

Adventures of a Million Miler:

**Four decades of professional work
in and out of academia**

(Draft 10-20-10)

Gary B. Hansen

Dedication

This memoir is dedicated to my loving wife and companion, Helen Ure Hansen, without whose continuing assistance, sacrifices and forbearance the professional activities carried out over four decades could not have been undertaken or successfully completed.

Preface

What started out to be an ordinary academic career some 40-plus years ago somehow turned out to be rather extraordinary. While I may have had the expectation of enjoying the pleasures and facing the challenges of teaching students in a slow paced insular academic environment located in a beautiful mountain valley setting in Northern Utah, it did not quite turn out that way. Instead, it turned out to be a much more challenging career that included extensive travel throughout America and abroad, and a wider variety of consulting and service opportunities, activities, people, places and experiences than I ever dreamed of, anticipated or, perhaps, even wanted.

My professional career included traveling to most of the 50 states in the United States of America, and some 40 foreign countries in North America, Europe and Asia. In the decade of the 1990s alone, my consulting travels included frequent trips to Washington, D.C., 18 trips to Geneva, Switzerland, two trips to Tokyo, one trip to Beijing, 5 trips to Bangkok, one trip to Kathmandu, Nepal, one trip to Kiev, Ukraine, one trip to Aarhus, Denmark, two trips to Berlin, one trip to New Delhi, India, one trip to Dakka, Bangladesh, one trip to Turin, Italy, two trips to Skopje, Macedonia, 17 trips to Poland, 6 trips to Bulgaria, 11 trips to Hungary, and 8 trips to Romania. As a result, I accumulated over 1 million frequent flyer miles on Delta Airlines, and thousands of miles on a dozen other airlines. So, I believe the title of this memoir is both accurate and appropriate.

In looking back over my professional career from the vantage point of hindsight, it truly represents the “adventures of a million miler,” and included a wide variety of sights, sounds, smells and tastes, plus the opportunities and challenges of working with many different individuals, communities, types of officials, governments and cultures in a variety of countries and environments throughout the world. I believe that it also included the satisfaction of making a difference in *some* people’s lives, and the sadness of being unable to meet every need or expectation of loved ones, family members, friends, professional colleagues and clients. Nevertheless, this is my story.

The research and writing of this memoir has been very difficult and time consuming, covering several years of preparation before even commencing the writing. The process required going through thousands of pages of documents and correspondence spanning nearly 50 years. Organizing the material and writing the various chapters was equally daunting. I am deeply indebted to a number of wonderful and very competent people with whom I worked professionally and who contributed their time and talents to make the many projects included in this memoir successful, and for their help to me while carrying out this project, either by reading draft chapters, correcting some obvious errors, adding insights or information that I did not have or had forgotten, and providing encouragement to complete the project. Among those who deserve special credit and my enduring thanks for their friendship and assistance over the years covered in this memoir, or who were directly involved in some of the projects discussed, or in my professional development. These include Leonard J. Arrington, Reed R. Durtschi, John R. Cragun, Marion T. Bentley, Maria Heidkamp Kopits, James Perlmutter, Virginia Stacy, Sydney Smith Heimbrock, Gedeon Werner, Jane Daly, Garth L. Mangum, and R. Thayne Robson. Most important of all has been my wife Helen, who not only endured the difficulties and hardship my

work imposed on her and our family, she also read the entire manuscript, painful as it may have been, and made many suggestions and editorial contributions. I am also indebted to my daughter Karen, who spent many hours designing the Internet website that makes it possible for others to read parts of this memoir.

My experience in writing this memoir reminds me of what my cousin Wilford R. Gardner told me about how he felt when writing his memoir “A Fair to Middlin Physicist,” completed in May 2009. He said that he felt like he had a tiger by the tale, and that if he let go before it was finished, something bad might happen. I, too, have had some of the same feelings, trying to write my memoir.

