made me~~ ^{asked me to serve a} a treasurer of Alpha Delta ~~chapter.~~
^{Although I was flattered, this} ~~which was the worst choice they could~~
^{Fortunately,} ~~ever have made and finally after, you know, I had not put~~ ^{did}
 them into bankruptcy, but it was perfectly clear ~~what the~~ ^{as member}
 checks piled up in my room, that I was not the person they
 had in mind, ~~but~~ ^{and I was allowed to resign.} nonetheless, I got my first trip out to the big
 world to the University of Minnesota where we went for a ^{Regional}
 sorority gathering, which ~~had~~ ^{provided} a lot of eye opening ^{experiences on}
^{Greek hypocrisies,} ~~about it.~~ I don't know if they are important here. But ~~the~~ ^{the}
^{sorority leaders provided excellent or helpful mentoring.} ~~became clear that I was not treasurer material.~~ And the
 other thing was that was very good was that one of the
~~The president (two years older)~~ ^{we} sorority leaders took me aside one day and said, "Hey, listen
 kid, you got to learn to control your lip!" ^{but} I mean she said it
 far more decorously than that, and I began to understand ~~that~~

there ~~were~~ just ways that I was shooting myself in the foot, --
^{also} and hurting people inadvertently, not really meaning too.

So, I mean, I did learn very important things there, about ~~not~~
~~controlling my need to "speak up"~~ shooting myself in the foot and not hurting people. ~~But this~~
 is also ^{when} ~~where~~ I met Dick, ^{Cass, my husband-to-be,} in ~~the~~ Spanish class, ^{suddenly here} who he was, I
 was doing really pretty well again, but ~~he~~ was this forbidden

fruit. He was a beautiful man. He was 28 and I was 19 — older &
 mysterious.

~~Dick was my first husband.~~ And I had, by the way, said to

myself ^{on} that New Year's Eve before I meant ^{Dick} him that January

in my Spanish Class, ^{that: "This has} I think this is gotta be the year that I

find somebody. ^{"Not a big surprise that} Surprised, I did. He was 28, divorced and

^{child.} ~~he~~ had a kid ~~and~~ what could be better for a Catholic girl than

this combination? ^{I am} ~~that~~ In the absurdist way. But, ^{how} it was wonderful when I
 could blow out the candle, ^{in the sorority circle showing I was} and so I dropped out of college ^{engaged!}
 then, 2-1/2 years into it, ^{to marry & live happily} ~~And~~ then education became ^{ever after with}
 extraordinarily important to me. I mean, there I was in La ^{an "Mrs. Degree"}
 Crosse, Wisconsin in this little apartment with nothing to do ^{as did most}
^{50's female}
^{college}
^{entrants.}

^{so when} ~~and so my parents, and my parents said go back to school,~~ ["]

^{college to take "a course or two."} I went back to school. But then I was immediately pregnant, ^{and soon}

Richard arrived. ^{And despite what pretended to be "birth control,"} and so you know I sort of peddled around and then I was

immediately pregnant again, ^{Still I continued} and so I peddled through taking
^{more} ~~some~~ courses, but then I had a miscarriage, which would have

been ^{my} a third child, at the point and she would have been ^{one}

year younger than ^{Bentley,} ~~Bethany,~~ my second child, ^{son. And} and somehow

at that point I thought, ^{"U"} you know, this is not working. This

marriage here. ^{Dick I} ~~We~~ don't have anything in common. ^{nothing} And ^{Dick}

was a traveling salesman, so I was managing all of the house

and kids and school
~~alone and doing, and~~ I just could not think, and I said to
 myself, "Okay, I have just lost this girl child, ^{whom} who I wanted
 very much, ^{now} but I have two hands and two boys ~~and if I am~~ ^{And I will have}
~~going to have a baby in a year if I stay here in this marriage~~ ^{another} — and
~~then what?"~~ ^{another,} and we will get no where. So I did this terrible thing from
 hell, initiating the divorce which shocked everybody ^{from Dick} — especially
^{my parents,} Nobody in my family, ^{none of my friends} nobody even knew that this was
^{ever expected} going to happen.

MK: Did you have girl friends that supported you in that.

SH: No, I did not have close friends, and even my sister who
^{then lived} ~~lives now~~ in Minneapolis, and was married, ^{also} ~~also~~ No.
^{I'd} Everybody was just totally shocked ~~and~~ ^{that} figured out I had
 to do it myself. I had earned \$100 running a great big
 festival for the ^{La Crosse} ~~city for the~~ Chamber of Commerce and that
 bought me ^{to take my case} the lawyer and so I decided, I was going to do it.
 And, I had always ^{come to the campus} been to school pregnant. I had been on
^{La Crosse} the campus pregnant, so people ^{were} are shaking their heads, ^{"What}
 is she doing here, ^{?"} But actually the last summer that I ~~went~~ ^{attended,}
 the summer that I also had the miscarriage, I became
 fascinated with Victorian literature, ^{and was} really, really into the
 courses ~~and so~~ that is when I decided to go ahead and go
 back to college, get a teaching degree, and go out as a high
 school teacher, ^{which seemed my only option given} ~~or something, which never happened.~~
^{options} for women with babies in 1961.

MK: So looking back on all that, did you anticipate you would become a feminist later in life.

SH: No. I think looking back on it I can see I always was,

but there was no name for it ^{then} and no, I think what happened

Actually, that did not happen until I ^{grew out of} got here and I think

^{to UWEC} ~~came with my second husband, Harry~~ what made me understand ^{it} was when I was denied the

opportunity to take sick leave when Aaron was in the nest.

went to the personnel office, ^{just} well in advance, to say I

am taking three weeks of sick leave when my baby is born.

~~Jennifer was born when I was~~ and I had had Jennifer in graduate school. ~~I mean~~, then I

only took four days off and there it was no big deal. So I

knew I could handle it. ^{But} I was told ~~no, no~~, but the personnel

office, a very nice woman, ^{just} said you cannot do it, you

cannot use pregnancy as a reason for sick leave. So I went to

then, ^{Acting} Chancellor ~~Hebert~~, down in Madison at the UW

System ^{creating} ~~it~~ and he said, "Of course not." He said, "Look here

Here I got the policy, ^{But Hibbard said,} (I should not call it that) I got the

policy right here, ^{at the UW System Policy.} and I don't remember his real words, but to

me, it read any female person who should be in a family and

find herself in a condition of pregnancy ^{should best} ~~would then~~ abstain

herself at once from the campus, so as not to ^{embarrass} ~~change~~ the

students. ^{But} in ~~no~~ case can anything related to her

pregnancy be qualified as sick leave. ^{for} ~~So~~ I lost it. I knew I

could cry, ^{but didn't.} and I just said, "I won't accept that." ^{Then Hibbard} And he called

Harry, ⁱⁿ shortly there after, ^{he} and said, "You know your wife got a

little emotional ^{but I think} ~~here~~, ^{maybe} we can talk man to man

Early in my pregnancy, I

~~happened~~
about the
only practical
way forward
I could
envision

about this ^{problem} ~~con.~~ ^{But} And Harry is, I ^{must} have to say, a feminist. I mean, ^(he had been) from the very beginning of our marriage ^{adopting the boys} deeply involved in all of this kids stuff, and all of it, anyway, ^{Harry} Anyway, ^{Hibbard} he was more irate with ^{the out-of-date policy.} Hebert than I had been and we both decided we would appeal ~~it~~. Well, to make a long story

short, ^{and} it went on and on and on, and we had hearings on ^{the Eau Claire} our campus about the whole idea of getting sick, pregnancy and sick leave and such, ^{and} it got down to the point where ^{due so} it's about two weeks from my date, ^{to Dr. Hibbard's office} and I went in and ~~told~~

Hebert, I said, "Look, if I not allowed sick leave." Oh, by the way, first I said, "Oh it is ^{can't use} okay, if I don't get sick leave, and

you can just pay Harry for those weeks as he ^{will cover my classes} is doing the coverage, and that was what ^{we did during our 3rd child's birth.} and so anyway,

^{But he said,} I just want you to know that if nothing changes before I ^{local media when I go to the} go to the hospital, I will be calling the Press Corp and ^{be} taken by ambulance to my classroom with the Press Corp on my heels in order to ^{with baby in hand and} make my point. ^{But} And suddenly things

changed, ^{and I was told I could use sick leave for my absence.} And as a matter of fact, that same spring, the whole policy ^{about sick leave and child birth} for the UW system changed. ^{So, I did not do} ~~the policy~~

this because I was a feminist, ^{Before my pregnancy} I did it because it was just so damn stupid. ^{And, so,} I had never taken a day of sick leave.

You know, I had sick leave up the ying-yang, but ^{still the policy said} ~~anyway~~ I couldn't use it, ^{luck &} Then after ^{this all} that happened, I understood that with timing, ^{things for others,} you could change

timing was everything, because of course it was 1971, and it was not 1961, and things were beginning, you know, ideas were beginning to change. And even ³⁰ ~~TAUWF~~ ⁵ which was (then the name of the system faculty union), would

But he said,
"Sorry. We cannot
pay Harry for college
coverage my response
seemed quite clear. I
said, "Dr. Hibbard,
plan to take
Now I did not do

In this case

decided to ~~have~~ ^{also} really supported me, ~~and~~ ^{up} I understood that none of this ^{armed with} might ~~could~~ have happened before, but with luck and timing, one could change things not only for oneself, but more importantly for others. So, I ~~think that is~~ ^{15- while} the point, when I still was not putting a name to it ^{the "Seminar"} but understood that I ~~could~~ ^{change,} wanted to do more. This was really important and it ~~was~~ ^{a small but} happened. ~~done.~~ I assume you probably saw that "Cinderella and Composition" ^{message for the Spectator in 1972.} that I wrote ~~perspective~~ ^{organize} that was when we started to ~~actually~~ ^{AK} it was Gloria Steinem and Flo ^{who} Kennedy came to campus in 1971, while I was in the hospital having Aaron, so I did not get to see ~~talk about Feminist Revolutions,~~ ^{AK on Ean Clave} them. But anyway, we decided we would form this ~~now~~ ^{NOW} chapter ~~and I don't know if you know why I wrote that thing,~~ ^{Maybe you don't} I wrote it because we held ~~the~~ ^{here} meeting on campus ~~at the~~ ^{this} founding meeting because we figured we wanted to get students involved, ~~and none came.~~ ^{But} We held ~~it at~~ ^{the meeting} the Davies Center. We publicized it, ~~and none came.~~ ^{but no students} And so I was standing around ~~and~~ ^{wondered} figuring, 'What's the deal here?' Everybody ~~was.~~ ^{where} Where ~~are~~ ^{ARE} they? What is going on? And so for the next assignment, that I gave my composition students, "Until I marry ^{the topic was "Who Am I?"} ~~I read a student essay that said~~ ^{until I marry Peter, I am Nobody"} ~~until I marry Peter, I am Nobody"~~ ^{in 1958} ~~was still the same as it was when I blew out the candle,~~ ^{so} I could be ~~one~~ ^{one} of the gang. And, ~~so~~ I guess that is when the light went off. ~~And of course, you know,~~ ^{that I} then a whole bunch of things that had to do with luck. I mean, it had to do with ~~this article~~ ^{article} my friend Eleanor Jones saying this was really good, ~~you~~ ^{that I} ought to send it into Redbook, ~~and then it~~ ^{Magazine}

