

Grace Madison, Graduate of SIUE
Transcript of Interview for the History SIUE Oral History Project
Interviewed by Ellen Nore-Nordhauser
April 4th, 2006

Ellen Nore [EN]: Yes.

Grace Madison [GM]: ...I did that right. Oh.

EN: No. No. No. I wish it was running when you are talking.

GM: Oh. I see.

EN: It's April 4, 2006. This is Ellen Nori, I'm interviewing Miss Grace Madison, for the history of SIUE.

[Recording stops]

EN: I sent you some questions?

GM: Yes.

EN: Yes, good.

GM: I have them here.

EN: Good.

GM: I took a look at 'em.

EN: Here give give them to me.

GM: Okay. Oh, I'd rather have a copy. Yeah.

EN: No, no, I have it on my computer. But I didn't I didn't get back from this other. So yeah, this is how I usually start out your memories of being a student. And, you know, anything you think is significant?

GM: Yeah well, we moved to Alton, from Minneapolis in 1963. And it was my husband. And four children. [Audio flair - then repetitive thumping noise in the recording] The children were between the ages of 7 and 15. And in 1964, I started taking classes.

EN: Mm-hmm.

GM: My husband had told me, "If you want to take a class or two, instead of playing bridge in the afternoon, that's alright. But don't try to get a degree." And I translated that into don't neglect the family. [both laughs]

EN: Sure.

GM: So um I started out one class that I thought was fairly strong strength of mine, an English literature class, and I was able to pass that. And so that started me.

EN: Did you have any previous college?

GM: Yes, um at 17 credit hours from the University of Minnesota from 22 years earlier, what were transferred, were accepted as transfer.

EN: Mm-hmm.

GM: And I was very happy about that, because I don't know whether it would have had the courage to take entrance exams. I was 40 years old [GM clears throat]. The ah, I right out of high school. I graduated from high school in '42. And the Pearl Harbor attack was in my senior year. So most of the boys in our class were drafted. And the girls were anxious to do something.

EN: Sure.

GM: Some of us went into defense work and I went into nursing. And I chose to get my nurses training at the city and county hospital in St. Paul.

EN: Mm-hmm.

GM: It was called Ancker [Ancker School of Nursing] at that time. And um, and they this was a large hospital 800 beds and ambulances coming in every 15 minutes.

EN: Mm-hmm.

GM: I I thought it was wonderful [GM laughs].

EN: Yes.

GM: It's exciting.

EN: Yeah.

GM: And our first quarter was spent at the University of Minnesota, taking classes, all related to nursing, I think one at a junior level, and the others at, freshman and sophomore levels. And I remember there was a shortage of nurses as there always has been and the war wanted nurses. So. So we were really pushed to uh, to study hard to and to make it and I remember they, the professors at the University of Minnesota were very much available to help. But yeah, it was a

very rigorous time. [GM clears throat] However, I was a little surprised that all 17 credit hours were... I was pretty happy about it [GM laughs].

EN: My daughters a nurse.

GM: Oh, is she?

EN: Yeah, she's a nurse practitioner.

GM: That's great. Yeah. At the time that I took nurses training, they didn't have degrees in nursing.

EN: Mm-hmm.

GM: And it wasn't until after the war that the University of Minnesota um uh started their program. And they made an offer to to us to our class, nursing class, that I think for one or two more years, we could get our bachelor's degree. Well, I wasn't interested in that, back then. So when we came to Edwardsville and I started back at school as a non-traditional-student. I didn't know what to expect. And I was quite happy that this was a commuter college instead of a residential.

EN: Mm-hmm.

GM: That many of the classmates were first generation college students. And so for all of us, it was kind of an unknown. And I thought I was very well accepted by younger students; I was surprised that. I thought I'd stick out like a sore thumb. In high school, I had thought I was quite tall. And when I went back to school, and I looked around most of them 18-20-year-old kids, towered above me [both laugh]. And so I felt a little more normal too. But I did. I was quite careful at the beginning of what I took, and I worked very hard studying. I, after a little bit, I thought, well, I probably should look at the things that would be very difficult for me and take some of those, it's just see if I can pass them.

EN: Yes.

GM: Well, they had a required course of algebra in the General Studies Program, and I had never taken algebra. It wasn't offered in the small high school I went to, I had taken geometry. And in geometry class, I had a very patient teacher who, in when we would have tests and have to prove theorems. My proof was never quite like the textbook, but he was he would go through it, he'd say, "Yes. But it's just another way of thinking of it."

