

Janet McReynolds
Transcript of Interview for the History SIUE Oral History Project
Interviewed by Ellen Nore-Nordhauser
May 20th, 2006

Ellen Nore (EN): It's May 20, 2006. This is Ellen Nore. I'm interviewing Professor Janet McReynolds for the 50th anniversary history of SIUE [Tape jumps] May 20th and so forth. So, while I, I asked how you came to work for SIUE?

Janet McReynolds (JM): And I, I came to work for SIUE primarily because I was at McKendree College. And in 19, I went there in 1971, and I left in '76 or '77, and came immediately here. And I left there because I didn't think the small private colleges could survive.

EN: Uh-huh.

JM: And I, besides that, of course, I saw a much wider opportunity here at the University. And finally, I had a friend, Miriam Dusenberry, who was working with Emil Jason at the Experiment in Higher Education. And he had actually carved out a niche for me, which was to write some program proposals for programs that would actually be able to be developed and afforded at the Experiment in Higher Education. And his theory was that students from East St. Louis could ultimately get a four-year degree from the, from a higher education entity in East St. Louis. That was...

EN: Yes. Mm-hmm.

JM: ...The ultimate goal. So, I, I came here with a background in curriculum and instruction. And what he wanted was a curriculum developer, what Dr. Jason wanted was a curriculum developer. And I had had some experience in that regard and had a degree in that area. And so that's what brought me here.

EN: Mm-hmm. And that was kind of late in the EHE (Experiment in Higher Education) situation.

JM: Yes. I think that I was only here one year, possibly two years, when Kenneth Shaw made a bargain with um, the Illinois Board of Higher Education for the University to phase out all of its undergraduate instruction in East St. Louis, and that they would join forces and support the community college in East St. Louis, then State Community College, which sounded like a good idea, but never happened. It never happened.

EN: Okay. Okay. And then you transferred to the main campus right after, after EHE ended?

JM: Right. Right. We were given, those of us who were down there, were given three options. One was to go to the State Community College, which of course, didn't get any new money, didn't have any new positions, didn't have anything for people to productively develop their careers in.

EN: Uh-huh.

JM: That wasn't a good option. The other option was to find a spot and transfer to the main campus. And the third option was to go elsewhere, as I remembered. I mean, none of the options were very good,

EN: No.

JM: And so people were left scrounging and I was one of the lucky ones that found a position on the main campus. Or somebody found me a position, probably the latter.

EN: So, so you, did you come here then on the main campus to work with Miriam Dusenberry?

JM: Yes, uh-huh. Yeah. I came to work...

EN: In SIP?

JM: Yeah, Supplemental Instructional Program. Yes. Which was a federally funded project that Emil Jason had. And probably I think, as I remember, as part of the TRIO funding back then.

EN: What was the TRIO funding?

JM: Well, the TRIO program...

EN: No, one I've talked to has used that word.

JM: The TRIO programs were a series of programs, really, more than three, but there might have been three big ones, that were, let me just say. minority initiatives. And they, they were really for um, underprepared students. And they were primarily to help students transition from either our secondary or two-years institutions into a four-year institution. We have, have now, I think it may be in the last year, the Earleen Patterson...

EN: Mm-hmm. Yes.

JM: What is its name now? It's called um...

EN: Special Services.

JM: Special Services. And it was called, it has been called Special Services for quite some time. And I understand the Feds have almost stopped...

EN: Yes. Mm-hmm.

JM: ...Supporting it. And that's too bad. You know, the other thing they stopped I, as I understand it, is the early childhood support, which really, really a very important part of the TRIO funding.

EN: Really? Oh, dear.

JM: But, you know, the Experiment in Higher Education was begun with Ford Foundation money. And that preceded my coming here by a little bit. But I remember that the Ford Foundation saw the race riots and everything that happened in the 60s, in East St. Louis, as a high priority and great need and, and they actually supported money for counselors to try to get the kids off the streets and stop fighting. And that turned into eventually, the Experiment in Higher Education.

EN: Mm-hmm. Yes, I think, I keep saying, I told John Farley, and I've told Shirley and Annie, that, that this would be a great topic for someone. Because there is a book on it that someone did at St. Louis University, but they didn't use much of the stuff in our archives, and they didn't do any interviews. You know, so I think someone could write a really good book on it. I don't know if that guy is still alive that founded it. [Unintelligible] whatever his name was, I can't think of it right now.

JM: Uh-huh. Yeah.

EN: And then Steve Brown was involved in it early on.

JM: Is that right?

EN: Uh-huh. In the very early days.

JM: I didn't remember that. When I went to East St. Louis, Janette Handling...

EN: Oh yeah.

JM: ...Who was white. Now she has a longer history with the Experiment in Higher Education than I do by three or four years, probably. So, if you want to learn about the Experiment in the earlier days, and I can remember, she would be a good person. And she's around here. Close, I think.

EN: Good. Yeah

JM: I didn't remember Steve Brown was involved though.

EN: Well, I just saw...Yeah, I think that when he was young, and he was maybe a graduate student.

JM: He might have gone...

EN: Maybe in transition.

JM: Yeah. Yeah, that, that might be. I just didn't know when, there were only three whites down there, I think, when I went. And we experienced considerable discrimination. We were not welcome. The blacks who were in the Experiment teaching, did not want any whites to get into the program. They were of course suspicious...

EN:
Uh huh.

JM: ...Doubtful, and sort of skeptical um, that we could actually make a contribution to their education. And it was it was pretty sad, really. I've never experienced discrimination until...

EN: Until then. Uh huh.

JM: Yeah. Yeah. And we had a lunchroom, and we'd sit and eat lunch. And they would say, and they talked to themselves, those who were part of the older structure, would say, "What are they doing here?"

EN: Uh huh.

JM: "What do they wanna do here? What they think they can do here?"

EN: Oh, dear. Oh.

JM: And they were sitting off to themselves talking. Of course, we could hear 'em, but they would never engage us in the conversation. You know how it is. Sort of an outsider, insiders sort of dialogue. Yeah. But things got better as more people were brought in. They had broader views. You know, there was a guy who ended up at ERTC, a black gentleman from the Experiment- Leonard Long, who just retired within the last...

EN: Uh-huh. Okay.

JM: ...A year or two prior to my retirement, I think. And he and Amos Cofield were, he was one of the ones that found a meaningful job on the main campus. Psychology had a slot earmarked for Janice Haynie. But she didn't get her PhD done in time to suit them. And so they, they refused to give her any slack. She eventually finished her PhD and went on to Morehouse and had a brilliant career. and would have had a brilliant career here, but they didn't wait for her

EN: How do you spell her last name? H-E-N-E-Y?

JM: NO, H-A-Y-N-I-E.

EN: Okay.

JM: And her husband, used to be her husband, used to be at the School of Dental Medicine. I think he's long since left. But I believe he had a lawsuit against them. So it's probably not a good idea to...

EN: No.

JM: ...Interview him.

EN: No. Okay. No, I have to cut, I have to stop the interviews pretty soon so... But some of these I would like to, Mr. Leonard Long I will certainly get in touch with.

JM: Yeah, he's probably still in town, yeah.

EN: Yeah. Good. Oh, I'm just finding out, it's just amazing, what people know that I didn't know or don't know.

JM: Right. Oh, yeah.

EN: Yeah, so. Anyway, so, so it wasn't a very comfortable situation at the at the end of EU, EHE?

JM: No. And two or three of us had gotten tenure, through... The Experiment in Higher Education was supposed to be a tenure granting unit of the University. And so Miriam Dusenberry, and I, and Rex Fernando, and there was an Asian gentleman whose name is escaping me at the moment.

EN: Oh, Krishnan.

JM: Kuppanna Krishna.

EN: Kuppanna Krishna. Okay.

JM: I think there were five of us who got tenure, through the Experiment in Higher Education. And the university decided, when it phased out the Experiment in Higher Education, that it could terminate our tenure. And so it did. Now, three of us had, our papers were written as with the unit being University Services to East St. Louis, which was on state money. And Kuppanna Krishnan and Rex Fernando launched a big lawsuit. And they won. And so David Warner grandfathered me in as a tenured faculty member because they had won their lawsuit and he just said, "You're the only one left. I'll grandfather you and give you rank and tenure. So that's how I got rank and tenure.

EN: Okay. Uh-huh. Well, looking back on that, it seems like there wasn't, there was, I don't know these people. You're the, you're the one I know. And I know Miriam Dusenberry from hearing people talk about her. That she must have been great. But Rex Fernando, they really found him pretty terrible jobs and tried, really tried hard to make him move away, go away.

