Dr. Laurence McAneny, Professor Emeritus of Physics and Sciences Dean
Transcript of Interview for the 50th Anniversary of SIUE Oral History Project
Interviewed by Ellen Nore-Nordhauser
November 4th, 2005

Ellen Nore [EN]: This is Professor Ellen Nore. I'm interviewing Professor Larry McAneny from the Department of Physics. It's November 4th, 2005 [recording stops and starts again]. This is Ellen Nore and I'm interviewing Professor Larry McAneny and, it's Friday, November 4th, 2005, 9:00 in the morning. So um, I just asked...

Laurence McAneny [LM]: Oh.
EN: I just wrote down a few questions here. Normally I send them to people ahead of time, but I just opened my email yesterday from you so.

LM: Ah, Okay.

EN: And, so I asked just how did you come to be a physicist, and?
LM: Well, I was, uh, a Navy V-12 student in electrical engineering [paper ruffling sound]. And I joined the Navy right out of high school. Immediately.

EN: And what year was that?

LM: 19… [LM coughs], excuse me. 1943.

EN: Okay.

LM: I graduated from high school in June, and uh. The Navy sent me to the University of Kansas, where I arrived on July 1st [EN and LM laugh], 1943, and I was in an Electrical Engineering program. And um. So, I had eight semesters, bing, bing, bing, one after another. And uh, so at the age of uh, of 19 I [LM laughs], I graduated in Electrical Engineering. And uh, was commissioned Ensign, and shipped off to sea to recuperate [EN laughs] from all this.

EN: To sea, where?

LM: Um, well, across the Pacific.

EN: In the Pacific.

LM: I had two trips across the Pacific with the Navy.

EN: Okay.

LM: And um, I had decided, um, oh, along about what would have been my senior year in Electrical Engineering that I really didn't want to be an engineer. Um, what decided me was a thermodynamics book with all the formulas on page 8, and uh, uh, it was with the application of

those formulas. And I found that I was much more interested in um, uh how those formulas came to be that, then applying them to uh, [LM clears throat] engines and so forth. Ah, and my physics courses. I, I, I took an extra physics course or two as an elective. Um, what they used to call Atomic Physics, ah, in those days. Uh, and I found that much more interesting. And so, I had decided that I didn't want to work as an engineer. I wanted to switch to physics so uh, so I did. The ship came into San Francisco and, so I went over to Berkeley and, and uh, all I really wanted to do was to pick up the undergraduate courses in physics. And um, I had no idea, I, ya know, I wasn't very sophisticated; I had no idea of doing graduate work. And ah, so I went up and talked to them and uh...they said, "Ya know, what's, what's the point in getting another [Bachelor's Degree], ya know, you might as well work for a graduate degree." So I, I said, "Well, you know, okay. I guess I could." And that was about my first thought of uh, doing that.

EN: And this was in 1945, '46?

LM: This was in 1945.

EN: Okay.

LM: My Navy career was, uh, was certainly interesting. Ah, I got to Nagasaki [Japan] in the June, in June of 1945 um, toured the devastated area, which was an industrial area primarily. The Nagasaki, the town of Nagasaki was not badly, wasn't as in, in as bad a shape as Manila, for example. Um...but anyway, I, I uh, I went to Berkeley. There were all these famous physicists, of course uh, J. Robert Oppenheimer...

EN: Yes!

LM: ...had come back and, and um, the first so-called "department tea" I went to. Uh, I understood nothing but the articles and prepositions in the talk. Uh, [EN laughs] J. Robert Oppenheimer was uh, talking about the state of nuclear physics, and there were at least five Nobel prize winners sitting there in the front row, and uh, I was impressed [EN and LM laugh] and humbled and um... So uh, and I, but I learned, that the way one did a Ph.D. in, at Berkeley was to become a member of the team of some great man, and you had this project, and if you worked faithfully. Which often meant day and night, literally um, you were sublet a portion of the project to write up as your thesis and uh, I decided that wasn't, what I was interested in and uh. So I, I um, got my Master's and went back to the University of Kansas, where I could do a less spectacular, but uh, my own uh, project, so that was my story in physics. And um, so, by that time, I was married and had ah, one child. And ah, was 'bout to have another. And uh, I taught, after I'd finished my exams, ah, but had not finished the thesis. I uh, I went to work at uh, because of family concerns, I guess. I uh, I went to work teaching at Park College in Parkville, Missouri, a Pres... a small Presbyterian liberal, liberal arts college [LM clears throat]. I think I got a reasonable liberal arts education there, teaching there. And uh, uh, I finally ah, finished up my Ph.D. in 1957. And um, the person who had been registrar at Park College had been looking for another position, and he found, he somehow found, John Schnabel.

EN: Yes.

LM: He got on to uh, SIU. And uh. Um, he knew that they needed somebody in physics and ah, and realized that Park College was not paying hardly anything [EN and LM laugh]. Uh, and that I might be interested. So, I came out for an interview, and that's how I got to SIU.

EN: And this was in September?

LM: In the, actually, it was in the summer of uh, 1957. And uh, so, I really started a little bit early, I [LM coughs]. August actually of '57, and I had some things to prepare. It was, it was interesting of course because of, oh, I should mention that that George Arnold.

EN: Mm-hmm.

LM: Who you probably know, um, was part of the Carbondale physics faculty, and he came up when SIU took over the Shurtleff campus. And taught a physics course in the summer of 1957. So, he was really the first Physics person, although he was officially uh, Carbondale. And uh, at any rate, I, I started in August and preparing as well as I could [paper ruffling sound] for some laboratory experiments [EN laughs] in a general course and all, and uh.

EN: Well, what did you have? What kind of equipment did you have at Shurtleff? Compared to what you had seen, of course at Berkeley and at Kansas?

LM: Yeah, ah, we had a fantastic collection of junk. A lot of it was military surplus, which the Shurtleff physics prof. Um, whom I never met, but he must have been quite a character from what I've heard. Uh, Shurtleff was a Baptist school and he uh, decorated the walls of the area with Playboy pictures and... [EN laughs]

EN: Oh dear!

EN: ... and these Baptist ministers would come around and be horrified, but in terms of equipment, yeah, a lot of military surplus. And um, some very basic physics equipment uh, galvanometers and so forth. And uh, and so I met, spent my time devising experiments which could make use of what we had. Ah, the budget was pretty small, but it did enable us to get a few essentials. So um, so that was pretty much it. And then um, we did, did have some physics majors leftover from Shurtleff. And um, in addition to the general physics course, um, I taught ah, electricity and magnetism. A senior course uh, that year. And um, Eric Sturley, who had been hired to teach math but, but couldn't arrive until the uh, ah, second quarter, 'til January, left a vacancy, a kind of a hole in the math program. So I also taught differential equations that ah, first year. Which was all right I I.

EN: Did you use, when you're, when you're just coming in, you had been teaching these courses at the liberal arts at Park College.

LM: At Park College, yeah.

EN: Okay.

LM: It was strictly undergraduate, but I did teach it.

EN: Did you use a textbook too. Or did you design the course from scratch?

LM: All we had was the Carbondale catalog. So we we taught the courses all uh, from what it said in the Carbondale catalog. Um. Which of course, is like most catalogs pretty, pretty vague, so you could do about anything you wanted. Um, but you know, that was all right. I had a senior course in electricity and magnetism, and I taught ah, from that and from uh, differential equations course which, was a junior-senior course, I guess. So that, that worked out pretty well. Uh, I didn't have any, you know, tremendous problem with "This is unsuitable" or anything. It worked out alright.

EN: And so, you had, you really did have enough ah, equipment to teach the…?

LM: Well, yeah.

EN: The basics of physics.

LM: Well the, the undergraduate, the general physics lab was pretty lacking in things, and um. I, you know, I can't remember in detail what the, the equipment we had. We had some, some fairly common, fundamental stuff. And I, but I remember particularly ah, the lab had a number of um, wall galvanometers. I don't know whether you know them. What I mean by that.

EN: No.

LM: But they were, um. It's a basic current detecting device. It has a little magnet and a coil around it, which, which when you put a current, a tiny current, which is all it would take, uh through the coil. The coil would turn into a magnetic field. It had a mirror attached. And ah, shine a light on the mirror and then there was a big scale. You looked through a telescope and saw where the line the uh, was on the scale, and that was the galvanometer reading. But [LM coughs once] it was, I guess you'd call it, an electro-mechanical device because it, it had this fiber, which provided the, basically a spring mechanism and uh. From which the coil was suspended and uh. So, I could do mechanical experiments with with the galvanometer. So, I devised a number of experiments using those wall galvanometers that, that were only partially electrical: the mechanical properties, the time of osculation, the period of osculation, which was, you know, something we could measure. We had ah stopwatches and so on. And ah, so it was a lot of improvisation that first year.

EN: Well, uh, I wondered, as a physics, as a physicist in the 1950s, did you feel that you were kinda on the crest of the future? I I asked how did you feel as a young person?

LM: Well, uh...

EN: As a young person in the '50s.

LM: ...yeah there was a shortage at that time.

EN: Uh-huh.

LM: Which, which worked out well for me.

EN: I, I noticed...