EN: Uh-huh.

GM: So when I was faced with algebra, it seemed to me there aren't any two ways of doing things. [Both laugh] And I wasn't at all sure what would happen. But SIU had a remedial algebra course at that time.

EN: Mm-hmm.

GM: It was five hours a week for no credits. And I took that, and only that for one quarter. And we had a wonderful teacher Jane Broadbrooks [phonetic], taught it. And she had, she loved math, was very good at it. But she also had several children and was very patient and an excellent person for someone who really needed a lot of help. We had workbooks. And I went through the workbook. And some students didn't get quite through it, I made it all the way through. But it was all stuff I had never had before, instead of being remedial. And once I had passed that, or gotten through it, I thought, "Okay, now I'll take that algebra course." And I managed to survive, it seems to me that course was early in the morning, which was not a good time for me [EN laughs]. And it seemed to me that all the other people in the class were very smart about algebra. And, and but I got through it and got it off the list. So then I thought, "Well, what are the requirements for a Bachelor's?" And, and it seemed logical to take the general studies first. That was it. So I started kind of filling in the blanks. And then ah, I did that for a couple of quarters, I think I was taking about two classes at a time. And then the Vietnam War was on at that time, and some of the young men in the class, were having student deferments. And at the end of one of my classes, one of the ah, boys in the class went up to talk to the professor, and I overheard him saying something about having trouble keeping up. And he said, "there are some people in this class who are only taking one or two classes, and so they have lots of time to study. And they can zero in on this, and I'm afraid I'm losing," you know, and it hit me like a ton of bricks. I had been working real hard trying to keep up with them.

EN: Yes.

GM: All of a sudden, I realized that maybe by studying that hard and all I was sending someone else ...

EN: Uh huh.

GM: ... to their death, possibly life or death thing. So I, I really felt guilty. And I thought, well, what can I do about it? I suppose I could drop that would be alright. Or, and this really send a light bulb on in my brain I could take full course.

EN: Uh-huh.

GM: So I started going full time. My study time at home was usually after 11pm. [EN laughs] I could study it when everybody else was asleep and the phone didn't ring or anything.

EN: Mm-hmm.

GM: And I would study for an hour or two and and that several times a week.

EN: Mm-hmm.

GM: I remember one genetics course that I took. I was very interested in genetics and and it fascinated me. And we had, I think we were having a midterm. And we thought, and there was a lot to read and to study just before the exam. So, so I remember that night I sat down, and I thought, "Okay, I'll take a couple hours to study." Well, the time got away from me. It was after

four o'clock in the morning, when I plan to close the book. Hey, I've got to! [EN laughs] So I went to take the test, which was about 10 o'clock in the morning.

EN: Mm-hmm. Uh-huh.

GM: And I looked at the test, and it was all familiar. Turn the page. Yes, everything was there. I knew it perfectly. Oh, I'm going to Ace this. This is great. I sat down to write. Well, a few days later, we got our papers back. And I had a B minus. And I looked at it, I thought, "That can't be I knew everything." So I, they were the answers were one or two sentence answers. I looked at it at the beginning, everything is clear and fine. And then probably partway down the first page. A few of the first words in the sentence were fine. And then it just went off to scribbles. And I looked at it, I couldn't believe it. And I turned it over. Sure. Other things every once in a while ...

EN: Yes, oh dear.

GM: ... there was there I was falling asleep and not knowing that.

EN: Oh.

GM: Right, you know, I was so tired. And I would start writing and I knew what it was. But what got down there was just scribbles. So anyway, I went home and consoled myself, actually...

EN: I mean, B minus isn't too bad. I get a lot of people got less than that.

GM: ...Well, maybe. But this I mean, this was a subject that I thought I'm really flying with it. But anyway, I consoled myself with, you should go to school to learn and grades are just...

EN: Yes.

GM: ...keeping score. So, [GM clears throat] I've never regretted it. But it's the first and probably the only time that something like that is happening to me. I didn't think it was possible. [EN and GM laugh] Um, I, I wondered about grading there. When I first started and we were still going to classes at Shurtleff [College] in Alton. There was this big lecture hall. And this was a physics course, which also was not my strong suit. But um I think they're, it's it was a large class. I'm thinking close to 100 students may have been 80 or so, but large, and in this large class, and it had a stage and the professor stood on the stage and lectured. And the professor was someone from India, with a very pronounced accent and fast talking. Now, I had lived in Pakistan for a couple of years. And this was not completely foreign to me. And so I was able to follow up. But I remembered just taking notes fast trying to keep up with them. And um, I sat in close to the front so that I could hear him there were difficulties with hearing acoustics weren't too good and all of that. And after the midterm test, he said that he was going to assign seats to the students. And he took the grades that we'd gotten administering tests, the person who got the best grade, he had quite a few of the seats vacated for several rows, so that he could reassign them. And he took the person with the best grade got the best seat.