JM: And Kuppanna was the same way. And both of them were Asian males who, whose language skills were not very sufficient for the classroom. And whose teaching pedagogies were pretty weak, and who always tried to take advantage of the system in some pejorative ways.

EN: Okay.

JM: And so that led people to do sort of nasty things. And it wasn't right, but that's the way it was.

EN: Okay. Right. Okay. So, Miriam Dusenberry, Jenna McBrowns, Rex Fernando, Kuppanna Krishna- who is the fifth one? Those are four. Who was the fifth one? I can't remember who the other ones... Never, nevermind. That's alright.

JM: I don't think I can tell you. I think it was Jerry Herman, I believe

EN: Oh, okay. I think he went away, didn't he?

JM: He went away. I think Jerry Herman was, I'm not sure that he was the fifth one, but I think. And he, he went away. He left to go elsewhere.

EN: Okay. Okay. And then Janice Haynie was there in the Psychology Department took her in, but she didn't finish her PhD in time for them, so they...

JM: Well, they, they were, they didn't take her in, so to speak. They were willing to accept her if she finished the PhD. And I think they didn't have any papers really drawn up. They just had a

sort of gentlepersons agreement that when she finished, that she would fit best within Psychology. But she was delayed. And her dissertation took longer than anticipated, and she didn't meet their deadline.

EN: Okay. Okay. And then the other thing I wanted to ask you, since you were there, just reading about it in the papers, where there were about 500 students in this program. It must have been very huge then. I mean...

JM: Uh-huh. It was.

EN: And can you just give me a little picture of what it was like? Did they have enough...? I know, they were constantly moving to different facilities in those last years. Like that one, one that was a funeral home, I think. It had been a funeral home and different. Do you remember what was, what building you were in? Or...

JM: I was in the Broad, Broadview Hotel.

EN: The Broadview. Okay.

JM: And all the time that I was there, and all the time that I remember, that's where we were.

EN: Okay. Well maybe this moving around with earlier then.

JM: The Science Awareness Program? Yes, I think....

EN: Okay.

JM: ...This moving around was earlier, before maybe they had even purchased or leased.

EN: Before the Broadview?

JM: Before the Broadview. Because it, I think it even started in the Clark Junior High, or one of the junior high schools in very, very poor facilities. But all the time that I was there, it was at the Experiment and well at the Broadview Hotel, and we had adequate facilities because they kept on fixing up a floor at a time, so to speak, and knocking out some walls and making it amenable to small classrooms. And we had adequate facilities, although the rats ran rampant, and the tramps came in at night. And security was always an issue. But East St. Louis was a lot more vibrant then and there were still little restaurants to go eat lunch at. Nice little African American restaurants with delicious food. And what it was like was, students had, they had a tremendous lack of discipline. And we didn't have any bells like they have in secondary schools. And so there was always some chaos about the beginning and ending of classes. [EN Laughs] And there were no synchronized clocks. So there were stragglers always, and even the faculty were stragglers. And time, without a stereotype, time was, was a serious issue. Because there was no standardized way to get people to get there and get on time, get on schedule, and pay attention to a daily routine. That was a serious, serious issue. But Emil Jason was very, he was very attuned to student's needs, even though he himself had been fortunate. But he understood the kids needs,

and how they had come from homes without any discipline whatsoever, without any educational support. And he, he, you know, wanted to develop tutorial programs and support programs, and give them every opportunity to succeed. And of course, the people on the main campus couldn't understand why the kids in East St. Louis needed the kinds of support that they needed. And so there was this kind of rift between the folks on the main campus and the folks at the Experiment in Higher Education. We could see what the kids needed. We live with them every day. They were, I mean, they weren't hungry, they were poor, they didn't have clothes, they didn't have books, they didn't have anything. And um, and the people on the main campus were of a mindset to, if they can't succeed, we don't need 'em. And oftentimes, it would be skirmishes that involve money, because if the Experiment in Higher Education, which was sort of a soft money program, and then it was mingled with University Services, which was a state supported entity, if if the state supported entity got too much of the state money, then the main campus always got uptight. And had great difficulty understanding why the kids in the Experiment in Higher Education needed something other than what the kids on the main campus needed. Now, in truth, the kids on the main campus needed all those things, too. And we finally came to realize that, but it took us many years to admit it.

EN: Mm-hmm. So when you, you, when you were there then it was a very, it was a, it must have been difficult to implement the curriculum.

JM: Yeah, it was very difficult. Because, well, first of all, the curriculum was slightly- Well, not slightly. It was different than most of the courses on the main campus. And many of the courses carried a 299x after them. Remember all the x courses?

EN: Yes.

JM: And then when the kids would transfer up here, people up here on the main campus said, "What's that x? That's an experimental course. And we don't want to give them credit for it." And so they would often make them take it over. And they saw the experimental courses as being preparatory to the other courses. And in many cases, they were. And we should have been able to amicably work that out, so that the kids got some credit for what they had taken, and didn't get pushed around through the system by losing some of those hours. But more often than not, they weren't given very nice treatment, because they had been down there. And because the courses weren't fully bonafide main campus courses. But it was difficult to implement the curriculum. There were no books. Sometimes there were no curriculum guides. There, there was nobody to monitor the progress that kids made. We did some testing, but it was pretty haphazard. And we didn't, it wasn't until we got up here and all the centralization that occurred on the main campus, where we got a synchronized, totally unified way to test the kids. And it took us several years even here to implement a good assessment program. Well testing program, not to confuse it with assessment [EN and JM Laugh].

EN: Well, thank you so much for that description. You know, it's just invaluable for some future historian...

JM: Right. Right

EN: ...Who will write about this. That's very nice of you to just be very direct and allow yourself to say these things, you know, about it.

JM: Well, you know, that's always the way I was. [EN Laughs] I haven't changed, right?

EN: Okay. Right. That's right. Well, tell me about your your succession of jobs on the campus.

JM: Well, I came from East St. Louis to work in what soon became the Academic Resource Center, which was a condensation or a congealing of the services that had been provided in East St. Louis. And then with some added. And the courses that were offered through the Academic Resource Center were still as they are now offered through Karen Patty-Graham Shop called the what? Academic Development Center. And they were preparatory courses. And we had, basically, to standardize those courses. To get the main campus departments to accept some, they wanted to call them high school courses, but I always called them developmental courses. And their whole purpose, of course, was to develop the kids skills because they had come out of schools in East St. Louis, that as I think the whole world knows, we're just woefully inadequate. So the kids might graduate from high school, but they came with no skills whatsoever. And it was like starting all over in terms of building skills, both in reading and writing. And in mathematics, mathematics was a very sore problem. And so in the Academic Resource Center, we had to provide the same kinds of support services that we needed in East St. Louis, because all of those kids that no longer, that were sort of in between the community college, didn't want to go to the community college, and wanted to come up here and thought they could make it. They had to have a place to get help. And so that was a big part of my job when I came here. And I did that for several years. Four or five. And actually, it was Miriam Dusenberry's contact with Barbara Teters, who just plucked me from the basement of Rendleman Hall to the Provost's Office.

EN: Okay.

JM: One day, I got my desk moved in the basement of Rendleman. And somebody else was about to grab it. And took my stuff to the third floor of Rendleman, where I worked as Barbara Teters assistant until she left. And I stayed there through David Warner's administration, until Nobby Emmanuel was hired as Vice Chancellor for Student Affairs by Nancy Belk. And now here's the part that you'll have to work through carefully.

EN: Okay.

JM: I'll say it like it is, and then you can worry about the politics of it. The politics of it was, although I didn't know it at the time, that they recognize that Nobby Emmanuel was coming in and would need strong support. So, they were looking around for somebody who could give Nobby strong support. And of course, Nobby wasn't inclined to admit that he needed a strong support and likely did not want it from a white female. But Nancy Belk identified me. And David Warner did not want to give me up. [EN Laughs] But Nancy Belk... I went on vacation, and Nancy Belk worked out a deal with Ted Sanders while I was on vacation, for my transfer down to Student Affairs. And if I'd had, if I'd have been here, and if I'd had time to think about it, I would have not gone. It was probably and we can't put all this in, but I'm telling you...

EN: Right, okay.

JM: You'll have to work with this. It was probably a bad career move for me. I could have done many more, more important and successful things by having stayed in the Provost's Office, but Nancy Bell identified me. She had worked it out with Ted Sanders. I got back from vacation and they moved my desk.