^{And}
~~got~~ gets published in Redbook, ~~which~~ because of the times, you know, ~~there~~ was no National Enquirer or ~~any of~~ those things on newsstands in those days, ~~and~~ Redbook decided it ~~should~~ ^{the issue} ~~was going to~~ publicize ~~it~~ ^{so} all of a sudden one day I see this ad on TV: "Local ^F faculty member or I don't know if they ~~called me local but~~ ^{Tell} ~~all I don't know, something~~ Just imagine, just imagine somebody who not only says she ~~got~~ ^{was} divorced, but says it was a good thing, ^{for herself & her kids} ~~and so that gave me~~ ^{It} all kinds of notoriety. I am absolutely convinced that one of ^{Vice Chancellor} ~~the~~ reason that John Morris, ^{this is} ~~you know~~, started asking me ^{to take new} ~~about~~ this Affirmative Action position, suddenly I was getting speaking requests, ~~you know, at~~ and I was at that point, I don't know if I was a member of AAUW, American Association of University Women, but the woman ^{Hilda Carter,} ~~who and~~ ^{UWEC} who was ~~our~~ public relations person ^{served as} at the university, had ~~been~~ the corporate rep for AAUW, ~~she~~ is the one who told me I needed to become a member of this organization, ^{urged me to connect} ~~started telling me about it, and~~ It was not until 1977 that ~~they had a meeting~~ ^{AAUW held a national meeting nearby} that I could go to. And by the way, ^{I must give Dr. Dina} ~~giving Deanna~~ in St Louis enormous credit while she was still an Affirmative Action officer, ^{for help} ~~she gave me money to~~ ^{offered travel} ~~for me~~ to go to something called ^{the} the Emerging Woman in Management in Chicago. It was the first time I had ever gone to a seminar. It was the first time I flew, ^{professional} ~~I had~~ ^{on an airplane} acrophobia big time, and I didn't, wouldn't, ^{My} ~~and my friends~~ told me, ^{"Just go."} ~~go, just~~ "Just go," and one said to me, "Oh, you know, ~~just~~ all you have to do is just look at the ground when

~~take off~~ see
 you ~~are going up~~ and you ~~will know~~ that everything ~~will be~~
~~I did as she said~~
 fine." And it was, I fainted. On the other hand I understood
~~that while~~ "OK." "which did not tell me
~~through~~ this management thing ~~which~~ did not tell me
 anything I didn't know, ~~but~~ suddenly put a construct on ~~a~~ that
~~helped to~~ ~~let me understand~~ that there were things to be learned about
 it, and so forth. You know, there is a theory, there is ~~a process~~,
~~I need to learn it.~~ and all this other stuff. And then finally when I did go to
 that first AAUW ~~meeting~~ convention I was involved in my
 local branch, I ran the programs for AAUW for two years
 out of my office, ~~and when first the AAUW convention in~~
 Minnesota, I saw all of the feminism that we were espousing
 in ~~now~~, but ~~a order~~ ~~but a~~ meeting being run with people
 debating and all kinds of things going on and another set of
 practices I didn't really know, and I understood that the voice
 here ~~that~~ was dealing with international issues as well as
 state, local, and national issues, that I believed in, ~~policy~~
 issues, I mean ~~its~~ policy agenda was the same as ~~new~~ it just
 wasn't, and even ~~because it dealt with~~
 international issues, and I felt that ~~its~~ tone of voice was
 going to be more helpful to me than the tone of voice ~~that~~ I
 had used ~~lived with~~ all my life, and was not be enjoying in ~~now~~ N.O.W.
 because there were too many other people, with the same
 tone of voice. ~~It just was not sort of working.~~ So, anyway,
 no question there. My involvement that year, 1977, with
 AAUW, ~~it was~~ first the AAUW Convention, second was the ~~meeting~~
 the State meeting of the National Women's
 Conference ~~that was~~ held in Madison, where people came

But instead of
 arguments, there
 was ~~debate~~ ~~debate~~

from all over the state and I ~~decided~~, somebody called me

from ~~Madison~~, somebody I knew, who had moved to

Madison, called me and said ^{ed} "Do you want to run to be a delegate ^{to the National Conference in Houston?"} Oh, what the hell, for this national conference in

the fall, ^{and} so my friends here in Eau Claire made T-shirts

which they ^{put on}, there were about four of us who ^{went} to Madison ^{down} together, and they all ^{had} red T-shirts that said Vote

for Sara Harder. Now this was before anybody did T-shirts,

and so ^{moving} from the AAUW meeting where I understood

how things could ^{be moved} not ideally to the meeting ^{in Madison}

where there were women of every stripe and color, ~~you~~

~~know~~, all very interested in creating this national plan of

action. I met my dear friend and mentor Mary Lou ^{Monts}, ^{Legislators}

and ^{others} there, friends all these years. She was then in the legislature,

and ^{introduced} met other people, ~~you know~~, whom I hadn't met before.

And so I ^{got} ~~now~~ surprisingly I got elected. ^{as a delegate} Now, it is very

clear the reason I got elected were the T-shirts, because no ^{at that time}

body else had them. And as a matter of fact there ^{had been} was a

judge ~~who had~~ just been nailed by the Women's Political

^{Caucus} ~~process~~ because he had made some nasty statements to a

young woman who ^{had been raped} — one of these usual

^{put-downs of women} ~~by men~~ and so he was out, and so I remember

walking the street in downtown Madison and ^{people} they would

say, "Who is Sara Harder?" ^{Is she for running for judge?} Anyway, it was

wonderful. But the point is I won, and so I went to the ^{November 7}

National Women's Conference, and I got involved very

deeply. In preparation for ~~that was they had other women in~~

^{involved.} ^{November members of our} ^{delegation cancelled often}

^{so} ~~the delegation~~. I had to fly a lot. I flew, in ~~most~~ ^{those} days we had planes to Madison, planes to Milwaukee, ~~and so forth~~, and I had to fly to Houston, ~~and I first asked~~, ^{TX for the Conference} Is there any way I

could take a bus ^{?"} because I was still not comfortable flying,

^{But w/ no alternatives, I flew,} anyway, I went and I got the role of Floor Manager in our

delegation, which was hysterical because of course the only

floor I had been on was that one

As a free-lance Floor Manager for the WI delegation at ^{I'd only once before} ~~was definitely no where.~~ ^{soon the "floor" of a} ~~But,~~ ^{rational meeting.}

^{the} But we were very deeply involved in what was called the

^{the} Proplan caucus, that had been organized by AAUW

nationally with other national women's organizations, to ~~see~~

^{counter a} ~~there is a~~ right wing ^{to derail} effort, to steal this

thing, and we got to organize because we know they are

going to use ^{procedural} ~~the~~ ^{during debate} ~~A moves~~ on the floor to try and get

some of the ^{items, such as support} ~~for the ERA.~~ ^{delegation} So Wisconsin ^{because} was centrally

head of UW Extension's Women's Program, ^{where involved} whom I knew now because Kay's staff

^{she} ~~actually~~ was doing ~~this~~ outreach to women leaders on different campuses, ^{I'd previously met Kay at} ~~that were calling meetings~~ for two UW

extension which ^{Vice Chancellor} John Morris ^{sent} let me go to, and so forth, I

mean, I had known these people; ^{Dr. Kathryn} ~~Clarenbach~~ ^{was now working}

as the Executive Director ^{for} of the National Woman's Conference, ^{who organized} ~~and~~ its

56 preparatory state meetings, working with ^{Kay} ~~she~~ had earlier

been a cofounder, ~~now~~. Anyway, because of that we were in

the absolute front of this very long and huge auditorium, ^{these connections, the WI} ~~and~~ ^{Delegation}

^{T P P} the proplan caucus, ^{assigned to signal} ~~had us singling~~ to the rest of the group ^{for the} ~~the~~ ^{National Women's}

behind us when ^{during debate on a plank of the Plan,} an amendment ~~that~~ came to the floor, ~~was~~

one that had been achieved by consensus off the floor by the

^{Conference}

that accompanied its passage
 cheering of ~~that thing~~ because the press had been saying ~~it~~ ^{"the National Women's Conference"}
~~was~~ going to be a cat fight. There is no way you can get all these
 women who, most of them who had never been to a national
 conference before, to do anything together. ^{"accomplish anything together."} But in fact we did.
^{toward equality's rights,} And they ~~we~~ did set a
 course to the ERA, abortion and sexual orientation, ~~that was~~ and the
 rest of ~~that~~ the whole agenda. And why sexual orientation ^{"passed"} made it, I
 believe, was that a beautiful young Hispanic woman came to
 the mic and said, ^{"y"} you have passed the amendments to the
 minority women's ^{plank} ~~client~~ ^{now} that include me as a Hispanic
 woman. You have ~~done this~~. You have ~~done this~~, you know ^{passed my right to reproductive choice and to equal pay for equal work."}
~~how many, and the last thing is~~ ^{But here is reason} that I ^{am still} remain not accepted by
 our society. ~~in that~~ I am a lesbian. ^{"The National Plan of Action's"} You know this process
 evolving alphabetically from ^{"Ad"} Arts and Humanities to ^{"W"} Welfare
 and ^{"P"} poverty, ^{"T"} and this process ^{seemed} ~~which was~~ ^{to me,} terribly fair, bringing
 together off the floor women who felt that the five words
 that ~~had~~ ^{were} been in the ^{DRAFT} National Plan of Action, just did not do it. ^{to} ^{"ensuring"} ^{(their) full participation."}
 And ^{plank by plank} the consensus that was built, for instance, Gloria
 Steinem was the one who worked with minority women ^{different groups of} and
 The original words of that plank ["] so what became something that started with there should be
 no prejudice, ^{"or"} ^{saying} something about minority ~~women~~ ^{was re-created into} women should
 have equal rights, ~~or something like that,~~ had this eloquent and
 magnificent platform that dealt with each of the separate ethnic
 groups, ^{each read} ^{one of} ~~that was read by them,~~ and introduced by ^{the new plank on "Minority Women" was}
 Maya Angelou. ^{Participating in the National Women's Conference} I mean, it was an education unlike
 almost anything else. ^{now} So anyway, we were moving to the
 last part of the National Plan of Action, which ^{recommended creating} ~~was to create~~ a
 governmental ^{Department} Women's Commission, and all of a sudden, I don't know how it

happened, but Mary Lou ^{Muntz} ~~Muntz~~ and I ended up in inner
 sanctum room behind the ^{conference where} podium, Bella was chairing, ~~where~~
^{Ab 32-4}
 here there was a huge struggle going on between feminist leaders,
 including Ellie ^{Smeal,} ~~Smeal~~ who did not want a Women's
 Commission because they thought ~~it was only going to be a~~
 or Women's Department, I guess it was, because it was only
 going to be a pad for Bella. ^{And they were struggling with} and a struggle between
 wonderful Bella supporters, like Browne Ledbetter and
 others who said, "Why ^{aren't} are you for it? Look you have to ~~get~~ see
 beyond ^{Bella,} that and so forth." This thing, ^{I mean then Steven} Gloria came in,
 I mean all ^{of the women's movement} the major players were in this little room and it
 took probably 45 minutes ^{before} and there was agreement finally, on what the
 ProPlan position would be, ^{that there} there was consensus, ~~about~~ yes, it could be, some
 amendment, ^{to make it acceptable,} ~~We talked out~~ and the people on the floor were
 ready to riot. ^{delegates} Because all through the whole process they had
 been promised there would be time for amendments or ~~for~~ ^{new}
 resolutions, or something at the end of the process and here ^{a trade-off for their} ~~peaceful adherence to the~~ ProPlan ^{process.}
 I don't know what Bella had been doing while we
 was, I don't know what they were doing, you know dah, de,
 were back stage, dah, de, dah, you know, killing time is what they were doing,
 and so we came out with this, ^{our great compromise} and so here I was ready to
 lead the troops to yes, ^{vote for} say this, ^{with} and everyone was ready to
 riot, and so, of course, they did not pass ~~that~~ ^{the Women's Department plank} and instead they
 passed there shall be a Continuing Committee of the National Women's
 Conference that will dah, dah, dah, dah, dah. ^{So, anyway,}
^{this 4 days had been} but I mean, it was an enormous education for me, and then
 going on the plane back ^{home} I sat with a woman who had been standing
 next to me in ^{that anti-} this abortion thing ^{demonstration.} and we had a very, very
 We