EN: Uh-huh.

GM: ...and etc, you know, as probably a reward thing. But I sat there and I've now fortunately, this is another time when I have worked hard and I was okay in the class.

EN: [EN laughs] Right.

GM: But I thought about the people who really needed to hear him the most or half were having the most trouble were put in the back where they really didn't have a chance or it just cut them off. And I think I heard that class ended at Christmas time. And I remember hearing that that class had just been decimated for grades that over 50% had failed. And, and I thought this this isn't good. If I had taken that as my first course I don't, I think I would quit.

EN: Sure. I thought you were gonna say the opposite that the poorer students would be seated in the front.

GM: Well, it seemed to me that would be fair.

EN: Yeah.

GM: I could understand that.

EN: Yes.

GM: But no, it was this other way.

EN: Uh-huh. Weird.

GM: And and I think the fellow who was teaching I don't remember his name or anything, but I think his his, his reasoning was that people are here to learn that, I'm serious about this, and people who are here to learn, I want to be sure they get it. And the people who aren't, forget em', you know, and that kind of thing, which kind of, I suppose is one way of doing it. But it seemed very unfair to me. And then, in contrast that when I was in graduate school, I was taking psychology course from Robert McLaughlin. Do you remember him?

EN: I've heard of him.

GM: Very nice fellow laid back. friendly. Everybody loved him uh.

EN: How do you spell his name M-C?

GM: And then capital L-A-U-G-H-L-I-N.

EN: Okay. Yeah, okay.

GM: And anyway, he was a very sensitive person, I thought, and this was kind of a seminar class, it was, would be very difficult to grade it, you know. Because you have to be very subjective. And towards the end of it, I remember, I'm sure he was struggling with how it was graded. And at that time, SIU faculty had gotten together and had decided that there had been

grade inflation, that they wanted to strengthen the standards and had to grade a little harder. So here he is faced with this dilemma. And he asked us, he said, "okay, everybody take out a piece of paper and write on the piece of paper, the grade you think you should get." Well, we've all psych students, and we were all kind of friends to him is and we're all kind of withdrawn and smiled. Everybody put down A more or less, this is your problem? You know.

EN: Yes. [EN laughs]

GM: Back then he looked at us. [GM laughs] You know, that was another way of doing it, everybody was no help at all. I understand now that there's a trend toward instead of marking on the normal curve, which was what was done to set up objective standards and goals. And any student who does, surpasses that, you know, get a good grade. And they don't worry about the distribution. So.

EN: That's true, I would say.

GM: In essence, now, you could have a class that got all A's and that would be fine. But at that time, it wasn't, if if you were in a class where the your classmates are very knowledgeable, your grade was competitive and went down. Let's see. What else do you want to know?

EN: This is all very interesting. Oh,

GM: Is it? I could go on and on. You had something in your notes about the campus?

EN: Yeah. The buildings.

GM: Yes. And I remember because I started in Alton and then when the campus was very new. I believe there were three buildings start with.

EN: This is in the fall of 1965.

GM: Yes. And this is also the year the arch was built [EN laughs]. I mean, there was so much happening at that time. I thought it was wonderful: new campus, new arch. But they there was a temporary cafeteria in the bottom of the library.

EN: Mm-hmm.

GM: And it had some vending machines, most students I think, got a brown bag lunch and a little sparrow got in, and was perched up on, in the ceiling. And I as I remember the ceiling, there were some beams and all their nice place for a little bird to make a nest or to stay there. And so the bird was there for at least two weeks or so [EN laughs] before anybody could catch her. And when anybody would get a cup of coffee from the vending machine, and this was very frequently when they would take their cup away, it would still drip a little.

EN: Uh huh.

GM: And the bird would swoop down [both laughs]. Take a drink. So, when anybody went to the coffee vending machine, we were all watching. [Both laugh] So as soon as they left, the bird would come down [EN laughs]. And sometimes someone would try to catch it. But the students, I think the students thought that bird is a fellow creature and we're all in this together, trying to survive.

EN: Oh that's a wonderful story.

