AN INTERVIEW WITH RENATE MAI-DALTON

Interviewer: Pat Kelly

Oral History Project

The Endacott Society

The University of Kansas

RENATE MAI-DALTON

EDUCATIONAL INFORMATION

Diploma Apprenticeship in Industrial Management 1960
Technical College of Industry, Berlin, Germany

B.A. Psychology, summa cum laude, 1973
Southern Oregon State College

M.S. Social Psychology, 1975
University of Washington

Ph.D. Industrial/Organizational Psychology, 1978
University of Washington

SERVICE AT THE UNIVERSITY OF KANSAS

Year came to KU
1979
Date of retirement
December 2010

DEPARTMENT AND/OR PROGRAMS

School of Business
Provost's Office

Director of Multicultural Business Scholars Program, 1992-2006
Executive Director of Multicultural Scholars Programs, KU, 2001-2008
Principal Investigator for $515,000 FIPSE grant, Dept. of Education, 2006-2010

AN INTERVIEW WITH RENATE MAI-DALTON

Interviewer: Pat Kelly

Pat Kelly: It's November 29th, 2011

I am Pat Kelly, a member of the Endacott Society Oral History Committee, and I'm going to be talking to Professor Renate Mai-Dalton, who retired in December, 2010, as a Professor in the School of Business of the University of Kansas.

Since it's your life, may we start in the beginning? Where were you born, and your family, and when, and all that sort of thing—the groundwork.

Mai-Dalton: You want to know when? [laughing]

Kelly: You don't have to—it's not required. But we can kind of guess, can't we. We can get in the ballpark.

Mai-Dalton: I was born in Berlin, Germany, in 1941 during the Second World War. My parents were Walter Mai and Elfriede Mai, maiden name: Cumin. My grandparents on my mother's side: my grandfather came from Italy in 1900, he was born in 1868 and my grandmother came from Silesia, earlier. She was also born in 1868. They met in Berlin. My grandfather had come to Germany because he was a stonemason and the Emperor, William II, I assume, wanted to have stonemasons to restore a lot of the castles that had taken on damage. This was why he was in Germany. My father's family came from Saxony. They were from what's called Chemnitz, a fairly large city in Saxony.

Kelly: Did you have brothers and sisters?

Mai-Dalton: Yes, that's very complicated. I have three half-brothers. I have one half-brother, Peter, who was born during my mother's first marriage. Then she married again,

and I was her second child. Then, unfortunately, my parents got a divorce. My father remarried and there are two younger half-brothers, Michael and Norbert. Peter and Norbert are deceased. Michael still lives in Berlin.

Kelly: Your father was a stonemason, you said.

Mai-Dalton: My grandfather.

Kelly: And what did your father do?

Mai-Dalton: My father went through an apprenticeship as a "Feinmechaniker", repairing watches and similar instruments, which was not at all what he wanted. He really wanted to be a businessman. So that's what he did. He had his own business, a wholesale fruit and vegetable business. He was an excellent driver, and during the War he was driving these very dangerous trucks of ammunition through the villages through Germany to France and Belgium. The villages were evacuated when his trucks would come through. What that meant, really, was that he could get out of Germany during the War and when he would come back, he would bring me the most wonderful clothing and boots and presents that nobody else, unfortunately, had. The whole neighborhood was waiting for me to outgrow them so that they could get them. My mother was a bookkeeper. She was excellent in office work, which meant that all of our paperwork was well organized.

Kelly: Do you have other relatives—aunts and uncles and cousins?

Mai-Dalton: Well, my grandparents on my mother's side only had two children, my Aunt Helene. She was married, of course, and also was in Berlin. She's the one I showed you in the picture. She served an apprenticeship as shoe saleslady with Salamander, a well-reputed shoe store in Berlin, at the time. All her life she knew all

about shoes. When you serve an apprenticeship in Germany, you really learn during that apprenticeship. Like, my father knew all about watches and my aunt knew all about shoes. She passed away in the 80's. My mother passed away in '73, my father passed away when I was 20 years old, '61. I lost my parents very early, but they were wonderful parents.

Kelly: With some of these relatives, do you still go back and have connections?

Mai-Dalton: Yes, I go back to Germany very frequently. My brother Peter had two daughters, my nieces, and I have contact with them. My brother Norbert has a daughter from a first marriage and has a very little boy who just started first grade this year. Unfortunately, Norbert passed away this year and so the little boy of five years is left, and of course I'm visiting them.

Kelly: There are different forms of the German language, correct? Which one do you speak?

Mai-Dalton: The good thing is that most Berliners can speak what you might call "High German" in addition to the Berlin dialect. If I were to speak Berlinish to you, you wouldn't understand my German. If I speak my regular German, then we would be fine.

Kelly: If I could speak German!

Did you go to grade school? The German school system and progression is very different— European, I think, not just German. You don't just go from Junior High to High School to whatever. You have to start out at some point very early, declaring which path you want to take and you have to pass certain levels and things. Is that correct?

Mai-Dalton: Yes, but it has changed over the years. Given that I was born in '41, the system I grew up with is not currently the system. But in my system, and living in

Berlin, you had to decide after 6th grade. In other states within Germany, you had to decide after the 4th grade.

But to begin with, I was born during the War. I started school in 1st grade right afterwards, which meant that Berlin was bombed out about 90%. Very few buildings were available, so we went to school in shifts. One group would go in the morning and the other group would go in the afternoon in order to use the building space properly.

What was fascinating to me, though, which was different from the States here, is PE was important for everybody even though we had no space. We would be in the basement on mats and we would be having PE regularly. I still remember having very unconventional shoes, rubber-soled and flat, and I would have holes in my socks, sometimes.

But anyway, I had to decide after 6th grade, or my family did. I, because I grew up during the War, was what you would probably call a sensitive and nervous child because, while I was a baby, my mother and my brother and I had to get out of bed many, many times overnight and run down into the bunkers, and so these first years were filled with upheaval. I was usually pale and anemic.

The Germans, even then, had an excellent health system, which meant that you could apply, or the doctor could recommend, that you would go for a health resort stay. So I went for a 6-week stay, which meant that I did not have the first 6 weeks of English when I was going into the next grade. When the decision to which school I would transfer was made, the Hauptschule with completion after nine grades, the Realschule with completion after ten grades, or the Gymnasium which would conclude after 12 or 13 grades, depending on whether you were in the west or the east of Germany—was

complicated. The teachers felt that I should go to the Realschule, which is the middle road. Besides, my father had been in business, and if you wanted to go into business that's where you'd go. Well, I started 7th grade in the Realschule (II. Technische Oberschule in Berlin.)

It was good for me, because it was a fresh start. I'd gone through a difficult time; my parents hadn't gotten over the divorce and so on. A fresh start is good, I think, for most children. I was always good in school, but I was excellent there. I still remember, twice a teacher would come from a different classroom and would ask if she could have my homework to show to the other children.

Then they recommended that I would be transferred to the Gymnasium. My English grade at the time, by the way, I want to mention. The grades in German and English were divided into verbal skills and written skills. My written skills in English were an F and my verbal skills were barely a D! But, anyway, my mother said we really can't afford my going to a Gymnasium, and I should stay at the school.

Kelly: And you had to pay for that level, but not the other?

Mai-Dalton: No, you don't pay for any, but the point is that if you were going to the school that I was in, you'd be done after the 10th grade and would earn money after that. If you were to go to the Gymnasium, it would be two or three years longer, and if you were to go to the University, then it would be longer, still. Anyway, that's what we did. I finished in 10th grade, and then I started an apprenticeship in business.

The first one—well, it's not a good one because I stayed only three months. One of the top people in this plastics company molested me. That wasn't the place to stay and at the time, of course, you just left. I ended up just doing hourly work, initially, in the

fashion industry, which was wonderful. After—I don't know, four weeks, six weeks—they offered me an apprenticeship. That's when I started the apprenticeship in industrial merchandising (Industriekaufmann).

At that time, you worked 5 ½ days, so you'd work Monday through Friday and half a day on Saturday. You would go to school two full days for the apprenticeship work and after school you'd go back to work. So you'd be in school probably 8:00 to 2:00 and by 2:30 you'd be at your work, and then you worked till 5:00 or 6:00, depending. It's just amazing for a 17-year old at the time.

