

Sr. Mary Mangan Oral History Interview/February 13, 2003

Webster University Oral History Program

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Sr. Mary Mangan

February 13, 2003

Tape 2

KG: Good morning. This is Webster University Oral History Program recording number 1. Today's date is Thursday, February 13, 2003, and the time is approximately 10:50 a.m. This is tape number 2. My name is Kathy Gaynor. I am a reference librarian at the Eden-Webster Library and am also responsible for the Webster University Archives.

Today it will be my pleasure to interview Sr. Mary Mangan, a member of the Sisters of Loretto, a graduate of Webster, and professor emeritus of the university. This interview is taking place at the Loretto residence at 590 East Lockwood Avenue in Webster Groves, Missouri.

Good morning, Sister.

SrM: Good morning, Kathy.

KG: Well, in the first part of our interview we talked about your years as a student at Webster and what led you after graduation to eventually become a member of the Sisters of Loretto. And I wanted to pick up from there and to have you tell just briefly what you did between that time and what brought you back to Webster.

SrM: Well, when I entered the Sisters of Loretto in 1942, the world as you well know was involved in World War II. As a matter of fact, I was trying to make a decision whether I would join the Waves or the Sisters and I decided that I should really join the Sisters. I had thought for some time that I had a vocation so I made a retreat and I talked to a Jesuit priest at this time. I didn't know him but I felt I could ask him some questions. And he said "I think you have thought about this for some time and I think you should really do it now. Now is the time before you get any older." And I was still in my twenties, incidentally. So I decided then to go to Loretto.

To go to Loretto in February is not a good time for many ways because it's bitterly cold in Kentucky. But it didn't make any difference to me but anyway that was part of it. So I spent two years then in the novitiate which is the usual time of training and then after I finished I expected to be sent out to do whatever work was asked of me. I had taught for two years in a private school in Illinois. In fact, I sought a teaching job but that was not easy to get. In fact, my mother had a cousin who was on the school board in the city of Chicago and she suggested that I go with her to see her cousin. I thought well, this woman must have an influence, she's a member of the school board, and a woman on the school board was a little unusual I must say. Now again I say this is 1942. But she said to my mother "Oh, no, no, no. She can't just go and teach here even though she has a teaching certificate from Webster, and she has a degree. That's all very nice, but she

must go through the teacher's college here in Chicago for at least a year and then she could be assigned to some school."

Well, I thought I don't want to do that. So I had some jobs then in Chicago in the meantime. And then, when I went to the novitiate of course I didn't have a job.

The first assignment was to go to Nerinx Hall and I taught then high school at Nerinx Hall.

KG: That was here in St. Louis.

SrM: Here in St. Louis in Webster Groves. And it's true I had taught in a small town in Illinois. In fact, I went and paid for the job. I don't know if you knew that was a pattern if you went to apply for a job through an agency then they would charge you.

KG: Like an employment agency today.

SrM: Exactly, yes, like an employment agency. But when I tell you I received \$50 a month plus room and board when I taught then in this St. Patrick's Academy south of Chicago, about 60 miles south on Highway 1. So I got a car in order to go back and forth because I stayed at the Academy during the week but I went back to Chicago on weekends. But I had two years experience then, meaning two years teaching experience and I enjoyed that very much. Furthermore I had the girls basketball team. This was high school, I taught high school, I taught Latin and History at the high school level. But then I taught physical ed for all the children. There were many children there. The idea was to have this kind of like a recreation for the various grades.

But at the end of the year it was hoped there would be some kind of a demonstration to which the parents could be invited and their children could perform. So I worked all year toward this. Luckily amongst the boys in the grade school (I didn't teach the grade school except for gym classes) but in that one class there's a fine looking young man in the eighth grade. I thought he would be a perfect master for my circus. And therefore he fit the program perfectly. And then I had the various grades portioned off into different activities. And so I had a circus and I was able to use it with the various classes, without going into all the detail. And it worked out very well.

So I had two years experience there before then I went into the Sisters of Loretto so I had two years experience. So then when I became a Sister of Loretto I was sent here to Nerinx Hall which is in Webster Groves to teach at an all-girls high school. So that was the beginning of my teaching career then. So I was there for four years, from '44 to '48. And then suddenly I received word to go to St. Louis University to get some graduate work. And then I was going to go to Loretto Heights College in Denver to teach.