LM: Probably wouldn't have been if there hadn't been [EN laughs] um, uh. My, my, my thesis was on uh, superconductivity. And uh, a theoretical thesis. So there wasn't much opportunity to do much with that. Ah, I had a, a friend from grad school in Kansas who was with the Von Braun group at Huntsville, Marshall Space Flight Center. And uh. So at ah vacation periods, I went down and as a consultant with NASA at Huntsville. It was also very interesting. They were, I got to be in the bunker when they were testing the uh, rocket engines and ah, with that for the Saturn project. I had cotton in my ears, but I, by man those engines were loud [EN laughs]. And ah, so it was interesting

EN: I noticed that you spoke in 1958 to the Alton Kiwanis about Sputnik. You probably don't remember.

LM: Oh! Yeah, yeah. Well, I, I learned a lot about um, the history of the space program. So, not much to do with SIU. But uh, but ah, you know uh, we had the International Geophysical Year I think it was called.

EN: Yes.

LM: When we were supposed to launch a satellite, which was 1957. And uh, [LM coughs] the Von Braun group was at Huntsville. And uh, the the uh, the "powers that be" in, in Washington did not want the German group to be the first ones to launch a satellite. Even though ah, the Von Braun group, they had uh, basically uh, the old V-2 rockets, and they could've have launched a satellite very readily, they had the, they had them. Um, but the order was given to the Navy, who didn't have anything. Uh, to launch the first satellite. And uh, the Von Braun group, you know I learned this because I was with my friend.

EN: Mm-hmm.

LM: Von Braun Group was, uh, forbidden to do anything relating to a satellite.

EN: Oh, I see.

LM: And um, but they did. They, they bootlegged it. In fact, they showed me, when the people from Washington came around, they showed me where they hid [LM laughs] the the satellite that they were building. And uh, the Navy *Vanguard* Project it was. Whether, I don't know if you remember any of that or not, but the Vanguards all blew up. They, they tried to laun-, they had grapefruit-sized uh…by what about October? September or October I don't remember which, but *Sputnik I* went up.

EN: Mm-hmm.

LM: And uh, the Vanguards had done nothing but explode. And they had a grapefruit-sized satellite which they wanted to launch, the Navy. Um, this hurts because I was somewhat partial to the Navy [EN & LM both laugh]. But um, the Vanguards blew up. They never launched anything. And Sputnik went up. And so ah, the United States was somewhat embarrassed. And they finally gave the order to the Von Braun group. Um, to go ahead with the satellite, and, of course, they accomplished it remarkably soon since they had the [EN laughs] had the, uh. So, in January of 1958, they, uh, launched *Explorer I,* I think it was called [paper ruffling sound]. So, there are some interesting stories about that too. It was an elongated satellite and they gave it some spin. They were thinking, like a rifle bullet, that since it was spinning, it would go around the earth in this fashion, always pointing in the same direction in space.

EN: Mm-hmm.

LM: And um, you know how a rifle bullet with its spinning.

EN: Yes! Yes.

LM: Conserves the angle of momentum and it just goes around. Uh, so they found, much to their surprise, that, that [the satellite] it began to wobble and very soon went into a flat spin as it went around the earth. And uh, this surpri-, all these high-powered people. German engineers and all these folks uh, they were surprised by this. And um. They, so they sat down and they realized that, using a little sophomore physics, that the uh, for their given angular momentum, which they gave it when they launched it. The lowest energy state is the flat spin.

EN: Mm-hmm.

LM: So, as it flexed and so forth, it would, it would lose energy. Flexing would cause heat and the heat would dissipate, so it lost energy. It went from a higher energy state, which is what it started to uh, the lowest energy state for that angle of momentum, sophomore physics [EN laughs softly]. Uh, which was a flat spin. So that, there were some stories, the hiding it. And ah, they also found with *Explorer I* [LM laughs]. That it uh, they had these recording stations downrange of Spain and some Canary Islands or someplace or so forth. And they launched it and um. These, my friend was part of the group that was supposed to calculate the orbit. And um, so they waited for the report to come in, and the time came for it to come in, and it didn't come in, and it didn't come in. And they began to say, "Okay, who's going to go tell the generals that uh, this thing flopped in the ocean and, uh, didn't go into orbit because the report didn't come in?" Finally, it came in. It came in late and uh. So, they could go ahead and calculate, and they didn't have to tell the generals. And um [LM laughs].

EN: These are great stories.

LM: Yeah. I thought it was. And it turned out that anybody who had anything to do with launching the rocket did not want their particular function to cause failure. So, they put a little more into it than they were required and said they did. So the thing is, it had more energy. It

went into a higher orbit uh, than they expected, and that was why the report came in late. But uh, I think these are kind of funny stories.

EN: Yes. Because people think of scientists and, and those kinds of activities particularly as cut and dried.

LM: Oh yeah, yeah.

EN: And everything predictable.

LM: It's supposed to work...

EN: Totally predictable.

LM: Supposed to work every time exactly...

EN: Yes, Yes.

LM. And uh, it isn't that way [EN and LM laugh.] They're just people. And um.

EN: Well, we can...

LM: Um, the German engineers were a bit of a problem.

EN: Were they people who had been picked up on Operation Paperclip?

LM: Yeah. Yeah. But the German engineers anyway I, one of the assignments I had down there was to study this flat spin. And once they learned that the flat spin was a normal state for an elongated satellite. Uh, for a spherical one, it wouldn't make any difference, but for an elongated one, flat spin was normal. They decided that they would um, make it go into the flat spin faster and dissipate energy by, uh, putting a partially filled with Mercury Taurus in the thing. Uh, a doughnut [with], partially filled with Mercury that would slosh. The sloshing would dissipate energy, and uh, it would go into the flat spin faster, and all the instrumentation, such as it was in those days, was designed for the flat spin. So Explorer 11 had this doughnut, and it took a month to go into the flat spin [LM and EN laugh].

EN: That's horrible.

LM: Whereas Explorer 1 went in right away and one of, one of the things I was supposed to do was to figure out why it didn't. And uh, the mechanics of the doughnut was such that it didn't slosh. And um.

EN: Did you figure it out?

LM: Yeah. I figured out that's, that's why it didn't go in. But, the German engineers didn't agree with that. Ah, they said it was because there was a tape-recorder run by battery in there, and

every time some energy went out, the tape recorder battery put the energy back in. Well it, it was easy, again, sophomore physics to know that it it could only put in a fraction, a small fraction of the energy that was lost. So, it was the non-sloshing effect on the doughnut that got them. Anyway, it was fun. The German engineers were good with rockets. But their general physics wasn't any better than other people's. But they were hard to get along with.

EN: So it sounds like you were...you lived in two worlds. You had a world where, where you jumped in and did the science with these people, and then you had a world here where you were a teacher and faculty leader and.

LM: Yeah, yeah. Yeah. Well, the, I'm I'm probably exaggerating what I did at, at Huntsville. Um, mainly it was these stories are what were told me.

EN: Oh [EN laughs].

LM: Because Explorer 1 was already up there and.

EN: Yes.

LM: You know, this was past history that I learned by being there so, but I had no role in it. Launching that.

EN: But you did work on the *Explorer 11*?

LM: Yes.

EN: Uh-huh.

LM: Yes, I did in particular.

EN: And when was *Explorer 11* launched? Was that 1959 or '60? I don't know, I...

LM: I don't know either, it must've I don't have a very good, uh, timeline.

EN: That's okay.

LM: Oh, I have a terrible built-in timeline, so.

EN: Well, I was going to ask you about your experience at SIUE and anything you want to say. I said your overview of it or.

LM: Okay. Well, I came. And I liked the. I decided that I was really much more interested in um, teaching and the academic side of it than I was in, in research. I knew it would, by taking this job that it would uh, not be the greatest research opportunity in the world. But uh, particularly since I was ya know one person. And ah, but the opportunity to build a program

from scratch uh, appealed to me. And uh, so that was important. The the head of the Alton Residence Center was a man named Baber, Eric yeah I think it was Eric Baber.

EN: Yes.

LM: Um. He, like, like Harold See, came from um, public education. And uh, which I had had no experience with, but I remember at the first faculty meeting, he handed out some papers, and then he read them to us. And I was sitting there squirming and thinking [EN laughs], "My God, I've made a terrible mistake. I can read. I, I don't need to be read to. [EN laughs]" Uh a, uh, that was kind of a low point. Um, and SIU hired uh, anyone from Shurtleff who had uh, a Ph.D. They hired 'em. Most of them were fine. Um, they hired a few who didn't but. But uh, they had, the, if the person had a Ph.D they hired 'em, and I remember they got some really bum ones. Um, and ah, I heard somebody teaching spelling [EN laughs] uh, down the hall from me. I would sit in my office. How is this person teaching spelling? Why is he? [EN laughs]. Uh, I thought it must be a person in Education class [EN laughs] teaching grade school teachers how to teach people to spell. And uh, I finally saw one of my physics students coming out of that class and I asked him what, you know what's going on, going on? What kind of a class is this? And he says, "It's psychology" [EN laughs]. And "What's the deal with the spelling?" "Oh, he likes spelling. And uh, it isn't enough if you have a spell a two-syllable word. You had to pause between syllab-, like spell 'Concord.' If you said c-o-n-c-o-r-d, no good [EN laughs]. It was 'con' pause 'cord' [EN and LM laugh]." And uh, I thought holy Moses, this guy's, this is Psychology? I remember I went up to see [Eric] Baber and says "You know, what going on here? This this doesn't sound like Psychology to me." And um, um, this person didn't stay around long. Doin' this and doin' that. I hated to blow the whistle on somebody [EN laughs], but but I figured if this school's going to amount to anything, I had to.