So I went as a very minor player have to go, went to the White House to deliver this to Jimmy Carter. But the meeting at the White House which was in the early afternoon, ^{and both} was preceded by and followed by a meeting chaired by Bella Anderson ^{by 2:00} which was supposedly to figure out what this Continuing Committee of the National Women's Conference was going to do. ~~And there were many people, in the~~ ^{about 500} and again, I do not know how I ended up in the meeting ^{at this} but the night it was a meeting of a whole bunch of people who said, "Now, you know we just cannot let this ^{new Committee} just kind of whimper away."

before
at someone's
DC house

You know Bella wants to have something, but we got to make sure that this ^{Committee} thing really lives, so where she was sort of planning on a thing where, you know, where now I will ^{group set about} ~~of planning on a thing where, you know, where now I will~~ ^{so that evening's small} ~~at the State Department where the Committee was scheduled to meet~~ ^{at the State Department} ~~Early~~ ^{So} ~~Soon after Bella welcomed us all,~~ ^{going to be, I mean just turning it all over to her was not} ~~going to be, I mean just turning it all over to her was not~~ ^{by those present} ~~going to be accepted.~~ ^{So what I was doing all this time was} ~~madly~~ ^{madly} ~~back~~ ^{back} taking notes because I outlined ^{what was happening,} ~~what was happening,~~ ^{well} ~~well~~ it in college, and I mean I just take very good notes. So at the end ^{when we resumed the meeting, going} ~~what we all went back after the event at the White~~ ^{went on on, But I was hooked} ~~House, this meeting was going on into the night, and I had to~~ ^{As it went} ~~call and get another airplane, the next morning.~~ ^{One of my} ~~friends could stay overnight with me, and so I changed my~~ ^{flight for the next morning so I could stay for it and keep} ~~taking notes, and what I was watching was a process leading~~ ^{to no where.} ~~Here were these 500 people appointed from~~ ^{every state in the union, and they elected a coordinating} ~~committee that represented Alaska, Maine, Florida, Southern~~ ^{California.} ~~You know, there was no way~~ ^{this group} ~~was going to be~~

But it was also clear

to build a
the Continuing
Committee

good discussion ^{for over an hour} about what we believed could rationally be
 done to prevent unwanted pregnancies, ^{she too said the conference was a great experience.} and it seems to me
^{The Conference} that there was enormous hope here. ^{supposed} This was a democratic
 process that was not ^{supposed} to work, but did work and by
 respecting different segments of people and allowing them
 to lead in ^{joining} terms of the issues they knew best, and then ~~confirming~~
 confirming that we all supported ^{their expertise.} those, I mean suddenly I
 felt, "Wow, this is really something." ^{I want to stay involved."} So, I had at AAUW
 convention even though I didn't know anybody ^{I had} there offered that
 if there was any ^{open} position on the state board of the AAUW, I
 would be happy to serve. ^{There} And that was not much likelihood,
 but then suddenly somebody resigned, ^{appointed} so I was made the
 Women's Chair on the Wisconsin State Board of the AAUW.
 And slightly thereafter, I had been on the board for maybe
 two or three board meetings, and suddenly the National AAUW
 Women's Chair had resigned. I had in the meantime been
 sending her articles that ^{she sent out to members --} ended up going out, because I was
 really into this. And so I got ^{suddenly} appointed to this position. By
 this time I had never been, ^{any kind of officer} you know, the National Board of
 AAUW was a pretty big deal. And so anyway, ^{AAUW Board, sitting in} I got here I was
 appointed to the board and another window ledge position.
 But I should say also that we did go to ^{DC in February 1978, bringing the} bring the national
 National Plan of Action to Jimmy Carter, ^{once} and when I say we, I was
 appointed again because of Kay Clarenbach and other
 people who knew me ^{to} through the Continuing Committee of
 the National Women's Conference, ^{And} and as many of us ^{as} that
 could afford the fare, ^{Vice Chancellor} and John Morris said, by all means you
 went to the White House.

functional. But anyway I recorded it ^{all} and after it was ^{finished} done and because I met Brownie Ledbetter, Bella's lieutenant in that back room with in Houston

~~W/ Gloria~~, I ^{mailed} sent her a copy of the minutes I took and I kept one for history. There was no further word from Bella Abzug to the ^{Committee} ~~copy~~. And there was a ERA march the summer of 1978, held in Washington.

I am fairly sure of that, I think it was, because February ~~I~~ was the first meeting ^{But in} think it was the summer of 1978, and Bella, because ~~now~~

many of us were now asking, "What is going to happen with the National Women's Conference committee?" Bella called a second meeting ^{at the} of Department of Labor, ^{the next day} of those of us, I don't remember how she got the word out, ^{but} we had ^{all received names &} addresses of

^{all members} people. I guess it must have been by mail because we did ^{phone numbers or} Bella Abzug & Brownie sat at the podium, not have any email then, ^{and anyway}, I went and I went up to say Hi to ^{and} Brownie Ledbetter and she said, "Oh, you are the person who took the ^{first} minutes." And I said "Yes," and so forth.

And so I sat down and started taking minutes again, and ^{in election of officers} it came to the point where they were going to elect a secretary for this Continuing Committee, and I ^{spoke up and} said "I will be the secretary." I put myself forward and ^{partly} I was elected, ^{because they saw I could take minutes}

and partly again, because I was from ^{where} ~~way~~ in the hell out of anywhere ^{Somehow}.

and ^{It was} it is mostly the east coasters who were duking it out to see who could ^{be elected} move into these positions of ^{great} no prominence. So I started running the National Women's

Conference Committee out of my office at the university. I ^{affirmative action} ^{UWEC}

did ^{it} with the approval of John Morris and Larry Schnack (later UWEC Chancellor) ^{who} and others and they said it is important

that you are doing this, you are doing something historic. Among the Continuing Committee officers, and so what I had that nobody else had, was access to

that

Sarah Harder

February 27, 20

to communicate in the days when even a fax machine was rare.

copying facilities and long distant phone line that I could use. Now, I guess I should be careful about saying that

because later the state legislature became very, they spent a

lot of time ruining the reputations of faculty members and

others who used their ^{state phones} lines for personal purposes. But I was

told I could do it, so I guess I was not doing anything so bad.)

But by the summer of 1979 ~~But, anyway~~, we then organized the first meeting of the for members

of the National Women's Conference committee in Madison,

Wisconsin. I organized the group, ^{hosting} from UW-Extension offices, I had been down there.

We had women like Jean Bauer and Larry

Gene Boyer, Kay Clarenbach, Marian Thompson, Midge Miller, Connie Threinen and the UW-Extension women's office, and I mean everybody was helping

to make it happen. We didn't know if anybody would come, but we ended up with, I think, about 300 of the 500 appointees

They appointees turning up and from everywhere, and including an amazing delegation of African-American women, lead by Dorothy Height.

Bella ^{Abzug} came, of course. And one of our co-chairs, ^{Myraette Doderer, a} the legislator from Iowa had resigned, she said

"I will come to the meeting, but I just cannot do this." Actually she had lost her job in the legislature, probably from having

been associated with this ^{notorious} National Women's Conference, that ^{by now} was being used against a lot of people. Anyway,

because I had organized the meeting, somebody said, Well why don't you run for co-chair? I did and I was elected. So,

then I was really running ^{the NWCC} out of my office and ^{UWEC} within a couple of years then I was on, I think the next year, I was on also

1980

Board. I connected work in
 on the AAUW thing. So I was working these two organizations
 together, trying to get AAUW to work on the ^{members} National Plan of
 Action because ^{President} Carter had put it in a file cabinet. He ^{as too radical}
 appointed a ^{President} Commission on Women with Bella ^{Abzug} and
Carmen Votaw as co-chairs. ^{But he had} and then fired Bella,

when she and the commission dared to raise questions about ^{lack of}
 National Plan of Action ^{in which Committee members}
 priorities in his budget. That was another big embroilment, ^{and the were lobbied}
 The woman ^{Bella's} person who was appointed to take her place was a woman
 who had been president of AAUW, ^{before I was}
 involved nationally, ^{I guess I may not have}
 been, no I would not have been AAUW, it was probably was
 after that. We published these ^{new} National Plan of Action
 Posters, ^{We} and held a big gathering at the Smithsonian
 Institution in Washington to ^{introduce} show the big poster with ^{blue} every word of
 all the articles of the National Plan of Action that we wanted, ^{Even without Administration}

support, you know, we are not going to let it die. And Mary

Grete, who was then the president of AAUW
 came in support of this event, ^{to} and she was the one, I guess,
 who ^{supported my appointment} appointed me then, shortly thereafter, to the AAUW
 Board, but then, as I said, I really began working the two

organizations together, and well, for instance, got ^{adopted as} one of the
 major issues of programs at AAUW to be ^{building} advocacy
 networks based on National Plan of Action issues.

AAUW's major issues of programs at AAUW to be ^{building} advocacy
 networks based on National Plan of Action issues.

When Governor Clareback ^{Wisconsin Governor's} illustrious Commission On Women, we
 organized ^{the Status of} created the Wisconsin's Women's Network, whose goals was to
 reinstate what became a Wisconsin Women's ^{one of} Council,

so, there was, I don't even know where I was going with that,
 where was I,

which happened in 1983
 under Governor Tony Earl.
 I was appointed its
 first Chair.

MK: So out of all of that what would you say is there one thing that you think would be the most important thing that you accomplished.