GM: And it was just a friendly kind of thing. After a few weeks, somebody caught it. And got it out. But, um, see, I, I always thought that campus had a beautiful natural environment. And at the beginning there was a Japanese landscaper, who I think did an excellent job. And they, the favorite place for me over on campus at that time for studying was on the second floor of the library, where you have that solid wall of glass, solid wall of glass, as well as glass that looks out over. Well, at that time, there were young trees, you could still see parking lots but, but it was so quiet and so nice and peaceful. And I thought, Oh, this is a wonderful place to study, and overstuffed chairs and whatnot.

EN: Uh-huh.

GM: So I really thought that campus was wonderful. There was one drawback when you were parking out in the student parking lot and coming up over the hill, and it was very cold, it was a chill wind that really hit you. And a lot of the students complained about that. But also another thing I thought they did very well, when they started up the new campus was they didn't have paths designated. They waited for a couple of years, and then saw where the students went to get into buildings, and then put the paths there.

EN: Uh huh.

GM: Make them permanent paths. And I thought, you know, this is really nice. I think in any educational institution, it's good to see the student come first, and then sell them the way it happens.

EN: Uh-huh, that's right.

GM: Let's see, oh, I took a biology course. And I was surprised I had taken biology 22 years before, but half of the book was all new. DNA had come in.

EN: Right.

GM: All of that. And then there was a philosophy course taught by John Boyer [phonetic] that I thought he was an excellent teacher. And I remember one of the times before class when we were waiting out in the hall for another class. And I heard overheard two rural farm boys, who ordinarily had been talking about mundane things from the farm. [EN laughs] And then they started talking about the difference between Socrates and Plato. And they were talking about it so earnestly, and, you know, they really had understood and I thought, This is wonderful. This is what education should be about. [GM clears throat] And they art the hanging art and Goshen

Lounge. They ...

EN: Plum Bob

GM: Is that a Plum Bob? Okay. I was there when the boxes were delivered that it came in. He came in several boxes, great big cardboard boxes, and carpenters came to open the boxes, and I think they were expecting to put it up.

EN: Uh huh.

GM: And they opened the boxes and looked inside and started pulling out this dowels with strings attached. You know. [EN laughs] And, and finally, closed it up and decided to get someone else to check out how we're supposed to go. It was pretty confusing. And I understood at that time that if you pulled on any section of that, the others all moved so that it always made a very nice art form.

EN: Mm-hmm.

GM: And you could change it by pulling on one string.

EN: Uh-huh.

GM: I'm not sure whether that's been done or what. What about it, but that was something I thought was great. And of course, the Rodin's Walking Man in the library.

EN: Uh-huh.

GM: And the students putting shorts on him [both laugh]. I thought that was pretty good. This was during the Vietnam War when I was back and other schools were having riots and sit-ins and whatnot and, and one day, a group of students, maybe 15 to 20 or so had gotten up the list of demands. And they went into I think it was Chancellor I believe it was [John] Rendleman who was in at the time, and they went into his office, or where his secretary was and presented the demands and told her this was a sit-in. So she told them that he was out of town at a conference, but she would call and see if she could get through to him. And, and she invited them to sit down [GM laughs]. So they sat all around. And she called, and they said that he was in a meeting, but in about half an hour, the meeting would be over, and he would be glad to call back. So she told them that and the students all sat down and waited. And while they were waiting, she offered them cups of coffee, [EN laughing] and they sat there drinking coffee. And then the call came in. And she went over the demands one at a time with the Chancellor, and he told her, some things were already done. They just hadn't been announced to the students. Some things were being done. And I think there was one thing or so that he said, "you know, that's a good idea. We'll go ahead and do it." So anyway, Secretary relayed all this to the students. And the students washed up the coffee pot. And they went out that was the sit-in at SIU. A little different than some.

EN: Were you one of the students?

GM: No, I wasn't I heard about it. But I wasn't. They were I think they were all younger students [GM laughing]. Probably some of them on down draft deferments. But yeah, and I always thought in some universities, they were having bomb scares and things and would have to lock down some of the buildings. And I thought, okay, if that happened at SIU, where did I want to be, and I decided it was the library [EN laughs]. If I had to be locked in for a while, I wanted to beat the library. And the library had this section for magazines. And they were all on display where you can see them just go there. And you can see all of them. And they were arranged in alphabetical order, A to Z. And I never had time to really read magazines, I was too busy with studying. And I thought, okay, if I had some extra time, I'd like to go in there. And I'd start at A and go right through to Z [both laugh]. I was kind of looking forward to a lockdown or something, but it never happened. I did take the war seriously. I had two sons who were in college, about that time, this was the last few years that I was um, that I was taking classes. And they were very much involved in some of the unrest.