What was happening in Denver was a new program was being instituted in Loretto Heights, a nursing program was being introduced. So I was asked to teach sociology for nurses. And I thought I don't know how this is different for sociology from anything else.

But anyway I took some courses at St. Louis U. in preparation for this and went out to Denver, and taught at Loretto Heights College in Denver. So I was out there from '48 to 1956. And I taught at the same time I was teaching other courses and I began, I had the master's degree from St. Louis University in '51. I was able to accomplish that in the summers and also during the year doing the work. And therefore I was out there from '48 to '56.

And then in '56 I received word that I was coming back to Webster, in '56, and I was here at Webster from '56 to '58. At that time I was told to apply to Yale University for International Relations.

KG: And what did you teach when you came here to Webster in '56?

SrM: I was teaching a program which then had already been set up, pretty much typical Western Civilization, always something in American Government. That was always a part of the requirement whatever, however it was listed. And I always taught some course which I usually just call Current Events but I kept up then with what was going on. And that's a course which continues to be a popular one on the part of many students so I continued to teach that. Sometimes it was just a one-credit course but it was enough to keep people interested in reading the newspapers and continuing to be interested in what's going on in the world.

Now it's true, when I started out, that was World War II, there was a great deal of interest. For example, when I came to teach at Nerinx I was taking Geography courses down at the University. And that was over and above, different from the history, and I took a number of courses in that area because Americans knew nothing about the world. When we were fighting in Iwo Jima, people would say where's Iwo Jima. That was the beginning of geography then as a course. I took quite a few courses in that down at St. Louis University so that I had the background.

KG: The complaint we hear today is people don't know their geography.

SrM: Exactly...

KG: What was St. Louis U. like? When did they become coed?

SrM: They began, they were beginning really during World War II, certainly right after the war was over that's when they opened up the doors to women. But after all, if one is in a M.A. program, a master's program, you don't really see the difference. They're both male and female, it's not quite the same as the undergraduate level. So I didn't really see a great deal of difference. Because these courses were all at the M.A. level; assuming that I had my degree and therefore I could go into these areas.

KG: Did you feel that you were treated equally as a woman in the classroom?

SrM: Yes, I didn't really have a, I didn't notice any difficulty on that score at all. No I didn't see any difference. Now there might be in some classes. I think it depends on what areas. But I'm talking about history and geography in particular or politics or government in those areas, no, they were already mixed.

KG: When you came back to Webster in '56 were there still some of your instructors from your student days here?

SrM: Not really, I was trying to think, to go back to this, no, I would say not, because that's pretty much of a gap in there. I finished in '35, that's a long time ago. Although I had kept up with some, and it's true. I had made some probably new connections with people down at St. Louis U. and we always had some people from St. Louis U. who taught part-time at Webster. So there was that kind of a connection which existed. And the names I would mention would be Whitey Hole, some people would remember him, and other people never heard of him but he's one that was always looking for an extra course and therefore he came out to Webster frequently to do an extra course.

KG: I see. And you mentioned then in '58 having it suggested to you to enroll at Yale. Why did they choose Yale of all places?

SrM: I think because I seemed to be interested in International Relations, which indeed I was. I'm telling you about by talking about geography and becoming interested in that and also by teaching a course in current events it was acknowledged that I would be teaching and looking in that area. But when I went to Yale the whole program in International Relations was really being adjusted, it was constantly being readjusted I would say or being changed, given the times and what's going on.

But I do recall that they never had the same person teaching International Economics and everybody was worried, well, what's this guy going to be like because we don't know him at all. And in fact I would meet the students in the library. "What do you think he's going to ask?" It was our first test. Nobody knew what he was like. He came from Canada and the thought was does he even know what's going on here. Well it was kind of interesting that it was hard to psych him out as you say. But he was an unusual person, I can't go through his whole history. He still is teaching in the area of International Relations but he was always far ahead of everybody else. And I remember this one fellow said to me "You know, it'd be a good idea to call his wife while he's having breakfast and find out from her what he's talking about now because that's where he is. He's ahead of everybody else. It might give an indication." Well, that's true, that's true. I didn't call his wife, though, I wasn't quite that bold. It's true, he was always very ahead.