SH: I think it was to show the power of coalition building ^{to move} on a multiagenda inclusive participants, diversity ^{building Advocacy Networks} and ^{that is diversity that is built on basic bedrock principles} that is diversity that is built on basic bedrock principles ^{as a starting} agreement. So for instance, when ^{in 1985} I became the president of AAUW, I created a ^{grass-based national} Council of Presidents which had been started by my predecessor ^{with} by meeting ^{over} for lunch once a month ^{of} with the heads of ^{A national women's} organization ^{But starting w/} what became the Council of Presidents. The premise ^{organizing} that we used was the same premise we had used ^{in the} to organize ^{Advocacy Networks in} state intervening years ^{because} I was going to different ^{through NWCC} places now being invited ^{to} and helping ^{statewide} to create ^{Wisconsin Women's Network} stage networks of women using our responsive women's network model or ^{building} upon what they had. You know, helping to ^{transform & empower} transpose what they had. I think my biggest contribution was to ^{offer the National Plan of Action} present a set of planks as a bedrock principles ^{set of - upon} on which you could decide ^{who} who could be involved ^{and I got everybody} and I got everybody to say you can participate in this coalition, whether or not you happen to be working ^{FOR} for a every particular issue in the national plan of action, but if your organization is formed to work ^{AGAINST} against an issue in the national plan of action, ^{For instance as} Feminist for Life, the whole premise ^{The whole premise} of the National Women's Conference Committee was ^{you} we had to work on the issues without priority, ^{we} you had to be

working on all of the issues, you know, and so forth, and be ^{in order to}
 promote ^{P. of Action} the plan. Well, I found a way to use the ^{National Plan of Action for Women} plan
 which is certainly cumbersome in its way, you know, it is a
 very big thing. I will give you a copy of this poster, and
 basically, but it became and it is still used as a kind of credo
 by ~~now~~ what is now the National Council of Women's
 Organization, ^{saying,} that we welcome all comers, but if you are
 working ^{AGAINST and} against major issues, you are not welcome. You
 know, ^{that} we don't agree ^{on a key issue,} and there are fundamental things we
 must agree on. ^{to work together,} And, also there was this thing about ^{merging with} using
 the agenda of others, so using the ^{National Plan of Action,} and ^{along with}
~~the~~ ^{our} premise of building networks not only ^{including} around the
 women ~~who had been~~ involved in those organizing
 meetings early in 1977, ^{but} reaching back out and ^{to say} saying it was
 not a one time event, that ^{the National Women's Conference} it was a commitment, ^{but let's keep}
^{We also} needed to keep ^{in the 1980's under Reagan} this thing going at a time when increasingly, we were
 moving to a period where there was no support. I mean ~~you~~ we
 were moving rapidly into the Reagan administration where it
 was perfectly clear, not only was ^{the Plan of Action} it put in a drawer, ^{there} it was a
 deliberate ^{undercutting} undercut of everything that ^{the Second Stage Women's Movement had} we worked for. ~~So, it~~
^{our work involved} was paying very close attention to the directions being taken both
 in policy and in public sentiment in the United States, ~~and in~~
 Then using ~~those from~~, for instance, the ^{National Plan of Action,}
 let's choose five issues that had in common, first of all, the ^{MOVE NOW}
 viability of the issue as something that could ~~be~~ ^{GO} You know,
~~it's~~ not 20 years from now. ^{This issue is NOW;} ~~It is,~~ you know, there is "viability"--
 something in it we can move on. ^{Then} "Critical Needs" connected to
^{must be}

then must be

criteria

Issue

3041ndj

They were

As feminists

must appeal to ~~the~~

Whole to demonstrate what

- that it

human

our task is

4

11

support for ~~these~~ issues

like America. I think that was it. I believe that definition of these ~~strategies~~ practical advocacy strategy

has been ~~one of these~~ ^{of these} my

Now \Rightarrow

education

Thorp.

人

Images of TV

^{his}
^{a women's conference} the flocks of black hooded women, ~~who were~~ ^{of Western Feminists at the NGO Forum} being escorted around
^{and to carry their new outrage home} by men around this. Hundreds came to know about genital
^{I also} mutilation, ^{this offense to women} which I never had known about, but perhaps
^{gathering wood} more importantly, came to understand fundamentally that
^{key} ~~work~~ and water were ~~a~~ women's issues. You ~~knew~~, I

understood very solidly that to a certain extent our western

women's agenda was an agenda of privilege, and that ~~if~~ we
~~must~~ ^{such as} ~~did not~~ address fundamentally ^{new} education, which had offered

me my access to anywhere and ^{new} voices and all of these other experiences.

~~I knew that~~ ^{must} things, unless we trusted ^{women and} the credibility of these people who

^{had} ~~experienced these things~~ and to define the issues, and to
^{to learn from} help us become ~~and~~ what ~~should be~~ a strategy ~~that~~ would

^{what would not} work for them and ~~how we cannot~~, for instance. One of the

things I saw in Copenhagen was a whole bunch of western

women like me who spotted genital mutilation. "Oh God," ^{they said} "We

^{mounting} are going on our white horses now, and we ^{will} ~~are going to~~ save

^{what is} African women from this terrible thing. ^{Feminism?} Crap. No, No, No,

^{such as} No! ~~Fortunately~~ I also met women, a wonderful woman

from England, who became my very dear friend,

^{with me}
Scilla Elworthy (name), who later on moved into

issues of peace building, nuclear disarmament, and other

^{now}
 things together, and ~~she is~~ doing wonderful things in the

world, having created a group called The Elders, which you

sometimes hear about in news stories, for instance when

^{Zimbabwe}
 they were thrown out of ~~Somalia~~ because Jimmy Carter had

^{to Mugabe}
 to say, "Listen you guys, you are blowing it." You know, ^{that's} it

was Zimbabwe. I mean it is a group that sort of helped her,

As she was organizing The Elders,

who are financed by a British media 35

magnate; I helped a bit by advising

her on women to include in the group.

~~advised her on.~~ ^{Scilla} She wanted to make sure there ^{was} were an equal number of women in this group of elders, ^{women} leaders, established leaders, whose voices would be credible in dealing with major conflict issues as well.

MK: But, going off of, extending into the globalization issue and just trying to encompass it as the entire women's movement and not the western women's movement, what would you consider the most important challenges of feminism in this country. What do you consider the most important challenges of feminism over time in this country?

SH: Well, I think we have to look at fundamental issues. I think we have to look at conflict ^{as basic} and that is, I suppose, how I finally got to where I am in the National Peace Foundation. I don't work less on women's issues, and I don't work less with women than I did in the women's movement, it is just that I work on issues that involve men too, and I always engage ^{as well in} men too, and they are issues that take that "critical need" part and raise ^{its priority} it up, because in conflict we know that women and children are the first oppressed and violated and destroyed by war. It is not a question. So, you know, violence is certainly a key issue. Beyond that ^{is} education.

~~And~~ ^{expanding} one of the issues I brought into AAUW was ~~was~~ ^{opportunities} working for girls, and that fundamentally ^{led} ~~lead~~ to the AAUW reports ^{reports} ~~Report~~ "Short-changing girls, short-changing America," and "How American schools short-change girls." Those were

absolutely mine. ^{the plans} I mean ~~these~~ came from my little Women's Committee at AAUW, and I carried them forward when I was president. ~~and~~ ^{It} was a big jump for AAUW to think about girls as a serious agenda item.

MK: I noticed that you had a speech at the adolescence -----
----- conference talking about teen pregnancy. I noticed you had said in all of the things they wanted to change was teaching men how to be more responsible, you know, always involve the men and not women. And you talked about how a lot of girls said the women helped them, you talked about this early too, so do you think that

Women's Studies helped this?

SH: We have made some progress. You know the Choices ^{for girls} Conferences, ~~that~~ we started here at UWEC, ~~and~~ spread all over the country, ~~was part of~~ I guess, ^{While} maybe not part of our Women's Studies Program, it was ^{related to} part of what we did. ~~And I think that one of the things that we did is also, I think~~ ^{related to multidisciplinary approaches} there is another really important point, ^{And I} am going to get back to the academy now, the biggest problem created by the 20th century was specialization, ^{the isolation that comes with it} ~~it was also the thing that~~ ^{humanity} ~~was~~ allowed to leap forward in so many areas, ^{as we review} ~~deep focus that led to incredible advances~~ ^{Our 21st Century challenges} ~~But~~ Unfortunately, ^{as we review} all the major problems in the 21st century, ^{solved} very few of them, can be ~~for~~ by those specialists. They are ^{are} all multidisciplinary issues. They are all ^{sectoral} ~~multisectoral~~ issues, ^{and again} that goes back to my point about having to pull

^{specialists representing a broad}
 together a base of knowledge and experience ^{not just to talk, but} and to listen, as
 we ^{try} ~~begin~~ to understand ~~what~~ the fundamental core ~~of~~
^{as well as points of}
 problems and resistance to change, and how ~~we~~ can we
^{specialized}
 synthesize the ^{problem-solving} knowledge, the respective knowledge we
 bring to a table, how ~~we~~ can ^{we} synthesize ^{from our specialties} a constructive
^{key} creative ^{to} absolutely new way to address the issue, and find
 solution? It always involves engaging as many people as
^{the stumbling block here}
 possible. So, as far as I am concerned, ~~that the issue~~, just as
 in the women's movement and ~~in~~ other organizing, it was
^{initiatives &}
 single issue campaigns that the 20th century created. Well,
 now we see the stand off in, for instance, reproductive
^{exists}
 choice. I mean, there ~~is~~ no bridging ground. And unless
^{construct}
 you can ~~get~~ the bridge, you are always fighting against a
^{Reproductive choice}
 brick wall. ~~It~~ may be a smaller brick wall than it once was,
 but the fact that it is still a brick wall.

MK: How would you obtain that?