EN: Mm-hmm. Where did they go to?

GM: Our oldest son started out at the University of Michigan. He was a merit scholar, and they were trying to change their image from being this great football school to being academic. So they really moved the kids but it wasn't the school for him. And and he transferred to Knox College in Galesburg [Illinois].

EN: Oh, yes.

GM: And I think that's probably where he was when much of this happened. I mean, my second son was at Stanford. There was a lot going on there.

EN: I was probably there when your son was there as an undergraduate.

GM: Oh, really?

EN: Yeah. There was a lot going on.

GM: Yes.

EN: Malcolm X came, and Martin Luther King came.

GM: Oh, yeah. Yes. Here's another thing when you mentioned Martin Luther King. The J.F. Kennedy was assassinated soon after we came in '63.

EN: Mm-hmm.

GM: And and then Martin Luther King, and then Robert Kennedy. And I was taking a, okay class. I think it must have been a sociology class. And again, there was a day of testing and I think it was really one or two days after Robert Kennedy ...

EN: In June.

GM: ... had been associated, was it? Okay.

EN: Yeah, June of '68.

GM: Okay, it was right about right after that. And I don't know these assassinations have really really hit me pretty bad. I just, I what is the world coming to kind of thing?

EN: Yeah.

GM: And [GM clears throat] the test was set for a certain time and I evidently somehow got it in my mind. It was an hour later. And I know my daughter was out of school then too or something. So she came over and campus with me, we were sitting there visiting, waiting for the door was closed in the classroom, I thought there was a class there and, and waiting for me to go in and take the test. And so my mind was completely on. And someone came out of the room and I said, "Oh, is your class finished in?" He said, "Class? This was a test." [Gasps].

EN: Oh dear.

GM: So I went in, and I thought, oh, my gosh, am I going to even be able to take this thing, you know, and I remembered it apologizing to the teacher and then telling her, I said, "you know, this last assassination just threw me for a loop." I mean, you know, and she looked at me as though you expect me to believe that? Well, here's your test. Go ahead. You know, and I, I don't know whether I had a limited amount of time, or I just limited myself, because I didn't want to keep her long. So I went ahead and quickly wrote the test and all. But I thought of that later on, when I was teaching in Florrisant Valley Community College, I taught some beginning psychology. And some of these students, most of them, I think we're non-traditional. But most of these students had excuses that, at another time, I would not have believed at all. But after what I had gone through, [both laughing] I thought, look, you know, this is probably true. And, and so I changed my mind a little bit, but, but it's an acceptable excuse. Oh, and then there was one class I was taking a psychology class about Carl Rogers.

EN: Mm-hmm.

GM: And I don't, a lot had been happening. And I was finding it difficult to concentrate on what Kathy Skinner was the ah, lecturer then and, and my mind would wander. And I was concerned about the war, I was concerned about a lot of things. And she started talking about Carl Rogers theory of I'll call it psychotherapy, there's, he has another name for it; unconditional love. Unconditionally regard or something, turns out. And she mentioned the word empathy and all and in the meantime, my mind was going off to civilization should be advanced far enough. So that war is obsolete. And I thought, you don't need to solve problems by violence anymore. We've progressed beyond that, and and battling with those two things in my mind. And my brain kind of put the two together as you went through Carl Rogers theories and all in off here, we shouldn't, we should be able to all be friends shouldn't have to fight. And I came up with something that I later called the empathy game. And when it came time for my, oh, then I took another class where was with a bunch of student teachers. And we were supposed to make a

project, a teaching project. And of course, I didn't intend to teach any grades or anything. So. So I thought, well, maybe I should develop this empathy game, teach empathy, you know, so I did, I carried it further and actually made a model and cards went with it. And that was rather well received in a showed all projects to the other members of class. And then when I went to do my thesis, my advisor suggested that I write down several options, and then we talk about which one, so I put that down as one I could do research on this. And he said, "I think this is the one you should do." So I did my thesis on it. And then I had another class with psych professor, I don't remember his name, who had written several articles for *Psychology Today*. A popular site. And *Psychology Today* was having a section probably two or three pages of puzzles and games that all related to psychology. And so I asked him, I said, "do you think they might be interested in in my game?" And he said, "you know, they might," but he said, "if you submit it to *Psychology Today*, be sure to get a copyrighted first."

EN: Okay.