EN: Okay. Well, you know, I transcribe this and then I send it back to you, and you go over it, and you can delete and correct anything with your intellectual property. So...

JM: I don't know how we'll finesse this.

EN: Okay.

JM: We'll figure out a way.

EN: Yeah, well, this is, Yeah, well, this is interesting. I, when I've got I would never put anything in anywhere, that you know, that you didn't approve. Because it's your...

JM: Yeah.

EN: So, this was a bad, so you went over to Student Affairs. I guess I always had associated you with the Academic Provost. I don't think I even...

JM: I went over to Student Affairs when Nancy Belk was in her second year, I think.

EN: 1995?

JM: Somewhere in there.

EN: Fall 95 maybe?

JM: Mm-hmm. Somewhere in there.

EN: Okay.

JM: And uh, but I was allowed to take with me many academic functions that I wanted, which was Commencement and Honors Day [EN Laughs]. And I wanted to take, because I had done the Chancellor Scholars one year, and I wanted to take that, but they wouldn't let me take that and that about broke my heart. But I took the advisement of the freshmen honor society, Phi Eta Sigma, Commencement, Honors Day, for a while the Undergraduate Catalog, the University Directory, [EN Laughs] and several committee functions with me. Actually, I took a whole, a whole administrative load from Academic Affairs to Student Affairs with me.

EN: Yeah, right. Goodness.

JM: And, and those were the things that I really wanted to do. Then when I got to Student Affairs, and, and I'll just say this in two or three sentences, and then because we'll have to edit it out.

EN: Okay.

JM: The things that I could have done, and done well, Nobby wouldn't let me do because he was too threatened. And so, I tried to make the best I could of the situation. I asked Sharon Hahs for a transfer back to Academic Affairs, when she was Provost, and nobody wanted to buck Nobby Emmanuel. And so, they wouldn't let me go back.

EN: Okay.

JM: So that's, that's the bottom line.

EN: So, so, so you moved over to Student Affairs, and you, and these are the Student Affairs that you basically did in Student Affairs.

JM: Those are the Academic Affairs duties...

EN: Those are Academic Affairs...

JM: ...Duties that I did in Academic Affairs that um, that I wanted to take with me, and the only thing they wouldn't let me take was the Chancellor's Scholars Program.

EN: Uh-huh. Right.

JM: That one I burned over.

EN: Yeah. Well, what, then what did what did you do in Student Affairs, then? This any, you were kind of a general person who did anything and everything?

JM: Yeah.

EN: You were really the...

JM: He, he said he wanted somebody to do work with assessment. So I had a lot of bridge building to do with Academic Affairs.

EN: Okay.

JM: And um, um, I got them to let us have an assessment person on the Assessment Committee. And that was me. And I started working on assessment and Student Affairs. Just about the time I retired, Doug and I were ready to launch a really great assessment tool. And Nobby let that die after I left. It was really ready to go. So I did that.

EN: Oh, dear.

JM: Yeah. I did. He, he really didn't carry through on very many things that I had begun.

EN: I've interviewed Doug Ater. And he didn't really mention that. You know, of course he, he's a very... But, but what was it? The assessment tool.

JM: Well, they see, the Student Affairs units are so very diverse.

EN: Yeah.

JM: And there's little cohesiveness among them. And yet there was a need to see whether they were meeting the mission that each of them subscribed to. So I had begun to put together a tool that would allow them to say, are we or are we not meeting our mission.

EN: Okay. Okay.

JM: But that went, that went... Then you know, then housing. Housing had a need... Well, first of all, nobody let Mike Schultz get out of control. And, and still is, but...

EN: I haven't interviewed him. No one that I've talked to has ever mentioned him.

JM: Who?

EN: Mike Schultz.

JM: He's probably not worth interview.

EN: Okay. Okay. Thank you, then I'm not going to. Good okay.

JM: He's so ego....

EN: Okay.

JM: ...Ingrained. I mean, but anyway. I, I wanted to help them work with old... And the Freshman Seminar.

EN: Oh, yes.

JM: The Freshman Seminar I took with me. Nobody wanted University 112. Nobody wanted University 112. And nobody started grabbing on to it. And wanting to do all kinds of things with it. Then he started a subset of it before the, he calls game, the African American males. And it's true African American males need help. But you don't need to make a game out of it.

EN: Uh huh.

JM: But anyway, he started grabbing on to University 112. Then housing had the idea that they were going to control admission into University 112 according to the way people were living.

EN: Oh, no.

JM: And of course, I hit the roof. So I went to Sharon Hahs. And Sharon Hahs was really straightforward. She said, "Who owns this academic course?" I said, "Academic Affairs." "Who's in control of it?" "You are." "What should we do?" I said, "I don't know. I'm going to get my myself in trouble. But, because I've come to talk to you. Nobody wants to control it. But he has no right to control it. And so it's going to be a mess." Well, it was a mess. And you just...

EN: I kind of remember, I remember how it must have been such a job for you. Because I remember you calling people to ask them if they would do it. Now you shouldn't have been doing that. I mean, that was...With all of the other things you were doing...

JM: Who else was going to do it?

EN: I don't know. Are you cold?

JM: No, I'm fine.

EN: Okay. Tell me if you get cold.

JM: I'm fine, I'm fine.

EN: Okay. Okay. So it was a mess.

JM: It was a mess. And housing, through Mike Schultz, had this idea cooked up, that they were somehow going to control admission into 112 by the way kids chose to live in the residence halls. And um, and I couldn't believe what, what had been allowed to transpire. So Sharon, Sharon took it to the Deans. And called Nobby up to the meetings. And of course, I was sitting there. And oh, my God, he, was he mad. He never got over it. And so my days were unpleasant from then on. Now, Sharon could have handled it in a number of ways.

EN: Yes. Uh-huh

JM: She could have met with him privately.

EN: Yes.

JM: And said, I have received a report about the way that housing dah dah, dah, dah, dah.

EN: Yes.

JM: And could have sidestepped even where she got her info.

EN: That's right.

JM: And managed it, but she didn't do it that way.

EN: Well. That's too bad. Yeah.

JM: Yeah. So that was my, actually I was, I was just sheer lucky in getting moved from the Academic Resource Center to Barbara Teters office. I was very lucky to survive Barbara Teters. Remember, remember, almost nobody did survive Barbara Teters. Jane Altos [Phonetic] left within a year or so. And Bill [William] Tarwater. She took Big Bill Tarwater down to his knees. And he was 6'8" I think [EN Laughs]. She took Dan Corbett [Phonetic] to do her budget for a little bit. And he got stomach ulcers so bad, he had to go back to his place and being a Budget Director. She took, she got Paul Gaston...

EN: Yes.

JM: ...Who's now the provost at Kent State.

EN: I know. I always liked him so much.

JM: She got, she got poor Paul Gaston. She got his mustache quivering [EN and JM Laugh]. Almost nobody survived her.

EN: Uh-huh.

JM: Somehow or other I did. Sheer luck.

EN: Well, I'm not planning to write a big thing about her, but just, I'm just, I've heard different things about her. I've heard that, that, that she was a different person when she got away from Earl Lazerson. Oh, I know. Tom Paxson, in his, his interview, went with her on the trip to China, and thought she was just wonderful. She knew all the protocol. She was very, very pleasant. She, he said she was a totally different person, then she was in academic meetings on campus. And then Carol Keene. [EN Laughs] You know. So uh...

JM: That's probably, that's probably...

EN: She thought that, that also that she was really a better person, but was suppressed because of her position under Earl Lazerson and, and her...

JM: But, you know, I, I'm not sure that that's fair. Let me talk a little bit about my view of it.

EN: Yes, I'd like to hear your view of it. I'm just curious.

JM: I have great respect for Earl Lazerson. He, he ran the university in very difficult budget days. And yet, he managed to hang on to his vision for the university. And his vision for the

university was far bigger than the university, because he realized that the geography within which we were located, was central to its success. And so getting 255 up by the university, trying to get the Metro Link up here, revitalizing the Martin Luther King Bridge. And even the other bridge that's still being talked about [EN Laughs].

EN: Or to the stockyards.

JM: Right.

EN: I know the history of the stockyards.