The fashion industry, by the way, was fascinating to me. My company did not sew the fashions; we were giving out the sewing work to tailors, but where I was working we did the designing and the selecting of the fabric, the buttons, etc.

Then, two times a year there would be the big fashion shows and then two more times would be the smaller shows where companies would know which styles were popular that season and would decide on their after-orders. When you had the big fashion show—I was seventeen—I'd be helping the models get dressed behind the scenes. I was amazed how ugly they looked when they came in in the morning, but when they were ready to go on the runway, they were glamorous. Those shows were very, very late in the evening. The good thing about it was that all of us, who were working behind the scenes, could eat the leftovers that the buyers had left. The special buffet foods—the really outstanding delicacies.

Anyway, that was the fashion industry. I did well in school again, and so they let me take the exam after 2 ½ instead of 3 years. Then the boss of the company— this was a woman (very rare at the time)—had a boyfriend who was starting a business in

Berlin for Martini and Rossi, the Italian and French company, and he needed somebody who would run his office. So here I was. I don't know when I finished my apprenticeship; I must have been 19 or something like that. She asked me if I would work for him and that's what I did. I ended up in an office right off Kurfuerstendamm in Berlin, the main street in the city.

I was the only woman in the agency and all the sales people were men. I, essentially, was telling seven men, all older than I, how to take care of their paperwork, schedule, etc. I had the backing of my boss—very strong backing; he didn't know any of the business stuff. Excellent person. He used to be an antique dealer, and he knew all about liquor. He had been the Berlin agent for Nestle, a big deal in Germany at the time, and all over the world, really.

While I was there, one day in the evening, I had tickets for the Opera. In Germany, in Berlin particularly and the cities, the houses would be locked at 8:00 in the evening. Most people had keys to the doors of the apartment buildings. I lived in an apartment. What happens is that about 7:00 or 7:30 everybody needs to get home if they don't have a key for a given apartment or they needed to go to one of the cultural events. When I left my office, I went just 100 meters to the taxi stand. People line up; they ask each other where they are going, and then they take a cab, two or three people together, if they are going in the same direction, because there are not enough cabs at that time of the day. That's how I met my husband.

He and I and someone else went in the same cab. He wasn't going to the Opera; I don't know where he was going. At the time, I was taking business English at Rackow Language School in the evening and, since he was American, I thought this would be a

great opportunity to speak English. Then he asked me if he could give me a call and we could meet again. I said yes, and so that's how I met my husband.

He happened to be in the Air Force, which I didn't know at the time since he was in civilian clothing when we met. Eventually, we got married, and I ended up in the States.

Kelly: I see. We were just going to come to that, but before we move on too far—oftentimes people have had someone in their early background, a teacher or a relative or someone, who was very influential in their lives. I don't know that I do, I hadn't thought about it until now. If there were someone.....

Mai-Dalton: Well, there are probably several people, when you think about it over your lifetime. Early on, it was definitely my mother and my father. No doubt about it. My father was a businessman. He had a certain style, he was efficient, he was quick, he was direct, he was lots of things, and it seems in terms of temperament I've taken after him. So has my brother Michael who is still in Berlin. You know there's a certain tempo that you are born with.

My mother was a wonderful person. She loved children, and she gave us a lot of freedom. She, at the same time, was an independent person, particularly as a woman at that time. I was telling you she had married before and my older brother Peter came out of that marriage. But she would not take any junk from anybody, even though she was friendly. She was not the way my father was. She was not aggressive. But she would just not take any junk. She was saying the reason she got a divorce was that Peter's father raised his hand toward her during an argument, and she decided before he would hit her she was going to leave.

Kelly: Good for her!

Mai-Dalton: Right! Can you imagine!

Kelly: I'd think more women would figure that out.

Mai-Dalton: Well, I don't know. I think you have to have strong self-confidence to do that because you'd be by yourself with a child in what—1938-39? Incredible!

Anyway, she was a very kind person. She always helped other people. I remember, when Germany was occupied East and West, there'd be people coming from the East who would live in asylums when they left their homelands. For instance, there was a woman who, though she was an alcoholic, was trying to make money with knitting a lot, so my mother would give her an order for a jacket for me. Or she would do something just to enable people to get some money, give them some friendship. These things left an impression on me. But my mother didn't do it at the expense of her own happiness. You know, some people go out and don't think about themselves enough and just help all the time. She was just a very kind woman who was realistic.

Kelly: Your period in the fashion industry, this was after the war?

Mai-Dalton: Yes, I think, it was 1958-61. Yes, all that was fine, except that when I was working in the office at Martini and Rossi, I also went to another night school. I kept on going to school; I just loved school and I learned a lot of things. I was in school for what's called Executive Secretary Training, which is very different from a secretary here. As a matter of fact, you couldn't take the exam until you were at least 21 and had completed an apprenticeship. The exam included typing and shorthand but you had to be at a certain level in these skills before you could even start at this school.

Anyway, it taught you about political issues, the social graces, about preparing travel itineraries, etc. As a result, of course, I had a lot about office skills. So I implemented a new bookkeeping system at this office and—this is what happened in life in a male-dominated era—one of the guys from Martini Headquarters implemented the same system in two other offices in other cities in Germany. That, in itself, was fine. It would have been better if they had sent me to teach them, but that's okay. But then I said to them, "I'd like to have a raise. I helped the sales offices to become more efficient." They said, "Well, it's unfortunate, but we can't do that because that would be unfair to the others who are having that same position in other cities." I said, "What? Keep in touch!" As I was going to leave, my boss said, "Well, if I give you privately more money, would you stay?" I said, "No."

I went and interviewed for a secretarial position in the German Institute for Economic Research. That was nice, very nice. A completely different world, of course. I was working for a professor whose research areas were German industry and the Soviet Union. That meant I learned a lot of other terminology, a lot of other issues. I read and took dictation in English, and I was working with another secretary, because he had two departments. It was very nice.

But it didn't take long until I said, "I'd really like to do something more challenging. And she said, "Well, what would you want to do? Would you like to be a statistician?" This is like the next level, but you need a University education for that, which I didn't have, of course. At the same time, I met my husband and then I went to the US and it was not relevant any more. I think I went in '65. My husband was stationed in Michigan.

Kelly: And his name?

Mai-Dalton: Walter. Walter Dalton. That's why my name now is Mai-Dalton. Mai is my maiden name, dash, Dalton. I wanted to keep my father's name. I didn't know—my other brother didn't have children.

My husband was first stationed in Michigan and our daughter Celina was born on Selfridge Air Force Base.

Kelly: She was a lovely woman. I remember her.

Mai-Dalton: Yes. She was very nice—still is. I had brought with me—or we had brought with us—a son, a child of Walter's. I adopted Mike. Anyway, after two years, we were transferred. You know, when you are in the military, you move around a lot. We moved around eight times in twelve years.

Do you want to go back to Berlin before we go on to the military? Obviously, I was at the German Institute for Economic Research and got married. And, by the way, the getting married was not that easy. My husband was African-American. At the time, the military didn't want mixed marriages and my mother also was not sure. She was not at all prejudiced, but she thought it would be a very difficult life, and that was, of course, true. But there was this little boy; I definitely wanted to make sure he had a future. By then, my father had passed away.

I investigated. I wrote to the U.S. government and I said, "I'd like to come to the States for three months and just see what it is like. I'm considering getting married." They said, "No." I said, "How stupid can you be if you don't want me to be married? Let me see the U.S. and I can figure it out." But anyway, we did get married and we

went to the U.S. Then we were transferred, after Celina was born, six months old, to Eastern Oregon. We were on a radar site, way out in nowhere, but we made wonderful friends. Then Walter was sent to Vietnam. The reason I'm coming back to it is that during that time, the children and I went back to Berlin, and I continued to work at the German Institute for Economic Research.

Kelly: And you had done so many other night schools and whatever all these years that, while you didn't officially have a degree, you had the expertise.

Mai-Dalton: But you know, a lot of Germans have good educations, a lot of Germans know a lot of stuff. Maybe I was a little bit faster than average, but there are a lot of competent people in Germany. But no matter what I did, it was not University-qualified in the US.

When Walter was in Vietnam, and he was in DaNang during the Tet Offensive and things were scary, we would exchange tapes back and forth.