SH: Well I think what is happening, one thing is to see how
^{issues evolved into}
~~things~~ have become a movement or a discipline, ~~it~~ always stand
^{prepared to}
 facing only attack from out there. ^{Opponents dig} They tend to ~~go~~ deeper
^{what they know}
 and deeper and deeper into finding more rationalization for
 standing pat. And I think that it is always going to ~~mean~~ limit
^{or progress}
 where can we move. What goes back to viability, critical
^{agreement}
 need, strong support. ^{A broad} A sort of baseline support from a lot
^{basic priority}
 of people to any proposal that ~~come~~ ^{comes} forward, and then identifying
^{different members of}
 creating distinctive contributions by the group. Making

to be made

everybody ^{a participant, a contributor} ~~and~~ so there is a distinct ~~contribution~~ ^{into the effort}
 and benefit; ~~know~~, everybody not only puts in but gets something from
 what is ~~coming out~~ ^{results of}. And ~~so~~ that is what I am doing, now, in
 the National Peace Foundation. We ~~are working~~, we are
 moving on ^{an approach that} ~~what we are calling~~ "health diplomacy." We are
 basically using healthcare ^{approaches,} as a means of undercutting
 conflict. ~~So~~ ^F for instance, ⁱⁿ a program I am working ^{on} with
 a colleague in the state of Washington; (I have worked with
 this woman for 20 years trying to get this thing going, I
 think we might finally do it this year.) But she has created
 what she calls ^{"Mama's"} ~~Mommy's~~ Program, which ^{addresses basic} ~~was~~ maternal
 and child health ^{needs} with appropriate technology ^{yes, bringing} to bring the
 best kind of medical resources to the life and death issues of
 mothers and children as a way of undercutting ^{the stand-off} ~~created~~ ^{by conflict}
^{We believe that} ~~needless maternal/child~~ ^{overcoming} ~~deaths will help~~ ^{building} a base of public support, and undercutting all the
 naysayers. We are looking at bringing ^{for peace-building} ~~a~~ ^{to Gaza hospitals} a new technology
 that has not been used by our Army Corp of Engineers and
^{(now being} ~~has now been~~ ^{privately} ~~prototyped~~ although it was created by the
 Army Corp of Engineers) ^{for} ~~gasification~~ ^{wasted} of refuse of all
 kinds, ^{that} ~~so it means~~ it does not have to be separated. ~~its~~ This
 gasification process ~~that~~ produces energy, water, and a
 useable small ^{amount} ~~collagen~~ of residue ^{with the creation of} ~~to create~~ electricity. ^{of access} While
^{means to} ~~remove~~ the challenge to ^{support} ~~the~~ ground water, ^{this would} ~~to provide~~ ^{Gaza}
 plants that can ^{be} neighborhood based, and therefore not a
 grid that can be bombed by somebody or something else. ~~It is an~~ ^{approach}
^{using} ~~engagement~~ and empowerment of the broadest segment of
 a ^{shared} ~~population~~ ^{enterprise} ~~benefits~~. I mean that is, you know I use that term

"feminization of power," which I really created, in ~~my~~ part as
 my ^{objection} ~~contradiction~~ to the feminization of poverty, which was the
 sort of 'in term' at the time I created it, ~~because~~ of course, we ^{as feminists}
 understood ~~that~~ (now that we had data from the women's
 movement and women's policy centers) we understood the
 extent ^{to} of which poverty was a women's condition, but I
 hated the ~~word~~ ^{term}. It sort of ~~says~~ ^{said}, you know, there it is; ^{women} we are
 all just getting ~~poveritized~~ ^{becoming victimized} or something. And so I created ^{the term}
 "feminization of power" to ~~make~~ ^{offer} a basic distinction. ^{to that premise.}
 So ^{this} what is power? ^{I argued that} There is a male power ^{which} that excludes or
 imposes. But that is not the power I am talking about. ~~is~~
~~not~~ I mean, the more we exclude ^{others} and the more we impose ~~on~~ ^{upon} others,
 the more greater likelihood there is of not only creating great
 injustice, but also of blow up and finally blow up in
 response. ~~But~~ ^{causing a} as far as I am concerned, ^{a counter} feminist power has
 to do with inclusion. ^{Along} It has to do with inclusion ^{is} with the
 understanding that the more you bring together, the more
 energy ^{is} you create. It is like ^{rural} ~~new~~ electrification. Or it is
 like photosynthesis ^{the} in plants if ^{created by} you can ~~keep~~ the conditions are
 right. Basically, what you do is get, ^{to} ~~you can get~~ more
 people together, ~~if you are thinking~~, if you really respect
 them, if you are really dealing with the issues that are
 fundamental to their lives, ^{this multiplication of power} that can happen. Now, I also
 understood ^{my} that term was far more threatening than
 feminization of poverty. Because feminization of poverty,
 of course, puts women right in ^{their} the place, you know, right in
 their place. And feminization of power, of course, ^{includes, like}

feminism, the presumption ^{that something} of what was going to be done, ^{a result} will ^{Not the stereotypical} and come out with ~~and the~~ male model, you know, power, threats, banging, you know all of that stuff. ~~and~~ ^{or benefit} that feminism does not include ~~men~~ which is absolute nonsense. Some of the best feminists in my life, some of the feminists who have made the greatest difference, ^{freeing me for} in what I have been able to do have been men. No question. So it is misunderstanding of feminization, ^{to see a threat in my term} what does that mean. Because they are ~~calling~~ ^{seeing} it a separation ^{or displacement} and I am calling ^{for} it a bringing together, ^{My use of} the term "power" which is seen again as ~~this~~ very negative. It is scary. They wonder, "What the hell, what does this broad got in mind?" You know. But I do believe that ^{this is what} I worked for it. You know, I worked for it in many different ways ~~and~~ I suppose if people were going to ask what the fundamental ^{aim} thing I have worked for and ~~am~~ working for is progressive change. I first understood ^{how & when} that progressive change could take place ~~when~~ ^{once} the UW system changed ^{that} the policy that ^{kept} excluded women from doing what they need to do when they ^{are bearing} kids. And so, ^{now} I am always looking, ^{suppose} and I ~~support~~ if there has been a discipline ^{for} in my life ^{is study} that I studied, although not formally, it is change. ^{I want to know} What promotes it? ^{And} What extends it? ^{And} What leads first ^{the} to sustain ability of a change, and a small tiny project ^{when} and can lead to institutionalization of change ^{for example} in a whole fleet of domestic violence ^{refuges} projects across the United States. ^{how &} where do we hit the paradigm shift which finally, you know, somehow or other gets to the deal of ^{educating} men to see ^{violence} that it is not something that they can do or should do or want

of course
 to do. You know we have not reached that yet. I mean, in any initiative
 those are the stages I see ~~and~~ I am always examining what
 are the barriers, ^{or} what are the ways around the barriers. If we
 cannot get to that out there ~~but~~ ^{idealistic goal, still we should} never lose sight of that. But
 let's not say, "I am not going to play if you are not working
 for that." ^{perfect result."} Let's figure out that if we ^{achieve this smaller step} get this and ~~we~~ show we
 can succeed, ^{then we} and can bring more and more people on-board,
 and show more and more people that ~~it~~ ^{change} is not threatening, and
 we ~~can~~ ^{CAN} then go here ~~and~~ again, we are building ^{or shaping} public
 opinion, ^{toward positive changes,} we are building participants, we are building ^{changes that}
^{positively affect} change in people's own lives, and so that is it.

MK: Switching to UWEC now, in what ways have you
 been engaged in the UW Women's Program.

SH: Well, I will try to do a quick rerun ^{of that evolution.} But, I was involved
 with the Women's Program from the time, I guess, I got into
 the struggle to get the policy changed that I referred to ^{sick leave}
 earlier. ~~and~~ I also referred in my earlier comments to ~~you~~ the
 steps that ~~I was appointed~~ ^{led to my appointment as} the chair of the Commission on
 the Status of Women. ^{It was} in large part because of the notoriety
 that I gained through ~~my~~ ^{the} article ~~that~~ I wrote whose title ~~is~~ ^{was}
 "Cinderella in Composition, ^{and} ^{" (although} ~~and others~~ in Redbook it became
 the "Wife I Was Not Meant To Be.") In any case, I think
 probably ~~that and that~~ ^{questions} I was beginning to ask ~~and~~ ^{and} the
 Commission on the Status of Women ^{appointment} and in quick
 succession ^{to} ^{UWEC} the creation of the Childcare Center and ~~the~~

creation of the returning adult student program. But again ^{because} both of those were in sight. You know the timing was right, ^{in the early '70s.} ^{of my own experiences,} I could show the constituents there was a need, ^{the changes} and ~~it~~ would ^{bring} be good bragging rights for UWEC. So, even though there was not the money to do it, ^{they both happened.} I mean Charlie Bauer, ^{Assistant Chancellor &} for instance, the budget director, became a big, big supporter ^{of the} ~~Children's Center.~~ ^{the university} and this piece of property ^{we} bought ^{(which is now our} ~~fine~~ ^{Arts parking lot)} had a house on it, and ^{it became} ~~that~~ was the first, ^{Children's Center.} ~~and~~ He agreed, that ~~maybe for~~ ^{the property} even though ~~it~~ had been bought with parking funds, that maybe for a while it could become the Children's Center. So we kind of worked our way through all of the barriers. So, and then, of course what followed was my being appointed, I think with strong support by ^{Nadine} St Louis, but definitely ^{of Vice Chancellor} John Morris, being appointed, first of all, the ^{Coordinator for Older Students,} a wonderful title. I was put into ^{the Advising Office} that office under a much younger man ^{(whom I will not name),} but he was not particularly talented, ~~and~~ ^{he} was nervous as a cat at my being ^{placed} there, but the secretary was wonderful. She had years of experience, ~~and she, you know,~~ ^{She} told me one day, 'I said to John Morris, you know, Mark is okay, but that Sarah, really give her a chance if you find something big to do.' And John said, 'I agree.' There were definitely women involved in every step of the way, ^{bringing ideas} ~~is~~ partnering with me, and working with me ^{but at that time only} ~~and so forth, because~~ men were the power brokers. It was men like John Morris ^{or his team} who probably were my biggest supporters.

MK: So besides, when you mentioned the childcare program, what other major contributions do you think the UW Women's Program has made to the campus or community.

SH: I will start with nonacademic things. And ~~I suppose~~ probably many of the things we contributed were barrier-breaking rather than academic. But the Choices Program, the "Choices and Challenges Program," that ^{my sister} Susan and I created with ^{Dr.} Fran Garb (who was at that time a professor at UW Stout and ^{later} moved to the UW system) was really a program that was created after Heather's death. ^{My niece, Heather,} ^{my daughter Jennifer's} ^{cousin & best friend,} ^{was} sexually assaulted and murdered in 1979. Susan and I understood that girls at that age, 13, were particularly vulnerable to dependency of one sort of another, depending on a boy, depending on ^{approval} ~~whatever~~, and to submitting to dependency for the rest of their lives, ^{also} ~~rather~~ than ^{in our minds} ~~independence~~ ^{self-sufficiency,} ~~which~~ does not mean separation; it simply means personal, ^{and the vulnerability to assault.} You know the dependency thing, ^{meant girls less} ~~they~~ didn't think they had very many choices. ^{For example,} they were like me, when I was divorced. Well, ^{already had} I ~~got~~ three quarters of an English degree, ^{so I decided} I can be an English teacher. ^{in high school.} But the other part was to begin to have their own ^{new roles} ^{for girls} voices and to try on ~~things~~ that they had not tried on before. ^{and} so this program ~~which shows~~, gives little girls and their parents, who were invited in the early days, a chance to try ~~is out~~ out.

in one day ^{meeting} on three or four different occupations, with women who are
 professionals in the field and in, ideally, a very interactive
 session that will really let them say, 'Hello, that ^{job} sounds like
 fun!' And that actually, a variant of ^{this project} that has been
 transplanted partly through AAUW, but because I brought ^{them}
 that ^{UWEC} program. We created it before I was on the ^{AAUW} board. But
 that program has ^{now} been transplanted ^{to} in lots of different places,
 and everyone who took it ^{has} made it their own, ^{and dealing}
 with their own ^{array of girls &} situations. And so it was Choices ^{then} for
 girls that was one of my major initiatives ^{early} and the
 second one was ^{Transitions} for Women. ^{Both were informed} through a lot of my
^{own} experience. Okay, I ^{couldn't} be the curator of butterflies at the
 Field Museum of National History, ~~but~~ and I might drop out
 of school to live happily ever after, but the ^{next possibility} other thing is
 transition. You know, meaningful transition for women, ^{and specific}
^{help} ways to move from poverty, dependence and all the rest of it
 to not only being able to sustain themselves and their
 families, but also to contributing ^{to the community around them.} I am convinced that
 everybody has the capacity to contribute, ^{but} and in most cases
 we just do not let people get to that point at all. So I think of
~~that~~ the transitions program which ^{UWEC} ~~we~~ (starting with the
 returning adult student program) and I started ~~that with~~ ^{We began by}
^{organizing} ~~having~~ sessions where we brought, What did we call them? --
 The Next Step Program, when ^{we would just} like three
 weeks before school started, put a lot of publicity out and
 invite mostly women ^{(at} that first ^{we} week ^{only} invited women) who
 had not finished college degrees, because there was this

whole generation ^{who} like me, in the 50s, ~~most women~~ dropped out of college to get married. Most of them did not finish degrees, ^{I knew they all felt} and we always understood that this was something unfinished, that bothered ~~me~~ them as it had me.