JM: Oh really? The University Park. So many things that we sort of take for granted that, that now have come to pass, were really an Earl Lazerson's vision. And I found Earl Lazerson to be a gentle man. I never found him to be autocratic. And he even opened up his inner sanctum of vice chancellors, and let some of David Warner's team go on some of his retreats. And that included me. And I was really glad because he would listen. He took the time to listen. And one of the things that illustrates what he did: I said, "There's no reason why we have all these services, and that they can't work together. We need to figure out a way to get all these students support services integrated and functioning as a unit." And it wasn't very long until he had formed a committee, a task force of Students and Academic Affairs so that the people across all the units, even within, within Academic Affairs, that don't talk to each other, like the Registrar's Office, and so on, could communicate. And unfortunately, when I went to Student Affairs... Well, I had been doing that. That was one of my assignments when I was in the Provost's Office. When I went to Student Affairs, I had to relinquish that to Nobby.

EN: Oh, okay.

JM: And he's turned it into a nothingness. So it's made no progress. But it opened the way for now, what has become this new Student Services Building.

EN: Yes, that's, you read my mind. That's what I'm thinking about. Right.

JM: And um, and even though I'm reluctant to give Nobby Emmanuel much credit for it, behind it all, was Earl Lazerson's willingness to listen to the notion that all these support services across campus that help students, who don't know what the right and the left hand are doing, need to work together. And that's just one little example of how he always managed to hear good suggestions. So....

EN: I like that: "He always managed to hear good suggestions."

JM: He did. He did. And he figured out a way to get 'em workin'. Now to Barbara Teters. You see my view of it is not that Earl made her into an ogre. She came here with a history of mental illness in her family. Thoroughly in her family. And she would go to the library and get big books on schizophrenia.

EN: Oh.

JM: And, and I would carry on to her car so I know what they were. And other forms of mental illness, and she was, she was herself kind of a student of learning what had happened in her family. And I believe that she had good days and bad days.

EN: Uh-huh. Okay.

JM: And I don't think that Earl Lazerson had very much to do with it.

EN: Okay.

JM: Because he worked with many strong women. And I'll give you one good example: Mary Kane. Mary Kane worked with Earl Lazarus through, then it was called Leadership, the Leadership Council...[Tape skips]...anything from anybody. She is her own person. And, and I'll tell you a story that people have told me because I'm on board with her still today. She invited 1000 of her best friends out to her farm to celebrate her birthday. 1000 of her best friends.

EN: [EN Laughs] 1000 of her best friends.

JM: Right. So, Mary Kane did not take anything from anybody. So I believe that Earl Lazerson had the capacity to work well with women. He worked well. with Jane Altes. With Sally Ferguson.

EN: Yes, right.

JM: With Mary Kane. And with me, I would say. Those are four people that I can name. And, and with Connie Rockingham. And he never treated any of those women un, unkindly or unprofessionally. That wasn't in his cards. Barbara Teters was a woman of her own making and...

EN: Okay.

JM: ...What, in my opinion, she became as Provost was largely a part a her own family structure. Her own academic upbringing. Her own lack of social skills. Her own unwillingness to bend. They were her own personal attributes. And she was, she was quick to form judgments and never quick to forgive. So I can see how some people thought that she was a better person away from Earl Lazerson. In truth, she was a better person away from the university.

EN: Okay.

JM: And in truth, she had an international perspective. That she did have. Her brother traveled widely. Her family must have traveled widely. Her nieces and nephews, when they were not too ill to travel, or get out in the world, did travel. Now one of her [redacted individual] was still, even after she left here, at Jefferson Barracks in the Psycho ward.

EN: Okay.

JM: So she has, she had her own demons.

EN: Okay.

JM: And she never got outside of her own demons, except on good days and away from the university.

EN: Mm-hmm. Okay. Okay. Yeah, I was, I was not really planning to mention much about her at all. You know, but I'm just, she seems to be such, such a focal, focal point for so many of the elder faculty.

JM: Yeah, I can see that. But you know, she, she should get credit for starting our evening service program.

EN: Yes...

JM: She should get credit for thinking about alternative formats. She should actually get some credit because she brought Jerry, Jerry...Gosh it's amazing what names get away. Jerry...I'll think of it in a minute. Jerry Jewler here to meet with the deans about what was to become University 112, the Freshman Seminar.

EN: Okay.

JM: She should get credit for thinking about the origins of that.

EN: How do you spell that guy's name?

JM: Jewler? J-E-W-L-E-R.

EN: Okay.

JM: She had the Deans in on a Saturday. Brought him here. And him teach them [EN Laughs] how they got started with their, their University 112 counterpart, at the University of South Carolina. She went down there herself, looked the program over, came back and thought it would be a good thing here.

EN: Okay.

JM: So, she should get credit for that.

EN: Some people have credited her with the idea of having residence halls.

JM: Earl Lazerson gets the credit for that.

EN: And even John Rendelman, I think, talked about getting residence halls.

JM: Yeah, I think that Earl Lazerson might have...

EN: I think Peter Bukalski mentioned that about her.

JM: But Earl Lazerson made it concrete.

EN: Okay.

JM: And it actually, he fell out of grace over the residence hall, but you don't have to put that in there. But he gets credit for the residence hall, you know. And wanting to make this a residence camp. Yeah, in my book. She I don't think, I don't think she... No, she wouldn't. She didn't.

EN: Okay. Okay. So, so you were over, so you were really over at Student Affairs for all these years?

JM: Well, I was there- what, nine or 10 years.

EN: From 1995

JM: Or '96.

EN: Or '96.

JM: And I retired in June of '04 and came back for 14 months. Sharon Hahs gave me 14 months of post-retirement employment, I guess you'd say, to finish out a bunch of projects. But I should have stayed in Academic Affairs. I had managed the Faculty Development Fund. I had, I actually wrote the, I wrote a IBHE [Illinois Board of Higher Education] proposal that got us our original Minority Affairs money. I started the Minority Scholarship Program.

EN: Gosh.

JM: I you know, I did a whole lot of stuff in those years, that now are just sort of taken for granted.

EN: So that's what you did when you worked in the Academic Provost Office before you went to Student Affairs.

JM: Yeah. Plus, I always did the catalog. And I always did Honors Day and Commencement. And they didn't turn out to be too big until we started going to three and then five. [EN Laughs] That's when it got to be a big, big deal. [EN Laughs] Three in one day. I didn't want to do three in one day, but David Warner said we were going to do three in one day and we did. [EN Laughs] I didn't think I could do it, but I did.

EN: I know. I don't see how you did it either.

JM: It nearly killed me. I wasn't, I wasn't able to walk the next day. But...

EN: I remember you always were wearing your tennis shoes under your robe. And now I understand.

JM: Oh, yeah. Many miles.

EN: Yeah. Oh. So and then you took several of these things with you when you went to Student Affairs. So, so in Student Affairs, after you, after you lost favor with Nobby Emmanuel, what did, what did you do there then? You ran University 112.

JM: Yeah. And that was always, and that was a grueling, grueling...

EN: Yeah. Very important.

JM: ...Bigger and bigger. And you know Doug Ater always said it didn't have any academic heft.

EN: Yeah. Sadly, I think now.

JM: Right. Now. Yeah.

EN: Now, you know, I, I really have come in these later days to understand him and his assessment. And I, that's one of my greatest regrets. I think about my career there, that I didn't do more to pitch in on that, you know. I was always one of the, in our department, we always thought is this huge paperwork thing.

JM: Yeah.

EN: Panic would come. And we never got over that. And I didn't lead in getting over it. .

JM: Yeah. Well, you can't see it at the time but you know. He always said University 112 didn't have any academic heft. And so, one day, when we were thinking about how to move University 112 along, I saw, I got together with David Sill and Karen Patty-Graham and I, and maybe one other person, we said, "Okay, tell us what is academic heft?" When it came right down to it, you know that what the answer was?

EN: What?

JM: We don't read anything in it's entirety.

EN: Oh, I see. That was from Doug Ater.

JM: Yeah.

EN: Okay.

JM: I said, "Well, we can solve that." And Dave Sill was using this, this book, in his honors course.

EN: Oh. I can't remember what it was either, because I didn't happen to teach it.

JM: And Michelle Trimble [Phonetic] wrote it. And we had her here.

EN: I went to hear her.

JM: I think it was... Was it *The Killing Fields*?

EN: Yes, it was.

JM: And Karen and I read it over over the next weekend. And because we didn't have long to listen to Doug, to decide what to do. And so we said, "Okay, Doug. We're gonna, we're gonna ask the students to read this book. And then you've got to design an assessment to see if this has any impact on their on their learning in University 112." Well, we did our part.

EN: Yes.

JM: But his, [EN laughs] I don't think we can say we ever saw his in any meaningful form.