GM: Because they copyright their magazine and if yours isn't copyrighted, they get the rights to it. So I thought, oh, okay, so he's and he referred me to the attorney for SIU. Who was Coffey.

EN: Coffey, Gilbert.

GM: It's the Senior.

EN: Okay. C-O-F-F-E-E.

GM: C-O-F-F-E-Y.

EN: E-Y Yeah.

GM: I don't remember his name either.

EN: No...

GM: Well, knowing me, I have it filed someplace [both laugh]. But anyway, so I went to him. And I said, "I've been told that I should get this copyrighted, then submitted." And he said, "well, because this has a three-dimensional piece game piece to a scoreboard. I don't think this can be copyrighted. I think it has to be patented."

EN: Mm-hmm.

GM: So he referred me to a patent lawyer over in St. Louis. And I went over to see him. And he, he readily took it.

EN: Uh-huh.

GM: He said, um "because in doing my thesis, I had done all the literature search, and all, you know, so difficult." And so I have a patent on that.

EN: Oh, you do?

GM: Yeah. I got it. Let's see, what's the date? My son had made it to a plaque. He said, "Mom you shouldn't just keep this in a drawer."

EN: Yes.

GM: I have a very nice, walnut plaque with a thing on it. What's the date on there?

EN: The date is is um October 9th 1973.

GM: Oh, '73. Is when I got the patent.

EN: Yeah.

GM: It took a while.

EN: Sure.

GM: I think ah, I graduated in '71. So this was after, but and then, later after I had used it in that manner. I thought, well, maybe this should be put out for general use.

EN: Yeah.

GM: General public, you know, it had to be made, instead of the research model. I had to try to have some, you know, more interesting things.

EN: So did you send it to *Psychology Today*?

GM: You know, I didn't, I didn't, know, this was taking a long time. And I was out working I after I got my master's, I had a year with the nursing division on a special project.

EN: Uh-huh.

GM: They were trying to develop some help for three year diploma nurses to transfer into SIU and get a degree. And so I was working on that with them. And I did use the empathy game then for some research with some other nursing students did a little project along with the other work, but I never did and I don't know quite why I just kind of moved on. But then my son helped write some other things. I I hired him [both laugh]. And he said, "a thing with stationery and business cards would probably gateway games." And and there was a teachers meeting in St. Louis and I was asked to exhibit it. To put it in with another exhibit of some other things. It was a peace group and Mary Ann McGivern.

EN: Yes.

GM: In St. Louis, do you know, okay, anyway, I...

EN: Mary Ann McGivern she's a nun.

GM: Yes.

EN: And yes. And she used to be on the Public Radio all the time. I really look forward to her.

GM: And she, ah, it so I decided I'll put this out for a few people and get feedback from it. And, and she was one of the people who wanted it, who took it. And she somehow maybe she was the person who contacted me about exhibiting, and I did I just put it in I wasn't there. But but anyway, there were these other things happening. And then a friend of my son was a graphic artist who had worked with with a game company, so he made a box and all, and and he had access to an engineer who made another better looking score thing. I think I have that I went through this stuff yesterday. Let me get that out. But I burned out on it.

EN: You burned out.

GM: Yeah um ...

[Recording stops]

GM: But so..

EN: That's...

GM: I, I wasn't interested in the marketing of it, but and I've contacted several game companies and your, your established game companies are most interested in, in-house things. They'll accept your ideas, but then they take them in their house people do it. So.

EN: Did you play it in your family?

GM: Yes, I did. And it, you know, the research model, which was not really interesting, but, and, and I thought it possibilities. And in my thesis, I, you know, as I think most theses say, "you know, this was good, this wasn't good, more research needed." This is the way it went but, but anyway, then, and after I got the patent on it, then there, there is a company that keeps track of how many times this patent is cited. And they send you a card saying, "your patent has been cited so many times. Would you like to buy an abstract your, way or, or something about whoever is doing it, you know to network." And it started out I think they sent a card and it had been cited four times. And I thought, well, I, I'm not interested in doing lot more on it, you know. And then finally got up close to 100 times, they stopped sending me the cards I never did, buy any of their stuff. but but evidently, there was some interest and I hope that somebody use some of the information. The patent was for 17 years. So it would have runout? Like in '90?

EN: Uh-huh.

GM: Yeah.

EN: You can, you didn't renew it.

GM: Oh, you can renew. Oh, no, no, no, I wasn't interested in keeping other people from knowing about it. In fact, in fact, my thinking about it, and, and this maybe is strange, but this, I figured I had gotten enough use out of it.