MK: I think even still, with the Women's Studies Program, a lot of the classes are night classes, and I just think mostly so nontraditional students can get there after work.

SH: it was a real struggle to get the nontraditional classes.

But once I had a program for returning students, the next ^{was} step ~~is~~ nontraditional classes. Of course, so many things we did were premised on women of a certain age being ^{empty nesters,} with the kids having emptied the home and now ~~they are~~ looking for ^{new options.} things to do. Well, I will tell you that ^{this cadre of homemakers} was an enormous ^{also} benefit for the women's movement in the earlier days. In fact one of the things ~~we were suffering~~ ^{the movement suffers} from is the overload ^{experienced} by young women who ^{started their} began with career, add marriage, and ^{added} then add a family, and at the stage ^{when} I was ~~so~~ freed up ^{today} at age 40. I mean with a very good husband and ^{my youngest} a kid who was ^{a settled job,} by that time six, ^{a partner} I could begin to think about other things. At that very age ^{today} ~~new~~ women are swamped, absolutely swamped. ^{graduates} So, but in any case. I guess ~~it had to be~~ ^{likely to be} ~~inviting~~ ^{returning adults to} ~~introduced~~ ^{campus} in a way that ~~it would not be too disruptive to the~~ ^{all tend to at first} university. You know, we like ourselves just the way we are, and you know one of my theories is that ^{based on an} I remember and essay that I taught when I first started ^{freshman} teaching composition.

~~It's~~ Its thesis ^{explored} ~~surrounded~~ the paradox of England's lower middle class and their resistance to change. ^{about the tragedy of being in the lower middle class because} it argued, the vulnerability of being in the lower middle class is you ^{of slipping} was that its members are always afraid ~~you are going to slip back into poverty~~ and losing their ^{or lose that} marginal ~~status~~ respectability - ^{the danger} ~~that~~ ^{that} ~~parents were or~~ ^{whatsoever} when you are not as good as everybody else. I think that UWEC when I came to it, ^{despite the} ~~it was claimed~~ ^{behaved much like} Excellence being proclaimed, ~~was~~ very much saw itself as a lower middle class university. ^{and} ~~having~~ ^{claimed} Excellence and related "standards." ~~it was still~~ ^{impossible} ~~to our roots as a~~ ^{disadvantaged, disabled or returning adults} ~~So efforts to bring in new kinds of~~ ^{thing} ~~Oh my God, we have to hold~~ ^{onto our} ~~standards, and were~~ ^{So these thinking of} ~~standards in a very small box~~ ^{were guarded} ~~And I think that is~~ another thing. I just hate boxes. You just cannot have boxes - whether they preserve "standards" or stereotypes. And so when one of the things I tried to do too early was to challenge a sacred "standard" by proposing ~~create~~ ^{a process} something that we called "academic reassessment," ~~and~~ ^{It} was to allow people who had started a college and failed ~~at age 30~~ badly when they were 18 to come in and not ~~start with a~~ ^{at age 30} 42 credit hours of "0.00" ^{grade point on} ~~transcript.~~ ^{It proposed that} ~~be buried by a~~ ^{an old} ~~grade average~~ performed with a 3-point or above for two semesters, that they could petition for what was called "academic reassessment" and have a line drawn ^{on their transcript.} ~~It would not erase~~ ^{those bad} ~~grades,~~ ^{allow} ~~but it would say~~ that the GPA you graduated with would be the GPA you earned as a full adult instead of ~~that~~ ^{as a student} being dragged down by that ^{my terminology} ~~that~~ ^{substituted with} ~~dopey kid who started and screwed up.~~ ^{shifted into} ~~But that was quickly replaced by~~ ^{a label created} ~~academic bankruptcy,~~ ^{by some of the more} traditional professors. ^{the "FOR" the issue} ~~again this is a John Morris story.~~ ^{F S} I presented ~~the "FOR"~~ ^{the issue} ~~had a debate on this before the faculty senate, and I debated argued for~~

focusing my debate on
 it magnificently, particularly, debating with a particular Senate leader,
 a chemistry professor. ~~and~~ after it was all over, ~~and~~ I turned to
 John, expecting praise, ~~and~~ he said, 'Well, you just won the
 battle, kid. But you lost the war. You so offended what is his
 name he will never allow Academic Reassignment to pass.' that
 he is never going to forgive you and he is never going
 to." And ~~so~~ it goes back to portions of my childhood where I
 always pushed ~~something~~ things a little too far and paid by losing.

Professor X and his stand against what he called
 "bankruptcy" made me more savvy & more patient in
 proposing later adaptations for special student needs.

Now back to Women's Studies.

Okay, I am going to start this with an admission. I was

the coordinator who never supported a Women's Studies
 major. I always ~~said~~ thought it ~~would be the~~ best idea to
 give people the option of a Women's Studies minor, but they

probably couldn't, that they would probably have a better
 chance at a job if they had another more "credible" in the

traditional sense) major. And, of course, the ~~wonder~~ wonderful
 point is that my granddaughter Alison ~~having~~ graduated with
 a Women's Studies major.

that I had absolutely nothing to do with. I mean, when she Alison

told me she was going to go back to school and she was

going to be a women's studies major, I had never been so surprised -

even shocked. Because, I mostly do not talk about this stuff, with about my
 passions with my family at all. I mean it is not the kind of thing I mean

their eyes glaze over very quickly. So, you know, now that Alison

she graduated and has her ~~peak~~ job within a month of
 graduating, ~~and~~ having succeeded in a national search, at a

salary that is going to allow her to live, Wow! And was I

wrong! And so, it was really very good that right after I ~~retired~~ retired,

that people who had been very nice in deferring to me, ~~not~~ moved on.

Next #

You know I did not stop any progress toward ^{a Major.} it. In other words, we kept building courses ^{or our curriculum.} and I knew what hassles ^{of course,} were involved in securing a major, there were and I suppose maybe there was a little laziness there too, ^{was} because I knew what hassles were involved in getting something approved, a major approved at the University level, and ^{then} at the system level. But I was absolutely wrong. ^{And} so of course it is wonderful to see that right ^{away,} after the Jenny Shaddock and Susan Turell took ^{that} the ball and ran with it. And so I am terribly excited to see ^{all the developments since I left} And it.

It was so short sighted of me, because of course, I was using my own experience. ^{dated} to oppose moving forward. ^{because} I started a job based on academic credentials, ^{but} and I turned it into something else. My ^{graduate study} job. Shakespeare, I mean I still love him, but ~~it has~~ it has nothing to do with ^{the career built} what I have ~~done~~ since. It was ^{my} an entry ticket, that and a Ph.D. ^{husband.} ~~point~~ was the entry point I was looking at and I was ^{But it} always seeing women being like me, people who moved into their jobs sitting on the window ledge, ^{women who} sat there to try and figure out and ~~see~~ get a sense of the game, and then, ^{who tried} move in ^{from that outsider role} and try to and then to change things in ways that seemed plausible. And now, of course, I ^{see that I'd} had ignored the part of my life that ^{opens a} says there is a whole new area, the women's movement and institutions that have been created by the women's movement that are going to offer employment to people like ^{Allison} Allison and you, ^{Nanci} Nanci.

MK: I am glad. I guess that is the attitude of most people who are involved.

SH: Well, it ^{still} requires, of course, employers to change. I ^{was} ~~would~~ never against ^{a Major} ~~because~~ because I did not trust the women. I ^{who earned it,}

was just thinking, as part of what I always ^{weigh} ~~weight~~, what is the plausibility of this getting passed? What ^{this} ~~the~~ university

gave me was a great knowledge of institutional structures, most of which ^{function as} ~~are~~ barriers in one way or another. Most ~~of~~

~~the~~ institutional structures are barriers, and so I have ^{had to} ~~learned~~

to negotiate, to go around, to go under, to ^{work on} ~~do~~ multiple ^{things} ~~things~~ ^{fronts}

^{to counter} ~~with~~ the barriers ^{within} ~~just in~~ the institution, and I think the

success of a Women's Studies major ~~which~~ is now a pride for

UWEC, ^{It is not simply tolerated.} ~~not just this thing that~~ ^{The attitude changed from} Well, I guess we can handle

them, ^{"or} ~~we don't have to say much about it,~~ ^{"I} It couldn't hurt

anything, to ["] ~~My goodness, what have we done,~~ ^{look} and then

Susan, ^{built upon that base of acceptance} ~~You know I have created some projects in~~

^{for example} ~~relationship to Women's Studies, the Women in transition in~~

project got us to working, ~~actually were working~~ in a greater

community effort to help women return to school, not

simply UWEC, but ^{to} ~~CVTC~~ ^{also, give them} ~~too,~~ to ^{to} ~~get~~ a second chance at a ^{good}

job, ^{We targeted} ~~particularly women who were~~ in poverty, who ~~are~~

~~course~~ are terribly stigmatized, ^{with low estimates} ~~about~~ what they have to offer.

And it was a very good project. We had ^{outside} ~~funding~~ for a

couple of years. Actually, that is how I hired Kathryn

Rhoades. ^{How she came} ~~How she got into~~ the university was as the head of

the ^W ~~Women in transition~~ project, ^{Unfortunely, its policy impact was} ~~which was a big zero and~~

^{Governor} ~~You know, we ran right into Tommy Thompson's W2~~ ^{anti-welfare}

^{in opportunity for poor women} ~~Program~~ which ~~work~~ could be reduced to a bumper sticker

that says, 'Welfare is not a Scholarship Program,' and we ^{We}

worked ~~on it~~ very, very hard, and I think made some

progress. Interestingly, another person ~~who was~~ connected to ~~that~~, Lisa Stokes, ^{a Women's Studies} ~~who was an intern, who~~ was a single

mother returning to school with two small children, in that era, I just reconnected with ^{Lisa's now} ~~She is~~ at the National Office of Planned Parenthood, ^{After graduation} ~~she left here~~ to go to Chicago for a

part-time outreach position for Planned Parenthood, ^{in January, as} ~~and I~~ just met her again, ^{OWEC} ~~She~~ every now and then contacts me.