EN: Yes, right.

LM: Anyway, that was, so those were some of the negative early experiences. And um. Then, of course, being one of the new hired faculty members uh, and this being a new institution, I immediately got on, was on all sorts of committees. The basic um, you know Delyte Morris formed a big committee for the, you know, for the future of the campus and uh, so on. And uh. Some of the people, some of the faculty who had come from more conventional situations were, were thinking in terms of a conventional situation, and Delyte Morris was not. And I liked that, he um. You know, I very quickly realized that most of the universities in the United States had been liberal arts colleges. And then, particularly after the Civil War um, they found it appropriate to introduce professional schools. And so the mold of a university was a College of Arts and Sciences as a center and then a few professional schools established around it. And uh, that's what I had always experienced. Morris saw no reason why the historical model should be the appropriate one, and so he had this divisional structure. And uh. And ah, that frankly, that seemed very logical to me. I was, I guess, one of the few who was upset when uh, under Earl Lazerson, when we went to the conventional model. And I thought, ya know I thought some of the uh. Some of the reasons were silly for going to the conventional model. Uh, I think one of the big ones was that...by this time I was Dean of Sciences, and so I was acquainted with the the Deans and so forth. I thought one of the big problems was when they had a meeting of the Deans of Colleges of Arts and Sciences, they didn't know who should go. Should it be the Social

Science Dean, should it be the Humanities Dean, should it be the Fine Arts Dean? Uh, you know, and uh, anyway, I, I thought, I didn't agree with Morris on a lot of things, but I thought his, his [divisional] model made sense. I still think so, but uh, I obviously...

EN: Any other reasons...

LM: ...I've lost that battle.

EN: ...why you think it makes sense?

LM: Ah, yeah um. You you had a Dean who was directly concerned with a small number of people. You had chairpersons, but the number reporting to the Dean was very relatively small, and uh, and the Dean had some professional interest in all those subjects. Uh, whereas, when you have a Dean of Liberal Arts, you have how many dozen people reporting to him, which is not a good management scheme. That's one thing, and uh. So I thought, I thought it wasn't gonna be. Also, and ya know I lost on this one too. Um, I thought it made sense to have the pure, or academic, and applied segments of a subject kept closely related, like Sociology and Social Work, for example, or, or um, Physics and Math and Engineering, keeping these in relatively close contact with one another. And um...

EN: So how did...

LM: ...this could happen in the divisional scheme, so I thought it was a good one.

EN: How did you feel about the split of Science and Engineering in '83?
LM: Well, uh.

EN: Splitting of the school, the creation of a School of Engineering and a School of Science.

LM: Well again, I thought uh, that it would have been better to keep Engineering and Sciences together, but the Engineering Accreditation Associations did not think so. And um, so I was, I had, I had sort of mixed feelings. I had had a rather major stake in getting Engineering established here. That's, that's probably the biggest story I have ah, in my connection with SIU. I became um, well first I became um, an Assistant Dean of Academic Affairs under Bill Going um, '63, I think it was. And then, ah, by 1966, with [Robert] MacVicar in charge of the academic program um, I became Dean of the School. I think when I was appointed, it was still a Division, but it soon became School of Science and Technology.

EN: Mm-hmm.

LM: But technology was [knocking sound], was forbidden. Um, or that is, ah, Engineering was forbidden. The um, State Board of Higher Education was pretty well controlled by University of Illinois people. And ah, the University of Illinois opposed other state engineering schools uh, being allowed to exist. Because the other state institutions were uh, had been, in the previous, in recent history, schools of education.Teaching schools, whatever you call 'em. And um, the U of I Science of Engineering people, Science people did not want to see um, engineering schools with

uh, teacher's college standards, which were, really were lower. And uh, it was the University of Illinois and the Seven Dwarfs. [En laughs] Um, and um, so, there was a great deal of opposition, to ah, on the part of the State Board of Higher Education, to um, allowing engineering schools to develop. And um. Um, in fact I mean, again, I can't give the timeline properly. But um, probably in, I became Dean of Science, Sciences in '66 I think. And um, it was not more than a year after that I guess, '67 - '68 they started removing from the SIUE budget um, the amount of money that they figured we spent on Applied Science, which was what we called our budding engineering program. To discourage us from doing that. And um, so I, I remember many conversations with the Higher Board Staff um. About [paper rustling] how engineering wasn't um, as expensive as it used to be, and that the SIUE had never been a teachers' college. Did not have teacher's college standards. Um, the the traditional model, well, my engineering at the University of Kansas for example. Um, had a hydraulics lab in which we had great big pumps and pipes and like a pool that the water would go into, all that stuff ya know. And then in the Electrical Engineering labs, we had monstrous motor-generator sets and, and, which we ran on synchronous motors and uh, induction motors and all sorts of, the big stuff. And um, I figured a modern engineering program would not have any of that monster stuff and everything. Miniaturization was beginning right in the, I think it was by myself miniaturization in science and engineering was, was well underway and was certainly the trend. And um, so I, I tried to convince them that they were thinking of engineering at the U of I and Northwestern and, and places like Kansas where I went. And uh, we're not talking about engineering like that. And they still didn't wanna do it and um, so it was the effort to the faculty, the students, the Board of Trustees. John Rendlemen when I went over when I found they were taking a this money out of our budget. Ya know, I went over to see John Rendlemen. "Hey, look what they're doing to us, what're we going to do?" He said, "We're going to keep on." [EN and LM both laugh] So, huh, so, that's what we did and. And ah, so, the credit really goes to all of those people. I thought I was uh, the, in the middle of the fight.

EN: Mm-hmm.

LM: But I, but it was the support of everybody from Rendlemen, to the students, to the faculty, to Board of Trustees that really won the, won the battle. And so the um, when the IBHE [Illinois Board of Higher Education] staff um, finally became cognizant of all of this, uh, they said, I remember them saying, "Okay, if you can get accredited in Engineering ah, we'll okay the program." And um, so, um we got our Engineering people arranging to have the accreditation team to come in and um, happily we got the maximum amount of accreditation they could give us, six years. And that the very first time they gave us a six years accreditation. Uh, that was the only good thing I remember about being Dean [EN and LM both laugh]. Being Dean [LM laughs] boy, when I was appointed uh, you know at the beginning of '66, uh, you know I thought, "Oh, that's a great honor." I felt really good about that. Wonderful, I was Dean, and then uh, I'm a slow learner. Took me about six weeks to discover that being a Dean is a rotten job. I mean, instead of doing what you want to do you're messing with budgets and, hearing complaints and uh, every faculty felt that all the other faculty were being favored instead of theirs and uh. And ah, ya know I thought, "Holy moly, what have I gotten into here?" [LM and EN laugh] Being Dean is no fun at all. Ah, the only thing that was fun, was the battle for engineering. And uh, I thoroughly enjoyed it. But.

EN: And s-, the uh, acreed-, accreditation came, I know I have a note on this. It was '69? Um.

LM: That sounds right, I, again I.

EN: I'm not sure either without...

LM: Maybe you can get a note from Engineering they'd probably know.

EN: No, I, I've got it written down somewhere, I've sort of followed this.

LM: Oh, okay. Okay.

EN: Um.

LM: Yeah, I, I think that that sounds right.

EN: Okay.

LM: And ah. So. Anyway, being a Dean, wearing a necktie [EN laughs] and all that. Oh, that was not my idea [EN and LM both laugh] of how I wanted to spend my life [EN and LM laugh] and uh.

EN: So how long were you Dean?

LM: I was Dean of, Sciences, uh, and Technology for 6 years. I stuck it out for 6 years which ah. I was very glad to be back too, for straight teaching after that. And Earl Lazerson was, Earl was amazing. He uh, I, I had made Earl Mathematics chairmen. And um [break in recording]. I thought he should be Dean. And ah, faculty uh, agreed with me so uh, so ah, when my six years was up I was. Ah, well, Earl was my recommendation and, and he did a good job. He was, of course, he didn't stay in it long when he became Provost.

EN: Yes.

LM: But um, he was a very efficient person. And the only thing I, I thought that was really terrible was appointing um, what was her name...as Provost.

EN: I now know her name. I didn't know, I never knew her, but her name was Barbara Teeters.

LM: Yeah, Barbara Teeters. He appointed Barbara Teeters as President [Teeters was appointed Provost, Earl Lazerson was President]. And I went on sabbatical on a, and came back and learned about the things that she had, you know, been doing. So, I went over. I'd, I'd had a very close relationship with Earl [Lazerson]. And you know, Friday afternoons when he was chairmen of math and uh, he and I and a couple of others would usually go over, have a drink of something and could. It was a place over the other side of, um, of 159 in Edwardsville. Can't remember the name of it, but we, we'd go have a drink or two. And then I. I, but I went to see him and ask him what the hell he was doing with appointing Barbara Teeters as Provost and uh. He would hardly listen to me. Uh, he just stood up.

EN: I, I well think for the historian that's the question. Was her appointment a mistake? Because she had gone to Michigan. I could see reasons why she would stand out in the pile to him.

LM: I guess.