When he was there, Mike went to the John F. Kennedy School, which is a bilingual school for children of diplomats and so on. So he was instructed his first school year and a half, in German and English, which was great. Celina came to Germany with us, of course. By that time, I think she was two She had started speaking English, but then only spoke German. When we would be trying to make these tapes for Walter, I remember one night Mike said, "Celina doesn't want to speak English!"

We went back to the states and Walter was assigned to Klamath Falls, Oregon. I decided I needed something else than being at home with two children. I mean, all my life, I just couldn't do it. I got depressed. It just doesn't work for me very well. So I said, "Well, what am I going to do? How do I start school?" I saw an announcement in

the local paper. It said enrollment for Oregon Technical Institute was at the gym on a certain day, a certain time, and I said, "Okay, why don't I show up—I've got to enroll in something." I'd no idea about universities. Walter didn't go to college and I knew nothing about college life. At home, I didn't have anyone close who had studied at University because you can get your education in Germany with apprenticeships, the same things you would be doing with a University degree here.

I showed up at the gym and there were all these little lines at the tables and people were having those cards, remember those computer cards?

Kelly: Punch cards?

Mai-Dalton: Yes, punch cards. They were having a box for each one of the classes and the faculty member would be sitting there, or an assistant, and once the cards were all given out, the class was full and that was the end of that. But you started out someplace else.

They said, "Where do you have your physical?" I said I didn't know I needed one." And they said, "Oh, you can get it later. Where do you have your SAT score?" "I have no idea what that is." "Oh, you come to such and such an office and you take it and that's fine." Anyway, I ended up with four classes, a full load, that morning, and started going to school.

I made sure I was in school only twice a week because I needed a baby-sitter for Celina and Celina was not open to having a baby-sitter of any kind. She broke my heart. I would take her to this lady—we were in military housing—she'd be sitting stock-still on a little chair, not saying a word, not crying, just stayed there. She was—it broke my

heart. It was horrible. But I said, "I'm sorry, child, you have to learn. This can't be normal." Anyway, so that's how I started college.

Then, eventually, I took additional classes. You can take these classes where people come to communities and teach; the University of Oregon had branches where you could take classes. And Southern Oregon State College—it's now Southern Oregon State University—had classes.

Talk about influential people. There was one lady, Barbara Rosentreter, who was teaching English II, English Literature. That was one of the individuals who was most influential to me. We read Albert Camus, and we read literature that was essentially an example of how you are responsible for yourself—not that I hadn't been—and that you have choices. Whatever choices you make, you live with, and at the same time your choices couldn't be hurtful to others. That's where your freedom ended. Existentialist readings. So she had an enormous influence on me, just because she was excellent in what she taught. It wasn't just reading, you know. It was discussion, term papers, and so on.

What is, again, a sign of the times—she was the wife of the Chair of the History Department at Southern Oregon State. She had just a minor role in the English Department, teaching part time. She should have been the Chair of the English Department.

I accumulated a number of courses and then it was time to decide how to finish. Walter, in the meantime, was being transferred to Port Arena in California, which is another radar site, way out by the ocean. It is a very small military site. The decision was relatively easy to move to Ashland, where the main campus of Southern Oregon

State College was, to go full time. I just needed another year and a half by then to finish an undergraduate degree, because I'd challenged some classes. It wasn't all that hard. I'd challenge German Literature and I would analyze Brecht, or something like that. It was interesting. I received my undergraduate degree summa cum laude, and I was the top graduate that year.

Kelly: I'd never doubted that.

Mai-Dalton: I don't think it was really fair, because I was only there a year and a half. But I'd had all A's before. It was so interesting—when I started Oregon Technical Institute, I had to do the tests and all this stuff afterwards. I think I then had an IQ test that was a part of this admissions process, and I was so off average. I had no idea what the IQ was asking, like "What day does Thanksgiving fall on every time?" and "When is the Vernal Equinox?" and I had no idea.

That tells you something and I've learned this for my later life. These tests mean nothing, depending on your cultural background. When I came to KU and I'm working with all these students that are disadvantaged and who are coming from different backgrounds, their ACT scores might be an 18 one day and a 24 the other day. It makes no sense. To base important decisions on these scores never made any sense, didn't ever count for me. Then I came to this other test, I don't know what test it was, and the guy was saying, and he hemmed and hawed, "There is some evidence of dishonesty." I said, "I have no idea what you're talking about." Well, it was because they would be asking similar questions with different wording. And when English is your second language and you haven't been in the country that long, it's really easy to see why you don't answer it

consistently, particularly if the questions deal with a culture that is unfamiliar to you. So here I was — a liar and not particularly bright!

After Southern Oregon, I decided I had to get a PhD, because the undergraduate degree really was just a preliminary for what I wanted to do. I'd had that much with my education in Germany, even though I did learn and enjoyed college.

By the way, I took PE regularly. I'd take tennis, I'd take gymnastics, just like in Germany.

Kelly: Well, you'd grown up with that; it's in your blood. By that time had you decided you wanted to teach?

Mai-Dalton: No. I didn't know, really, what I wanted. I just knew I was going to get a PhD. Again, teaching would have been okay because that's what I saw in college when I was taking classes. But on the other hand, my father had been in business, my mother had been business-oriented.

Kelly: And you yourself had done very well in business.

Mai-Dalton: Right. Options were open, but the issue was something very different. Again, it never occurred to me. I said to my faculty mentors at Southern Oregon, "Well, where do you think I should go to get a PhD?" They said, "Have you checked with anyone yet?" I said, "No." They said, "Well, it's not that easy to get in." I said, "Well, I have a 4.0. It shouldn't be too hard." No, no, no—they didn't think that was right. They just blew me off.

Well, I didn't have too many choices because by then Walter was reassigned again. He tried to stay in the Pacific Northwest. So he was assigned to an Air Force base in Blaine, Washington. He came from the radar site in California to a place which is the

last town in the Northern US at the Canadian border. We were living in military housing, about 10 miles south of there, not far from Bellingham. Bellingham has Western Washington State College.

Actually, before that, what happened is that when I graduated that last week in May 1973, I knew I was going to go to Berlin with the children for the summer before we would move. We packed up everything, put it in storage—the military did. (I can't believe I did all this stuff, I tell you.) I had very good friends who had gone to college with me there and they were good baby-sitters of Mike and Celina after school when I happened to be in class. I left them with these friends and got into my car. I'd decided I was going to drive to the University of Washington. We're talking about Oregon, 13 miles north of the Californian border, and the University of Washington in Seattle, 4 hours North of Portland in Washington State. But I decided that was what I was going to do and so I did.

I went up there and I wanted to be, actually, in clinical psychology because my undergraduate degree was in clinical psychology, and I had served a practicum during one semester in a mental health clinic. So, I ended up in Seattle. I don't know when it was. I must have left at 6:00 in the morning and I think I got there by 3:00 or something like that, and talked to someone in clinical psychology. They said, "Have you taken the Miller's Analogy Test?" "No." And they said, "We have 800 applicants for 10 graduate student entry positions." Oops! So I took the Miller Analogy Test—to jump ahead—and did very poorly. Again, a low average, without any doubt, as compared to the 800 applicants. My chances to be admitted would probably have been slim. But I said,

"Okay I'd better keep on going since Walter is stationed up north." So I went another two hours to Bellingham to Western Washington State College.

I got there at 5:30 or 6:00 pm. One of the faculty members was still there. When he saw my 4.0, he was highly motivated to admit me. But they didn't have a PhD program. They only had a Master's program. I said most likely I would come, and then I went home and did my applications.

That summer I flew home and found out, when I arrived, that my mother had died two days before our arrival. So it was a hard time. In the end, I think I stayed there for 4 weeks with the children, and we went back to Washington State. I started graduate school in Bellingham, but I didn't give up on the University of Washington.

I found out, in the meantime, that there was a Professor Fred Fiedler. His area was leadership, which was interesting to me from a business side. Also, he had done a lot of research, had lots of grants from the military. So I said that it might be interesting to him to know that I have been with my husband in the military for 14 years; why don't I write to his office? His area was social psychology and leadership. I wrote to him and his assistant wrote back that he is interested in admitting me, but I'd have to come this year. I had said I would come the next fall, but he said no, because the whole application period would start over and I'd be competing with all these other people. Not that he said that I wouldn't get in, but he wanted me to come right away.