And he was the one who was in charge of the language exams, you take language exams when you get there, meaning French, German, and if you're in English you'd have to take Latin. Well I'm not in English so I didn't have to take that. I had passed the French and that was okay but I was, all this German, I don't know how. I had studied the German so I could pass the exam. The first time I didn't make it, but that was true because when we sat in this big room, the first day that you're there, somebody said that the first day you're

there when you get off the train the first thing you do is take a language exam. We sat in this big room and we're all crowded and this woman who later became a good friend of mine, but I didn't know her, Veronica O'Neil, was running this show for the professor. She said "Well, I've seen all you guys before. Sr. Mary's new here, she'll say a prayer for all of you." And the fellow next to me kept looking at my paper and I thought, my translation, and I thought, well, if you find anything here you take it, go ahead. The interesting part is this fellow who sat on my left, and I'll never forget, took that language exam seven times. I only took it a second time, I passed it a second time, but he took it seven times and he finally passed it. He was very bright, bright in everything else but he may have had a difficulty with the German, I'm not sure. However, what's interesting, and I've kept up with him in the news because he was in the Nixon administration and he sued Nixon for tapping his phone at one time. And I know that Morton Halperin is his name. Every one in a while he's on some news program and he's on a good program and he is very bright.

KG: He was in your program.

SrM: He was right on my left and didn't pass his German the first time, but I didn't either, but that was kind of funny. But at Yale I must say they were, the professors were, I guess I was a novelty maybe to some, wondering what is she doing here, but they were very nice, and they didn't treat me any differently I would say then anybody else. We got the same treatment. I mean nothing special, but they were very nice.

However I tried to take advantage of whatever kinds of things were offered which would be a little different. Number 1, if a professor would say "I'm having a crowd over for", they wouldn't say cocktails to students, they would say supper at such and such a time. "My wife and I hope you'll come" so I would go to anything like that. Plus, some of these guys told me, well we have a coffee in the graduate building on the second floor on Thursdays at ten o'clock. I managed to get there because I thought, see if I can talk to other graduate students. I can find out things which proved to be very helpful. I learned a lot. And furthermore, there were a number of graduate students from different places, not only other universities. So I remember those who were in the military were there, and why they were there at that particular time, now this would be in the fifties. I couldn't figure out which ones made good coffee and which ones didn't make good coffee. So I attended those things.

Then occasionally there would be something at night and the Political Science people had a group. This one fellow, Bill Full said "Sr. Mary, we're getting Adlai Stevenson to come but we're not even inviting our wives, this is strictly, but it's okay for you to come. You get a friend to bring you and for you to come." Well I called this Jewish woman I had met who was teaching at a woman's college up there, small college. Well she was delighted to hear Adlai Stevenson, well, who wouldn't. So we went that night.

So, I mean there were kinds of opportunities like that that I didn't pass up. It didn't make any difference, they accepted me as I was, I didn't have to. I was in habit, I was in habit, but they knew me and so that was fine.

KG: That's great. What a wonderful opportunity.

SrM: Right, it was.

KG: And when did you come back to Webster?

SrM: I was there just two years, and I was still finishing, I was still working, I was still writing the dissertation. I had late afternoon classes and that was okay. I could work and then. It had reached the point where I could be away but I did go back in the summer to get a final okay.

See I was doing something on our attitude towards underdeveloped countries. This was all a part of International Relations and it fit in with the other courses that I took as I went along there. And I did take, I didn't want to get too involved, though, in other courses and I stuck pretty much to what they said by way of this program. But when I say the International Relations program was being revised, I know it always is, constantly. The emphasis, for example, now would be definitely international economics and our new person at Webster, the one who replaced me is in international economics, and that would make sense. But actually they couldn't get anybody who was satisfactory at Yale, they kept changing on that.

KG: I wanted to get your thoughts on some of the, when you got back to Webster that next ten, twenty years, there was so much going on and I just made a short list here so I thought we'd just get your thoughts starting with general education which is always a very controversial issue on most campuses.

SrM: Right. Well we always had some requirements, general education requirements and as I've seen over the years, these change. I would say the need has been to change now and then but I do think there are some kinds of things that should be basic, personally, and I would always agree with these kinds of things. Now I chaired the department and later I became chair of the faculty and let me tell you there's a difference, you see things in a different way. You realize if you're dealing with, we had approximately 99 faculty members, and you have 99 different ideas on things. But after a while you kind of know to allow this one five minutes, he's going to take it anyway, just let him have that. So it was instrumental and I learned a lot. But at the very beginning I think there are some basic requirements and no matter what people come with, those kinds of things. The later and more recent innovation is something that freshmen must take, and that is they have to be in a freshman seminar. Now that was well thought out and that was very good. We didn't have that, you'd be dropped into a freshman class, English 101 or whatever it would be, something like that. And you got your first perhaps introduction to term papers, something like that.