EN: Really?

JM: No, no. We had Michelle Trimble [Phonetic] in here. She wanted to come here. And she was so impressed with this place. She would have come here to do an artist in residency here.

EN: Uh-huh. Oh, gosh.

JM: Nobody followed up on it, I think.

EN: Nobody did?

JM: They still tried, I think, but he didn't get anywhere with it so. But that would have been, to have her here, would have been a great experience.

EN: It would have been.

JM: And now I think Karen, Karen has chosen some other books. And I, I stay in touch through a Listserv that I'm on with the books that they're that they're using in all of the 112s. And they're now talking about carrying 112 into the sophomore year, which I had thought a lot about. And, and now, ironically, Sharon Hahs apparently is going to take that over.

EN: Oh, good.

JM: Well...

EN: Or bad. See, that's another, that's another whole thing I don't think I ever understood either. Yeah. Well, I, it's now going to, Freshman Seminar now is, as I understood it, was going to be a real, you know, it's going to be people, a small class, reading books together with people like Scott Lowe, and Eric Ruckh up in our department.

JM: But what what we lose is...

EN: David Still.

JM: We lose the 'how to learn in college' focus to the course.

EN: That's right.

JM: And we lose the focus of...

EN: Front end.

JM: The front end, and the first six weeks on...

EN: Meshing into the front end.

JM: Yeah, yeah. We lose all that. And we've turned it into sole academic heft...

EN: Yes.

JM: ...At the expense of, of integrating them into the life of the universe.

EN: Yes.

JM: And what we've also lost, which just makes me madder than hell, and I'll try not to talk about it very much, is we have lost a meaningful New Student Orientation.

EN: Yes.

JM: We have lost that. And we have a freshman convocation. But that that is a very poor excuse for a New Student Orientation. And a New Student Orientation ought to be the convocation, and it ought to be tied to the Freshmen Experience course. They all ought to be fully integrated.

EN: Yes.

JM: But the powers that be, Nobby Emmanuel can't, couldn't see it that way. Boyd now has most of it. And he's, he's now leaving I know. But he doesn't have any of that vision. And so he does the New Student Convocation, which is another one of the things I started.

EN: Yes. And I remember that.

JM: Right.

EN: I remember the first speaker was that guy from chemistry, and the second speaker was Carol Frick and it was so good.

JM: Yeah, yeah. And so we've got one hour of the New Student Convocation, and not much more.

EN: That's all we have for New Student Orientation now?!

JM: I think they cut it down to the morning, that Convocation, and I would have to ask, but I don't think there's much else to it.

EN: There isn't. I mean, the parents aren't coming anymore?

JM: They come to the New Student Convocation. That's all. That's about it. They have lunch and go home.

EN: Oh, that's too bad.

JM: It's awful. I mean, some places do, the good universities do two to five days.

EN: That's right. Uh huh.

JM: They take these...

EN: And the parents are involved in their own separate learning about the university. Yeah.

JM: And they some sometimes, like at Brown University, and the fancy universities....

EN: Yes.

JM: Alums will give presentations to the parents. The alums will come back and talk about what it was like.

EN: Yes.

JM: You know, all that kind of stuff. But we've lost all that.

EN: Oh, dear.

JM: And I started New Student Orientation too, almost from scratch.

EN: Yeah, I kind of remember that. That was in the 90s too, wasn't it?

JM: Started it almost from scratch.

EN: Uh huh.

JM: That was a big damn job.

EN: Uh huh.

JM: Big job.

EN: But it was good. I heard so many good comments about it from students. And parents.

JM: It's almost gone. Parents loved it.

EN: Yeah, parents really loved it.

JM: Now it has to be truthful, it has taken a migration, an evolution into the Springboard to Success.

EN: Yes.

JM: Which is not the same. The Springboard to Success is registering for your courses, getting into your courses, knowing how to pay the bill, learning about the immunization requirements, you know, those sorts of things.

EN: Right.

JM: Some of the nitty gritty, but it's not the same as orienting them to the university.

EN: Right. Oh, it isn't. And you used to help students and faculty share their experiences to the students. And oh, oh, I'm sorry about that.

JM: It's a big loss.

EN: The faculty orientation, meanwhile, now stretches into two weeks [JM Laughs], much to the chagrin of everyone of course. Isn't that, that's kind of the wrong way. I mean, the wrong...

JM: Right. Right. Takes faculty two weeks, kids get one or two hours...

EN: One or two hours. Oh, dear. Oh, dear.

JM: I wonder if the new provost will continue that. It'd be interesting to see what changes are going to be made.

EN: Yeah.

JM: I learn a lot by staying up with my email. I assume you do too.

EN: Well, I don't keep up with my email as much. And I, I got cut off the faculty list, and when I tried to re-subscribe, and I didn't do it right. And then I haven't done it again since, tried again, to try again to subscribe.

JM: Oh there, there was a whole series of stuff on equity recently that was very interesting. You need to get back on.

EN: Yeah, I need to get back on it.

JM: Yeah.

EN: Yeah. I read Greg Conway's dispatches all the time. That's always the news office...

JM: Yeah.

EN: ... On everything.

JM: Yeah.

EN: Yeah. And I stay in touch with my, my own faculty, my younger faculty.

JM: Well, that's good. Is Carol Frick still here?

EN: Yes.

JM: Good. How she, is still maintaining that long distance?

EN: Yes, I think so.

JM: That's tough.

EN: Yeah, that's very tough.

JM: Yeah, yeah.

EN: Yeah. And we've got some really good new people just because of happenstance.

JM: Right. You know you asked me... Go ahead. What were you gonna say?

EN: Well, I was gonna say...[Tape jumps] So, so what projects, so you worked for Nobby Emmanuel and you did, and you really did University 112.

JM: Yeah.

EN: Was, was a major part of your responsibility then. And then you did lots of other things. Didn't you do, didn't you have a role in starting the Kimmel Leadership Center? Getting it going, and the modules...

JM: Yep, The leadership program. Yeah.

EN: The leadership program. When did you start that? I wanted to ask you about starting that.

JM: I started that under Constance Rockingham.

EN: So that'd be about 1982?'81 or '82?

JM: Probably, yeah. Yeah.

EN: How...She's another one I hadn't planned to say much about. But anyway... So the leadership program, and has that changed over the years?

JM: Not much. It needs to but it hasn't.

EN: How does it need to change?

JM: It needs to get up with the times. More contemporary issues and topics. Emerging trends in business practice and things like that. And I think leadership skills need to be developed with the concept of followership. And being a follower [EN Laughs], supporting a leader, and helping a leader, is sometimes just as important as being the leader. And people often forget that the leader can't do anything without good followers.

EN: That's right.

JM: And so I think there's a whole area that needs development.

EN: I haven't, I haven't, I don't know if I'll get down to Steve Sparato [Phonetic], or, or Suzanne, to interview. That's why I'm asking about...

JM: Steve Sparato's been here a long time.

EN: Yeah.

JM: With a bachelor's degree.

EN: Yeah. Mm-hmm. May, may interview him. So you started that, and it's been pretty much the same over the years. It seems like, it seems like another thing that has made our University unique. Is this... Did you know Carol Kimmel?

JM: Yes.

EN: And how did she happen to come and donate the money for that? I know she was on the Board of Trustees for many years, the secretary naturally.

JM: Right. Woman's role.

EN: Yes.

JM: Earl Lazerson and Constance Rockingham fostered her...

EN: [EN Laughs] Cultivated?

JM: Uh-huh. Cultivated her. And um, she um, she had been herself a great volunteer. A very much a community service minded person. And she was a perfect role model to choose. And it just worked out that... I don't think they gave too much money, but they gave it some money.

EN: Okay.

JM: And were very supportive. And she came every year. And they were in a name, you know?

EN: Mm-hmm. Okay. And that was, so when when she did that, that's when you started the Leadership Program? That's when you did the program.

JM: Uh huh. We called it the Kimmel Leadership Center. Started the Kimmel Leadership Program. Student Leadership Program. Sort of, was all built at the same time, on the same foundation. If you want any of this cantaloupe, you'd better...

EN: Would you would you like some cheese?

JM: Oh no, I'm fine.

EN: Okay.

JM: This is good.

EN: Okay. I already have some cornbread in there. .

JM: Oh, no. This is all I need. Don't put food in front of me.

EN: Okay. All right. Okay. [EN and JM Laugh]

JM: But we could have done, we could have done a lot more.

EN: Is this one of those parts of Student Affairs where you didn't...Okay.