What that meant was that I took a room in Seattle. I would drive down every Monday at 6:00 in the morning from Bellingham, I would take my classes through Thursday, then would leave for home. In the meantime, there was another good friend, who originally was from Berlin; she and her family lived in the same housing area. She

took care of the children in the morning and, of course, Walter was there after school. On the weekend, I would do the washing and the cooking and the studying and whatever one does from Thursday evening to Monday morning, and after those days at home, the same thing started over again.

After the first term in Seattle, I went back home, stayed at home in the summer. Professor Fiedler wanted me to continue to go to school, which was what most graduate students did, but I said that wasn't going to work. Eventually, I moved to Seattle, we bought a house there. I did my studies there. I got a divorce in the meantime. We had changed a lot as people, although we are good friends, still. So that's how it happened.

I had a good time in Seattle. It was really good that I was aligned with Professor Fiedler because he is famous in leadership. He had come up with one of the seminal leadership theories at the time. Any textbook you go into, you'll see Fred Fiedler's Contingency Theory of Leadership Effectiveness. That was good for me, particularly once I was on the job market. And of course the University of Washington was a reputable institution.

Kelly: I was wondering, before moving on to your coming to KU, were there any periods along the way while you were living in Berlin, that were particularly memorable?

Mai-Dalton: Well, there was some time—I don't know if it was about a year—but Hitler wanted all mothers and children to be evacuated out of the city because it became clear that it was super-dangerous. And so my mother and my brother Peter and I were evacuated to Saxony. I remember—I was little, maybe a year or two years old—I remember my father coming to visit us there. But when the War was over, we had to walk back home. To *walk* back home! We're talking about 300 kilometers…

Kelly: Which would be how many miles?

Mai-Dalton: Well, divided by 1.6—200 maybe. But anyway, it was dangerous.

Kelly: Were you alone, just your family?

Mai-Dalton: No, it was dangerous because the Russians were coming from the east and most people, who were used to be in the western part of Germany or in Berlin, wanted, of course, to go back to their homes, and also didn't want to be caught in Russian-occupied territory. One thing that is really interesting. I just heard about it two weeks ago in the media for the first time—you know you hear about war atrocities—my mother would always tell me that when they were coming back, the women were being raped by the Russians. And I never heard about it in this country. It's hard to talk about because it's my mother, but you hear about it in Africa, now. You hear about it in other countries, and somehow the history has forgotten about what the women went through in Germany.

Kelly: Glossed over it.

Mai-Dalton: Yeah, yeah, and at the same time, for the rest of their lives, the women all lived relatively normal lives, despite these horrendous experiences. Anyway, when we walked back to Berlin, because of that, we had to be in groups of people, in treks. We'd be staying in barns overnight, and so on. I still remember, all we had was a little wooden cart with our belongings. I was so little I could sit on top and didn't have to walk with all of them all the time. And then we walked into Berlin. It's hard to believe!

Kelly: Did you have a place to live in Berlin?

Mai-Dalton: We were so fortunate. On our street, many apartment houses were bombed out; ours was still there, so we could go back to the same apartment. That's how our father started the business, essentially. The front part of an apartment in Berlin many

times has a business, like a storefront. We moved into the front of that building when I was 6 or so, which was maybe two years after the war. That's were he did his retail business. His main business was wholesale, which was a huge market about a kilometer away from where we lived. But we were very fortunate. My grandparents lived in the back of that complex and my godmother's parents lived one story up. So we were fortunate with that. Of course, we were playing in the ruins, literally. I went swimming in the canal where the big ships would be coming, the barges, and I still remember we tried to catch onto them. We would be full of tar. It's amazing. When I learned how to swim, my brother who was 4 years older would give me an inner-tube, a bicycle inner-tube, put it around me twice and while he and his friends were playing in the canal, here I was paddling along. When you think about it…! Anyway, that was the Berlin part. It got better, of course, and we moved and all these other things happened then….

Kelly: Were you affected much by the Jewish problem?

Mai-Dalton: I didn't know anything about it for the longest time. My mother was telling me later, much later. When I would ask what happened, she said, "We knew we had some friends that were taken away from their homes, but we were told they would be relocated." You know, it reminds me of the Japanese in the US during the War; that was horrible as well. But my mother had no idea about what was really happening. And my father had no idea what was really happening. I think she knew that it wasn't good, because of the atmosphere that she was in when I wasn't born yet. Then of course during the War, I was too little to know anything about it. But the atmosphere in Berlin must have been poisonous.

On the other hand, Berlin has always been a vibrant city. For instance, in Berlin lots of homosexuals were living freely, lots of artists, lots of diverse people. In the fashion industry, where I was, there were a good number of friends who happened to be Jewish and Berlin has always been very tolerant. By the time Hitler came around, nobody believed that it would get the way it got. By the time they had a feeling that it was really getting bad, they couldn't speak up any more without risking their own lives and the lives of their families.

It's just horrible when you think about it but, on the other hand, think about what's happened in the United States. Here I come with an African-American husband and the same junk all over. And you say, what is the matter with people? It's horrible, just horrible.

Kelly: And it is people. It isn't just German people or…

Mai-Dalton: No. It can happen anywhere. That's just the tragedy. That's the reason you have to think about it and act accordingly every single day. All these groups here and in Germany now—-the neo-Nazi groups and so on—you have to keep that in check as quickly as possible. And at the same time you talk about freedom, freedom of speech and all these things. Unless everybody is vigilant, you cannot maintain it. Somebody's going to win out, particularly when the economy is bad, which was the case in Germany.

You know in Germany, I think one of the reasons we had the Second World War and Hitler could rise, were the reparation costs that had been imposed on the Germans after the First World War. They were so severe that nobody could make a good living, and so when somebody came, who was going to be their Fuhrer, it was much easier for people to follow him.

Kelly: I see. Well, of course I think of Berlin as in American movies with the swastika and the goose-stepping and the horrors, and then in Berlin many years later where the wall had been. You don't get a clear picture.

Mai-Dalton: Unless you live there you don't understand. But Berlin is a great city, has always been a great city. Just wonderful. The opportunities I had when I grew up, the school system and the social system are so excellent—were excellent—with almost nothing in terms of resources. I many times think about it here, when I have taken my students to cultural events and made it part of my mentoring scholarship program, the Multicultural Scholars. We would have opportunities to buy tickets in our school, when we wanted them, for a mark—seventy-four cents—to go to operas, to theatres, to operettas, whatever we wanted. These were leftover tickets that theatres would bring to the schools and say, "these are available, can you go, or do you want to go next week" or whatever. That's how I grew up. You didn't have to be rich to be able to do these things. And we did not have to feel as if we received charity!

And then the surrounding area in Berlin is beautiful. We have lots of lakes and rivers and forests. My mother would take us regularly to these. She loved to walk. She had a heart condition, but she could walk. So we would have picnics in the forest every weekend or every other weekend. You take a bus and would be right there. It was just gorgeous over there.

Kelly: After you got your PhD at the University of Washington, and you and Walter had separated....

Mai-Dalton: It was time to decide what to do. I did have at least three options and considered all three. I considered business, government, or a university career. Talk

about someone who has been influential, I had a faculty member on my PhD committee, Peggy Fenn — the only woman, very few women in business, of course, at the time—and she said, "You can always go to government or business, but you cannot always switch over to University, so I would recommend that you start with University."

While I was looking, I already had a part-time job with the government, the State of Washington, and I was working in the lab with military grants with Fred Fiedler, so I really had options and connections. But I took her advice seriously and I said, okay, I'll try.

The problem with interviewing with Universities is that you have to leave the house and travel to the Universities who want you to come, and I had two children. It also is expensive even though you get the expenses paid. You know there are always more expenses, like child care and all these things. So I had lined up interviews at the University of Kansas, at Northwestern, and a variety of well-reputed Universities. I decided that if I wanted to be in academia, I could not go all over the country and keep on interviewing; I had to decide.