Gary B. Hansen
Harrisville, Utah
January 21, 2011

Table of Contents

Chapter

1. Introduction
2. Efforts to enlarge USU's land-grant mission
3. Promoting worker cooperatives and employee ownership
4. Introducing American LMR concepts in Poland and Hungary
5. Writing a "community economic renewal guide" and testing it in Hungary
6. Conceptualizing the "USDOL Adjustment model" and using it in Romania, Bulgaria, Macedonia and Ukraine
7. The challenges of designing a project to assist displaced coal miners in Poland
8. Consulting work in Asia for the ILO, ADB and UNDP
9. My last consulting jobs

APPENDICES (Available through the links in the Introduction section of this website at: <http://www.garybhansen.com/>)

A. My Top Twenty-five: A Sampler

B. A selected list of papers, publications and speeches by Gary B. Hansen

Chapter 1

(12-31-2010)

Introduction

In the late fall of 1961, after a four year absence from my home in North Ogden to engage in military and church service, I returned from Great Britain and went to Logan to take a class or two at Utah State University and find some work to help defray my expenses. Fortunately, I was able to find employment working as a research assistant to Professor Leonard J. Arrington, one of my former professors while I had been an undergraduate at USU. I had originally planned to start a graduate program at Cornell University in the fall of 1962, but the death of my father on May 2, 1962, resulted in a decision to remain at USU for a year to provide some assistance to my mother, if needed, and to obtain a master's degree in economics before going back East.

While doing research for Prof. Arrington on the history of the mining industry in Utah during the winter of 1961-62, he suggested that I apply for a University Research Fellowship. If I received one, I could use it to research and write my thesis – which could be a business history of the copper industry in Utah. I followed his advice, applied for the fellowship, and on March 28, 1962 I was notified that the USU Graduate School had awarded me a \$2000 University Research Fellowship to help finance my graduate program during the next academic year,

As it turned out, I worked for Dr. Arrington on his first major (U4) research project financed by the USU Research Council, “Studies in Utah economic history, mining...” and received his expert guidance when writing my master's thesis, entitled: “A Business History of the Copper Industry in Utah, 1860-1910.” With the considerable help of my wife Helen, who typed my thesis, and the encouragement and guidance of Prof. Arrington, I finished my master's thesis in time to be awarded an M.S. Degree in Economics from USU in June 1963.

During the summer of 1963, Prof. Arrington helped me to obtain two substantial publications based on my research for and with him: (1) a journal article on the Utah copper industry under my own name, “Industry of Destiny: Copper in Utah,” for publication in the centennial issue of the *Utah Historical Quarterly*,¹); and (2) co-authorship with him of a research monograph, *The Richest Hole on Earth A History of the Bingham Copper Mine*,² also based largely on my thesis research. That document was the first USU monograph to be co-authored by a faculty member and graduate student, and it was subsequently reprinted in 1969 as a result of the demand for copies. It also received favorable reviews in the local and regional media. I have always felt that those early publications gave me a good start professionally and provided me with a leg up when I went to Cornell.

From Prof. Arrington, I not only learned how to conduct historical economic research, master the basics of how to write professional journal articles and monographs, but most importantly, I absorbed his philosophy of what the role of an academic-teacher-scholar should

be. A number of other graduate students also benefited greatly from Prof. Arrington's mentoring and encouragement to become successful professionals in a variety of fields.

In the fall of 1962 I applied for admission to the Graduate School at Cornell University to work on a Ph.D. in the New York State School of Industrial and Labor Relations beginning in the fall of 1963, and was subsequently accepted and awarded a graduate assistantship to help finance our stay in Ithaca.

During our first two years at Cornell I worked 20 hours a week for several different professors (Emil Mesics and Milton Konvitz). Once I decided on my program of study, I was assigned to work as a graduate assistant for Professor Felician Foltman, who became my advisor and thesis director. I was most interested in manpower and human resource policy development, and especially public manpower policy. Prof. Foltman was also interested in these topics, and he was conducting research on several projects that were of considerable interest to me, including the closure of Wickwire, the Colorado Fuel & Iron plant in Buffalo. So it was a good fit.