EN: And then, Japanese a back-, uh, studies.

LM: Studies.

EN: And then he had been to China.

LM: Yeah, yep.

EN: And I could see that as him getting swept away, or did he, did he see her limitations, but decide that he would hire her to do what he had to do? I don't know. I mean...

LM: To take the heat.

EN: To take the heat because...

LM: Well generally, the faculty opinion of it, the mind too.

EN: Uh-huh.

LM: Um. 'Cause she took all of the heat. And, you know it was unbelievable. I, I thought I was the most inefficient person with paperwork in the world. Uh, but she was maybe worse than I am. And I dunno'.

EN: See, this is where...

LM: Judgement of...

EN: This is where I am in the boxes.

LM: Oh, okay [LM laughs].

EN: In my pursuit through the files.

LM: Aw, oh, okay. Yeah. Yeah. Well anyway, that was, that was a different story. I was with.

EN: I saw her evaluations from '83.

LM: Uh-huh.

EN: They're in the file. They're pit-, they're kind of hidden in the files.

LM: Oh.

EN: Where you wouldn't expect to look for, for them.

LM: Really?

EN: Yes, but they're, they're a huge, "very poor" almost in every category.

LM: Uh-huh.

EN: And this is quite soon after she was hired.

LM: Yeah.

EN: Either in '82 or '83.

LM: Well, it became obvious that uh. Well, a couple of things. She didn't, she didn't run things the way they've been run. Um. When uh, when I was a Dean. Um, you know, John Rendlemen was President. Um. There was a something called a Dean's conference, which included all the Deans and John Abbot, the librarian and so forth. And, we met every week, once a week. And we discussed university affairs.

EN: Mm-hmm.

LM: Of what was going on with the university, what the priorities were an, and uh, what the problems were and so forth. All univers-, so, so, when I said Engineering was the only good thing about being Dean I guess I was wrong because um, the other thing that was good was the Dean's Conference.

EN: Mm-hmm.

LM: Where, the Deans had a stake in the entire university, and what it was doing. And I, I ya know I found that um, pleasant operation. Um...and um. So, but that all changed. Eh, you know.

EN: Yes.

LM: By the time I was no longer Dean, the Dean's didn't have that role anymore. They, it was strictly a proprietary function. It was, of, you know, "The heck with the rest of the university, *my* organization needs this and this and this." Uh, anyway that. Certainly Teeters did not uh, seek any advice from [LM laughs] on the university on the, on the, what she should do as Provost from the other Deans, and um. Far as I could tell. I was no longer over with them. But she was very inefficient. Things wouldn't get done [thudding sound]. And uh, her judgment was not in-line I thought with academic uh, expectations. And ah, so, I was disappointed, with Earl on that respect. He was...he is I guess. ah, I haven't seen him in a long time. Well he's an extremely bright guy.

EN: Mm-hmm.

LM: And uh, and very capable.

EN: Mm-hmm.

LM: And uh, I remember being very pleased when he became President. And with the Teeters episode, uh, eh, it just went downhill.

EN: I haven't come to when, she is, she was VPNP for quite a long time.

LM: Yes, yes for a while.

EN: I haven't come to the end yet [EN laughs].

LM: Oh, wow. Wow I was pretty much of out of the loop at that time [LM laughs] I, I was another voice, crying in the wilderness [EN laughs].

EN: Well, going back to um, to John Rendlemen.

LM: Yeah, Um.

EN: Um. Did you, did you know, did you know him? I mean did.

LM: Yeah I kne...

EN: Did you know him before he became?

LM: I met him at at, some banquet in those early years there was quite a bit more interaction with Carbondale. And I remember I sat next to him at some banquet. That was, the first time I met him at Carbondale. Before he was up there, ya know he was legal counsel.

EN: Mm-hmm.

LM: For the university at the time and I remember talking to him. And I had heard that he had great political stature in Southern, far...

EN: Mm-hmm.

LM: ...Southern Illinois and so on. Uh, somewhat impressed with him . And those uh, going back a little bit to the early years uh. Ah, I, I don't suppose you, well I, I suppose you do have, pretty much the story on Harold See.

EN: Well, I don't know what *the* story is. I'd like to hear your version of it.

LM: Ah, okay, okay. So, we are goin' back here a little bit...

EN: That's fine.

LM: ...but uh, yeah. Okay, well, of course, when I was hired, Harold See was, was the big shot. Uh, he was uh, his office was in the Broadview Hotel [415 E. Broadway in East St. Louis, Illinois. Made a National Historic Landmark in 2013] And uh, and he was one the persons I interviewed for for the job and uh, that interviewed me I should say. Get my syntax right [EN laughs]. And ah, who was a pretty impressive guy. Ah, again struck me as being very efficient. he knew what he was about. And ah, I felt good about him being in charge, in contrast to [Eric] Baber Who was, who read to us. Ah, among other things. Ah, and there was a lot of ah, we had some good people that were hired initially. People like Bill Going. Who I think is one of the greatest people ever associated with this university. Um. And there was a lot of talk about how we didn't really expect that much in common with, uh, Carbondale. Uh, we're in a very different setting, and um. Um. And and anyway, uh. There were a lot of faculty talk about, uh, what this should be called? And should, should we have a different Board of Trustees, and so on. Um, there were people with influence who would come around, um. Um. Um. Er er... Names escape me a lot, uh. The the senator um, the bow tie.

EN: Oh, Paul Simon.

LM: Paul, Paul Simon. Paul Simon visited SIU very often in those early days. And he had the newspaper and he was in the state legislature when we started. Um, you know [paper ruffling sound] and ah, so a lot of us had expectations that we would be independent and uh. And Harold See ah, participated in this to a greater extent than he should've, at least I had that impression. He didn't knock it down at any rate.

EN: Mm-hmm.

LM: And uh, when Delyte Morris became fully aware of this, then all of a sudden, Harold See went to work and his key didn't fit the office door anymore.

EN: Mm-hmm.

LM: And uh, he was bounced. He, he didn't kowtow to the one man who, uh. Was his boss and uh, so. Nobody, Delyte Morris was very much a tyrant. He was smart. He had a lot of good ideas, and he did some things very very well.

EN: Mm-hmm.

LM: Particularly deal with the state politicians and so on. I'm sure you know about the story about Delyte how he would, he had some Quonset huts [half-circle steel buildings, initially used by the military in World War II for housing] on the campus at Carbondale?

EN: No, no, I've never heard of this.

LM: Well, he had Quonset huts down there. People were teaching. It was expanding rapidly right after the war [World War II] [LM coughs]. And he would get the state legislators down there and he would say "Look, see you know we're teaching in these terrible places. We need appropriations for buildings and so on." And he'd get the appropriations, and he'd build a building and then legislators would go down there, the Quonset huts were still there [EN laughs]. And then "Oh, well we're expanding so fast we need, we need more money." So, he [EN laughs], he was uh, an expert at uh. At the political process and uh. It took a long time to get rid of those Quonset huts [EN laughs]. I bet they served the university very well ya know. And his ideas I, I mentioned previously he had very different ideas for this campus. All the things that he thought that were wrong with Carbondale were not gonna be wrong with the situation up here. And he had, he was a communications person. He had uh, um. Very um, forward-looking I guess he would say, ideas about how uh, teaching should be done. When we were building the first few buildings one of them was a communications building.

EN: Mm-hmm.

LM: Of course and uh. The idea was that uh, that uh, there would be classrooms with just a, a monitor in there and uh, the prof would be lecturing in the basement of the communications building to several classrooms in different buildings. And the uh. he had the idea that uh, um. Classrooms would be, would not have permanent walls. They could change 'em within the ten minutes between classes I think he thought, um. And the big, big classes, small classes he had, more ideas about flexibility than were practical [LM coughs] and um. And of course, nobody went for his teaching by television stuff. It was tried [EN laughs softly]. It *was* tried.

EN: It was?

LM: And the labs in the Science Building was uh, his idea was that um, a lab would not be a physics lab or a chemistry lab or something it would be a science lab. And one period there would be first science in there, and another period there would be physics and then chemistry and all this would change from, from period to period. Which was ridiculous! You can imagine, ya know, a lab where people are [EN laughs] smashing rocks one hour and then you get in there the next with uh, some delicate electronic apparatus and uh, ya know it just wouldn't work. Ya' couldn't convince him. And uh.

EN: Was this tried when you first moved into the Science Building?

LM: The flexibility was supposed to be there. The walls were, displaceable. And um. It, I can't, I would say it never really worked out that way. Another way um, in building the campus uh. It was interesting we met a lot with Gyo Obata.

EN: Yes.

LM: And uh, who was, ya know, fine, but but then Morris and. Ya know, he would get the, the ideas from all the faculty, and his own ideas, and he would make a statistical average with giving everybody else's ideas a statistical weight of zero and his own [EN laughs] a statistical weight of one. He'd take an average [EN laughs]. And what'd ya know? Things were built the way he

wanted. Um, the labs in the basement of the Science Building. Uh, they wanted two doors. And uh, they wanted 'em far apart in the labs. Uh, and everybody in Science said "Look, we want, ya know, move some big equipment into some of these rooms. The doors should be at least be side-by-side and swing open." Ya know.

EN: Uh-huh.