In the meantime, John Tollefson—I'd been to the University of Kansas—John Tollefson kept on calling me. He was a wonderful person and I interviewed with the then Dean—goodness what was his name? He left after one year. Anyway, I decided that was what I was going to do. I had no idea where Kansas was—I had to look it up. I knew, sort of, the adjoining states, nothing else. I checked things out. I felt it was awfully far south, given my family situation. So when I came and interviewed, I talked to people in the school system and I talked to other people and to faculty. I asked about racial issues in Lawrence. "Oh, no, no—we don't have any of those." They had no idea what they

were talking about. But anyway, I decided I would come. I remember when I put down the phone after I said to John that I would come—and I was in this beautiful house in Seattle—windows all over, skylights, a ravine, a little brook—it was a gorgeous setting, and so I wasn't sure I wanted to leave, but I had made a decision. I hung up and cried. But I said, "Realistically, this is a good school, and it may be okay for the children."

So, we decided to come and packed up everything. Mike said (Mike was a junior in High School), "Mom, if I go with you, can I come back to the University of Washington to study?" I said, "Yes, you can. It's very nice of you that you have a good attitude." Celina was a seventh-grader.

So we moved and Celina started 8th grade at West Junior High. Within one week, we had three examples of racism. One kid called her "burnt potato"; another told her not to listen to KPRS, that was the "colored people's radio station"; another one told her not to play with a friend who was in school with her who was African-American. And I said, "My god, what have I gotten myself into?"

Mike went into High School as a senior, of course. Mike has always been an excellent runner and so he joined the cross-country team and he was a good student. It was in a chemistry class, and I went to see the teacher who also happened to be the coach of the cross-country team, who proceeded to tell me that my son was different than the other kids, meaning the other black kids.

Celina moved over to the High School. A class was offered that dealt with Diversity literature. They read works by authors of color. I don't know what the course title was, but she wanted to enroll in one of those classes where she would read this literature. I thought, from what I have experienced, I don't know if I want her to go in

there. Why don't you go and talk to the teacher. I talked to the teacher and said, " What approach do you take?" While answering, she said, "There are no racial problems whatsoever in the school system here." I knew right away, Celina couldn't take that class from her.

We were really fortunate, because we had some friends at KU. Vernell Spearman was on campus and was really looking after issues that dealt with diversity on campus. As part of her work, she would invite speakers, and she invited Margaret Walker. She had Margaret Walker, after the presentation, at the house and invited Celina to come. It was really good for her. Mike got out of here within a year, but for Celina it was really good to have some African-American friends who had achieved in this community.

Celina was always sticking up for the underdog, and fairness was very important to her. Mike was much more laid back.. He'd take stuff—he would be bothered by it but it wasn't overtly affecting him the same way during the one year. Celina, because she would speak up, was always a problem. So I was lucky, really, that we had a few people that were helping her. Of course, she had my "protection" as professor at KU, which, indirectly, gives you a little bit more pull. But we had a number of fights with the school system.

I remember when one of the new superintendents came and the parents who were concerned about these issues met with him. He had never heard of diversity issues. Never heard! I was outraged. He later on accused us of being prejudiced against him because he didn't know these things. So in other words, " *you're* prejudiced too." I said, "This can't be real. Here I am, coming from Germany. I didn't grow up with this junk, fortunately, because I wasn't around when Hitler was around. But when I saw it here, it

was incredible. This supposedly was a good state and I think, relatively speaking, it was an excellent state. But, anyway, we had these issues. None of this is KU, yet, but those were very important issues that shaped what I could do here and what I was interested in.

I remember that Celina was very good at playing the clarinet already in Seattle. So she took lessons from a clarinet professor here. What was the name—Linda and—

Kelly: Larry Maxey?

Mai-Dalton: Yes. So she was good. When she got into the High School, the rule was that if you wanted to be in Symphonic Band you had to be in Marching Band. Now, Marching Band wasn't her thing. First of all, if you play classical music and you have to march with your instrument, rain or shine, this is not a good thing. It doesn't help your playing any. There were several others. The problem was, in Marching Band you had to be there at 7:30 which was the time when they also had debate class, Latin, and so on. So there were several parents and their children who were forced into Marching Band in order to feed the numbers that Robert Foster needed to recruit to the KU Marching Band. I said to myself, this isn't right—another one of those justice things. So I got together with a few parents. I invited a few, maybe 5 or so; to my house. Then we wanted to meet with someone at the school. The school had heard that we had gotten together and, wouldn't you believe it, they invited *all* the parents of the band members. So, here we were in the cafeteria, a hundred or more, and us five. The parents of the band kids had no idea what the rules were because their kids weren't interested in being in Symphonic Band or Orchestra or whatever, you know. But I said to myself, this is outrageous. Of course we were right, so they had to change the rules so that the children that didn't want to be in Marching Band didn't have to be.

They also had the rule that you couldn't compete for any of the state music competitions if you weren't in Symphonic Band or the other Band. Of course, our students hadn't been permitted to join – given that they were not in Marching Band - so they were not permitted to compete statewide. It took us two years or so to have the policies changed. Then in order to compete you had to send in a tape to Wichita—that year it was in Wichita. If I remember correctly, Celina was one of two clarinetists that were invited to go. I said to myself, what nonsense all of this is. Anyway, that was my start in knowing about the school system. It was tough. I didn't need it, I tell you.

So I got to KU. At KU I had very nice colleagues. I got here in August of '79. That was the year they hired, I think, twelve tenure-track faculty. That was a lot of new faculty in the School of Business. I think we were, in a year or two, 64 faculty. Later on, we were only 54, so that tells you something. There were several women that were hired. When I was hired there was only Marilyn Taylor, I think, and one other person that were the only tenure-track women.

We had some "petty" building issues that were important to the women. For instance, the floor where the faculty members were—now it has been changed—there was only one bathroom, and it was for men. Never mind that the secretarial pool was there and they were all women. Nobody who ever built this or arranged it felt secretaries had to use the bathroom. So we were joking about the women. We said, well there are two options: one is to put an extra bathroom on the roof or we change the bathroom. If the guys feel that it's not important, why don't we change it so that one year it's a Men's and one year it's a Women's bathroom. This was a small issue, but inconvenient for the

women when they were getting ready to leave for class. Anyway, it was changed, eventually.

I loved teaching. I had a good time even though teaching two two-hour classes consecutively, as did most faculty that got started. It was what I had asked for, really, but four hours of being "on" is exhausting, particularly when you teach classes for the first time.

Kelly: I was wondering, did you have a certain area of business that you specialized in?

Mai-Dalton: Yes, I came out of the leadership area. The area was called, officially, Organization Behavior, so you have classes in Management. I also taught Human Resources and Organization Change and Development. I was interested in workforce diversity, so I built a class around this topic. There are several areas within the school and so when you're being hired, you go into whatever you're being hired for and are qualified for. Yes, it was a specific area.

I enjoyed my students. I always invested myself in the students. I always felt everybody really should be able to do well if they wanted to. I was never one of those that were picky about rules. I tried to have as few rules as possible, but enough to get uncertainty out of the classroom.

At first, of course, you start with undergraduates and then I taught Master's, MBA students, and then I taught PhD students. That's the normal progression. Eventually I became the Director of the PhD program and implemented a number of changes that gave more attention to our individual students. Again, I had a number of positions that you sort of cycle through, or are being asked to cycle through. At some point I was asked if I

wanted to be considered for the Associate Dean position. I said, "I'm never going to be an administrator." I did not want to get away from direct contact with students.

I did have a good time in terms of being with my colleagues and the students. But you know, one thing that is interesting: your own culture that you grow up with, you can't really put aside, and I'm not sure you should put it aside. What that meant was that in Germany, when you talk to people, particularly like professors or teachers or older people, you don't call them by their first names. In the University setting, many times, the students don't know. They are not sure what is the right thing, whatever it is. Sometimes at the beginning, they will say, "What shall we call you?" And I would say, "I'm sorry, but I come from Germany and you don't call me by my first name. If you want me to, I'll call you by your last name as well." Very few faculty are calling the students by their last names, so I usually called them by their first names, and then they called me Professor Mai-Dalton, Ms. Mai-Dalton, whatever, but not the first name. I say, "You can call me by my first name when you've graduated." And you know, what is really interesting, almost nobody does it. Particularly my PhD students. Very few PhD students would ever call me Renate. I think my background is such that.... I remember how hard it was for me to call Professor Fiedler "Fred." He was saying the same thing. As a graduate student, many times, you call a professor by the first name, but it took me forever to be able to do that.

Kelly: I don't think, even at my age, if any of my professors were still around, that I would be comfortable calling them by their first names.