After two years of Ph.D. coursework, I was interested in seeing if the British apprenticeship and industrial training approach could be used to revitalize the American system of apprenticeship and industrial training, which was then languishing. So in the fall of 1964, I submitted a proposal to the Board of Foreign Scholarships for a Fulbright award to go to Great Britain for a year and study their new national system of apprenticeship and industrial training created by the 1964 Industrial Training Act passed by Parliament. I hoped that topic might provide me with a suitable dissertation project plus I could take some classes that might be of interest to me. Earlier, I had hedged my bets by applying for a Rovensky fellowship to do an economic history project in the United States if the Fulbright did not come through. As it turned out, I was awarded both the Rovensky and the Fulbright, but chose the Fulbright. Unfortunately, I could not hold both, simultaneously.

April 26, 1965, I received a letter informing me that my proposal had been accepted and they had awarded me a Fulbright Scholarship to attend the London School of Economics (LSE). LSE was a first-rate educational institution. While the Fulbright was very prestigious, my Fulbright stipend did not equal the cost of living in London for a family. My award specified that I would receive a living allowance of 62 pounds sterling (about \$174 per month). To get by, I obtained a travel award from Cornell University (\$200) to help pay for Helen's and our young son Mark's boat tickets (\$317.75). I also took out an NDEA loan (\$2,200), and used some of my savings.

Before leaving for England, in September 1965, I used some of the skills that I had gained from working with Leonard Arrington to revise a term paper that I had written for a course at Cornell (taught by Professor F. W. Stutz, Dean of the School of Education) the previous term and submitted it to the *Comparative Education Review*. My article, "Separate but Equal: Some Myths and Realities of Secondary Education in Great Britain," was sent to the editor on June 22, 1965. It was accepted and published in their October 1965 issue. Later, a condensed version of this article was published in the *Education Digest*.

The Fulbright Commission scheduled us to travel from New York to Southampton on the SS United States on Sept. 10, 1965. But a maritime strike resulted in our sailing on the old and crowded Queen Elizabeth. Our tiny cabin was on "D" deck in the hold of the ship and the size of walk-in closet. After a week of travel in cramped accommodations we arrived in Southampton and eventually found a flat in which to live above a doctor's office in Finchley, North London.

In addition to taking a course or two at LSE each term, I began making contacts with various government agencies such as the Ministry of Labor, Youth Employment Service, and Association for Technical Institutions. My LSE advisors and others also gave me leads about the subject of my research and people knowledgeable about the new Industrial Training Act passed by in 1964, and in the early stages of implementation. During our sojourn in London, I was able to meet with and interview most of the leaders of the new Industrial Training Board Board system as well as officials of the nation's now renamed Department of Employment and other key players. I also collected a large amount of documents and information about the historical development of the British apprenticeship and industrial training system over the previous century. Fortunately, my Fulbright included a book allowance. Needless to say, I also spent a lot of time going through materials at the LSE library.

We spent a productive but financially pinched year in London, and then returned to New York in late September 1963, aboard the SS United States, in much better accommodations. During our stay in London and after our return to Ithaca we received three bits of very good news. First, the ILR School had awarded me a Research Fellowship in the School of Industrial and Labor Relations for the 1966-67 academic year, beginning September 16, 1966, and terminating June 15, 1967. My research fellowship made it possible for me to work on my dissertation project and take one or two additional courses during the year. Previously, I had to work 20 hours a week for a professor, allowing me less time to study and do any research or writing. Second, I no longer had to pass a language requirement since this requirement was ended; and third, I was eligible to receive monthly checks under the new GI bill that Congress passed in June 1966 because of my previous service in the U.S. Army. After two months of bureaucratic delays, New York Senator Robert F. Kennedy intervened on my behalf and in December 1966, I finally received my first GI Bill check covering the first three months.