JM: Where, where they wouldn't allow me to do what I could've done. Um, and it was related to just internal politics. And who's gonna do what. And I could have, I could have helped them do a whole lot more. I had a vision for the kind of a Student Service thing, credit that would become, ultimately would be a part of the transcript, will be noted on the transcript. And, you know, David Sill has had this notion that, that we should interview students based on their community service and make that a consideration for admission even. And I'm not sure that I want to take it that far, but it's a thought worth pursuing to see if it would be worth anything. But now with a new Enrollment Manager coming on board, we'll have to see what is gonna transpire.

EN: So now there's going to be a person to manage, just to manage enrollment?

JM: Well, there always has been, always has been.

EN: Well, there's always been an Admissions Committee. Right?

JM: Well...

EN: No?

JM: Yeah. But there's been an Enrollment Manager. Remember Dick Drummick [Phonetic]?

EN: Yes.

JM: Didn't like women.

EN: No. [EN Laughs]

JM: And then Krista, and then Boyd. Boyds now leaving, so they're going to get somebody new.

EN: Okay.

JM: You asked me about turning points?

EN: Yes.

JM: Well, I think Earl Lazerson was critical to where we are today. I think it's regrettable that we've lost his presence around the university. About Earl Lazerson as I've already said several things about him. I think Earl Lazerson was a lot like David Werner. In that they both grew into their positions. David Werner grew into becoming Chancellor. Just like Earl Lazerson had to grow into the job. And at first people who take these administrators jobs aren't really prepared for them. You know, they have very few role models to follow. They don't know really what the job is until they get into it.

EN: Yeah.

JM: They have a very short time to learn. And then the demands and the stresses are so great that the pressures don't allow them time to sit back and reflect. But Earl Lazerson was a person who took very few notes, kept everything in his head. And had data stored in his head that most people would not even try to learn. And he knew, he knew the budget backwards and forwards. And even though he was a mathematician, and you would expect him to manage numbers well, it doesn't make, a mathematician doesn't make a good budget person. But he was able to figure out ways to maximize the university's resources in ways that we hadn't seen before. And I think David Werner actually learned a lot from him, because when he became Chancellor, you could see that he was always figuring out ways to garner resources. Regretfully, sometimes it bordered on gouging students which always bothered me.

EN: Yeah. This is a huge one coming now.

JM: Yeah. Actually, I thought, personally, that they gouge them too much on the University Center. And now they're going to gouge them on this. And how Nobby got it pulled off is more than I'll ever know. It's just bargaining the future kids savings away, you know. How he did it I'll never know. Now I'm not sure that Earl Lazerson would have done that.

EN: Uh-huh.

JM: He was, he was very mindful of students budgetary limits in this region. And he never forgot the region, even though his roots were not in the region. He had absorbed the historical power of the region in ways that most people around the university never grasp. You know they live in the region, but they don't understand this, the ethnic and political and social dynamics of the mix of ethnicities and so on within our region. But Earl Lazerson did. And he never forgot it. He just never forgot it. So I think without Earl Lazerson, this university would not be where it is. He um, he was strong on academic success. He was strong on academic qualifications. He, he wanted to bring in a new culture of faculty. And he actually started I think, bringing in the new culture and faculty, which now has almost what? 50% has turned over in the last...

EN: Oh, yes. Nothing more than 50% now. I think people like Farley and Meisel are worried about institutional memory disappearing.

JM: Well, yeah. Yep. Yep. And that we won't care any longer about the things that we once cared about. Like Farley cares about keeping relatively, I don't want to say open admissions, but keeping...

EN: Yes.

JM: ... Keeping admissions at a level where average kids can still get in the university. And ironically, Earl Lazerson was in that same framework, I believe. Unfortunately, I don't think David Werner was.

EN: Uh-huh.

JM: He, he tended to be on the elitist side of the point, I think.

EN: Yeah.

Norm Nordhauser: I didn't realize you guys were still going

JM: Hi. We're still going. What time are we supposed to cut off, Norm?

Norm Nordhauser: Just fine.

EN: Yeah. Yeah, now I think it's even, there is a big concern, because they have to have an ACT of 21 now. Or be in the top quarter of their class. But when they came down to push and shove this fall in all the applications, they said that even if you're in the top quarter, you have to have an 18 ACT. Well, from some of these little schools, or from some very poor high schools, they're not going to have that.

JM: Right. Right.

EN: And I asked Dan Corbett about this. Maybe he wasn't the one to ask either. [EN Laughs]

JM: Probably not.

EN: No, he's a, he's a real Warner, Warner loyalist.

JM: Yeah.

EN: But um, well, he said two things. He said, first of all, he said, "Well we," he said...[Tape skips] He says that in building the residence halls, and, and then raising the admission standards, we are really cutting ourselves off from a lot of students in the region for whom we were constructed.

JM: Yes, that's right. That's the sad part about it. Yeah. And a lot of them are minorities.

EN: That's right.

JM: Yeah. And of course, even though the population in East St. Louis has gone down now to 50,000 I think, hasn't it?

EN: I think it's 40,000, but not...

JM: Yeah. Now I don't know whether that's due to changing of the boundaries or changing of this or changing a man, but there are minorities in Fairview Heights. There are minorities in Fairmont City. There are minorities now in Belleville. I mean, there are lots of minorities all over going to pretty good schools. And why don't we get them?

EN: That's right. Why don't we? And why don't we have more, more African Americans in our education program? That's what Shirley always wants to know, what's going on.

JM: How are we contributing to the African American pool of teacher? Yeah,

EN: Right. Yeah.

JM: Yeah, that's, that's a good question.

EN: But anyway...

JM: But you know, that's the other thing about Earl Lazerson.

EN: Yeah. Back to Earl Lazerson.

JM: He, he was way ahead of his time on the diversity issue. He was way ahead of his time on the diversity issue. And David Werner never took diversity seriously. Now, somehow, we're gonna have to fix that. But between you and me, he never took it very seriously. But Earl Lazarus did. And no doubt it was due to the fact that he viewed himself as a minority. And he understood what it's like to be on the outside looking in. Fortunately, he made it to the inside.

EN: Yes.

JM: But um, lots of nobody's just don't. But Earl Lazerson had, had this big vision for university for, for making it truly integral to the region. And his interest in getting business partners, as collaborating sponsors, so to speak, for the university was, I think, a very, very big innovation for the university. And he went out and he knew the right business people to recruit to put on the foundation board, and to seek money for, from, all of that. He was, he was good at psyching out where the money pockets were.

EN: Yeah.

JM: Some people said that Nancy Belk came when she was needed. And that she was a welcome change to Earl's style. But I was not one who felt that way. I felt that Earl Lazerson was his own leader. And Nancy Belk came in her time to an institution that was ready to grow. And she had very few ideas...

EN: Greek Harvest.

JM: Right, she had very few ideas of a new and unique type to move the university forward. Now it's true she was right here long enough for us to see it. And it's also true that she was saddled by Ted Sanders [EN Laughs]. And because of whom she left. But, but she was a woman in a man's job, so to speak, and she had to cope with these role issues. Even at her level. And even though it got the best of her, it in my opinion should not have kept her from securing for herself a vision for the university. But I'm hard pressed to think of anything that is uniquely a Nancy Belk mark.

EN: Bill Nare [Phonetic] and Nobby are here. Can you hear me?

JM: Yes.

EN: Nobby Emmanuel over here.

JM: Right.

EN: And maybe Monaco. Yeah, so... But that's what I, that's what I've always wondered about that whole thing. I know about Ted Sanders, but I, I wondered why the board, why didn't the board support her? I wondered if she...

JM: They didn't ever know what was going on.

EN: Oh okay.

JM: Because he, Sanders, never let her get close to the board.

EN: Okay.

JM: She had to make all of her utterances through him to the board.

EN: Okay.

JM: So, she never had a direct line.

EN: Okay.

JM: Except insofar as she had maybe one or two socially, but that, that was what her limitation was.

EN: Okay.

JM: So, she couldn't ask for their help or support.

EN: Yeah. Because, you know, Jo Ann Argersinger didn't even last as long as Nancy Belk. And she started off in that poor situation there. She started off very strongly there too.

JM: Made one wrong move.

EN: Yeah. What was it?

JM: Well, let's see, she made it...

EN: If you remember...

JM: No, I don't remember.

EN: I know! She wanted Glenn Poshard to be her Provost. And she announced it before she had gone through Ted Sanders.

JM: Yeah. I think that...