LM: [unintelligible] No, they were all built with, with um, small doors, twenty feet apart, or whatever it was and uh. Um, and then we started to more into the building. We had some big equipment. They had tah literally, tear out the door frame and so forth and, to get some of that stuff in. So he some, some ideas that weren't so good. And when, when Harold See was uh, [paper ruffling sound] was fired because Harold See didn't have, um some ideas about the relative independence of the two campuses, uh. I think that was the main reason he found the locks changed [EN laughs]. Um, then uh, uh. Three of us. Eric Sturley and I and um, I can't think of the third person.

EN: Third person from Science?

LM: No.

EN: No.

LM: No, it was um, from um.

EN: Humanities?

LM: He from Humanities? Um, I think it was Sociology.

EN: Okay.

LM: Um, I'm sure you've run-

EN: Virgil Seymour?

LM: No, it wasn't Virgil. It was um [paper ruffling sound].

EN: Um, the guy, let's see.

LM: The guy that was here, and then he wasn't here.

EN: Hyman Frankel?

LM: Yeah, Hy Frankel.

EN: Okay [ruffling sound].

LM: Okay, yeah. Hy Frinkle I'm terrible at forgetting names.

EN: That's alright, you're wonderful really.

LM: And uh. So anyway, we were appointed uh, as a committee to assist the President in finding a replacement for Harold See. And um, that, this is a funny episode to have. So we met once with Morris in this house he has down there. Had, um, by the lake. And um. he had arranged to have visitance a quote-on-quote "candidate." Um, who was I think, at that time President of Pittsburgh State. College in Kansas; Pittsburgh Kansas.

EN: Oh, I thought you were going to say University of Wichita [EN laughs].

LM: No, no, no, no. No, it's, it's a small small uh, college in Kansas. And uh, so we were supposed to interview him, and then real sudden and all. And he wondered all who we were of course, and a man in physics and the man in math in particular. And what he did was try to recruit us to, to try to go to Pittsburgh State College in Kansas [EN laughs]. Uh, at least Eric and I. 'Cause he was short on mathematicians and physicists [EN laughs]. And uh, so that didn't work out too well. Um, then we had a, a second meeting that was scheduled, and that was just with Delyte Morris. And uh, he said, "Did any of you know Harold...Harold...Clarence Stevens?" Clarence Stevens. And um, none of us had met him [EN laughs]. So, Morris went on for, ya know, fifteen, twenty minutes talking about what a good man Clarence Stevens was. Of course, he was right, uh, Clarence was a very good man. Well, we'd never met him, and all we could do was nod, and so forth and uh. And uh, that was all that happened at that meeting, but a day or two later I read in the paper that uh. I guess in the *Post Dispatch* that Clarence Stevens was hired to head the [EN laughs] Edwardsville Campus.or whatever they were calling it at that time. Uh, was hired with the assistance of a faculty committee [EN laughs]. I remember that especially [LM and EN laugh]. And I, I got together with Eric [Sturley] and, and Hy Frankle and then, we just laughed and laughed at that it was [EN laughs] uh. I guess we could have been indignant, but uh, we thought it was hilarious and uh [LM laughs].

EN: So you had some close contact with Delyte Morris?

LM: Oh yes, yes. He he had um. Well, he had these committees to, in effect decide uh, something starting even before even the Edwardsville site had been selected. And he'd he'd meet with faculty and discuss with them. Um, he heard, he listened to all our ideas, and then he ya know, main-, mainly he just then went ahead and did what he wanted to do. He had his own ideas and, those like I say had a statistical weight uh, [EN laughs] that was much stronger than ours so [LM laughs].

EN: Do, do you think he really was listening? Or was he one of these people who isn't really listening or was he really listening?

LM: I had every impression that he was listening. And uh, that he was, he acted happy to have the input an you know [EN laughs] if he wasn't, he didn't show it. But when it came down to actually doing something, making a decision, it was. Ya know, sometimes we would all agree with him anyway. Like I say...

EN: Yes.

LM: ...the divisional setup, the idea of having a large amount of land and not having honky-tonk bars right at the edge of the campus and...

EN: Mm-hmm.

LM: And uh, he had a lot of great ideas. Like, and I, and uh. And he would, he would talk to people. He was interested, he was very interested in what was happening with NASA in Huntsville.

EN: Uh-huh.

LM: And uh, he interested uh. Ya know, he always liked boats. There's a marvelous story [of] Carbondale about the [EN laughs], would you, I don't know whether you know it or not. You ever heard?

EN: [No].

LM: About the um, minesweeper he bought.

EN: No.

LM: It was a minesweeper [EN laughs] uh, you'll have to get that from someone at Carbondale...

EN: Okay.

LM: I have that second hand. It had nothing to do with Edwardsville but uh, he bought a war-surplus minesweeper, and [EN laughs] eventually it sank.

EN: For Crab, Crabtree Lake down there or no?

LM: Huh? No, no, no, no. It had to come up the Mississippi River, from New Orleans I think.

EN: Okay [EN laughs].

LM: And uh, it was the head of um, Biology down there. Harvey Fisher I think his name was.

EN: Yes! He, I was going to ask you about him anyway.

LM: Yeah. Well, I...

EN: Because he's, he wrote a lot of memos. He met with your committee many many times.

LM: Yes, he did.

EN: Uh-huh.

LM: And um, he was pretty, pretty uh, smart guy, but he'd had a lot of naval experience in in, and i'd, i've been on a ship, but I, I didn't run the ship [EN laughs] and ah, but he did. He had, so, he was assigned to bring this ah. He given a line, a big line of credit by Morris, I don't think the university, to bring this minesweeper out, and just what Morris had in mind to do with it I'm not sure. But uh, anyway, Harvey Fisher went down to get the [EN laughs], the minesweeper with a few others. And they got it part-way up, and the engine copped out [paper rustling sound] and so they had to pull into one of the ports on the Mississippi between uh, New Orleans and, and ah, Carbondale. And they got the thing into port, and then there was a flood or something in the, the minesweeper was, had a wood hull [EN laughs]. And that, a big log came down the river, smashed into the hull, and it sank right at the dock [EN laughs]. But those, those are the basics of the story [EN laughs]. There are a lot of Delyte Morris stories. Ah, he was, he was quite a character. Um, Clarence Stevens came up. He was very good. And uh, and of course uh, I mentioned Bill Going.

EN: Yes.

LM: Bill Going um, was briefly, I guess when [Eric] Baber was fired after the first year. Uh, why um. If I remember correctly, Bill Going was in charge of the Alton Residence Center for a brief time. And uh. And then he became ah, when the East St. Louis Center was established. Uh, then he became Dean of Instruction as it was called. And in '63, ah, he asked me to be an assistant. He already had Bruce Thomas.

EN: Yeah.

LM: Oh, you wore out your pen.

EN: Yes, right.

LM: He had a, there was, he had Bruce Thomas of Sociology as an assistant, and the, um, he had an office on this side of Edwardsville site, by that time. And '63, he asked me to be an assistant that wouldn't mean giving up teaching I would, yeah. Assistant to the Dean of Instruction or something. And uh. So I decided I would do that while I had a great respect for Bill Going [paper rustling sound]. Still do. And uh, so I enjoyed working with him.

EN: You know I had, I have written down on ju-, that as of July 1st, 1960 you were head of the Math and Science Division?

LM: That was in '60?

EN: Uh-huh.

LM: Yeah, I guess. I guess I was, although that wasn't...

EN: No?

LM: ...a formal head I don't think.

EN: Okay [EN laughs].

LM: [LM coughs] I think it's just that I was, I had been there the longest.

EN: Uh-huh.

LM: By that time. And uh. Anyway, in '63 I went to uh, the Edwardsville campus part-time, still taught in Alton of course though.

EN: Uh-huh, so did you have an office then, at the Edwardsville campus...

LM: Yes, yes.

EN: ...in one of the tract houses?

LM: Yeah, in one of the houses, right.

EN: Uh-huh.

LM: One of the tract houses. And uh. Uh, so that was ah, that was pretty good and uh, um. So, John Glen [phonetic] became head of the, when, when Going became Dean of Instruction.

EN: Mm-hmm.

LM: I, I don't know how long he was head of the, Going was head of the Alton Residence Center. I think just one year.

EN: Mm-hmm.

LM: And uh, and then John Glen from Business.

EN: Mm-hmm.

LM: A professor of Business was made Head of Senate, and [LM laughs] there's another story in connection with that [EN laughs] um, God, I'm running on like crazy.

EN: That's alright!

LM: But um, there was, there was a faculty member, a younger faculty member. Who ah, who did something I. I forgot what it was. He got into trouble. He uh, ah ya know I don't even remember the details of the, of why he was in trouble. Again um, three of us were appointed to

[EN laughs] to investigate that situation and write a report. And uh, by by John Glen and uh, so we did and uh. We, we - it was Eric Stirling and I. Eric, and I seem to be on all of committees.

EN: Yes, that's what I noticed.

LM: And um, I, and I can't remember who the third person was or not. Well, when we, we investigated the situation, and when we wrote about as accurately as we could what we thought which had gone on and uh, and turned it in. But but the uh, or we, we thought we turned it in, but before we did I guess we gave a copy to this guy we were investigating [LM coughs], And then we were ready to turn it in. And we got called into John Glen's office an', and he was essentially saying goodbye to us for having written such a biased report and all this sort of stuff. We didn't know what he was talkin' about. So that it turned out that before we turned in our report, this guy who we were investigating [EN laughs] added about twice as much again. Uh, to the report and turned it in without making it clear that our report was this, and his [EN laughs] report was tacked onto it. But um, ya know essentially we went in there and, and uh, John Glen was saying goodbye to us and how it was nice to have known us and all of that.