Mai-Dalton: Well, that's the way I used to feel, but.... By the way, the woman who was on my PhD committee in Seattle, Peggy Fenn, she was another role model. She

showed me that a woman could complete her Ph.D. in my area. The influence you have, sometimes, when you have no idea you have an influence, is interesting. It tells you that every day, whatever you do, do the best you can because it might make a difference. It's fascinating to me.

I remember in, what was it, '88? I bought a Jaguar. I'd always wanted a Jaguar; it was just sort of a fun thing. I had saved extra money from consulting work with a large corporation. One of the PhD students came to me and she said, "Professor Mai-Dalton I'm so glad you have this car." I said, "Why?" And she said, "Well, now I know I can do it too!" Isn't that wonderful?

Kelly: It is!

Mai-Dalton: Talk about a car!.

Kelly: I remember that car.

Mai-Dalton: I still have it. It's still running. It's perfect.

Then once, I remember, I was standing in line for tickets back when Hillcrest used to be the movie theater. You talk to people in line, if you stand in line for a long time. Years later someone I didn't even remember came to me. She said, "You know, you are the reason I have a PhD." I said, "Oh?" She said, "Well, don't you remember, we were standing in line and I was so frustrated and I didn't think I could do it, and you talked to me and you told me I should continue." I had no idea; isn't that great!

Kelly: Do you have any former students that are particularly memorable?

Mai-Dalton: I have lots of them. You know, I founded the Multicultural Scholars Program. Some people have no idea that it's been around since 1992 and I started it in the Business School. Actually, the way I started it dealt with women's basketball. Do

you remember? It was because of the disadvantaged status of women in sports. My coming from an area where sports was always open to me, such a thing had never even occurred to me. As a matter of fact, I was doing more sports than my brother Peter with whom I grew up.

When I got here I loved to go to sports events. I loved track and field because I used to run, myself. And I loved basketball because I used to play field handball, which is different, but the same sized ball. It became clear within the first semester that there was something going on that wasn't quite right. I still remember Lynette was graduating—

Kelly: Lynette Woodard.

Mai-Dalton: Yes, and she was in the middle of the senior graduation ceremony and she was getting a dozen roses. Before that I'd gone to the men's senior day. They got these big, engraved pictures of themselves and they got the Senior rings and all these things. And I said, "Oh my goodness, what the heck is going on here?" (I knew what was going on then.)

I contacted some of the coaches. One of them was Coach Washington, who asked me very soon after, if I could work with some of her students academically. So I designed a system whereby I would follow them. They would meet with me and we did certain things that would put them on track.

By the way, it was always important to me that they had what I called "meaningful majors." In other words, anybody who could prepare or catch up, depending upon which high schools they came from, we would make sure were put into the most challenging classes that they could be successful in. As a result, we have a good number

of students, for instance, who graduated in Business who had great careers. I was just Facebooking Marthea McCloud, who graduated in Business and Tanya Bonham, who did the same and who's doing great. The same with Tamecka Dixon. Lots of them.

On one of my annual reports to the school I wrote what I'd been doing. Some of it was service, and so I wrote down, "women's basketball, whose GPA has improved by one whole point within one year." One time, by the way, we had four players in calculus at the same time. Lots of students can do it but are not being put in there because the people who decide whether to put them in there or not think it is risk-taking, so they put emphasis on leaving them eligible rather than giving them a challenging education.

So the Dean—this was Joe Bowman, I think— said, "You know, this looks really good. Can you do something like that in the School?" This was in '91, I think. I said, "OK, I'll try." So I started the Multicultural Business Scholar Programs.

By 2000, we had had a lot of administrative changes. Dave Schulenberger had become Provost, and I think he must have told Chancellor Hemenway. I had a good relationship with both of them. Of course, David had been a friend of mine in the School. I don't know how, but I knew the Chancellor fairly well, maybe from basketball because I would go to all the games and so on. But anyway, the Chancellor said, "Renate, why don't you show us what you can do with this and do it across campus? I have a donor who will help you get started because it's a mentoring scholarship program." We had donor money from Doug and Audrey Miller, and an interest to start it in Education and Journalism, so I think by 2000 we had three programs. David and Beth Wittig helped me with a large endowed fund for the business scholars early on. By now, we have eleven Multicultural Scholars Programs across campus.

Kelly: Isn't that wonderful!

Mai-Dalton: It's absolutely terrific. And you are asking, do I have students who are good? We have students—right now I have one who graduated in Business, and is now in Med School. Another one will complete his dentistry degree. He decided he wanted to change his profession. Many, many—I would say almost half—go to graduate school. We are talking about students that many times people believe can't be achieving because they have lower ACT scores than the average. They have a record of GPA's in our program across all the years starting from '92. The average GPA of students in my group is higher than the average for undergraduates at KU. Our graduation rate is way higher! Our graduating on time is higher. Then, as I say, they go to graduate schools. Graduate schools like Northwestern, Michigan, Harvard, many of the top schools. Very large numbers go to study abroad, all over the world. And of course, once they come out, they have excellent careers.

One woman started with Hallmark, went to Johnson and Johnson, went to Ford after completing her MBA at Michigan, the only one hired at Ford in marketing that year. She was the one who was the launching manager for the Ford Fusion. She was in a picture on the front page of the business section on USA Today. Another one who had gone to Harvard started with Ernst and Young, a reputable global accounting firm, and is now with Harrah's Entertainment in Las Vegas in a leading position. I could fill pages with the successes of our scholars.

We needed donations for all of these scholarships. None of them were governmentally funded. One thing I had to do all the time was raise money, but we had

good support. We had support later on from Kroger's, Dave Dillon. We had good support from Ernst and Young, starting with Bill and Marilyn Taylor and others.

But I've lots of people, lots of students who have high positions in many different corporations. Now we have graduates in all these other programs; we have people who are in Journalism, and I see on Facebook what they are doing and how they are moving up or moving around. It is so fascinating to notice how successful they are. I think we have over 400 graduates now from these programs.

I'd meant to retire several years before I actually did, but as it happened, a donor couple, Doug and Audrey Miller, helped with fundraising. They lived in the United Kingdom but are Americans, now here again. Anyway, at one time Doug said, "I would pay some money if you could hire somebody who helps you with the fundraising." So one of my former MBA students came to me and she said, "Professor Mai-Dalton, I'd really like to help you." I said "Okay, then why don't we apply for a FIPSE governmental grant. She said, "That's hard to do and KU has never, ever had one." I said, "That doesn't matter. We have all the materials together from other fundraising — all the statistics, the pictures, the demonstrations. Why don't we try it?" We sent it in, and here it is. I'd been awarded the Fund for the Improvement of Post Secondary Education grant for $515,000. It meant that I stayed four more years to serve it out.

It gave us a lot of funding for things we wanted to do. One of these things, part of the program, is taking students to cultural events and taking scholars to other environments. So the grant, for instance, paid for tickets to the Lied Center. I think every year we had at least $6000 in tickets to attend performances there. We would go to museums. We would take a bus and go to corporations. In that case usually, like going

to Hallmark for instance, corporations would pay for the bus. Students who had never had the money or the interest to go to the theatre or listen to an opera and so on, were able to go—not able, they had to go; it was part of our contract if they wanted to be Multicultural Scholars.

They would get scholarship money, depending on how much money the program had or, in Business School, how much money I had raised. I'd work with the Deans of all the Schools and so on. Then the students would have one-on-one meetings with the directors of each of their programs. There was a protocol which you had to follow when you would meet, and then there would be monthly cultural events, usually followed or preceded by a meal, because it's important for students to eat!

Kelly: Yes. Just like retirees.

Mai-Dalton: Yes! Anyway, these programs have taken off. As part of the grant, I also said I would test them out in Junior Colleges, so we've pilot tested at three Junior Colleges in Kansas where we implemented Multicultural Scholars programs. One of them is at Arkansas City, Cowley Community College, which is a great place; I am impressed by them down there. They keep it going. Even though the grant is completed, they are continuing their Multicultural Scholars program. Their Directors and I met with one of their Vice-Provosts, I think was the title, who wants to expand it.