KG: At this time they were moving away from a lot of prescriptive classes?

SrM: No, no, I think we still were, we still were. Now even when I attended Webster there was a requirement of foreign language even though I had had four years of Latin and I had four years of Latin in college. But I took some French. I think I hit the wrong time because there was a change in French teachers and, in all honesty, I didn't feel that this new one was good. Certainly from what I heard in the past she wasn't really the best and she didn't last long. But nevertheless I think some basic requirements, always there was philosophy, a certain amount of philosophy. And we didn't call it theology, it was religion. It was a Catholic college so these religion courses were required, scripture was important. And I thought, I never felt it was too heavy. And when we say general education requirements, whatever they are now, I'm in agreement that some is needed because people come from various backgrounds and there should be some kind of general education requirements where there is a coming together of all and a meeting together.

KG: A common experience?

SrM: Exactly.

KG: The next big issue on campus, or what it a big issue—coeducation?

SrM: That didn't become an issue until the sixties and I have that written in the history, when that was, and I remember very well how that was treated. It was, I thought, treated very fairly because we had student opportunities to get up and express themselves. And we had these meetings and they could express themselves very well. And the one student who is a former history major, and I still hear from, who lives out in Idaho now, spoke very strongly against the men coming in. "I came because this was a woman's college, that's why I came." She's the daughter of, her father was in the army, been all over the world, but she wanted a women's college. And she was very strong in this respect. But there was an interest in maybe opening up and that began.

You probably know some came in first because they could get music at Webster. They still had to go out, take the streetcar down to St. Louis U. for the other classes. But when the men started out they were very nice. There was one I know. He went to the Sister Superior and said "I would like a place in the chapel", just the way the Sisters have a place, "I'd like a place". "You can't have one, you're not a boarder" but anyway he wanted a place so he could have his own pew in the chapel. So she humored him that way. And another one became a very good friend of one of the librarians, there was a very close connection. So there was a nice exchange. But they wanted music which they couldn't get. That in particular, I think, was the entry, well, of course, when theatre came along that was a different. But I thought that was handled fairly, meaning students were given the opportunity to stand up and say why they wanted it or didn't want it and so there was a decision made after a bit, I thought pretty thoroughly.

KG: And it was gradual, too, so they didn't just all show up at once.

SrM: But then I remember distinctly the first time I had a couple of men, it was a political science class, and they had had army experience. Well that was very helpful. I could say

“Well, Jim, you know this from.” so it worked in. They didn’t rush in, it was gradual. But I would say it was in music and then, of course, theatre.

KG: Probably the biggest change at least to the outside world was the transfer to the lay board. It’s hard for me to get a sense of how much was known about this direction that they were going in beforehand. I know she made an announcement, President Sr. Jacqueline to the convocation in November of ’66 but was there a buzz going around beforehand?

SrM: I think we knew, the Sisters knew, see I knew it was coming, meaning within the Sisters we knew of it. It was simply becoming almost impossible to pay the salaries and all the rest, I mean the expenses and you know the number of colleges that have gone under. So in a way, what they took they took. People asked afterwards “well, what did they take?”. Well they took the debt, assumed the debt. We got some very good people on the board and so the board took the debt, that’s really what it was. And therefore there were very, I would say, sharp turns along the way. It wasn’t all honky dory at all. And Jacqueline had a way of expressing things so everybody thinks it’s great but underneath it really wasn’t. You’d have to really pinned her down to know that. So the transfer to the lay board, I would say, didn’t have a lot of effect particularly on faculty. You had your job and you were still getting paid so I would say there’s no big change.

KG: Did you get any flack from your peers in other orders?

SrM: Well I’ll tell you what. I think that others tried to do the same thing and didn’t do as well. I don’t think anybody said “Oh, that was the wrong way to go.” In the light of what took place, and you may say there were some things not good about it, didn’t like it. Old alums didn’t like it at all. You gave the college away. It took a long time to really bring about some changes. And I think we have this committee, called the Liaison Committee, and that is to try to always keep in touch with those who are dissatisfied, disgruntled, unhappy, who didn’t want to try to understand, if they did understand. I don’t know how they thought we could have kept going, to tell the truth. But that’s only in the face of what happened later.