EN: [EN laughs] Oh, dear!

LM: And ya know, here we didn't think that report was all that bad, ya know. Much in favor of the guy, whoever he was, versus the university. And uh, we, what's in the? The more we listened, the more we became confused because, uh, out of what we had presumably said in this report. Finally, we said, "May we see this report?"

EN: Yes [EN laughs].

LM: And so it turned out that we stayed on [EN laughs], it was the other guy, the guy we investigated did not very long. So, um. Working with Going as uh, when he was Dean of Instruction, and later I think they changed his title to Dean of Academic Affairs or something. And we, at some point needed a third person in the, in the office and we um, interviewed a few people and we brought, Jim Brown.

EN: Yes.

LM: Jim Brown into, so that was, we played a role in getting Jim into administration which he um, went onward and upward from there.

EN: Yes, right [EN laughs].

LM: And the rest of us pretty well got out. Um, anyway, then um, there came a time when um. Apparently, the, a lot of people in the state legislature and maybe even the State Higher Board I don't know who all was involved with this it was political. Uh, were going to separate the campuses. And uh, Delyte Morris reacted immediately to reorganize SIU. And he would, with one uni-, the keywords were *one university*. And we had then ah, academic affairs on both campuses.

EN: Mm-hmm.

LM: Um. And uh, um, business affairs on both campuses. And uh, I guess I don't know a physical plant or something like that, I don't know everything was, was organized uh, instead of this way, it was organized this way [EN laughs] [LM coughs]. And um, so Robert MacVicar was appointed Vice President for Academic Affairs, both campuses. And I remember, and [William] Going could not stand...

EN: Yes.

LM: Bill Going could not stand Robert MacVicar. I mean I, he thought he was crude and uh, etcetera, etcetera. He just, did not like him. There was a personality clash um, Going was here a Southern gentleman.

EN: Mm-hmm.

LM: MacVicar was oh, I don't know what he was. A very smart guy from Oklahoma, I guess. Uh, but they just didn't get along. So Going had, you know, asked to be reassigned. And um, so, MacVicar spent three days of the week in, of the workweek in Carbondale. Lived in Carbondale too, and about two days a week up here. And uh, the Academic Affairs office insisted on Bruce Thomas, [paper rustling sound over name] Jim Brown and myself.

EN: Mm-hmm.

LM: Ah, we, we called ourselves the "Three Stooges," and um. In fact, we gave MacVicar a Christmas card, a birthday card, or something where we had uh. We had ah, had our picture taken, the three of us with one of us covering our eyes, the other covering the ears, the other one covering the mouth.

EN: [EN laughs] Yes.

LM: The three monkeys.

EN: See no evil.

LM: Yeah.

EN: Hear no evil.

LM: Yeah...

EN: Speak no evil.

LM: Yeah [LM laughs] and uh, he thought, "Yeah!" We got a sense of humor. He thought that was delightful. Yeah, uh he had, but he, he was an extremely efficient um, Bruce and I and, and Jim Brown would work all week, and we'd have a stack of issues for him, and a stack of papers.

And when he'd come up, he'd sit down at his desk with the three of us gathered around and he'd [knocking sound] go through these papers and, literally dispose of these issues. Um, you know, consulting with us, but respond, and he'd do that at...it [LM laughs] seemed like about twenty minutes [EN laughs] and then he would be out and around the campus.

EN: Mm-hmm.

LM: And uh, so he, he, he was very good really, I'd, the the clash with Going was very much a personality thing. It wasn't 'cause they were both uh. You know, I thought great people, but they just didn't get along, and uh. So the the uh, the experience with MacVicar was, was interesting to say the least.

EN: And then then he, he was gone from the SIUE situation after the next reorganization? Was he?

LM: He, he left to become President of the University of Oregon State.

EN: Okay.

LM: Oregon State University.

EN: Okay. I have that written down.

LM: And he was President of Oregon State for, I think thirteen years, longer than anybody else had been.

EN: Mm-hmm.

LM: And uh, so he was a very successful President apparently. And uh, so. That was an experience. But he, he sa-, he said uh, ya know. He agreed that the splitting of the university that way was a, a peculiar thing I think he, ya know, he didn't really agree with it. He, he um. Uh. He said, “Three days a week I'm in charge of a residential university in a...with long, lot of buildings and so forth whatever else at Carbondale and then, two days a week I shift gears completely and I'm in charge of uh. Uh, what was then entirely a commuter campus."

EN: Mm-hmm.

LM: In a, in an urban, basically in an urban setting, urban attitude at least. And um, he says, "There is no connection between the two."

EN: Mm-hmm.

LM: The two jobs. So he didn't see this as lasting. Then the when the reorganization occurred, when, when uh, Delyte Morris felt safe [EN laughs]. That uh, they weren't going to take away half his institution um, then we had the reorganization where uh, John Rendlemen came up here. As uh.

EN: First as a Chancellor...

LM: I don't remember whether it was President or Chancellor. It switched every other week [EN laughs]. Um, between President and Chancellor. And um, I was at first a little hesitant, knowing the Rendlemen was, his background was law and uh. He had a JD [Juris Doctorate] which uh, he'd a call a doctor, but it wasn't quite an academic doctorate so, so I didn't know how he would work out, but he worked out very well actually. He was very good. He, John Rendlemen wanted to uh. He, he kept this Dean's Conference going.

EN: Mm-hmm.

LM: Um. Um. So, he was interacting with the academic I thought very, very well. Um [long pause].

EN: How did, do you remember how you felt when, when he became involved in, in the Delyte Morris house affair? Or with the Paul Powell [Illinois Secretary of State, 1965-1970]? Do you remember how you felt did, about it?

LM: Well, uh, yeah, I, I knew that uh, the, well. I didn't know too much out the house affair, the so-called "million-dollar house" it [State approved payment for the "Presidential" house, known as the “Stone House” using SIU overhead, or research funding, totaling $898,496.51].

EN: Well, he took the, he accepted responsibility for that with, with the Board of Trustees. He, he said that he he had given him bad advice.

LM: Oh, MacVicar did?

EN: No, Rendlemen.

LM: Oh, Rendlemen?

EN: Delyte, Delyte Morris.

LM: Rendlemen.

EN: Said publicly that it wasn't really his decision. It was John Rendlemen's decision.

LM: Oh, okay.

EN: And John Rendlemen was loyal and, and [EN laughs] said, "I gave him bad advice."

LM: That sounds like something John would do.

EN: Uh-huh.

LM: Um. He may have, but the, that, that house was a red herring. It was really designed to be a guest house. Now I'd been on by this time some State Committees...

EN: Yes.

LM: ...and so forth and, stayed in residences uh, Kellog Hall or something.

EN: Yes.

LM: Forget what it was at, ya know, at various places and, and uh.

EN: The University of Nebraska has one of those.

LM: Yeah, yeah, yeah. A number of places do, and that's what this was supposed to be, you know. And uh, the old Presidential House, uh Morris's on campus I'd, I'd been in that. Uh, I was on the General Studies Committee. Which is something else of interest I guess. Uh. Why Morris had us to dinner at this house, on the campus before the Million Dollar House. And the thing I remember about that was he had a squirrel. The squirrel was in the house [EN and LM both laugh], and he'd adopted the squirrel. And the squirrel was runnin' round ya know, jumpin' from uh ya know from this he'd jump from the top of that [EN laughs] bookcase to the top of this one over here. We were all sitting ya know, that was a very peculiar thing.

EN: Someone like me wonders if the squirrel used a litter box [EN laughs].

LM: I don't know [EN laughs]. I, we were there, and we all kind of wondered about that squirrel business [EN laughs], but Delyte was, he was, I guess you'd just he was an environmentalist, he'd like the outdoors.

EN: Yeah.

LM: And so on and, and uh. Million Dollar house was there because he had a lot of famous people come in and uh. Ya know um, Bucky [Buckminster] Fuller he had uh, uh, this astronomer was it, who was it? Uh. I don't know, but but he, from time-to-time he had. Ya know, famous guests and well-known guests and uh. The, the Million Dollar House I thought was a red herring I did, I didn't really blame Morris for that uh. Of course, some politicians are happy to get involved.

EN: Yes.

LM: But I, I didn't think that was all that bad um. Yeah, so.

EN: At any rate, I, I I'm interested in leadership. And um, and I'm interested, I am interested in John Rendlemen's time here, and his, the culture he fostered on the campus, and uh.

LM: I don't know anybody on the campus that didn't like John Rendlemen. Uh. I wasn't one of his poker-playing buddies, but you know I talked to him a lot. He made an effort to know the

faculty, know everybody that was, he had a flip of famous pictures of everybody, on the faculty, and not just on the faculty. The janitors and everything else you know. So he, and he if he had a spare minute he'd go through these things. So, he could everybody by name on the campus, which always helps, and uh. And then these Dean's meetings uh, um. He really listened to the Deans and then he, he made decisions that took into account opinions of the academic people. So, the fact that he was a lawyer, a JD and not a, not a Ph.D. or in some particular field, really worked to his advantage I think, much to my surprise.