She asked if I could figure out how ~~I could~~ ^{to} help her get an appointment in the Obama administration, and it so happens I could. ~~You know~~ I have been involved in the Women's

Appointment Project at the National Council of Women's Organization for a long time, ^{I put Lisas} ~~so we got her name on the~~ "Highly Qualified

list. And ^{in January} ~~we~~ had a big event in Washington, National Peace Foundation, ^{for lunch,} ~~and I invited Lisa so I could~~ have a chance to

see her. We had hoped to go out ~~to eat~~ ^{came} but then a guy from Gaza for an NPF project ^{came and} ~~that trumped our lunch date.~~ ^{and didn't get}

~~to go out with her specifically,~~ ^{But} I have now her email and

so two days ago I wrote to ^{my granddaughter} ~~Allison~~ and to Lisa Stokes, ^{new} two

associates in Planned Parenthood, ~~and~~ Lisa immediately

wrote that wonderful letter to ^{Alison} ~~Allison~~ welcoming her to the

New England ^{North} Office of Planned Parenthood, ~~and saying~~ ^{call me}

if there is anything I can do to help you. So, Lisa, ~~had~~ a

Women's Studies minor, was returning adult student, ~~who~~

followed her heart, got into an area she cared about and is now living ^{a Women's Studies} ~~in~~ to a very, very important ^{national position} ~~typical place~~ doing

outreach, ~~you know,~~ ^{very} the stuff she did in the Women in

Transition program. So, I think, we not only pushed the
 university to begin believing that there is something to the W.S.
 discipline, ^{still} there is a long way to go there. I mean ^{there} that is still
 not a ^{paradigm shift} ~~paradyme~~ I am sure, but at least we have ^{now}
 institutionalized it. ^{W.S.} We began our steps ^{starting} ~~The steps~~ you start with nothing, but an
 idea, the first step is ^a pilot ~~you try~~ those first ^{two W.S.} to courses we
 got. And the second is see if you can sustain it, and then
 finally ^{move to} ~~can~~ you institutionalize it. I partly institutionalized it ^{Women's Studies}
 But Susan and Jenny and all those who are ^{Turrell Shaddock} ~~there~~ now ^{have} totally
 institutionalized it, to the point we are hiring people because
 of their women studies credentials, none of which I had, of
 course. ^{no awareness} You know, I had ~~none~~ none, zero, in my little Shakspeare ^{Graduate}
^{studies} world. There was not ~~any~~ of women's studies. But the other
 thing that I trust enormously, because of my own
 experience, ^{that} is ^{showed me} experience counts. Knowledge. And my
 mother, ^{only} Knowledge does not ~~have to~~ come with a degree.
 One of the things I am concerned about, I was an early, ^{15 public awareness} ~~one~~
 of the things ^(my office) in the room we were just in was a certificate
 from Sherman ^{Governor Lee} ~~Dreyfus~~, the govenor's signature on it, ¹⁹⁸⁰
 proclaiming the first Women's history week, and I got it
 because his very Republican ^{Advisor} ~~something or other~~ gave
 it to me. ^{I initiated the idea which convinced him to} because I started, because I got him into
 proclaiming the first Women's history week, and I don't know
 what the date is, but ^{I was} it is very early. And we had a big ~~one~~ event
^{that year} here in Eau Claire. So another thing that Women's Studies
 did was to create that ^{awareness} recognition, and the first year when ^{got} ~~it~~ ^{public} ~~was~~ ^{only} a week, we got the library involved; we had several

presentations in the high schools and so forth, and I ~~have had~~ ^{this initiative} have been involved with ^{started by Molly} McGregor and the National Council of Women's Organization ^{to get Women's} in getting ^{History} ~~this~~ proclaimed a month now, and ~~is~~ continuing to build that.

And my feeling ^{for W's} about women's studies ~~is~~ ^{are} somewhat compromised by my distrust of what the academy ^{did} ~~does~~ to a ^{this} field ^{Field for} ~~in~~ which I have a passion. You know, I understand ^{women's studies faculty} that ~~women~~ now can get tenure. I will back up. ^{The field of} ~~it~~ was created at the behest of the women's ^{movement,} ~~group~~ and there is no question that we created Women's Studies because we needed two ^{of its products-} ~~things~~. One, was the statistical base from which ^{of research} to demonstrate the ^{validity} ~~reality~~ of the things we were arguing ^{need for changes, for a} and the creation of women's policy center and so forth that are ^{incorporates that} ~~expertise.~~

Now, the Obama's administration ^{the} I saw ~~Heidi Hartman~~ ^{Heidi Hartmann} stand up at his talk ^{the} ~~about the~~ meeting that Obama ~~had~~ last week on ^{Head of Women's Policy Center in DC} the devastet. So it was partly to create ^{real changes} ~~something real from is~~ ^{substantive data} ~~the~~ ^{that we knew we needed for policy change.} ~~And the second~~

^{for academic} ~~disciplinary credibility~~ ^{of the kind that our work as advocates} ~~thing we knew we needed for status was a theoretical construct, a~~ ^{did not really have} ~~and we knew that where we could bring our work ^{issues} ~~into the academy, both of those things would be developed~~ ^{when} ~~and evolved~~ ^{conscious} ~~in ways that we could not do from~~ ^{relates to} ~~the women's movement itself.~~ ^{curse of} ~~My disappointment is that~~ ^{to Women's Studies in the Academy} ~~what happened~~ ^{academic field is that} ~~my earlier argument about the specialization~~ ^{you create your own jargon, that is absolutely impenetrable} ~~of the 20th century. What happens almost immediately~~ ^{to any} ~~is to any~~ ^{construct} ~~to anybody outside the field, meaning that specialization~~~~

causes you to look inward and ^{to} look downward or to look off
 to in some ^{tangential minutia} ~~tangent~~ for something to study. That for me, a ^{the right} ~~contributor~~ ^{to change}
 passionate change maker, it just isn't stuff. That is not to say
 that I don't respect what happened in ^{new} ~~the~~ understanding in the
 field of literature, ^{women's or} history, incredible. Psychology, whoo! I
 mean, I love that kind of research. But what I hate is the ^{status-related}
 masquerading of ~~status~~ that goes along with it, which is
 basically exclusionary. You know, it ^{sustains that} ~~is the~~ male model of
 power. And it is one of the reason in the 21st century we
 cannot solve ^{huge} ~~these~~ problems because somebody ^{describes} ~~calls it~~ as
 a "blim blang" and somebody else calls it a beep two ^{and} until
 we do the decoding, there is no way we can talk ^{together}. There is no
 way we can ^{proceed} ~~And~~ the other thing is that we have to build ^{academic reality} ~~our~~ ^{own} status,
 our pretensions so high to ^{keep others from} ~~have people stop~~ questioning our
 authenticity ^{and} ~~or~~ our value ^{We talk, but} that we don't listen. There is no
 place in the middle. ^{In the Academy} We have got to defend Women's
 Studies. My god, look at all those jerks out there who ^{still} ~~do not~~
 pay any attention to ^{what we have shown of injustice} ~~and~~ dismiss ourselves. ^{So}, as I say, at
 heart my passion is change making. And I think I brought a
 lot of change to UWEC, not only for women. For instance
 Educational Opportunity ~~the~~ programs to deal with academically disadvantaged
 students. ^{(in other words, bright students who didn't have}
 appropriate training) ^{The} the programs that we created ~~both~~ --
 both precollege programs for minority students and those entry-
 level courses that built in academic skills, ^{training} ~~which~~ they said,
 "they are ^{watering} ~~watere~~ down, standard ⁵ these kids will never stay ^{at UWEC}."
 But "these kids" did stay. And as a matter of fact, we can show

that they stayed probably longer than our regular students who came in with ^{high-} flying academic credentials but were ^{University's} similarly immature and unready to deal with the reality. So, I am not sure if John ^{Morris} got to the point of understanding that, John ~~Morris~~, but ^{later Chancellor} Larry Schnack did. He did get to the point of understanding that what we were doing in ~~this~~ ^{these}

"window ledge" programs was bringing change that ~~was going~~ ^{would}

to affect the whole university and the whole student body ^{by addressing individual difference}

^{These approaches} ~~and~~ probably could not have been introduced, you know

aiming at our "top-notch" traditional students who ~~certainly don't need~~ ^{need that stuff, "undeserving poor,"} ~~that self~~ but the underserving core. You know we ~~can~~ ^{faculty were sure did not} ~~convince~~ ^{only for} ~~introduce it here, but then we can show what this does.~~ ^{approach achieves.}

^{faculty to let us} ~~introduce it here, but then we can show what this does.~~ ^{a real difference in student success.}

^{Of} course, it makes ~~it~~ ^{can} do all kinds of things. We ~~did~~ ^{organized} a lot of faculty development work from my ^{seminars} Educational

Opportunity post ^{to get} in ~~getting~~ faculty engaged in ~~this~~ ^a new look

at developmental education and why it was important for ^{teachers}

^{& students} ~~everybody~~. And many of those people later became really,

really strong supports of Women's Studies. We did not ~~have~~

~~to~~ talk about Women's Studies at that point. We were dealing

with ^{academic} basic skills. ^{that only for} So I think, I cannot say Women's Studies, ^{but for our} ~~alone~~ what I can say is the whole effort at, ^{multidisciplinary approaches.} ~~I won't call them~~

^{(I won't call them} "interdisciplinary," because I think interdisciplinary ^{courses}

^{superficials,} sometimes mean we will all ^{move} ~~go~~ to the surface. You know, we present ^{the top of} what could be understood from our different silos. But

multidisciplinary. I think multidisciplinary work is the work

of the 21st century. It ^{brings} ~~is bringing~~ people out of their silos or

at least bringing ^{bring} them to the perches on the top of their silos

where they can look at one another across ^{that} the hole in the middle which is the unsolved problem ^{there} whether it is global warming, or you name it, and ^{beyond} learn to talk to each other ^{within} and listen. ~~Without the orthodox that exists in the discipline.~~ ^{orthodoxy} ~~So for me that~~ think, for me that is, ^{means more & more} and furthermore the ^{need to} move outside the walls of the academy. You know a lot of the programs we developed ~~did~~ were connected to the community or connected ~~to the~~ across the UW system. ^{These are other} ~~Another way~~ of reaching beyond the silos. And empowering people on all sides by bringing them together ~~and~~ giving them experiences they have not had, ^{helping them} to talking and listening ~~and~~ and thinking ~~and~~ and seeing ⁱⁿ new ways.

MK: What do you want your legacy to be in the Women's Studies Program or you have one, definitely you have one.