There are still some, a few, you haven’t had, you would never had had this experience, calling to ask for a contribution for Webster. “Oh, never, after what they did.” But that’s pretty much, I would say, gone, or the people have died. See Maryville went through the same thing, if you look at other. Fontbonne didn’t. I don’t know how, the status of Fontbonne.

KG: Webster was really the first.

SrM: That’s right. See I was on a traveling workshop on race relations, it went from place to place, I could tell by “Oh, you’re from Webster College”, or “Oh, you’re from Webster College”. I knew my reception by the tone of voice how I was being received. It’s exciting what’s going on there or how could you do that. I didn’t do it, it wasn’t I.

KG: Speaking of traveling, suddenly this former all-girls college was taking its classes on the road, expanding outside of St. Louis.

SrM: The first international campus though was Geneva, you probably know, and the person who did a lot of that is no longer around, was Sister Ann White. So I went over when she was working in Geneva, I taught over there, I liked that. And I knew they were planning the next one which was Vienna, you see that was going on at the same time for the next one. So I've had the opportunity to teach in Geneva, Vienna, Leiden, which may seem to some, not as, I would say, not as highbrow, but it's a great place, and the last place was Iceland. So I've had those experiences which have been for me, invaluable. And you just talk about background, and seeing the students in other places and also keep up with these students. I'm just thinking now. The experience has been invaluable. If you're teaching international relations, this is the way to go, not that they're all embroiled in this but there is something about it. I just saw the article, what was it in yesterday's paper, about all the campuses, of Webster in particular. You see, that's just at the M.A. level and that's mostly for people who will get some profit in their own workforce right now. They're already A.B. people and this is an M.A. that will help them. And I think that's very good.

And I think where we have done a great deal in particular is for the African-American because we have more African-American M.A. people than any other college and that I applaud. Now I've taught those students as well because I have taught in the M.A. and I know they're serious about this and this is upper mobility. And for them, that's great, and so the opportunity is there. So I applaud that, I think that's good. They're not getting Ph.D. which I think doesn't belong there.

KG: There's always an argument at least in the student newspaper about outside expansion as opposed to developing the home campus.

SrM: I know and I'm not sure where the money goes, that's all figured out. Now I don't know the current president, I've met him, I mean, but I really don't know him, his policy and his way of operating. I'm not in a position to critique that and say he's doing a good job at all.

KG: Talking about graduate programs, of course Webster started its first one around 1963 with the MAT program and then went on with other M.A. programs, what was your feeling as a faculty member at that time?

SrM: I applauded it and the MAT to me made a lot of sense. That's somebody who's already in teaching and this is to help them become more proficient in that area, at the very beginning. And there are a lot of people around who will tell you I got a good program at Webster and we had some excellent teachers going, doing that both in math and some science.

KG: Did you teach any of the social studies courses?

SrM: Yes, I did. We didn't call them social studies but I could look back and see, yes I did. And I went over to Scott Air Force base. Neil was over there first and he said "I've paved the way for you" and I said "Well, thanks a lot." "Well", he said, "it'll be easy".

KG: Is that Neil George?

SrM: Yes. Okay, and so I did go and, who's the fellow who died, he was in English, I can't think of his name right now. He was teaching the same night over there and I said "I'll drive the one week and you can drive the next". "No, no, I'll drive all the time". But the next two times, well, we ran out of gas one night and the other night, what was the other reason. Oh, you would know him, he taught in the English department and died just unexpectedly year before last, you would know him, Harry Cargas, yes, Harry Cargas. But we were great friends, I said "Harry, I'll do one week and you do". So then we got there the one week and he said "Oh, I forgot my pass" and I said "Oh, I didn't bring mine because you told me not to bring it". You couldn't get in without your security pass at the gate. Luckily some guys were coming out of the gym and one fellow said "Sister, you having a problem?" I said "Yes, he forgot his pass" and he said "Okay, I'll take care of you." And the other time some people picked us up, a couple, they were wonderful, brought us all the way back to Webster Groves. Honestly I don't know why we ran out of gas.

But I did go over, and that was, I would say, that was enlightening for me. I learned a lot.

KG: Talking about some of the major people who have been here, I know in our first interview we talked about President Donovan. We've had a few presidents since then and I just wanted to get your thoughts on them starting with Sr. Francetta.