In the meantime, the Millers wanted to have an expansion of the Programs in the United Kingdom. I wouldn't go there, but I sent them the handbook, all the materials that had been created the past 10 years or more. The Millers researched the universities near London and visited the University of Warwick. It has 28,000 students, north of London. This fall, I went there to visit. They had asked me to come and they said, "Oh, we want

to go to Warwick and show you your newest program." Currently, there are 18 scholars enrolled in the School of Law, and for Fall 2012, they plan the first expansion to their Business School. So here we are, having another program in the UK. It is wonderful.

Kelly: Before we run out of time again, I do want you to talk a little about sports. Just for background, I was administrative assistant to Marian Washington when she was the Director of Women's Athletics, and you were the angel for women's athletics. You just really kept our spirits up and kept us in there fighting.

Mai-Dalton: I tell you, as I had said earlier, I got to this because I saw the enormous inequality. Of course, I knew a little bit about business and how to do things, so I stood for election for the Athletic Board because unless you have a little bit of pull there's nothing you can do, particularly when you're fighting for the underdogs. So I have been on the Athletic Board for 4 terms. I think the official terms you may take is 3, but then if somebody leaves early you can fill out a term.

I started before I was on the Board; I think the first or second year I had been here. I came in '79. I think Lynette graduated in '80. The first thing I did when I saw this with the 12 roses versus all the other stuff, is I decided I would raise some money and give to the coaches of the, at that time, active sports. So it was track and field (Carla Coffey), it was volleyball (Bob Lockwood) and it was Coach Washington. Track and field was an African-American coach who couldn't take it any more and left after a little while for coaching at an Ivy League university. She was very good, too.

Anyway, I raised $600; I gave each one of them $200 and Coach Washington could do something for her graduates that year. Then I said, "Surely the people understand, who are financing the rings for the Seniors, that that is something the women

should be getting, too." So I wrote a letter to the K Club. They didn't even answer me. I said, "Oh, my goodness. That is so impolite." So I said, "OK, we'll do it ourselves." I raised some money, went to the silversmith downtown—I couldn't afford the rings that they normally make—but the silversmith made silver rings with lapis lazuli stones, blue for KU and inscribed the sport and the year. And then I would give them to Seniors. I think it lasted two or three years. By then, whoever was up there, got embarrassed.

The students—and this is so interesting—the women, some of them, had no idea what it took to provide them with rings. I remember one came, I think it was from swimming, came into my office and she said, "I understand you have a ring for me." I gave her the ring and she was out the door. She had no idea! But you know, it was because even the coaches wouldn't talk to the players or the athletes about how bad the situation was.

Once I was on the Athletic Board, we had just had a Title IX investigation; I think it had come through in '79. I think there were 23 separate items that were wrong, but we were found in compliance because we said we would be fixing them within 3 years. So once I was on the board, the first thing I did was, I said, "OK, I'd like us to evaluate if we have fixed it." Of course, I was not very much appreciated on that board! Never in my 13 years. I want you to know that even though I was always polite, I was never aggressive. The facts spoke for themselves.

At the same time you talk about an administration that's anchored in its own culture—that feels they don't have to make changes. Unless they have to do it, they won't do it. That's the way it was. They'd say we don't have enough money; the women are not bringing in any money so they can't expect any. Never mind what the law says.

(They didn't say that.) Every time, when I was in those board meetings, every time I would bring up an issue—maybe not every time, but whenever there was something—people wouldn't respond to what I said, until I said, "Do you recognize that whatever comment I make nobody is ever responding?" By the way, that happened in the Business School assembly as well; the male colleagues didn't do it intentionally. In Athletics they did. Because they knew if they were to respond, something would have had to happen.

I still remember Chuck Woodling. I had so much information, but he never would interview me and ask me. He would always go to the Athletic Director afterwards, or to other members. And I thought, boy, if you only knew what you are doing! He was biased against women in most of his reporting even though he was the father of daughters and should have understood what was happening.

Anyway it was a hard life. When I'm thinking about it now, I'm glad I did it. Some of the women's coaches, I think, felt some backing, as you say. They appreciated that there was somebody else maybe looking out for them. If they were to fight too aggressively, it was their job that was on the line. Not to mention that it was their athletes that would be suffering. But....

Kelly: Some of them were men. Even though they wanted their team to do it, they might expect that the women wouldn't be quite....

Mai-Dalton: Right. That's absolutely right. I think the exception was Bob Lockwood. Bob Lockwood was wonderful. He was pretty straight in saying what the situation was. And he was a good coach in terms of looking out for his...

Kelly: He was gymnastics.

Mai-Dalton: He was gymnastics and at some point he also was the volleyball coach, later on. That was a difficult situation. Sometimes, goodness, when I think about it…

I tried to raise money. One way was phonathons and we needed the telephones in the Athletics Department. I had somebody from Endowment who was sympathetic, come to train people who would be on the phone. I don't know if you ever were there. I said to people in Athletics, "If you want to send other people who would also be fundraisers feel free to bring them in and let them learn what to do." So we set that up. Then we had the fundraising. I remember the first time, first night or whatever it was, we raised $824 on the phones. That's not a lot of money. This was fundraising for Women's Basketball at that time. I think the track coach had left and Gary Kempf was the swimming coach. I didn't have much of a relationship; I think Gary was afraid to speak up, always. Coach Washington would always fight.

Kelly: I remember once when she was going out the door, we'd been working like crazy getting all the materials she had to have as she was going to a meeting with the Chancellor and I said, "OK, Marian, go fight!" And she said, "Well, I'd like to, but I think I'd better just lean real hard."

Mai-Dalton: That's exactly what she had to do. But she did lean. And lots of them didn't. After this fundraising thing—this was another time—when she left for a tournament, just getting out the door, she got a letter from the Athletic Director saying that the money that had been raised would be applied to her budget which had a negative balance. And of course it had a negative balance because it was so low it didn't even include the annual meeting of the coaches, the NCAA meeting which every Div. I coach had to attend.

I was outraged. Here we had done all this work and this man just takes it all away and thinks he can get away with it. Not only that, but he essentially gives this to the Coach like a hook in the stomach just before she has to perform in a major tournament. So I called the Chancellor. And I said, "You know, this isn't right. This shouldn't be happening." The Chancellor (this was not Hemenway)…

Kelly: Archie Dykes?

Mai-Dalton: No, Chancellor Budig. But the Chancellor, I think, understood. People know what is fair and what you can and cannot do. And he knew. Even though the Athletic Director was his friend, in fact he was his mentor before he had become the Athletic Director, he had to set this right. So I had a phone call from the Athletic Director saying, "Well, he was just at a basketball game of his son's and he'd had this call from the Chancellor and this was a misunderstanding." We both knew it wasn't. But anyway, that's the kind of incidents we had to fight.

At some time, there was a rumor going around that Coach Washington was going to be fired. I went to the Chancellor—no, I went to the Athletic Director—and I said, "This makes no sense. Look at all of these coaches that have been less successful. You have to give somebody in a down year a chance." We're not talking the last two or three years, we're talking 'way before then. Again, because I was on the Board and I think they were worried about publicity…. That's something, the publicity, I never pulled. I could have gone public; but I knew once I'd take that step they would be more hostile, officially hostile, overtly hostile.

Kelly: You did write some wonderful letters to the editor on the part of Women's athletics.

Mai-Dalton: Yes. But always, as you probably remember, I tried to be fair, and I always let the facts speak. I might be passionate about something but fairness is more important than a given person or sport or issue. It has always been. I'd be defending people who are angry with me if I think that they are being treated unfairly.

Kelly: Well, I think your support and your open support of Women's Athletics helped a great deal with publicity and such. We were doing well, many times, but we got no notice.

Mai-Dalton: You remember I started the KU Courtsiders. Then you wanted to call it the Booster Club, but I hated the word Booster, so I called it the support group. That was really wonderful because all of you were part of it, were enthusiastic. We did things that were kind. Coach Washington was so nice to the fans, and she would bend over backwards to do things that would make the fans happy. You remember we would take buses to Nebraska, to Columbia, to wherever. People were having a good time. Every time on the way back, Coach Washington would have her bus with the kids stop at an intermediate stop in our bus. We would be on the phone and we would talk. She would give us the tape of the game so we could be watching it in the bus on the way home. Then, we would all get together with the two buses and have a little break and then would be moving on. And you know what happened since Coach left, right?

Kelly: No.