SH: Well I don't often think that I do. I really don't often think that I do. I sort of walked away from the university in 2000 and rarely come back. I have never had the sense that anyone particularly wanted me to come back for anything, and I don't look at that ^{wistfully,} ~~wistfully,~~ I am glad to be done with some of that stuff. But, you know the work I did was not really respected, wasn't understood to be as fundamentally congruent with the ~~M~~ission of ~~E~~xcellence as anything anybody ever did. But, no, because I was at the bottom ^{of the} ~~academic hierarchy~~ ^{hierarchy}. Please understand. I wasn't at the forefront. I was bringing people in who mostly, this very ["]white-lower-middle-class-unsure-of-itself ["] university didn't want in because we wanted

UWEC only
 to show that ~~we~~ dealt with the best and the best "we knew"
 were white middle-class students ^{aged} 18 to 21. And that was not
 me ^{The} for part of my ^{own} academic career was the most ^{that} meaningful
 where I was really turned on ^{to} by studying, where I really was
 a serious student. You know, I can look back at my Master's
^{with pride} thesis and say it is as good as many dissertations because I
 was doing something fundamentally different with

~~Shakespeare's~~ ^{Shakespeare's} Henry the ^{Fifth} ~~5th~~. Absolutely different than what research
^{that} had been done before. I showed it through the changes ~~he~~ ^{Shakespeare}
^{from documented} made ~~in the~~ history that he was ^{questioning the glories of}
^{Elizabethan military} ~~victories~~.
 I could show from ^{his} the structuring of ^{that} the play how he was
 consciously trying to set up and ^{then} undercut the glory of war, ^{to}
^{establish} ~~and set up~~ a premise about the pointlessness of war. But, it
 was only a Master's thesis, so you know, it did not count. ~~A~~

So for me, it is somewhat better to be operating in the world out there
^{my accomplishments count} where, ^{are} When I get things from the University, they still say addressed
^{letters}

Ms Sarah Harder, and the ones that Harry gets always says

"Professor Harry Harder," or "Doctor Harry Harder," or you

~~know~~ something or other. You know, it is just, the whole

aura of phoniness about it, but ^{this} I said that I really ~~I guess I~~

still ^{only} ^a rated Ms. On the other hand I love the university. I

admire it. I think what is going on now in it is terrific. I am

hoping I can get all my grandkids ^{into UWEC} and get them ready ^{for their worlds} and

help them. You know, my ^{youngest} ~~newest~~ son, Aaron, is the only

^(until Alison) one who has graduated from UWEC. He had a

telecommunication minor and a computer science major. He

now owns a company in downtown ~~in~~ Eau Claire. He lives

in New York, but the company ^{called "Entropy"} is in downtown Eau Claire,
 called ~~Infinity~~ ^{French}, right next to Marie's Bakery, ^{and he hires,} he
 has ten people here and ten people in ^{Beacon, an} New York, incredibly
 energetic successful company, that has among others ^{employees,} ~~appropriate~~
 his cousin, Peter, who started the university, dropped out,
 went through a period that was not productive in his life,
 went back actually to UW Madison, ^{but I mean} that is a
 primere school, but ^{Peter is} ~~his~~ perfectly willing to say Aaron knows
 things he will never know. ^{The point is that} what is obvious
 to me is that this university can ^{or does} turn out the best and the
 brightest, ^{even when the best and the brightest} ~~are not~~ ^{are those nobody}
~~anybody that~~ ever expect to be that. And I guess what I
 found in my university education at La Crosse State College ^{was strong.}
 When I graduated from ^{there} it, I had nothing ^{then} and I went to ^{what I}
 suppose what was then ^(and may still be) a second class
 graduate school, Bowling Green State University. It does
 not matter. I learned what I needed to learn, I learned what I
 wanted to learn, I learned because I had very good people ^{as teachers}
 who believed in me and believed in what ^{I saw} ~~was going on~~ and I
 think ^{UW EC} ~~we~~ ought to forget about all this ^{excellence} ~~written~~ ^{write}
 large ^{on} ~~as~~ a gate and do much more ^{to try} to figure out how we
^{a broader range} get people into the university, and ^{then} get them to stay. We ^{must} help
 them. You know, ^{from} teaching freshman all those years, ~~you~~
~~know~~, I just knew that half the class was not ready to be
 there. You know, I could teach them something ^{useful}, I could, I
 really could, but ^{since} they did not know where they were going,
 they didn't know why they were there, they didn't care, just

as ^{at age 19} ~~the way~~ I didn't care when I was still trying to figure out ^{who} ~~who~~ I ^{Am} ~~am~~ going to be a wife? You know, what ~~am~~ I going to be? It is really helping kids like you ^{to} come in and ^{to} find out where ^{your} ~~the~~ passion is. And if you go out not knowing exactly what you are going to be, it doesn't matter, because you ~~would~~ ^{will} be something else in five years anyway. It is so different a world now than it was.

MK: Given the credit you have deserved, and just not given the recognition and knowing and dealing with discriminatory behavior with the paper you had written, you mentioned being kind of left out of some important meetings that you definitely had a role in but you were not invited for the meeting. Did that happen a lot to you? I mean being left out of collaborating meetings.

SH: Well, I told you about walking past ^{chancellor} Leonard Hass and ^{Belinger's office} Asst. Chancellor Jim ^{Bowling} and they are talking about my low salary and that I was ^{well} under the standard of ^{for my position} the UW system. Now they ^{paid less than} knew I was ^{now} what it was, but since I had a husband who was a full professor, ^{they said,} "you know, we had to look at that." But, yes. There is no question. ^{I was included selectively.} But I never thought I was struggling. I never ^{paid} much attention even when ^{I knew} these ^{though I was struggling} things. I was conscious of ^{such} the things and noticed things along the way. I am no dummy. On the other hand, there is no point in getting particularly upset about that. I discovered that after ^{Chancellor Hubbard} Herbert told me ^{in my garden} ~~no~~ on taking ^{sick leave} for Aaron's birth. ^{time out} and I was digging and ^{every} shovel was Dick Hubbard.

~~He~~ ^{more & more resentful} as I was getting out of ~~or something~~
 And I ~~thought~~ ^{thought} Boy, is that foolish! Boy, ~~that~~ ^{she} is really, really
 dumb, ~~and~~ ^{tenure} When I did not get ~~tenor~~ at first I thought, ~~oh god~~ ^{Oh god},
 it was just so unfair! ["] to me and I really struggled with it. ~~#~~
~~mean~~ ^I am so lucky that I had ^{an English} department that stood up for
 me, ^{I did get tenure} ~~against~~ ^{against} all odds.
 And now, of course, I understand the situation of ^{many}
 women. You know I ~~had~~ ^{HATE} the Academic Staff. I helped to
 create ~~a~~ ^{that category} because I was involved in the UW ^{task force} system at that
 time. ~~But~~ ^{constructing} I knew at the time we created it that we were
 creating a second class status, and most importantly, a ^{emerge} ~~as I had~~
 second class status from which nobody could ~~immerge~~. And
 you know, it is a ^{permanent} ~~prominent~~ second class status, and to see
 the women, ^{stuck there} particularly the Women's Studies ^{teachers} ~~faculty~~ now,
~~who~~ ^{they are} they are brilliant people. I mean incredible resources for the
 university. I mean I ^{started} ~~was~~ on the window ledge, ^{at least} but I was
 connected, ^{permanently} ~~intimately~~ connected to the university. I could
 jump off the window ledge, ^{or} ~~and~~ I could push my way into a
 room, ^{then} or talk my way into a room, and I could get someplace.
 But these status exclusions that exist, ^{those} segregations,
 separations, ^{***} I could stay awake at night worrying about
 things like that because they are still so god damn unfair.
 But I was lucky. And I often wonder what would have
 happened to me if I had been denied ^{tenure} ~~tenor~~ and ^{had} allowed that
 bitterness to grow instead of ^{quickly} ~~quit~~ returning it, transfer ^{ring} it to
 something positive. And I have met women to whom that
 has happened, particularly Susan. You know, ^{my sister,} ~~in part~~ ^{people can destroy their}
^{own lives} because they could not let go of such a tragedy as the
murder of a daughter.

MK: We kind of covered this a little bit,

SO again,
 SH: I discovered early the kind of ^{academic} competition and the kind of exclusion and all the rest that I just described that I hate about the university and ^{about} feminism too. Feminism has been ^{elitest} very ~~elitest~~ in the past. It certainly was not when I entered. ^{fully open} as minority experience was under-valued, I was lucky to be white, ^{But still there} I always had to fight being from Wisconsin, because nothing ~~has~~ happened ~~here~~ when in fact one of the cradles of the women's movement was ^{in WI} ~~here~~. I think what I see happening ^{now} ~~in part~~ (because fortunately old trolls like I do not do the internet very well), and your generation of women, I mean ^{through democracies of the internet} things are just getting spread ^{now} around in ways. I mean ^{now there is a whole web} ~~there is just~~ all kinds of underneath ^{undermining of} kinds of ~~work on~~ the barriers, ^{and} so I would like to see that feminism understands and respects the equally the activist ^{AND} work ~~by~~ the academy, ~~and~~ I think that still does not happen. I think those are separation ^{academics or activists} where both feel, you know, certainly disconnected from one another, ^{For example,} but you know the ^{American Association of University Women} (AAUW) meetings and national conventions always happen at the same time as the National Women's Studies Association. ^{So} people who went to the National Women's studies association ^{NWSA, academics removed from} ~~would talk about them as bloodlings,~~ ^{real-world activism, reported on these meetings as "blood-lettings!"} you know that there were various camps within it ^{NWSA, lesbians, women of color, poverty advocates} but there was fighting with one another about irresolvable differences. I ^{that led to} think there is ^{and turf wars} ~~believe~~ ^{what proved often}

hardly anything that is irresolvable. I mean, I think accommodation is almost always ^{possible} popular, ^{the infighting in U.S.} But it may have something to do with the age of the field, the ^{newness} age of the discipline, that fighting. You know if you look back at the history of the ^{National Women's Suffrage Association} National Women's suffrage association, it ^{led} ~~met~~ ^{to} with Susan B Anthony going one way and Elizabeth

Cady Stanton going another, ~~but~~ I don't see all of the ^{stereotypes} things that they, you know, women are "peaceful," "inherently better," and all that. All of that is crap. Because some of the nastiest stuff ~~going on~~ ^{inside the women's movement & women's studies} has happened. And I addressed ~~that~~ ^{that} head up where I found it. I addressed it in AAUW where I ^{in staff/volunteer struggles, & male-model power} found it, I address it every place I go. Status ~~does~~ ^{any} not come with ^{get to, need to work for} every position you ~~go over~~ ^{is needed} you ~~get to~~ ^{that} get partnerships and no hierarchy. Hierarchy to the point, of course, if you are doing something irresponsible in terms of this ^{work} thing we are doing together, yeah, I should fire you, and I have fired people. But as long as you are doing something ^{for the common} good, if you are doing it better than I do, ^{I say, "Hurray!"} ~~go~~ ^{you} for it! Hurray and how can I help you do ^{more?} ~~it~~ more, and how can I help ~~it~~ ^{connect} more to what we are doing together? ^{that's it.} So, and it is not misty-eyed idealism. I am a pragmatist. It is not idealism. It is the best ^{for people} pragmatically, and it is the best way to make change. It is the best ^{approach} way to get people involved, to understand what the fundamental barriers are, and to figure out how to get beyond them ^{together.}