EN: Okay.

LM: Um. He was, he was uh. He was very good.

EN: And and going through the boxes, I noticed that when the funding started to dry up in '74 and '75 that, that um people organized a bargain, tried to organize for collective bargaining.

LM: Yeah.

EN: On-campus.

LM: Yeah.

EN: And then there became a group of do, do you have any comment on that or any memory...

LM: Um.

EN: About that, the FOCB [Faculty Organization for Collective Bargaining]?

LM: Yeah some [brief audio cut]. Yeah, my desk was always full with papers and stuff of things I hadn't finished working on and so on. I would drop by Earl's [Lazerson] office sometimes and. and his desk had nothing on it. It was absolutely [EN laughs] pristine. He got done what he had to get done. The, the just, there was no mess, no fuss. And uh. So it occurred to me [recording stop and starts again]. Various... obviously there's an "us and them" um, syndrome associated with unionization um. But I, I don't know if anybody ever felt that um. That the "them" was really um, John Rendlemen. Uh, I think we were tryin' to pull a.

EN: Mm-hmm.

LM: Pull a chain on the, the state legislature and [paper rustling sound]...

EN: Mm-hmm.

LM: And uh, so on. Um.

EN: Well, that's one thing I am going through the records, I noticed that, that the Rendlemen's, Rendlemen expected to deal with the union.

LM: Uh-huh.

EN: And others have tried to avoid doing...

LM: Yeah

EN: To, yea... but he expected it. That was part of his whole administration...

LM: Yeah, yeah.

EN: ...with unions. He, he never questioned that of course, we have to deal with the unions, including the faculty member.

LM: Um, uh-huh. [unintelligible] And he had...

EN: And your department was a center of union activity with Ron Bruno.

LM: Yes, right yes...

EN: Who was a friend of ours back in those days.

LM: Oh, yeah. Yeah Ron? Yeah, and ah, Tom Baldwin.

EN: Yes, Ron and Tom Baldwin.

LM: Tom Baldwin they were, they were very much involved with that. Um, but I, I don't, I don't think. As far as I can remember, um, Rendlemen was never the, the adversary.

EN: Mm-hmm.

LM: The, the, the ya know, and and they looked, they, they thought that there was a way to go, um. And it probably was, but because the legislature had to ah. There, there's another um, unionist story when Rendleman was President. Um, there was, the painters objected to um, some of the preparation being done by student...where we had the student work program.

EN: Mm-hmm.

LM: Of course, I mean, you have the records on this.

EN: No.

LM: Student work program man, those, student... the university would assign the students to come in and do the preparation. Move furniture, and things that didn't require great skill, and then the painters would come in and paint. Um, but the painters, some of the, some of the um, work unions had very different ideas about what uh, was their job, and they didn't like the students doing. What they considered their job. And so, there was a strike of the painters union,

and the campus was picketed.

EN: Mm-hmm.

LM: And um, and of course Rendleman as President, was the opposition then. And he had uh, no matter how he really felt he had to oppose uh, ya know the actions of the... and he was for the student workers too, so you know, it was kind of a difficult time for him. Uh, but I remember um, I guess it was while I was Dean, because he... They had a hearing in the court where the university was supposedly trying to squash the picketing. And uh, John Rendlemen hired, would you believe, Phylllis Schlafly's [St. Louis based attorney who argued against the ratification of the Equal Rights Amendment to the U.S. Constitution] husband [EN laughs] to represent the university. And he asked some us who used student workers what the science... I mean we used a lot of lab assistants and so forth, and in case something came up in this trial it, ya, you know, he asked me to uh, to be present when this court process occurred. And uh, so I went and sat. I was never called up to do anything. Um, but I sat and watched. and uh, Ted Schlafly had been a, I guess, a reasonably good corporate lawyer uh, I don't, I don't know whether he'd ever been a courtroom before in his life, but uh, he was representing the university, much to my amazement. And uh. I remember the judge took fully three and a half seconds and, to find in favor of the unions [EN laughs]. Um, uh, it was a, it was a... I found it pathetic uh, performance on the part of the university. And I, you know I, thought about it some, but I never asked uh, Rendlemen uh [EN laughs].

EN: That's interesting...

LM: What he was thinking of or whether he really thought the unions should prevail or what I.

EN: That's pretty interesting because [LM coughs] did, did you know John Paul Davis?

LM: Yes.

EN: His, his, his wa...

LM: I remember the name I'm not...

EN: Well, John Paul Davis's regular lawyer on staff was um, you know very, extremely liberal about unions and...

LM: Oh, huh, uh-huh.

EN: extremely and, and extremely articulate...

LM: Yeah, I just know him well I didn't even [slapping sound] yeah [LM coughs].

EN: So that's pretty interesting isn't it [EN laughs].

LM: Yeah, it could have been [EN laughs] if he [wanted to throw] the case [LM coughs and EN laughs]. Ted Schlafly was the lawyer.

EN: That's interesting.

LM: I had, you know the whole Schlafly business its [EN laughs].

EN: Well now I'd been, my husband's whose retired has been living at, listening on, to this um, this man talk about his new book about Phillip Schlafly.

LM Oh, really?

EN: Yes.

LM: I should read it.

EN: He's a conservative government professor at St. Louis University.

LM: Oh.

EN: And, and Norman [Nordhauser] says he, he, Norman's kind of pretty critical of, of him, but [LM laughs] hasn't read the book of course [EN laughs].

LM: No, I, I should read that I, square danced once with uh Phyllis Schlafly [EN laughs]. I, I joked that I couldn't get her to do an "L" and then left [EN laughs]. But uh, that isn't quite true, but, but it was true that she was the stiffest [EN laughs] human being that I've ever had any physical contact with. It was like, you know, uh trying to move a board [EN laugh]. Uh, that, that is literally true [EN laughs]. Not my favorite person, Heh.

EN: Oh. Were you really um, do you, now when, when did you retire?

LM: Well I retired in um, 1988.

EN: Okay.

LM: I, I had had a, a heart attack uh, in 19-, let's see, '86 two years before. And uh. Ya know, I'm of age and I'm...

EN: Yeah right, you [EN laughs].

LM: That's not, ya know I've got maybe, maybe five years left, well uh, if I really behave myself which I don't [EN laughs]. Uh, I could stretch it out to six or seven.

EN: Uh-huh.

LM: And uh, so I retired, pretty early.

EN: Yes.

LM: And um. And also, I found that um, um my um, as far as my annuitants was concerned I had navy, I had some of my uh, TA time at uh, Kansas uh. Would apply somehow in a lot of these years.

EN: Did you come back and teach as a call staff?

LM: Oh yeah, yeah for a long time...

EN: That's what I thought!

LM: Up in, up until a couple of years ago.

EN: Yes.

LM: Yeah, yeah.

EN: So, so you, you knew the Presi-, you knew the uh, Nancy Belck.

LM: Oh yes, yes, oh yes.

EN: And David Werner. Uh-huh.

LM: Knew Werner very well. We, we served together. Uh, of the Ken Shaw there. The search committee um, that um, that um brought Ken [Kenneth, "Buzz"] Shaw to campus. That was one of the most interesting visits uh. I got to know Dave Werner, Dave Werner very well on that committee we were on it and, and uh, uh. We were at uh, Townsend State were, were Ken Shaw was Provost um, when his twins were born [EN laughs]. And uh, so we, we go back a long ways. And uh, I didn't, I didn't know him before that committee though so, that was a good committee. Very interesting. Committee.

EN: Well, do you have any other uh, story.

LM: Uh...

EN: I put, I put *race* on the list here. I didn't know if you had ever been um.

LM: In...

EN: Interested, interested in that issue as part of that development of the campus or.

LM: Um. No, I know that ah, that a lot of people in the town were critical of SIU. Because it had too many black students. Which I thought was rediculous. I know that in my classes. In my Physics classes, I very seldom had any black. But in General education they did. Especially in

the history and science class I did with ed [Education], we had quite a few black's in there. My experience overall was, well, in Physics we had a lot of asians. In advanced Physics classes. The Asians always did very well. They were always well prepared, I felt that they knew when I was going to write something one the blackboard, I felt that they knew what I was going to write before I wrote it [EN laughs]. You know, I mean, they were way ahead. So, my experience in so many years is that the asians do better than the whites, and the whites do better than the blacks. But I never felt that it was, well I felt that it was a cultural thing. And I didn't see that there was any intellectual ah, difference. In any brain capability.

EN: Right.

LM: Or difference among the races. The one thing that really depressed me about the blacks, was that the black males, were apparently very subject to peer pressure. And were "acting white" if they got good grades and they did well. But you know they were capable of it. Because the Black women did significantly better than the black men. And ah, I I don't think there's any difference in brainpower between the black women and the black men [paper rustling loudly]. But the women were superior in class, I experienced myself. I don't know how you overcome things like that, but ah, the boys were particularly, of the, of the, apparently there was a lot of pressure. And they pride themselves on "street-smarts" which obviously is something that ah, we don't have.

EN: Do you still live in Granite City?

LM: Yeah.

EN: And why did you choose to live in Granite City? Not many faculty live there.

LM: Well, no. I know.

EN: As a historian, I must say I'm really interested int hat, I think it’s a fantastic place. But...