Starting my academic career at Utah State University

In the fall of 1966, during my final year at Cornell University, I began looking for a job, and sent out a number of letters to universities that might have an opening for me, and also considered going to work for the U.S. Department of Labor in Washington D.C. In addition, I had a standing offer to come back to Utah State University (USU) and occupy the faculty position then held by Evan B. Murray, Head of the Economics Department, who was retiring on June 30, 1967. After considerable thought and weighing the alternatives, I decided to accept the USU offer.

It is noteworthy that I accepted the USU position without ever being formally interviewed. I guess they knew me well enough to hire me sight unseen even after the four-year interval since I had left Logan. But I had kept in touch by letter.

Evan Murray, the long-time department head, initiated my hiring before he retired. Reed Durtschi, who replaced him as Department Head shortly before I arrived, concluded the negotiations. In my correspondence with Professors Murray and Durtschi in the spring and early summer of 1967, it became clear that both Evan and Reed were primarily interested in providing staff to teach the needed courses. They both saw teaching as *the primary role* for faculty in Economics at USU; and research and writing as much less important. Since I came from a research-oriented Ph.D. program at Cornell and had cut my eye teeth conducting research and writing with and for Leonard Arrington when I had been at USU four years earlier working on a Masters Degree in Economics, I was much more interested in having a lower teaching load so that I would have time for serious research and writing.

I raised my concerns in correspondence with Leonard Arrington, who at the time was on a sabbatical at the Huntington Library in San Marino, California, and also in letters to Reed and Evan. Leonard replied by saying:

With respect to teaching load, those who show good research potential may have their load lightened by arrangement with the University Research Council, which finances part of their salary. Thus, the Research Council, if convinced of your superior research abilities, might have funds to place you on one-half, one third, or one-fourth research. This lessens your teaching by just that much. In addition they grant a fund to take care of special research costs.”³

Leonard’s answer reflected his own experience in receiving such funds for his research over the previous eight years. His reply offered me “a ray of hope” about the problem, but Evan’s response, while offering to find “a modest amount” of money to set aside as a research budget for me, was less encouraging. Evan had reiterated his previous position by saying, “We are...still of the opinion that teaching continues to be an important part of university work.”⁴

In his June 9, 1967 letter to me, Reed Durtschi, the new department head, outlined my teaching schedule for the first year as being three courses (9 credit hours) for Fall Quarter, 3 courses (13 credit hours) for Winter Quarter, and 2 courses (8 hours) for Spring Quarter. My recollection is that while I was not entirely happy about the proposed teaching load, especially the three courses fall quarter, that schedule is probably what I wound up teaching.⁵ My schedule for the coming years was quite similar to the first. After the merger of the economics and agricultural economics departments in 1969, things gradually changed as I was able to add new courses in the area of manpower development and training policy. Plus I soon began bringing serious money to USU through grants and contracts from the U.S. Department of Labor that helped reduce my heavy teaching load a little.⁶ Still, a review of my teaching schedules over the years suggests that my teaching load remained substantial throughout my entire academic career.

During my earlier correspondence with Evan Murray and Reed Durtschi, I had negotiated several things that I wanted to see happen. First, I would teach the labor courses that Evan Murray had taught in addition to teaching an introductory economics course. Since I had been involved in studying and learning about public manpower development and training policies and program issues at Cornell and LSE, I wanted to teach some of those courses at USU and conduct research on those topics. The courses that I acquired from Evan Murray included Econ 125, Collective Bargaining, Econ 126, Social Security, and Econ 127, Labor Law. Subsequently, I

dropped the Social Security course and added a labor history course (Econ 520) and several undergraduate and graduate labor/manpower economics courses to our curriculum.

August 14, 1967, we (my wife Helen and our two pre-school age children) packed our belongings and left Ithaca in our VW Squareback, pulling a small U-haul trailer behind, and began our long drive to Utah. August 19, we arrived at my mother's house in North Ogden. August 21-22 we apartment hunted in Logan and found a three-bedroom apartment to rent on the ground floor of an old two-story house at 368 E. Center Street. August 24 we moved to our new quarters, and began a whole new phase of our lives.