EN: I've always wanted to interview Glenn Poshard. I might have to see...

JM: Boy, that'd be, that'd be something. He's uh, what does he know about the university?

EN: [EN Laughs] He knows everything, I think. Yeah. Well, he got the million dollars for the, to run the ethanol plant. That was a pretty good thing. He did it. He went to 70 meetings.

JM: Well, he has got 5 million, 50 million for a new science building.

EN: We have to pray for the reelection of um...

JM: Blagojevich.

EN: Blagojevich. Yeah.

JM: But you know what?

EN: What?

JM: He's ruining the retirement system.

EN: I know.

JM: So, I'm not praying for him.

EN: But if we get a new one, then it's going to be another six or eight years for the science building because everything goes up for grabs again.

JM: But our retirement system will be broken by then if we let Blagojevich in.

EN: Yeah. Blagojevich, yeah.

JM: I can't ever say it, so I call him Bagojevich [EN and LM Laugh].

EN:

Yeah. Well, I think the, you know, of Judy Topinka. She's...

JM: Yeah.

EN: She sounds like one of these Republicans who's very good for education. Good on education.

JM: But you know what? After we see what happened in Missouri, I'm sort of scared about these Republicans who sound like they're good for education.

EN: Oh, yeah.

JM: And George Bush like, let no child fall behind.

EN: Oh, I know. It's been terrible.

JM: It's terrible. Yeah.

EN: My sister Annie's a elementary teacher in California, so... Yeah, it's been bad.

JM: Well, have I said enough about Earl Lazerson?

EN: Yes, I think you have.

JM: Okay.

EN: Yeah.

JM: And I, you know then I can't say much about Nancy Belk. Because I can't, I can't....

EN: Yeah, I remember. I remember this first convocation. You were handing out Bell, Bell pin. Do you remember that?

JM: Oh, probably not.

EN: But you were, you were with a box of Bell pins, handing out bells. And I, and I look, looking at you I was thinking, I don't think she really likes this. [EN Laughs]

JM: Probably not. No. I didn't want to do it.

EN: But what do you think about, well, what do you think about the idea that David Werner sort of took up some of her more popular things and continued them? Like, having everybody clap at the graduations for the parents and the relatives? [EN Laughs] And uh...Okay. [EN continues laughing] Hohokam. Okay. Alright. Nevermind.

JM: Actually that, you know that was probably...

EN: Probably something going around in higher academia at the time.

JM: No, it was probably this. The scripts...

EN: Oh, you wrote the scripts? [EN Laughs] That was probably your idea.

JM: No, I left it in the script, thinking that if he didn't like it, he'd take it out. And he probably passed over it and didn't think about it. And so it just stayed in the script. That's real. That's real. That's real.

EN: Okay.

JM: And, as I remember, Vaughn Vandergriff didn't change very much in the script.

EN: No, he didn't.

JM: Yeah. And still hasn't, apparently. Yeah. Yeah. No, I can't, I can't think of a thing that Nancy Belk did. I think that David Werner gets credit for the School of Pharmacy.

EN: Yes, I think so too.

JM: I think that's his crowning glory. I think though, that he was a brilliant budget man.

EN: Yes. Mm-hmm.

JM: He, he hated conflict. Even when he could see problems among the deans or other places, he would um, not step in and fix it. He did everything in his power to avoid conflict. He would sometimes circumvent it and come in the back door, and you'd see his tracks that he had solved it in some surreptitious way, but never forthrightly. And that always bothered me. I remember when we got, when we got a bad rating on Colby Artists [Phonetic?] sort of like, apparently Elliott Lesson [Phonetic] got. And the, and I was in charge of the four year dean reviews too.

EN: Oh, yeah.

JM: And the engineers were calling me up and saying, "When are we going to get something done with our Dean? We've had this four year bad review. When's Werner going to act?" And I said, "Well, I'll talk to him about it." I talked to him. He's like, "Hell, I don't know." And, but they credited me with helping Colby Artists [Phonetic] because we finally took David Warner over there to meet with the faculty. And he told them, they told him in no uncertain terms, but that's neither here nor there. He just didn't, he didn't like conflict, and he avoided conflict at all costs. That was his thing. And his, his, probably his other mark, was making considerable advances in the University Park arena. And he was good at figuring out how to avoid the capital development board and other state agencies, and, and getting constructions done in a timely manner, rather than being saddled with all the capital development bureaucracy. He was good at...

EN: How did he do that? I, because I've noticed in his years how quickly things did get built at University Park. And then the alumni thing, the Burger Hall. And is that, was it because the foundation is separate from the university...

JM: Yeah. Yeah.

EN: ...So it's outside? And then he's the contracts for University Park, so it's it really they're building?

JM: Yeah.

EN: Even for buildings that are used by university...

JM: Yeah.

EN: Okay.

JM: Yeah, it was because it was a separate entity.

EN: Right.

JM: And you could just move ahead without all the formal regular role of the CDB [Capital Development Board]. Yeah. I think David Werner also gets credit for faculty equity studies. And he gets credit for, for tightening down on promotion standards, promotion and tenure standards. And for being, being stringent about faculty requirements. I think he gets high marks on those areas. And, and those are important...

EN: They are important.

JM: ... Demarcations for the university. Yeah.

EN: For going to the next level.

JM: Yeah, as he would say.

EN: Yes.

JM: Is that around? It's not around anymore, is it?

EN: No, I don't think so.

JM: It went with, with him. Yeah

EN: Yeah. Now it's E.

JM: Yeah. E. Excellence.

EN: Yeah. Expendable. [EN Laughs]

JM: Right.

EN: There's a lot of other 'E' words.

JM: Right. Right.

EN: So...Okay. So, so you're talking about turning points ,and you're talking about each each leader with whom you worked?

JM: Yes.

EN: And, and their contribution?

JM: Yeah.

EN: Okay.

JM: Yeah.

EN: Okay. And then um...[Tape Skips] [Unintelligible]

JM: Oh, about the students.

EN: Yeah. Anything about the students or....?

JM: About the students. You know, many of my most fond memories about the students surround the ceremonies that I was involved in. And in particular, commencement. At nearly every commencement there'd be a kid who didn't have the money for a cap and gown.

EN: Uh huh.

JM: Or there'd be a kid whose parents couldn't get here.

EN: Uh huh.

JM: Or some, some need that a kid would have. And I would finally hear about it. And, you know, I could, I could waive the cap and gown requirement...

EN: Yeah.

JM: ...For kids who couldn't afford that. I could do several other things to help them and almost always, well, I think without exception, they were always very grateful. And, you know, I saw

many, many students at the award ceremonies get nice awards. And they were always grateful. I never had any unfortunate dealings with any students, I don't think, that caused me any problem. There was one student who refused to wear a cap and gown, sort of near the time I was about to retire. And I told him no. And he had to wear his cap and gown. And he wasn't going to do it. So I just had to get the police. That was the only, only had one of those. We used to have, when we had the commencement ceremony outside we used to have, on a Saturday morning, we'd have kids coming, hung over and half drunk. And they try to carry bottles of liquor in and things like that. [EN Laughs] And they were always polite when they got caught. [EN and JM Laugh] Relinquishing their stuff, sort of regretfully, I guess you could say. But the students were always very, very happy. And they, they still to this day, many of them, are the first kid in the family to graduate, or the first one in the family to graduate. And so it's still a very special occasion for them. And the honors that they receive. I don't think we do enough yet` to praise students who do well. And David Werner always told me if Honors Day lasted more than, the Honors Ceremony lasted more than an hour, then an hour, he'd fire me.

EN: Oh, really? Oh.

JM: And, and that was sort of the...

EN: Yes.

JM: ...That was sort of the mindset that develop, developed about it. But I think that we need to do a lot more to recognize students who do really well. I know that they've thought about having a decentralized Honors Day for each school. But I think that will be a serious, if that does come to pass, it would be a serious mistake because the College of Arts and Sciences is obviously twice as large as some of the other schools.

EN: Yes.

JM: Sometimes has three times as many awards as the other schools.

EN: Yes.

JM: And so those who are in schools, like Nursing or Engineering, or maybe Dental Medicine, or Pharmacy that might have only five awards, they won't have much of a ceremony.

EN: That's right.

JM: And so I resisted that. And, and I think that in that same regard, that the foundation has not kept beat with what it should be doing to help us get more new awards for students.

EN: Yes.