LM: Bruce Thomas Lived there. And ah, um, ah... of course I got divorced from my first wife and ah, the woman I eventually married had lived in Granite city and she had a son in High School there. So, so that's ah. Also, she'd been living still in Granite City, and ah, had a Connection so when we got a house there, we got a pretty good deal. And I've been happy with Granite City. by the time I lived there it, ah, had been cleaned up in terms of the environment. A lot of which is on the east end. And there's only about a half a dozen times int he amount of times I've lived there, that ah, we've had any, or that I thought I could detect the odor of the steel mill and the pickling plant particularly. So it isn't a bad place to live now ah, the only thing, is that has too many stop signs, and ah.

EN: Do you have, how do you think about the reputation of the university? Has it changed over the year?

LM: I think it has, definitely has changed. Ah, first of all, I was never thrilled with the idea of the commuter campus. I found that in those early ears we were almost entirely a commuter campus. That ah, going to school was something they also did. That they still had also a strong interest in

having a job to get a set of wheels and ah, so forth. And ah, if they went to school their High School buddies went to work at the steel mill or something and were making ten times as much money as they were. So, I was not happy with the commuter campus idea. Ah, the ah, I was happy when we built Tower Lake. Although that's another interesting story. We had a campus architect at that time.

EN: I was going to ask you about Charles Pulley and John Randall. If you knew.

LM: John Randall, I can tell you that. I didn't have too much of a relationship with Pulley. But ah, John Randall I did, and he was a good guy. Except he was very strong on architectural ethics, which meant as far as I could tell a a big fee for the architect. No matter who. And when we decided on a Tower Lake project. I was on a committee, with ah, oh, quite a few of us, including Jim, what's his name that guy in...

EN: Jim Brown?

LM: No. Ah, he died he was.

EN: Oh, Jim - the ah, the guy in business.

LM: Yeah, Metcalf. And all. And ah.

EN: He sounds like a very nice guy too.

LM: He was, he was a very nice guy. and ah, ah and of course Randall was on it and several others [LM coughs] and in talking about the kinda thing, we thought oh, we ought to see what they have at Carbondale. So we had a visit at Carbondale. And they had this project down there and the committee decided that, that was just right. I forget what they called it down there. But this project was just right for our campus. And furthermore, we found out that the university owned the plans for this. So, ah. I went, "Oh that's great, you know, we don't have to hire anybody. We'll just use these plans and build the Tower Lake Project." Well Randall had a fit. I mean, "First of all you can't take the plans that were drawn up for one place and transplant 'em, you know, but I'd see the same thing somewhere else. Furthermore, the architect who drew up the plans. Whomever was building then, is entitled to another complete fee." And the only way they could get that across was to hire him and have him redo the plans and get another full fee. Well, that's what happened. He'd already built this project as attractively as he could in Carbondale. And he had to change it for Edwardsville. So, the only thing he could do was uglify it. So, for a big extra fee he uglified this Carbondale project and that's what we have at Tower Lake. I guess Tower Heights, or...

EN: I mean what do you mean. Do you mean in the cutting down of amenities? Or in that exterior design.

LM: Just the exterior design.

EN: Okay.

LM: Just, it it. I thought that the, what was built at tower lake was less attractive. Just from a superficial point of view. I don't know about the facilities.

EN: Okay.

LM: But I I thought, you know, you build something as best you can. And then somebody comes along and says, "Well now you've got to change it." Well, you built it as best you could, then the only way you could change it is to make it less attractive. So for a big tall fee that's what happened [EN and LM laugh]. So I'm not, I've never had, never been too thrilled with architects. And I think they build monuments. And then the Science Building, I'm sure you've been in the auditorium wing of the science building.

EN: Yes.

LM: Okay. Well, what we have there is a beautiful glass box. Okay. And then inside the box is a, there's a concrete cylinder, which has these two auditoriums. And, you know, for a casual observer they see the glass box and all that and, "Oh, that's wonderful." But then then, when I first had to teach in one of those auditoriums it was horrible. I mean the [EN laughs] ah, the acoustics were bad, and the seating was bad. there was no middle aisle there was one row. people would come in and they'd sit on the end, and everybody else would crowd over. And I thought, it was an abomination. But that they could put pictures in *The Architectural Review* of a glass box. And these, "Oh, it's wonderful the artistic, ah design is tremendous." And ah...

EN: Well you were on planning committee. How did this design come to be? Was it [Gyo] Obata's original design for the building or was it something that came from an outside idea.

LM: It, I think it was patterned on Obata's design. But, by this time it wasn't Obata. And there were all these things about the Science Building design that, that I didn't like. An ah, Kermit Clemens who had been head of the Science Division, before I was. Kermit was a mathematician. He decided that all the science units would have all their secretaries in a secretarial pool. So the second floor [paper rustling] probably would be it. Office wing for example would have a big open space for a secretarial pool. And somebody drew a line across it, and said well we have something on this half of the line and something else on the other. But the line was just a line. But the builders interpreted it as a wall. So, we had this open space with a wall across the middle of it. And that was one of the crazy things that happened. and while I think the buildings are beautiful, the outside, I think that ah, some of Morris's ideas weren't too good on how you actually teach. And how buildings are used properly. Now that was another thing in Carbondale, they had built an auditorium building. I mean I don't know whether you've seen it or not. have you spent much time there at all?

EN: Not a lot of time. I've been there for a few Doctoral....

LM: Well, there were, there was a round building built at Carbondale. Which for Science lectures primarily. Had had a single space in the middle, which was a, a lecture prep area, and then it had these pie shape segments around the edge for some big some small [classes]. And

when we were, had the only, back in the beginning, you know we had the so-called Faculty Planning, or Campus Planning Committee. Which most of the faculty were on. Ah, we went down to Carbondale, and we looked at the various buildings and we decided. The Faculty decided, "Wow, that's what we really need. Is a building like this." And ah, that was another one well Morris said, "Well, I don't know. I don't think that's what you need." [EN laughs] And ah so, we didn't get that. We got, we gotta communications building. And ah, [EN and LM laugh] which we then put music in, and that was terrible for music. I mean, the man, Dale Frearstad [phonetic] who was the Choral Director. I mean his, there there was no air in that, the building where he rehearsed. I'm sorry Frearstad was Band Director.

EN: Yes.

LM: Okay. Band Director. And ah, and everybody had headaches. His hearing, I think he suffered some hearing loss in that building. It wasn't designed as music building. So, if you ask me what profession I am least thrilled with its architecture.

EN: [EN laughs] Okay.

LM: I think they're much more concerned with the art and general appearance of something than they are with what happens to the people who have to use the building. At least that's been my experience. But they're beautiful buildings.

EN: Yes [EN Laughs].

LM: So.

EN: Oh, let's see. I was going to ask you ah if you knew Virgil Seymour?

LM: Yes, I did.

EN: Yeah, because he was very important in Clarence Stevens office. And were you around?

LM: Yes, I was. Ah, the there were these two buildings right across from the road from each other. And ah, Going and his staff were in one and Clarence Stevens was in the other, so called, "Vice President's Office." And Virgil Seymour was extremely efficient person, you know, he knew what he was doing. And was, I'm sure he was like a chief of staff to Clarence Stevens.

EN: Yes. he was.

LM: Yeah, and ah, he helped balance the...and that was a real shock when he, what he had was a heart bypass, I think. And we couldn't believe it. I mean he was doing well after the bypass and then something broke and he died, "Boom." Yeah, that was, that was a tragedy.

EN: Yeah. I think so. And then what about, you did, did you know Peter Simpson? At all?

LM: Not very much. Well, I knew him.

EN: How about, what about Hyman Frankel? He didn't stay here. But what what, what's...

LM: He was - a lot of people thought he was an illusion. Or maybe a hallucination. Because he was always on the faculty, but he was never here. He, again, he was a very talented guy, and ah, so you know he was one of the first persons...you know we all knew each other very well in those days. Hy [Frankel] was great. he had a very, he was, he had very appropriate, I thought. Some people would say he was liberal. Well, he was. And ah, as a sociologist. And I thought he was great. But he, I wonder if, he's still alive, I mean I don't know.

EN: I wonder too, I think he might be someone to contact.

LM: But he would come you know, be on come government commission, and he'd be away, you know he'd been on leave and then he'd maybe come back for a term. Quarter system. And ah, and then he'd be gone again on another commission and son there were people even on his own faculty that said, "You know, does he really exist? or is he just on the roster here?" [EN laughs] Ah, but he was very good when he was here, but he was, he had too many irons in the fire to stay here.

EN: Well do you have anything, any conclusion to say about the university that you thought I might ask that I haven't asked.

LM: Well, ah, I think the the ah, the Delyte Morris picture. Delyte was a terrible autocrat. I mean, there's no doubt about that. He, he could be aggravating. But he had some very good ideas as well as well as not so good. and I think the money to guild the university other than the traditional mold, liberal arts, I still think that's an abomination. From a managerial standpoint, a unit like the College of Arts and Sciences doesn't make any sense. It's just the way universities developed at the start. And I think Delyte was right in trying to get rid of that for ah, for this campus. Um, oh, there was something else I was going to say about that. I can't remember what it was.

EN: Okay, well maybe after I type this up and you're looking, looking it over, you might think of some.

LM: [LM laughs] Okay.