Becoming a junior faculty member and starting my first year of teaching at USU turned out to be very grueling, and my office accommodations were not much better than I had had at Cornell. Since the Economics Department, located on the third floor of Old Main, did not have any unused office space, I was given a cubicle in what had been a conference room on the second floor that was located in the Sociology Department. As I recall, my office mate at first, was sociologist Armand Mauss. It was not until the new Eccles Business Building was completed in 1970, that I obtained a real office of my own. When Leonard Arrington left USU in 1972 I inherited his desk, one that I kept until I retired in 1998. While it was well worn and had a fold-away tray for his typewriter, and it could have been replaced if I had chosen to get a new one, I decided to keep it. Leonard's desk served me well and gave me good vibes during the remainder of my academic career until 1998.

Preparing for and teaching seven courses that were new to me plus learning how to teach took almost all my time. Then too, I needed to continue working on my dissertation, which had not been completed when we arrived in Logan to begin teaching at USU in September 1967. Although I had written a 76 page document in April 1967 about the subject of my dissertation—Britain's 1964 Industrial Training Act—that had been subsequently published by the National Manpower Policy Task Force in August 1967,⁷ my dissertation was still a work in progress.

Fortunately, in the summer of 1968 I was able to obtain a \$13,000 grant from the U.S. Department of Labor to finance the additional research and writing of my dissertation. It provided sufficient funds to allow me to travel to Britain to conduct interviews and collect material and information about the implementation process of the new national training system and Industry Training Boards being created. This was necessary because we had left Great Britain in September 1966 to return to Cornell, and much had transpired since that time..

The work of researching and writing my dissertation was carried out while teaching at USU during the 1968 and 1969 academic years. It was completed and accepted by Cornell in the summer of 1970.⁸

Developing an academic philosophy

Although I spent most of my time learning how to teach during my first year or two at USU, I was clearly more attuned to Leonard Arrington's emphasis on scholarly research and writing, in addition to teaching, than to Evan Murray's and Reed Durtschi's complete emphasis on teaching and not undertaking any research or writing. Leonard Arrington had once told me

that he did his creative writing at home, and when he came to his office he used the time (in addition to teaching his classes and attending meetings, etc.) to edit his work while maintaining an open door to students or others.

Over time, my developing academic philosophy, in addition to including what I had learned from Leonard Arrington, came to reflect a small measure, but not all, of that acknowledged by several prominent academics that I had read about, especially John Kenneth Galbraith and Peter Drucker. In his memoirs, Galbraith talked about his teaching at Harvard. He said that when he was in his office he usually closed his door and concentrated on his research and writing instead of keeping the door open to spend time counseling students. He left that function to the Department Chair and others. This approach might have been possible at Harvard, but unfortunately, it was not possible or acceptable at USU.

In an article published in the Nov. 28, 2005, issue of *Business Week*, shortly after Peter Drucker's death, author John A. Byrne reported that Drucker had explained why he had combined teaching with consulting in his career. He said that he got his philosophy of combining teaching and consulting from the noted economist Joseph Schumpeter. When I read Byrne's cover story about Peter Drucker, something caught my attention and caused me to reflect on my own academic and consulting careers. According to Byrne, sometime around 1950 the famous economist Joseph Schumpeter, then teaching at Harvard, was reported by Peter Drucker as saying, "I know that it is not enough to be remembered for books and theories. One does not make a difference unless it is a difference in people's lives,"⁹ After hearing that, Peter Drucker began a career at the NYU Graduate School of Business and expanded his consulting work while continuing his life as a teacher and writer.

After the 1969 merger of the USU Economics and Agricultural Economics Departments, the department and college administrators became more congenial to research and consulting, and less congenial to those who were primarily teachers with little or no interest in research and writing. Furthermore, after the Economics and Agricultural Economics Departments were merged it became necessary to do research and obtain publications in order to advance in rank or obtain tenure. Because of my ability to obtain research grants and contracts, I was able to maintain a "reasonable" (by USU standards) teaching load for the next two decades, even though a financially strapped university like USU could not afford to treat its faculty like the Ivy League universities where the faculty taught one or at most two courses a semester and had time to be productive scholars without sacrificing their family and life outside the university.