EN: Uh-huh.

GM: I had done my thesis, I had used it on project. But and, and I just thought, Well, I hope somebody takes a ball and runs with it. And then when scruples come out, that's another game that is quite well known. And ...

EN: I've never heard of it.

GM: You haven't? Well, anyway, my, my kids are often kind of looking for things that are they think might be from my empathy game or something. And when Christmas, my daughter in law brought that and she said, "Grace, I think this game is is like yours, did they did they take it from you or something?" And I looked at it. And at that time, we were still developing this thinking we'd do something with it. And I thought, Well, wait a minute, maybe. Maybe they were there first? I didn't know. So. So I inquired about it. And I found out that no, their thing was developed in 1984, or something. And I already had the patent, so there wouldn't be a problem. But when it came to marketing, I wanted to give this to somebody else to market, marketing as a whole big problem, you know, deal. And I wasn't interested in it. There was a couple in Belleville, who had developed a game and couldn't find anybody to market it. And so they had started doing that themselves. However, it would cost me \$100,000 upfront, and I had already done much of the stuff they were doing and all, you know, and the thing that really clinched it, they had two other games they were working on. And so it would be at least one or two years before they'd be able to do it. And you know, I mean, everything just kind of piled up as though, "Hey, forget it."

EN: Yeah.

GM: I was tired. And so this is my gift to the world. [both laugh] Take that end all wars and make everybody harmonious. Yeah, Carl Rogers theory is that everybody develops in a changing world and sees things from his own frame of reference, and this for him this reality. And if you're going to help them therapeutically, you have to understand his frame of reference. And that's where the game board comes with it. frame of reference point of view on either end.

EN: Uh-huh.

GM: And you'll notice there, there's a yellow and a blue sheet of plastic and when they overlap, it becomes green. So and that would be an area of mutual understanding. And then you can't, you can't ever completely understand person's frame of view unless you've lived their life.

EN: That's right.

GM: So it stops short of going to the end of the boom. But Carl Rogers spoke at Webster University when I was with the nursing division. And Lucille McLoughlin [phonetic] was a Dean?

EN: Yes, she was.

GM: Anyway, she told me about it. And she offered to take my game and see if he would take a look at it.

EN: Uh-huh.

GM: So I, she took it to the she was going to that conference that he or, it was a speaking engagement that he had, and she was going so she took it there. And she gave it to someone who was hosting Carl Rogers and who had worked with him. And, and that person wrote me a real nice letter said that um, "he, he wasn't feeling well, at the time." I just, I think wasn't too long before he finally died. And he, she said "he is so he was only doing what had been scheduled." But she looked over the game and gave me a very encouraging letter. I thought that was nice.

EN: Hmm, I asked if you remembered the Mississippi River Festival?

GM: Yes, I certainly do. And that was

[Recording stops]

GM: festival. It was folk singers. And the symphony. As I understand it was started as a summer home for the St. Louis symphony. And we would take blankets and sit out on, on the hillside there. And it I just thought it was wonderful. I asked my son, one of my sons, who called yesterday if he remembered Mississippi River Festival. And he said, "yes, I do. There were rock bands." He went, "I didn't I couldn't quite remember the whole family going."

EN: Uh huh.

GM: You know, and I think probably we might have had one or two of the kids with us, but they had their groups. They weren't sitting with us. [EN laughs]. And and then they continued to go I think after we did, and the Mississippi River festival I thought deteriorated into rock groups [GM laughs]. It was wonderful at the beginning. And I thought it really should have been supported all the way along. You also ask about the relationship of SIU to community?

EN: Yes.

GM: When we came, we were told that there was some hostility, in fact that at the time, they hadn't even decided where the entrance would be or wasn't put up for the public for the campus. but evidently, some dignitaries were flying over the area and a helicopter and a farmer came out and kinda shot at them.

EN: Right, yes.

GM: Okay, so we had heard that. And we had also heard that, you know, we might run into some hostility. And I remember I was at a social gathering of someone who didn't know I had any relationship to SIU. And she started talking about the new university that was coming. And she said, "and their tuition is going to be"... and it was quite low.

EN: Yeah.

GM: I know. And she said, "Now, anyone can go to college," and she thought that was terrible. And I looked, and I thought, "Wow, it's like having your world turned upside down." I thought it was wonderful. And so I, I realized there was a difference of opinion, you know.

EN: Uh-huh.