SrM: Now she wasn't here very long, that's true, and the person who's not listed at all is Sr. Mariella Collins, and she was a good administrator, a very good administrator. She had been a principal over at Nerinx Hall so she had that experience and I thought she was very good. Now Sr. Francetta I saw in a different light because she was my superior when I went to the Heights and so I saw her in a different way. And I didn't really see her as a person in education in the same way. But she was okay, I mean, a lot of people thought she was great. Actually she was very much influenced by Jacqueline who came along. Jacqueline was doing things for her, really.

KG: They were quite a team there for a couple of years.

SrM: It was Jacqueline who was doing most of that. She had her own way about getting things done but, believe me, she really ruled. And the best part, I would say this, respect her, before she left office she really provided ways for the faculty to take over and not really be under any one president's thumb.

KG: Jacqueline, you're talking about?

SrM: Yes, she permitted committees, and we had very good committees where we set up things, students on the committees as well as faculty. And so that happened at the end, only toward the end. But she really clamped down, she's pretty strong as a leader. You don't like it that way? On the other hand, if you're asking about Leigh Gerdine, entirely different. I mean he was probably too overly influenced by Joe Kelly. You didn't know Joe Kelly?

KG: No, unfortunately. I know who he is but I never met him.

SrM: I haven't seen him lately. I should stop by to see him. He used to always be with this gang at Schnucks but that's closed and now he has breakfast over here and I stop by a few times. I haven't done that lately

KG: Jacqueline brought him? Was he here when she was here?

SrM: He came along, in fact, it was I, we hired him in Political Science. I said "Jacqueline, he'd be good". It was my fault. And she took him in and he was doing things. He's a nice guy. Better get some other opinions regarding him. He's a politician, a real politician in every sense of the word.

KG: So Leigh Gerdine relied on him quite a bit.

SrM: Well, I think that when Leigh Gerdine came along, and Leigh Gerdine already had his place set up in St. Louis. He came from Wash U., you know that. And it was good for Webster to have gotten him. Now, when I think of Leigh Gerdine in reference to the Sisters of Loretto, he was wonderful. He always, I would say, was careful, I mean, wanted to be sure the Sisters got credit for everything. He was really careful at things like that.

KG: Very respectful of the heritage.

SrM: Exactly, you put it very well.

KG: I don't have on the list Dr. Perlman, unfortunately cut short by cancer.

SrM: Five years. But I think he was doing a good job. I had a good relationship with him. I think he followed in Leigh Gerdine's pattern, but as you say, there was hardly time to get things going. I think he tried very hard. But I remember writing to him about different things, he was always, what you said before, very respectful, realizing the legacy and not downplaying it. That's hard to explain.

KG: During of course your teaching tenure we had a lot of events go on in society and history. I've listed some of the wars, some of the changes. Are there any of these that really you feel affected you as a faculty member?

SrM: No, but as I said before I always taught current events and so I kept up with them. I couldn't say "well, that's not my business, and there were some like that. I would say I always went with the flow, tried to stay on top of things. I may not have been as outspoken on a number of kinds of things, as some people are. Dan Hellinger would put his face on the line and so forth. I haven't done that in many respects. I belong to the League of Women Voters and I belong to the International Committee of that and so we study something before we take a position on it. We know all that so that's the approach.

KG: Consensus.

SrM: That's right. I'm highly respectful of Dan, I'm not criticizing that at all. It's just a different personality.

KG: Did you find as you were, as the students were discussing these in the classroom, a very heated debate

SrM: Some things. Well now I'm doing the Great Decisions, that's coming up shortly, on the 24th, it's going to be more heated than ever, I think. I'm not sure who's signed up and who's coming. Two years ago, some of the women brought their husbands this one night, I didn't know, and I think they had dinner before they came. The meeting is from 7-9. Exactly what the topic was or how it came up, I wonder if these guys work for McDonnell-Douglas, and they're all ready. In fact the one, and then he kind of quieted down, I thought, well, I don't know. I thought we were going to have an argument that night, after all. She just said my husband is coming with me and I thought well, okay, I thought what's his position on this. But anyway we got along okay.

I think that, I don't know that we've ever had any blowups. We've had lots of differences of opinion which is to be expected and that's very good. And I think when we've talked about the Middle East various times, when I had this current events, I had Arabs and Israelis in the class. And the woman was very good, the Israeli woman, a Jewish woman but she was not, she was an American. And I gave them a break and they went out in the hall and they were all very quiet. We were just doing that. Let's see if we can be quiet out here.