Looking back at my own career, I think that I imbibed much of Arrington's interests in conducting research and writing along with teaching. I also had Galbraith's need for some solitude and fewer disruptions in order to focus on my research and writing. However, I followed Arrington's approach of doing most of the writing of my dissertation and other articles at home and editing some of my work while being accessible to students. I also embraced Drucker's interpretation of Schumpeter's wisdom about combining consulting with teaching throughout my career, to hopefully "make a difference in peoples' lives."

During my 31-year career as a faculty member at USU, and subsequent 6 years as an international consultant after retiring in 1998, I found considerable satisfaction as a teacher,

researcher and consultant. I don't think I was a natural born or master teacher, but I think that I was a competent and knowledgeable teacher like my mentor Leonard Arrington, even if not as well organized. The periodic letters of commendation I received from higher ups at USU for my teaching, based on student evaluations, suggest that I was a pretty good teacher. My greatest satisfaction as a teacher was in seeing, and perhaps inspiring, some very good students to go on to graduate school and preparing lots of good students to lead successful and productive careers after graduating from USU.

For nearly 35 years, beginning in 1968, I worked as a consultant to the U.S. Department of Labor, plus doing a considerable number of research and demonstration projects for them.¹⁰ As noted below, beginning in 1991 I worked extensively for over a decade for the International Labor Office and several other international organizations. The challenging nature, diversity and outcomes of much of this consulting work will be set out in the subsequent chapters of this memoir.

Adopting new ways of teaching students

Once I began to prepare suitable course outlines and lecture materials for my classes and to obtain or develop useful visual aids and simulations to make my teaching more interesting and the learning process for my students more productive, the job of teaching became more enjoyable for me and probably less tedious or burdensome for my students. I am proud that I introduced bargaining simulations using collective bargaining by objectives (CBO) into my collective bargaining classes in the 1970s in conjunction with Reed Richardson, a colleague at the University of Utah. Reed had developed this new systematic approach drawing on George Odiorne, the Dean of the UofU Business school's "Management By Objectives" (MBO) methodology. Reed and I, plus one of his graduate assistants, subsequently wrote a Teacher's guide for those who wanted to use Reed's book on the subject and his methodology.¹¹ In the 1980s, I also introduced interest-based negotiations (IBN) principles and simulations in my collective bargaining classes at USU. In fact, I was probably one of the first college teachers in the United States to use that innovative process, which had been developed and promoted by several of my friends in the USDOL's Bureau of Labor-Management Relations and Cooperative Programs. Our USU business and human resource graduates were well-trained with cutting edge negotiation skills. I think that would have pleased even Professor Evan Murray.

One of my important academic accomplishments, while a faculty member at USU, was to organize and launch a successful new Master's Degree in Human Resource Administration in the late 1970s. The story of why and how this innovative program was started is presented in Chapter 2.

During my 31 years at USU, I had many good students and some outstanding students who went on to have successful careers. While there were far too many to name individually, such a list would include Steve Milovich, a young man from Price who started out working for U.S. Steel in Industrial Relations at their steel mill in Geneva, Utah. After obtaining a B.S. in Economics in 1979, Steve went on to become an executive for PepsiCo and a Senior Vice President of Human Resources for The Walt Disney Company/ABC Television Group and its 139,000 employees. Rulon Sheldon Ellett was the first student whose master's thesis I directed.

It was a study of the National Labor Relations Board in Utah and completed in 1968. After graduating from USU he went to work at Kennecott Copper in their Industrial Relations Department. John Corey, who wrote a master's thesis under my direction in 1970 on manpower services and training by employers in Utah, went on to obtain a Ph.D., and later became a Vice President at Armco Steel Company after working some years as an economic analyst for the CIA. Among the outstanding women students were Rosemary Laufenberg and Judy Robinette, two burned out social workers from Idaho who came to USU as part of a career change. After receiving MSS degrees in HRA, they went on to become successful business women and entrepreneurs.