[Recording unstable]

GM: This was in Alton, and I think that some of the people in Alton had thought that and some of them sent their, their children to Northeastern schools. It was a very... thing to do. And I think they looked at education as a status symbol rather than as a practical, good thing. Oh, and I also realized that several of the younger students, even if they were non traditional, though, there were a lot of local non traditional two who weren't as old as I was, but they were out of school for high school for a few years. And I remember one young man, especially who was working at the steel mill. And I think they change shifts, rotated. And so every two weeks, he would have a night shift. And he had told me, he was working in the hottest part of it, I don't know what you're doing the hottest part. But anyway, he would come to class, and he would be so tired when he was on nights. And I realized he was falling asleep halfway through class.

EN: Yes.

GM: The students tend to learn how to manage to keep their neck straight or something.

EN: Yeah, I know.

GM: But you can still tell their eyes glaze over. So I started taking carbon paper, my notes, and then I would give him...

EN: Oh, that's good.

GM: ... it afterwards, but it made me realize that some of the students there were making a very big effort. It was, it was quite serious for most of them wasn't your usual campus. I sometimes wonder now, with the residence halls, and all of this won't change, you will certainly have a more cohesive group.

EN: Yes.

GM: And there will be a lot more extracurricular activity. For me, it was just right that it was a commuter campus. Right. And people pretty much went there for classes and studying.

EN: I think there is some concern now because the new president is, wants to make it into US News and World Report, Best Colleges, and their measurement is the ACT level of the people who come in so. And then we're getting more residence halls. And so what we're going to end up doing is probably what we could end up doing, which I hope we don't is probably excluding a lot of people from this region. And I think that there should be some community organizing on that principle.

GM: Yeah.

EN: I know there's concern because other people I've interviewed who actually were concerned. I mean, some of your... today it maybe maybe one of your kids might have chosen to go there because it's it's got a it's got really good programs. And to be a Presidential Scholar there, you get you're treated like royalty, you're getting I know tiny classes, with very good teachers.

GM: Well, and I think the campus is excellent.

EN: Yes.

GM: I visited a number of other schools where...

EN: The trek.

GM: Well, you know, where, where the campus would be in, in the middle of a residential or, or urban neighborhoods. And they have one building here, one building there and scattered. And even Harvard.

EN: Yeah.

GM: And so, no, I think this was wonderful that, that SIU started with so much space to expand, and also that I'll call it Student Union. What's it called now?

EN: Morris Center.

GM: Morris Center? Okay. But that won an architectural award, and I think rightly deserved. It's a beautiful campus, and I think it's very conducive to study and to learning.

EN: Yes.

GM: And I really think there's so much that very interesting now. I think it's a really exciting time to be learning. I mean stem cell research.

EN: Yes.

GM: String theory of the universe, and things are going out in all directions.

EN: That's right.

GM: I think it's very exciting time.

EN: I agree. Well, I asked if you've been active in the Alumni Association.

GM: I was a member right after I graduated and for several years [tape bounces], but I at the beginning, I really appreciated that. I have a library card. Or that I could get access to the library.

EN: Yes.

GM: And I use that quite a bit. went over to the library quite a bit. But as the years went by it became less and less, and I didn't renew it.

EN: Well, any other themes? Because this was really interesting it's wonderful.

[Crosstalk]

EN: What my

[Recording stops].

EN: Now, in the presidential files NOW [National Organization for Women] wrote to the President of SIU on a number of occasions, about different issues. Do you remember that?

GM: I, I don't really remember that. I do remember that NOW is very, we have a lawyer in the group. What's their name. And they moved away. But she was very involved in Title IV (nine).

EN: Uh-huh.

GM: And I think now brought a suit against the school for Title IV in one. And I remember I was asked to talk to a group of, I think, sixth graders or so and few years after that, and if when maybe I was President of NOW then. But anyway, the teacher asked me to mention that. And I remember telling the students that the reason they had such a good deal now women's sports was because of Title IV and NOW.

EN: I think nowadays, that a school teacher who invited the president of NOW to speak to their class would probably feel enormous pressure, if not be censored.

GM: The rise of the far right, I've been watching from the time they were a minority for a while, and starting up in the GOP, Republican party, and then taking it over and progressing on. And it has been ah.

EN: Do you want this turned off? I forgot. Okay. Please stop, because then we can cross.

GM: This is just for you? Is this?

EN: No, this is going to the Lovejoy Library. [GM laughs]

GM: Oh. Then I better stop [GM laughing].

EN: Oh, Well, then I'll turn it off.

[Recording ends].