See I've been to Oman twice and with some Arabs and all I have that relationship and therefore I think she's always taking support for the Arabs and not the Israelis. This woman went on to be, what do they call it in the Jewish religion, a rabbi at Wash U., studying theology, she's very bright. I knew she was good. I would say it was a good exchange. It's getting a little heated. And so that has happened.

The first thing we have to discuss next week is the topic which has been proposed, which is good, which is basic, which is really a theological, it is unilateralism versus multilateralism. We never even put that in forms before, but that's the way it is now because Bush started out as a unilateralist and was pushed into becoming a multilateralist at least by being forced to go through the U.N. How much his heart is in it remains something. That whole thing is kind of different.

But I would say that has probably come out more in current events, and this is from time to time and that means we don't have time to do a lot of deep, perhaps, study into these and this is on the surface, maybe,

KG: I suppose that kind of course, you have a lot of flexibility to go wherever the news of the day takes you.

SrM: That's right, but the students like it. They all like it very much. I like your Current Events, like your Current Events. Well, it's true, they don't really read stuff, now, all the opportunity is there now, especially with Internet and they all have computers, and therefore, it's better now than it used to be.

But I would say that came, I started to do this when I was a freshman at Webster, and one who influenced me there was Dr. Donovan. You see, he was teaching Current Events and he wanted us to read the *New York Times* all the time. He was from the east, and so I always read the *New York Times*, got it. Well, it wasn't as expensive as it is now, but anyway. And also he encouraged us to take magazines like *Current History*. Well now it's *Foreign Policy Magazine* and others like that. So with that kind of background.

I remember I worked as a student, I worked at the library and Sr. Mary Joseph would say "You work here, but on Sunday it's all right for you to take out the *New York Times* because we won't be in the library. Just put it back." So the library would be closed on Sunday afternoon. I could use that. I worked at the library therefore she trusted me to get it back which I did. So I think that helps by way of background.

KG: Do you have any final thoughts after all these years of teaching and being a student at Webster?

SrM: Well, I've had opportunities I think I have appreciated, when I was able to do well at Webster and also well. Those opportunities to teach abroad, I really found that very useful. Some people just love to travel. Well I made use of the time and learned a lot when I was over there and went places, not just travel for travel's sake, it was all part of the learning process.

And the other thing, you had the civil rights movement. I participated in that. I've taught black white, I've taught something in black white, I've taught black white cultures, by different names, over the years. I kept looking to get a black person, I always had for example, a student assistant the last couple of years, like John Dupre, do you know him?

KG: No, I'm sorry, I don't.

SrM: And another one, meaning a student assistant who'd help with the discussion and the student assistant was black. And that went over with students, they liked that very much. And I said I might know the historical background but here's somebody who has the real experience, and they kind of liked that exchange. And I think Webster has done

a lot in that area. Just hitting upon the M.A. and these others. And I did do that a couple of summers. I was in, we had some Sisters travel, a traveling workshop, and we tried to take the topic race relations into various places, various cities. Sometimes, you know, it was very effective and other times we were accused of starting things, getting people excited and so forth.

KG: What are your future plans besides teaching your, leading your discussion groups?

SrM: This is the last year, I keep saying this is the last year. I'm not as strong as I was. You do know I was in that car accident which wasn't, a couple of crushed ribs. Have you ever had crushed ribs?

KG: No, were they actually broken?

SrM: Yes. Well I had to go for a, the first x-ray didn't show anything, the second showed. The doctor looked at me and said "this is the worst case I've ever seen" I said "Well, thanks a lot. What do I do now?" "Are you taking something for your bones? I'm serious." Now I'm taking calcium. And I have very thin bones, and I'm a perfect specimen, skinny, white.

KG: For osteoporosis?

SrM: That's right They don't call it that exactly but your bones are very fragile so I'm taking calcium now, doses of it. The hip is in bad shape right now.

KG: All in all, I think you're doing great and I've just really enjoyed this time to get to know you better and I know that future generations will read these transcripts and will really get a feel for what Webster was like in the twentieth century and I want to thank you for your time.

SrM: You're welcome, Kathy. My watch is not, exactly.

KG: Well, I think before we run out of tape we'll just go ahead and end for today, and thank you again.

SrM: You're welcome.