Foreign students I remember included several from the Philippines: Leonisa Cuyao, a bright young woman who obtained a master's degree in HRA at USU, and later became an executive for the Philippines Long Distance Telephone Company. Jamie Agbayani, a master's student in Economics, became a successful professor and researcher at a technical university in the Philippines. Joe Cruz, who attended a 10-week short course in manpower planning we offered, worked for the Philippines National Manpower and Youth Council at one of its training centers. Atef Nassar, an Egyptian national, who came on an ILO-financed 10-week course from Cairo and felt like he had been dropped off the face of the earth by being sent to Logan, Utah. After a rocky start and seeking to be sent to a big city like New York, Atef came to like USU and Cache Valley so much that he eventually brought his wife and family to Logan and obtained a master's degree. Andras Hidalgo, a master's student from Ecuador whose father was a Justice of their Supreme Court, wrote his thesis on the Mondragon system of worker cooperatives after going to Spain to study that cooperative system at close range. Although he later became a successful businessman and international banker, he demonstrated his idealism and used some of the ideas he learned when writing his thesis by helping to start a worker cooperative in Quito.

Other memorable graduate students whose theses I directed included Mark Randle, who wrote a thesis on the apprenticeship system in Utah. Thomas Fritts and Richard Davidson, who wrote master's theses on what happened to displaced workers laid off when several lead, zinc, silver mines in Utah closed down. Mark H. Skidmore, after working on a number of displaced worker projects, helped me conduct a demonstration project on whether it would be possible to develop a British style group apprenticeship program in the Box Elder, Cache and Rich region of Northern Utah. It was a successful project, but no one was willing to fund that type of program on a permanent basis. Cindy Durtschi, Prof. Reed R. Durtschi's oldest daughter, worked for us on our dislocated worker demonstration project. Later, she obtained an MBA at UNLV and a Ph.D. in Accounting at the University of Arizona. After teaching several years at Florida State University, she became a highly regarded forensic accounting professor at USU, and in 2008 she took a faculty position at DePaul University in Chicago at a substantial increase in salary.

My teaching, research and writing career at USU and beyond, while perhaps not as extensive as my mentor Leonard Arrington's, was respectable, and from my perspective, reasonably significant. As described in subsequent chapters of this memoir and in the selected bibliography of my publications, papers and speeches included in the Appendix, my body of research and consulting work included a number of projects and activities with national and even international implications. I am quite proud of my efforts and accomplishments even though

most of them focused on addressing specific problems and public policy issues. The range of my activities included:

- Helping design and implement displaced worker adjustment programs in America and in Romania, Poland and several other Central and Eastern European countries,
- Introducing and promoting productivity and quality of work life programs to employers in Utah and the Intermountain region,
- Facilitating the introduction of western style labor-management relations in Poland and Hungary,
- Training national and local government officials and community leaders to use local economic development planning and job creation concepts in many of the former communist countries in Central and Eastern Europe after the fall of communism,
- Helping assess the need for and design productivity improvement and vocational training systems in Nepal and Bangladesh,
- Generating jobs and income for poor and unemployed workers through organizing worker cooperatives in America and Southeast Asia, and
- Promoting employee ownership through ESOPs in America.

During my 31 year career at USU, I also worked as a consultant for a number of state governments and private enterprises during the 1970s and 1980s, primarily for the United States Department of Labor (USDOL). In the 1990s, I did consulting work internationally for the International Labor Office in Geneva, Switzerland, the Asian Development Bank, World Bank, USAID, and the USDOL's Office of Foreign Relations. After my retirement from USU in November 1998, I spent another six years as an international consultant with some of those same organizations before retiring my frequent flyer cards in 2004 after accruing well over one million miles.