Mai-Dalton: Oh my God. No sooner did the new coach come in—I wasn't told anything—I heard that a Booster Club called the Hardwood Club had been founded and the KU Courtsiders were no more. They took all of our records, all the remaining membership money, never let me know about it. As a matter of fact, they were not very

friendly when I would go to the last graduation banquet when Coach had left and the students I'd worked with were there. I said to myself, boy, how disrespectful and arrogant can you be. There were still some KU Courtsiders that were coming to the games, sitting on the other side, and never mixed with the new Club. Others, of course, joined up and are active in it.

It's a money game now. Like if you contribute a lot and you..... What's really missing now is the heart. Coach Washington meant it. She would hug her fans, she would do things for them and was kind and respectful —she meant it. It's all gone.

I'm still in touch with Lynn Pride. She is a high school coach now, and a counselor in another school, and I am following the careers of many of the other former players. Many are doing well. I still remember Tamecka Dixon when she was a freshman and I was working with her the first semester. She was in HDFL 160 or some class like this and it was finals time. I had seen the grade and I knew there was an opportunity to retake the final if you wanted to. So I called her early in the morning; she was not happy at all. I called her in the dorm and I said, "Tamecka, you can get an A if you retake this test." And I tell you that A made such a difference! She was brave enough. She took Spanish as her language choice for two years. You know lots of student athletes would not take a foreign language, but Tamecka did. Anyway, it was fascinating. It was fun.

Kelly: Well, it was certainly a very interesting period in my life being associated with that.

Mai-Dalton: What happened? When did you quit? Where did you go from there?

Kelly: Well, you see when we were absorbed into the Athletic Corporation—

Mai-Dalton: That's right. Coach Washington was the Athletics Director of all women's sports and then she had to decide if she wanted to be an administrator or full-time basketball coach. And she decided to be the Coach, right?

Kelly: They really didn't want us. They wanted to put us in The Athletic Corporation because it was too obvious what we didn't have when we were a Department of the University called Women's Athletics.

Mai-Dalton: That's right. They combined them.

Kelly: And so they combined us into that and I always say we didn't merge, we were submerged into the Athletic Corporation. I stayed on doing the scholarships for all of the sports. Then I was moved out of the Women's Athletics office and into other offices, ending up in the basement office. But that was my job, was scholarships.

Mai-Dalton: What years were those ?

Kelly: I can't remember when we became a part of the Corporation, but I retired in '88. It must have been in the early '80s, probably.

Kelly: Yes, I think it was only Women's Athletics when I was there a few more years. But we had a lot of fun. You remember the coach's room?

Mai-Dalton: Yes, you remember how tiny it all was?

Kelly: One long table and chairs that weren't left up permanently. You had to go put up your own folding chair and that became your office where you could deal with your athletes.

Mai-Dalton: I remember, she couldn't fit the team into the office part where they could get together.

Kelly: The basketball team would dress in the women's bathroom, and then bring their clothes down and they would put them around the sides of my office which was just a big extension of the room. Marian did have a small office. It was the one concession they made when they made her the director.

But there would be these little stashes of clothes all around my office and then after the game, they would get them and they would run through the snow, if that was what was happening, over to Robinson to shower. And visiting teams were put in that room in the annex to the fieldhouse on the ground floor—a media room or something, all windows along one side and visiting teams were put in there, and they had no shower facilities.

Mai-Dalton: Let me say something else which has been on my mind and which deals with student athletes. As I said, I've had the Multicultural Scholars Program for many years. I know what students can do. And many students who are African-American, Hispanic-American, and so on, are many times coming from schools that are not very well financed and therefore sometimes their educations aren't as good. Other times, they come from good places. But for some reason, people don't believe they can be excellent. Sometimes they do; I don't want to say that happens all the time.

But what really has bothered me, aside from the racial/ethnic background of certain student athletes, really what has bothered me is that in athletics, it seems to be that the first priority is to keep the students eligible. And to do that is to "dumb down" in terms of the risk you take with the classes you put them in. I've had, every once in a while, a student in my Multicultural Scholars program who was either a walk-on or a scholarship athlete. I know, of course, from Coach Washington, and the student athletes

that were all–scholarship student athletes, that they would be guided into math 002, never mind they had pre-calculus in High School. Frequently I would go and say, "You know, you've got to change this. You can never be in Business if you start in 002, because you take 002, 101, 115, 116, and it will take too long until you take accounting, statistics, etc.. It is so important to have student athletes get guidance in such a way that they can achieve up to their potential and, not only that, can reach above what they think their potential is. Eligibility is important, but it should be secondary. Usually it's not really eligibility that comes into play, if you take a bit of a risk and you give them the right guidance...

First, we had Coach Washington who would go with any major that the students and I and maybe the family decided was the right major. So as a result we had majors in journalism, in business. Yes, we had communications studies and African-American studies—many times minors. But the players had a good chance for a good life afterwards. That's even more important for the women athletes. It seems that many times the men are taken under the wings of donors and businesses much more readily.

Last time I looked—last year, was it, or two years ago—there was a proud announcement of the four seniors of women's basketball who had all graduated within four years. I know they're smart kids, but they graduated with majors that are unmarketable. All four had majors that are not particularly marketable. That's not a gift from the coach. I don't care how much scholarship money you give these kids, you are not giving them a future. It bothers me no end.

And every semester, every year, KU Athletics report a new GPA high—how much better we are doing. I did a study of football players who were African-American

and 50% of them had a below 2.0 GPA. There's no need for that. If they get the right guidance, the right mentoring, the right attention, it shouldn't happen that way. The problem is what happens many times, particularly with the minor sports. The kids get tutors, and the tutoring has to be scheduled, should be scheduled, in a way that is scheduled properly for the student's needs. In other words, they should come from school, if they can; too many times they have to go right to practice. Then they should eat. Everybody has to eat before they get back to study rather than not having had a break all day. Then they should be able to look at their notes, and then, if they need tutoring, they should go and see their tutors. Instead of coming from classes, going to tutoring, not even having had time to look at their material. In the spacing of the classes—should they have 4 or 5 classes in a row, or 4 and then....

Kelly: They have to do that so that they're available for practice.

Mai-Dalton: You can work these things out, but it takes some know-how and some understanding and some flexibility and I think that is missing. I tell you, if I had the directorship of this place, and all the money that goes in there, I would give some training to people so that they can consider all of that. And in such a way that they feel they have ownership of helping the student athletes.

Kelly: You know, we just use them, really.

Mai-Dalton: I think many times we do.

Kelly: What do you think about KU and the School of Business?

Mai-Dalton: I love KU. I really love KU, because of lots of good experiences I've had. I've had good colleagues in the School. Not all of them, but I would say most of them. I have very much enjoyed working with both the Provost's Office, when Dave

Schullenberger and Richard Lariviere were there. I very much enjoyed Chancellor Hemenway. I think he was fair; he was bright and capable; he understood the issues. He understood the issues, of course, because he had written his dissertation on Zora Neale Hurston. In other words, he knew about issues of people of color. But I really am glad I was part of KU and its history.

In a way, it's in my nature to try to do the right thing and maybe if I'd been someplace else I would have had issues similar, or whatever. Kansas in general is a little bit too conservative for me. But on the other hand, I have friends who are conservative and I can see their side sometimes. Sometimes. It is what it is.

I think I'm glad it's a democracy where we live, even though sometimes it doesn't work.. Sometimes when I'm in Germany I sort of long for the system there, because you don't have this big difference between rich and poor, which bothers me in this country enormously.

Kelly: Is it getting worse?

Mai-Dalton: Yes, I think it's a tragedy for a rich country to have—it's inconceivable to me why it has to be that way.

Kelly: Oh, it doesn't have to be.

Mai-Dalton: Well, let's hope we get a change. President Obama is progress. I just hope they'll let him do his work.

Kelly: Thank you so much. It has been very interesting. I have known and enjoyed you for many years, and especially now. KU has a lot to be grateful for, for all that you have given.

Mai-Dalton: I'm not so sure. I think we have all given our own. You do, too. Even though you've been retired for a long time, you're still working. You're still contributing. I think it's just in our nature.

Kelly: I wouldn't want to do otherwise; neither would you.

Mai-Dalton: By the way, I love our new Dean.. Neeli Bendapudi was one of my students when I was director of the PhD program.

Kelly: Oh, really!

Mai-Dalton: I am so delighted that she and her husband are here. Good change, good ending.

Kelly: Thanks again, Renate.