JM: They're, they're falling way behind. And I think maybe going after a few great big donors and letting the small awards for recognizing student excellence go by the wayside. Now, I can

see that they get high marks when they get a great big donor. But by the same token, in the early days, people came forward. And they gave \$500, \$1000...

EN: Yes. Right.

JM: ...For recognition in philosophy or history or whatever. And that's rarely happening now. And I think that's just too bad, because there are lots of people, I'm sure, if we were making this well known that would come forward and do that. But the students, every time I saw the students get an award, or in any way when we recognize them, they were always happy.

EN: Yes. That's right.

JM: So, I would say we need to do more to make them happy and and content while they're here. And not, not let them leave with any kind of a sour, sour taste. A nasty parking fine or something like that, that just sours it and we should avoid all those if at all possible.

EN: Yes.

JM: That's, that's my thing. I just, you know, I think we made progress on the customer service side...

EN: Yes, I think we have.

JM: ...But we've got a long ways to go. We, the university.

EN: Yeah. Phyllis Werner was very proud of integrating the services and creating the Service Center.

JM: Yes. Yes. Yep.

EN: [Unintelligible]

JM: Yeah. And David Warner. Well actually, the idea came under Barbara Teters as I mentioned. And then David Werner knew Phyllis Warner from some of our off-campus programs.

EN: Uh huh.

JM: And he actually was the one I think that was instrumental in getting her from her location in um, Washington. Or Oregon?

EN: That's right. Washington.

JM: Yeah. Yeah. So. But that has made life a lot easier for our students. And, you know, we started the idea of, on the first two days of school to have an information booth downstairs in the Rendleman and answer questions. That was that was a great step forward. And the students

always appreciated that. And I developed, in the front of the directory, the student services, where to go...

EN: Yeah.

JM: ...To help students find things, because I learned over and over the students didn't know where to go to get the help that they needed. And so then we put it in the new directory once we got it in good enough shape. And I started doing the directory, which is a good fit there. So I think all that's really made the students a lot more savvy about the university. And it was time that we did that. Really time that we did that. We still need, I think, probably to do a lot more, but we've made progress.

EN: Right. Right where I, I thought more faculty advising after their major, that really improved dramatically during my time.

JM: Yeah. Yeah, I think...

EN: But not all departments do something. Some of ours still have a grad student...

JM: Yeah. Yeah. I think the faculty advising is very uneven.

EN: Uh huh. Yeah.

JM: And there's where I think the Provost needs to exert leadership.

EN: Yes.

JM: And say to the departments, you know, when students would come in for, now Springboard to Success sometimes, and they'd want to talk to a faculty member and a faculty member wasn't around, and we couldn't find anybody. That's, that's, grates wrong i in your ears, you know? And, and there needs to be when we bring in these cadre, this cadre of 100, 150 kids, there should be a faculty person available. But we haven't got there yet. And Sharon never picked up on these, these needs. I don't know how she spent her time or what she frittered her time away doing. But she never picked up on student needs. Just never did. Now why I don't know. But on the one hand, I think she cared about students. But on the other hand, there was a side of her that thought all students were like her too, that could go to Harvard and succeed. You know? She never, she never too even gentle innuendos. [EN Laughs] You'd have to sort of hit her upside the head with an idea. And then she'd lose it or cogitate about it for so long, they'd never happen...

EN: ...Never happened.

JM: Yeah, evaporated.

EN: Well [Tape Skips] Any final thoughts? Or anything you expected I'd out ask about that I didn't ask about? I know you know everything. Now I can see that you're like this encyclopedia. [EN and JM Laugh] So maybe I'll call you. I will transcribe it and give it back to you.

JM: Okay.

EN: Okay. [Tape Skips]

JM: [Unintelligible]

EN: Yes. As a turning point.

JM: Yeah.

EN: Yes.

JM: And um, Earl Lazerson had the idea and he charged David Werner with doing it. [EN and JM Laugh] Now, whether it was good or bad, you know, I can't say. I think it's lopsided in the university. And in a sense, it's made for some inequities, perhaps. But on the other hand, and then on the other hand, maybe as, as it's configured, now, it's too large to work. But I leave all that for other people who've worked within it to, to decide. I just think my observation is it maybe too large to be fully functioning in this environment, you know. In another environment, maybe not. But Earl Lazerson gets the credit. And I remember when he kicked...

EN: Yeah.

JM: ...David Werner in the butt said, "Do it."

EN: Yeah. Well, that was an example to me of Earl taking the heat for what David Werner really did because the Faculty Senate, I think, voted unanimously against it. And they, they just went ahead and...

JM: Did it.

EN: ...Did it.

JM: Yeah.

EN: Yeah. Well, I haven't interviewed Sid Denny.

JM: Oh, God.

EN: I don't know why I've resisted that, but I have. I better do that.

JM: Yeah. Yeah. You've got to do him.

EN: But some people, Peter Bukalski and Carol Keene. And then some of the ones who retired in the late 80s. Like Larry McAneny. They, they all said they thought it was one of the greatest

mistakes in the history, their turning points. But it was a mistake.

JM: C-A-S?

EN: Mm-hmm, CAS. Because all of them said that it was nice to have the smaller units, where the dean was of, of a common, a discipline that was related to everyone else's discipline. Where everybody really knew the dean. And where people, where people really had that, that sense of being a unit.

JM: Right. And now now, they don't know the dean. It's, it's, it is...

EN: There's a feeling about hidden pots of money, which may or may not be true. But the feeling...

JM: There could be in a small department too.

EN: Yes, that's right. [EN Laughs] I guess it could.

JM: You don't have to, I mean, even have that in families, right? [JM Laughs]

EN: Yeah, that's right. [EN Laughs]

JM: I think size is unrelated to that.

EN: Yeah.

JM: But it's a, it's a hard issue. The size issue, I think. Yeah Sid Danny would be a good one. Because, yeah, he's gonna focus on calendar [Tape Skips] So or less. \$400,000. It got from a million to... It got halved.

EN: Yes.

JM: Which is too bad. But that's the way life goes, I guess. Things evolved.

EN: Right.

JM: But what have you learned from doing these [Tape Skips] ...Engineering, I think, but I don't know that for sure.

EN: Well, I...

JM: But I was thinking about Harland Bankston [Phonetic], who was here for so many years. Probably would know the answer to the question.

EN: Okay.

JM: But, but I think starting the school- did I say college before? The School of Engineering was also a decisive point. Because Engineering has now helped the university become top notch.

EN: Yes.

JM: And without a top notch School of Engineering, we wouldn't be the university that we now are.

EN: Uh huh. That's right. We wouldn't have, we wouldn't have any science to support Pharmacy.

JM: Right. Right.

EN: Yeah.

JM: So, there's something interesting to think about

EN: Yes.

JM: And Harland Bankston is the one person, that I can think of, who had the longest roots.

EN: He was the dean after Colby Artist [Phonetic].

JM: Yeah. Yeah. Yeah.

EN: And I think we've had some um... I've, we've, we've really had a lot of exceptional academic achievement here, I think, that hasn't always been recognized. Really.

JM: Uh-huh. Yeah.

EN: Because there's been a culture of, of, and teaching is very important, but teaching is the most important thing. And so, they haven't always recognized scholarship. And we had some very outstanding...

JM: We still do.

EN: Yeah, well, I mean, we, yes, I mean we do.

JM: You know, a person that would be interesting for you to talk to is Eugene Redmond.

EN: Yes. I've had him on my list for a long time.

JM: Okay.

EN: I just haven't called him up.

JM: He lives in Fairview Heights. He's retiring in either '06 or '07.

EN: Uh-huh. I think he's, yeah.

JM: And he, he has...

EN: He went back to the very early days.

JM: He has a history. Now Earl Lazarus picked him out of some University in the East, I am told. Went after, after him to get a strong black writer.

EN: Uh huh.

JM: And brought him here. Now, I've been told that. I can't document it, but I think that's probably a fact. And he will know, he will know about the history of East St. Louis. He won't know the history that I know about the Experiment in Higher Education probably.

EN: No.

JM: But he grew up in East St. Louis, and he knows the culture of East St. Louis.

EN: He was also the editor of *The Aestle* when he was here.

JM: Is that right?

EN: Yes. He was a big person on campus. He was a member of the Saluki Patrol.

JM: Really?

EN: When they had three students I think they selected for that or you know. And he was... And then he went to Wash U and he won, the first year there, he won, he won this big poetry award.

JM: Oh, really?

EN: Yeah.

JM: Wow.

EN: Yeah, he was. Yeah, Heidi... [Tape Stops]