Hopefully, through my teaching, research, writing, travel, consulting and speaking activities for 37 years, I was able to "make a difference in peoples' lives," not only in the United States, but perhaps also in a few other countries such as Great Britain, Ireland, Norway, Sweden, Austria, Italy, Turkey, Portugal, Philippines, Mexico, Canada, Germany, India, Bangladesh, Nepal, Thailand, China, Poland, Hungary, Romania, Bulgaria, Ukraine, Macedonia and Serbia. Because of my extensive travel, first domestically and then internationally, my various activities led to the title of my memoir: "Adventures of a Million Miler." Some of these activities will be discussed in the following eight chapters of this memoir.

Post retirement activities

In 2004, a medical diagnosis that determined I had acquired a serious muscle disease, Inclusion-body Myositis (IBM disease). I retired from my last two consulting jobs. During the next two years, with my wife's help, I began assembling and organizing the huge collection of correspondence and documents I had accumulated during the previous 40 years and in 2005 and 2006 donated over 150 boxes to the Archives and Special Collections Department at Utah State University.¹² I also began writing a few papers about some aspects of my personal and

professional life that I thought might be worth preserving for my children and grandchildren. Several of those papers have become chapters in this memoir and one of them became Part II of “A history of the USU Economics Department, 1888 to 2008.”¹³ The department history was completed in December 2010, and it was placed with the other materials in my collection in the USU Department of Special Collections and Archives.

In July 2008 my wife and I decided to downsize because my muscle disease made it impossible for me to walk up and down stairs. We found and purchased a suitable “cottage” in an HOA community in Harrisville, Utah. On October 16, 2008, we moved to our cottage with no stairs “in the shadows of the everlasting hills” -- the mountains of my youth, especially Ben Lomond, Lewis and Mt. Ogden peaks. We also live closer to two of our daughters and their families, and one of my sisters and her husband.

The chapters that follow describe in greater detail some of the interesting places that I traveled to in the U.S. and abroad while making professional presentations, attending meetings, and doing consulting work. They also identify some of the interesting people that I met and worked with, and discuss the challenging work that I was engaged in as part of my 37 year professional career as a teacher, scholar, consultant and public servant. Hopefully, through these various activities I have “made a difference in some people’s lives.”

Endnotes

¹ Summer 1963, Vol. 3, pp. 262-280.

² Logan: Utah State University, October 1963.

³ March 6, 1967 letter from LJA to GBH,

⁴ Mid-March 1967 draft of letter from GBH to LJA

⁵ June 9, 1967 letter from RRD to GBH

⁶ I received my first grant (\$13,000) in 1968 from the Manpower Administration, U.S. Department of Labor, to work on my dissertation project on the new British Industrial Training Board system created in the 1964 Industrial Training Act. I wrote a 50 page document (of what would be in my dissertation when it was finished) for publication by the National Manpower Task Force even before writing the dissertation itself. A summary of my dissertation was also included in a USDOL publication entitled “Baker’s Dozen.” I continued to work on projects funded by the USDOL until 2003, some 35 years later.

⁷ *Britain’s Industrial Training Act: Its History, Development, and Implications for America*. The National Manpower Policy Task Force: Washington, D.C., 1967, 76 pp. In October 1967 Pergamon Press in London signed an agreement to publish a British edition of this document in Great Britain, where it was subsequently published.

⁸ *Britain’s Industrial Training Act: A Case Study in the Development of Public Manpower Policy*. Ph.D. dissertation, Cornell University, September 1970. 2 Volumes, 851 Pages

⁹ Page 102

¹⁰ My relationship with the USDOL was such that I became an adjunct member of their team over the years. This relationship will become more evident when reading the chapters that follow.

¹¹ *Collective Bargaining by Objectives*

¹² The index to this collection, known as Mss 319, can be accessed on the Internet or by going to Google and typing in my name: Gary B. Hansen. The original donation was 149 boxes, but subsequently, several additional boxes have been donated to my collection.

¹³ *A History of the USU Economics Department, 1888-2008*, (with Leonard J. Arrington) June 15, 2010